



**FOSTER  
SOCIAL  
INCLUSION**

# Art for social inclusion

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*Training module*

by Euro- Idea Fundacja Społeczno-Kulturalna



**Erasmus+**



*KA2 Strategic Partnerships for Adult Education – Exchanges of Practices  
"Foster Social Inclusion:  
volunteering, social entrepreneurship and art for social inclusion"  
Project 2019-1-PL01-KA204-065375*

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# The training module description

## Art for social inclusion

**Social, professional and cultural activation of people who are unable to work due to mental disorders using ceramic workshops.**

### Specific target audience:

People with mental health problems

### Main goal:

Increasing the social, professional and cultural activity of people who are unable to work due to mental disorders.

### Detailed objectives:

- to increase motivation to act and trust in your own strength;
- to increase communication skills of participants (self-presentation);
- to increase professional qualifications and acquire skills to re-enter the labour market (techniques of making and decorating ceramics, traditional objects and souvenirs, solving problems);
- to develop social competences (communication skills, cooperation);
- to extend knowledge about local cultural heritage;
- to combine the newly learned skills (ceramics, using a digital camera) and existing ICT skills (using a computer and using the Internet)

The project aims to make practical use of the acquired knowledge - interest in local cultural heritage, acquisition of new professional competences and the ability to identify available opportunities for personal, professional or business activities.

**The Group:** from 5 to 8 training participants

**Duration:** from 2 to 6 months

**Trainer:** one ceramic trainer/facilitator



## **THE TRAINING IS TO DEVELOP KEY SKILLS**

- cultural awareness and expression
- learning ability
- social and civic competences
- IT competences

## **METHODOLOGY**

- Learning by doing
- Constructionism - Building knowledge by building things
- Hand mind connection. Behavioural researchers demonstrate, that using our hands for activities stimulates brain activity, promotes mental health, and relieves stress.

## **KNOWLEDGE**

- local cultural heritage; legends and figures of Cracovian traditions.
- ceramics techniques
- ICT; modern technologies and internet - PowerPoint, digital photography, multimedia materials.

# Tips for facilitators

## HOW TO COMMUNICATE WITH WORKSHOP PARTICIPANTS: GUIDELINES FOR FACILITATORS

### I. BASIC PRINCIPLES

When communicating with participants, workshop facilitators should keep three key aspects of the situation in mind. The first aspect is the goal of the workshop, namely, skills acquisition. The second aspect involves a learning environment: meetings are held in groups. The third aspect concerns participants, who are psychiatric patients. Given the above, workshop facilitators have to negotiate several tasks, and they all require sound communication skills.

### II. FACILITATORS' TASKS

1. Building good rapport with each and every participant
2. Sharing knowledge of ceramics with participants
3. Providing training
4. Creating a communication- and cooperation-friendly environment
5. Strengthening verbalisation skills in participants
6. Coping with problem situations
7. Intentional modelling of communication skills

### III. EFFECTIVE TRAINING

- The aim of the workshop is to teach your participants how to model objects in clay. For this reason, training will be your basic teaching method.
- Well-organised training involves three steps:
  - You demonstrate the task and explain how to do it.
  - Participants perform the task and you tell them how to do it.
  - Participants perform the task on their own and describe what they are doing.



- It is important that you organise the task into stages (learning in little steps) and explain why you do a particular thing.
- Your task is to motivate and support participants during training by sharing constructive feedback and praise.
- It is vital that your participants know they can make mistakes and that mistakes are but starting points for improvement.

#### **IV STRENGTHENING SOCIAL SKILLS, HARNESSING GROUP POTENTIAL**

- You can encourage participants to speak to the group (by having a round at the beginning and end of the meeting (e.g. by asking questions: “What mood are you coming with to the meeting?”))
- It is important that you create opportunities for participants to communicate and cooperate in classroom (by working in smaller groups, working individually as part of a larger team...)
- It is also vital that you model their ability to ask for help, e.g. so that they could ask someone to pass tools, express and verbalise emotions.
- You could also share a random off-topic remark (e.g. “I saw a film the other day”) to develop a more informal atmosphere and encourage participants to share spontaneous comments.



# The training programme

Stage I Preparation of workshops;

Stage II Six Ceramic Workshops;

STAGE III Presentation of the workshop results;

STAGE IV Evaluation.

## **Stage I Preparation of workshops;**

The meeting is going on 2.5 hours

### **1.0. Information meeting with workshop participants and carers**

#### **1.1. Let's talk about workshop**

OBJECTIVE: 1 To make the participants of the group aware of the benefits of participation in activation workshops, familiarizing them with the general subject matter of the classes; presentation of methods and forms of implementation.

OBJECTIVE: 2 Presentation of the subject matter of workshops, methods of their implementation and time framework.

#### **1.2. Co-creating the "get to know each other" table**

PURPOSE: Establishing personal contact with participants

Familiarizing with group members, breaking the ice, fun

Metaplan / participants together create a poster being a graphical abbreviation of group discussions.

#### **1.3. Interview with participants**

OBJECTIVE: 1 Diagnosis of knowledge in the field of local cultural heritage; legends, figures, and characters.

REPRESENTATION / SCRIPTING of the local, legendary figures.

A casual conversation about legends and legendary characters as well as local cultural heritage.

OBJECTIVE: 2 Diagnosis of knowledge, skills and competence in the field of ceramics techniques.

OBJECTIVE: 3 Diagnosis of knowledge, skills and competences in the field of ICT.

## 1.4 Share a story

How participants can share their experience, knowledge, and results of training?

OBJECTIVE: 1 Presentation of methods and working tools in ICT frames:

digital photography, multimedia presentations, internet, reportage from workshops, artery to local journal on the OT's website.

OBJECTIVE: 2 Developing the ability to learn;

OBJECTIVE: 3 Presentation of methods for dissemination of results:

Metaplan / participants together create a poster that is a graphic shortcut of training experience.

Idea: Exhibition of works at the museum, bazaar.

## 2.0. A visit to the Historical Museum of the City of Krakow.

Participants get to know local legends and traditions

OBJECTIVE: 1 Interest in local cultural heritage, acquisition of new knowledge in this area.

OBJECTIVE: 2 Acquisition of learning ability;

OBJECTIVE: 3 Acquisition of new social and civic competences.

## 3.0. A visit to the souvenir shop.

Discovering local souvenirs market.

OBJECTIVE: 1 interest in the local souvenirs market.

OBJECTIVE: 2 identification of available options for personal, professional or business activities.

OBJECTIVE: 3 Interest in local cultural heritage, acquisition of new knowledge in this area.

OBJECTIVE: 4 Acquisition of new social and civic competences.

## Stage II Ceramic workshops

Classes in small groups (5-8 people).

The workshop is going on 2.5 hours

### Ceramic workshop 1

What is a traditional design? Core elements of local and national folklore and design (sharing knowledge from the museum, internet, peer to peer etc.).

Work with: Clay, engobe.

Slab method - „slices” - participants learn how to create them, how to combine them (composition) and to use.

Creation of ceramics in basic Technique - a plate, tiles.

- basic information about ceramics, properties of the clay
- creation of objects in basic technique

Participants make a simple object by combining elements, decorate with motifs of local folklore (example: flowers, belts, etc.).

### Ceramic workshop 2

What is a traditional design, Core elements of local and national folklore and design (sharing knowledge from the museum, internet, peer to peer etc.).

Work with: Clay, engobe.

Coil method - „rolls”, „fillets” - participants learn how to create them.

Creation of ceramics in basic Technique - a bottle, a decorated cup.

The antique and contemporary use of this technique.

Participants get to know the prehistoric and more contemporary style of the local cultural heritage and folklore.

### **Ceramic workshop 3**

What is a traditional design, Core elements of local and national folklore and design (sharing knowledge from the museum, internet, peer to peer etc.)?

Work with: Clay, engobe.

Pinch method - „balls” - participants learn how to hand build "small form", how to combine them (composition) and to use.

Participants get to know the possibilities of a "small form" created from a pinch ball.

Small bells, bowls, ceramic beads or animals are created. Objects are inspired by local cultural heritage.

#### **Sculpting Methods**

Three-dimensional art; sculpture and bas-reliefs (relief methods, imprint, etc.).

Angels, dragons are created. All inspired by the local cultural heritage and folklore.

### **Ceramic workshop 4**

What is a souvenir, what are its features?

Core elements of souvenirs design (sharing knowledge from the visit, internet, peer to peer etc.).

Work with: Clay, glazes.

Part 1 Glazing tips and techniques – participants improve the glazing technique.

Part 2 Souvenirs creation (individual work, group work, mixed model eg. someone creates a sketch, someone rolls, slices, someone deals with colouring, etc.).



## **Ceramic workshop 5**

How to decorate clay? Core elements of decoration and composition (sharing knowledge from the visit, internet, peer to peer etc.).

Work with: Clay, enamel, glass, oxides.

Working on simple form like tiles.

Part 1 Decorating tips and techniques - Tiles - participants learn how to decorate them, how to combine them (composition).

Part 2 Glazing – participants improve the glazing technique.

Part 3 Creativity exercise - Tiles / mosaic creation (individual work, group work, mixed model eg. someone creates a sketch, someone slices, someone deals with decoration and composition, etc.).

## **Ceramic workshop 6**

Do it yourself!

Work with: Clay, enamel, glass, oxides.

Part 1 Reflection.

Discussion what we have learned and how we can show and use our new acquired skills.

What can I create for myself, for relatives, for my community, for sale (examples: local souvenirs, decorations, ceramic jewellery or something practical for interiors bowls, cups, plates)?

The workshop footprint. The group decides the project results presentation (exhibition, bazaar).

Part 2 Functional form creation (individual work, group work, mixed model eg. )

Work plan arises from ideas selected as part of the discussion.

Part 3 Various techniques - participants improve their techniques.

### Stage III Project results presentation

#### **Presentation of the results of the workshop** (exhibition, bazaar)

An exhibition, or maybe a fair?

Goal: 1 Sharing the results of the workshops.

Goal: 2 identification of available options for personal, professional or business activities.

Goal: 3 Acquisition of new social and civic competences.

### Stage IV Evaluation

#### **Summary of ceramics classes and their evaluation**

6.1. Participants create a "map of impressions"

Goal: 1 Evaluation



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# **Community Reporting in the Kiez(t)raum project**

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*Training module*

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COMPARATIVE RESEARCH NETWORK:

by Rimante Rusaite and Ewelina Barthel from Comparative Research Network e.V.

# The training module description

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## *Community Reporting in Kieztraum Project*

### *Specific target audience:*

The project Kieztraum is taking place in Berlin, a neighbourhood of Wedding. It is a result of a cooperation between Comparative Research Network and Quartiersmanagement Pankstraße. The specific target audience is the community that lives in the neighbourhood, or people who work there, in other words, anyone who visits the area on a regular basis. Kieztraum is based on three different methods: Community Mapping, Community Reporting and Eurbanities game. Here we talk in detail about Community Reporting.

### *Main goal:*

Community Reporting supports people to have their voice heard and provide insight to policymakers and researchers. To do that, the method aims at developing digital skills in storytelling using simple devices, such as mobile phones and tablets.

### *Detailed objectives:*

1. Tell the stories – use insight storytelling techniques and portable devices (i.e. smartphones and tablets) to tell individual stories.
2. Gather stories – use the skills developed on the programme to capture other people's stories.
3. Share stories – share stories within the community and other events, that gathers diverse stakeholders (i.e. local policymakers, neighbourhood management).

### *The Group:*

6-15 people

### *Duration:*

Can be adapted from 1 to 2 days

### *Trainer:*

1-2 trainers accredited through the Institute of Community Reporters (UK)

## *THE TRAINING IS TO DEVELOP KEY SKILLS*

- Learn about storytelling and the value of stories
- Get to grips with audio and video recording techniques
- Develop peer support and communication skills
- Explore how to tell and share stories in a safe and responsible way
- Pick out the key messages from your stories and use these to set an agenda for change

## *METHODOLOGY*

Community Reporting started in 2007 and uses digital tools to support people to tell their own stories, in their own ways and to connect these stories with people, groups and organisations. It provides opportunities for people to find their voice, challenge perceptions, describe their own reality and create conversations for change.

Digital Storytelling is at the heart of the model and provides people with the opportunities, skills and knowledge to become responsible storytellers. It supports learners to use digital tools to tell their own and other people's authentic stories and the [communityreporter.net](http://communityreporter.net) site provides a platform for people to share these stories.

Stories are curated into online topic-based features that are then shared with research organisations, service designers and policymakers. In that way, the stories become 'catalysts of change' that inform provision and policy in a wide range of fields.

## *KNOWLEDGE*

- Insight into the local community.
- Audio and video recording techniques.
- Group dynamics.
- Ethical and legal aspects of storytelling.

# Tips for facilitators

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## *HOW TO COMMUNICATE WITH WORKSHOP PARTICIPANTS: GUIDELINES FOR FACILITATORS*

### *I. BASIC PRINCIPLES*

The Community Reporter program can be easily transferred to different organizations and countries through the Social License, which offers a train-the-trainer program that teaches the Community Reporter philosophy, approach and methodology as well as supporting local activity.

### *II. FACILITATORS' TASKS*

#### Key Responsibilities

The role of the Community Reporter Trainer is key to this process as they will:

- Deliver a Community Reporting for Insight programme to community members that will enable them to tell their own stories on diversity and gather stories from their peers.
- Deliver a Co-Curation programme in which the participants will review the stories gathered, identify a set of key findings and package these findings as a short film and a one-page, interactive summative report.
- Facilitate Community Reporter meet-ups and provide on-going assistance.

### *III. EFFECTIVE TRAINING*

#### Trainer Specification

Community Reporter Trainers will be expected to:

- Attend an Insight Advocate Trainer programme
- Complete an online ICR programme on running Community Reporter meet-ups
- Complete an online ICR Curator training programme
- Have experience of delivering informal training activities in community settings
- Possess good digital literacies including media and information literacy
- Have strong connections with the community that they will be working with
- Demonstrate effective communication and organisational skills

#### IV. STRENGTHENING SOCIAL SKILLS, HARNESSING GROUP POTENTIAL

Community Reporting is an intrinsically social activity, as it relies on building trust between participants.

The activities are held in a safe space, where privacy is respected, differences are celebrated.

By sharing and gathering stories, members can find similarities in their perspectives, thus strengthening the group as a powerful tool for social change.

## The training programme

### *Stage I Preparation of workshops;*

1. Creating the marketing materials: invitation, social media post or other chosen way of communication about the event;
2. Recruiting participants, creating a registration form (online/offline)
3. Preparing and gathering materials for the workshop: a laptop for projecting the programme slides, pens, notepad/paper, post-it notes, and a small selection of tablets/smartphones, preparing and printing different handouts that are part of the program.

### *Stage II Workshops;*

#### Day 1

Duration	Activity	Overview
20 min.	1. Welcome and Introduction	Trainer will give an overview of the training course and the day. They will also give a brief introduction to the Community Reporting movement using the CR animation.
20 min.	2. Icebreaker	The trainer will facilitate an icebreaker

50 min.	3. What's the Story?	<p>The trainer will facilitate a small group-based activity in which participants will explore communityreporter.net and storytelling.</p> <ul style="list-style-type: none"> <li>-Trainer will introduce how to find stories on the site</li> <li>-Trainer will facilitate a discussion about the story.</li> <li>-Participants will use the tablets / their own devices to find other stories on the site.</li> </ul>
45 min.	4. Snapshot Storytelling	<p>The trainer will screen a short 'snapshot' story and explain the concept of a snapshot story. They will devise their own snapshot question on the topic of the neighbourhood (e.g. What do you like about living in Wedding?)</p> <p>Participants will then work as a small team to record some snapshot stories. The trainer will deliver some equipment training and recording practices as part of this exercise.</p>
45 min.	5. Lunch	Lunch (Trainer to copy snapshot stories onto their laptop / pen drive during Lunch and PM activities)
45 min.	6. Create Your Recording Best Practice Guide	<p>The trainer will screen back 2 – 3 of the snapshot stories recorded in the previous activity and review them with the group. They will use this as a basis for a discussion about 'best practice' recording techniques. As part of this, the participants will produce a Recording Best Practice Guide.</p> <p>The activity will include a group feedback/troubleshooting session and further demonstration from the trainer.</p>
1 hour	7. Responsible Storytelling	<p>Trainer will facilitate a carousel, discussion-based activity on the storytelling ethics and Community Reporting best practice.</p> <p>Participants will work in small teams to answer the questions and complete the tasks at four different 'Task Stations'. This activity concludes with the creation of a Community Reporting Best Practice guide (written and/or audio/video).</p>
15 min	8. Reflection and summary	<p>The trainer will facilitate a short reflection session in which participants will individually and as a group reflect on their learning and experiences during the day.</p> <p>Trainer will collate any outstanding details needed to register participants on CR site, including photographs for badges. They will give an outline of the next session and set an independent learning task.</p>
	End of session	

## Day 2

Duration	Activity	Overview
15 min.	1. Welcome	Trainer will give an overview of the day and facilitate a brief reflection on the previous session.
1 hour	2. Reviewing snapshot stories	Trainer will screen back the snapshot stories and identify from them some key topics that have emerged, and check with the group if the stories are examples of Responsible Storytelling They will also point out technical 'does' and 'don'ts' as part of this review.
1 hour	3. Sharing stories	The trainer will demonstrate how to use <a href="https://communityreporter.net">communityreporter.net</a> and upload their snapshot story recorded in the previous session as an example.  The participants will then use their account details to upload their own snapshot stories to the site. The trainer should support them in doing this.
45 min.	4. Lunch	
30 min.	5. Exploring dialogue interviews	The trainer will explain what dialogue interviews are using examples of different existing stories. They will facilitate a discussion about potential topics for these interviews based on the ideas from snapshot stories.
1 hour min.	6. Recording dialogue interview	The participants will record their dialogue interviews in pairs or in small teams. The storyteller will confirm with interview a starting point/conversation starter for the interview.
30 min.	7. Peer review	Trainer will facilitate a peer review of the stories gathered.
30 min.	8. What's next?	Trainer will facilitate a reflective activity in which the group will create a plan for 'What's Next?' and provide feedback on their experience during this 2-Day programme.
	End of session	

### *Stage III Presentation of the workshop results.*

The workshop results are summarized and presented after a Story Co-Curation Programme. It focuses on analyzing the stories and extracting key findings. As part of the programme, participants will analyse collected stories and produce a set of findings, identifying key topics, the content of the stories and their context. The findings, ideas and curated content produced during this programme will be used to support the overall co-creation process as part of the Kiez(t)raum project. Ideally, the same participants are present during the curation workshop. The outcome is a video, that includes the main topics from the neighbourhood stories. The video is then shared with relevant stakeholders and published on project website.

### *Stage IV Evaluation.*

The evaluation of the workshop takes place at the end of the Community Reporting session. Trainer should facilitate a short post-it note feedback activity in which participants will write a post-it note for each of the following:

- a. What have you learned as part of the training?
- b. What worked well about the training?
- c. What could have been improved about the training?

*Strategic Partnerships for Adult Education – Exchanges of Practices*  
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# **MIGRANT INCLUSION**

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*Training module*

by Crossing Borders, Luna Valgaard Jørgensen



**Erasmus+**



**Crossing Borders**

*KA2 Strategic Partnerships for Adult Education – Exchanges of Practices "Foster Social Inclusion: volunteering, social entrepreneurship and art for social inclusion"*  
Project 2019-1-PL01-KA204-065375

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# The training module description

**Foster social inclusion of migrants through a 3-day training for professionals working with migrants.**

**Specific target audience:**

Professionals working with migrants (16+)

**Main goal:**

To support professionals working with migrants to foster and enhance social inclusion.

**Detailed objectives:**

- raise awareness around the invisible power structures migrants are subjected to
- empower professionals working with migrants through critical thinking
- discover the strength of superdiversity
- and create a social network of people with diverse ethnic background working with migrants.

**The Group:** from 5 to 16 participants (max. 2 participants from the same country)<sup>1</sup>

**Duration:** 3 days

**Trainers:** The training is led by 2 facilitators, who have experience with:

- organising and facilitating workshops
- working with intercultural groups
- creating safe spaces for participants

## THE TRAINING'S IS TO DEVELOP KEY SKILLS

- develop an understanding of social inclusive and exclusive practises in their work with migrants
- identify and challenge suppressive power structures migrants are subjected to
- practice strategies to foster social inclusion of migrants

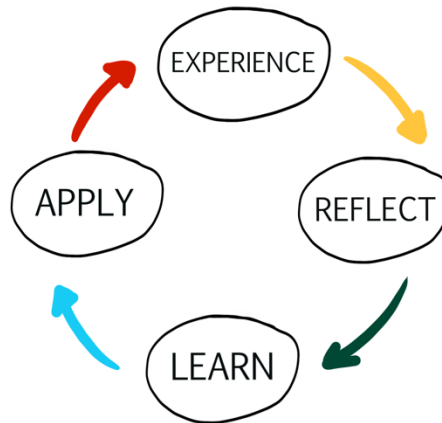
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<sup>1</sup> Studies conducted by the professor Lotte Holck shows that superdiversity in terms of age, gender and nationality enhance social inclusion due to the fact that diversity enhance the tolerance among the group members.

## METHODOLOGY

The training combines two different learning methods; Learning by Doing and Political Empowerment.

- 1) **Learning By Doing – the experimental learning cycle<sup>2</sup>:** Participants will throughout the training engage in a learning process based on the experimental learning cycle starting from their own experiences with social inclusion and exclusion.



- 2) **Political empowerment:** Inspired by the educator and philosopher Paulo Freire the training is designed to raise awareness on the invisible oppressive power structures in society. Based on Freire's pedagogy of the oppressed - one must become aware of the oppressive structures in order to change them. Hence this training aims to empower the participants to challenge the oppressive structures that migrants encounter through awareness raising and critical thinking.
- 3) **KNOWLEDGE**
  - Storytelling – story of self and us
  - Three levels of racism – personal, institutional and cultural
  - Socially inclusive and exclusive practises through master suppression techniques, counter and inclusion strategies

## Tips for facilitators

### I. BASIC PRINCIPLES

- be open-minded and emphatic
- utilize personal experiences and knowledge
- be present and listen to the participants

<sup>2</sup> The experimental learning cycle has been developed by the psychologist David A. Kolb.

## II. FACILITATORS' TASKS

1. Building trust between the participants in the intercultural group.
2. Creating a safe space for discussions on taboo topics (discrimination, racism etc.)
3. Organise and facilitate the workshops (managing time with lunch, breaks and activities).
4. Support, challenge or nuance the perspectives of the participants.
5. Encourage a culture of reflectivity and teamwork among the participants.

## III EFFECTIVE TRAINING

Before and during the training the facilitators can use following reflection questions to ensure an effective training:

- How do we utilize and practice the three methods – learning by doing, peer-to-peer learning and political empowerment?
- How can we make sure that the learning space works for participants from various ethnic and social backgrounds?
- Are the participants aware that power and privilege exists in all relationships in their life? If not, how can we make them aware of this reality?
- Are we creating a safe space for everyone to participate and build their critical consciousness?
- Do we encourage participants to learn from each other?

## IV STRENGTHENING SOCIAL SKILLS, HARNESSING GROUP POTENTIAL

- **Check-ins and check-outs** are ways for the trainer to sense, how each of the participants are feeling in the morning and afternoon. This is especially important when discussing personal experiences with regards to exclusion and inclusion. Use colours, postcards or animals to check-in by example asking: "If you were a color, what color would you be today and why?"
- It's a good idea to set up **communication guidelines** for the training e.g. avoid using generalisations 'everybody thinks, does, argues', but speak from your perspective by saying 'I'. Emphasise that everything is socially constructed, so there is no such thing as right and wrong, good or bad, so be open to each other's perspectives, ideas and thoughts.
- **Learning log** – hand out a notebook to the participants and use 30 min every day for the participants to write down their own reflections and learning outcome from the day. It allows the participants to integrate the learning outcomes from the training into their work with migrants.

# The training programme

## *Stage I - Preparation of workshops*

1. Recruiting participants for the training through social media post or other communication platforms.
2. Printing the hand-out materials on storytelling and master suppression techniques.
3. Creating PP slides on storytelling, structure and prejudices and master suppression techniques.
4. Preparing materials for the workshop: a laptop, a projector, pens, colours, post-its and notebooks.

## *Stage II - Workshops*

### **DAY 1 – CREATEING A SAFE SPACE AND BUILDING RELATIONS**

Activity	Overview
Introduction	The trainers present <ol style="list-style-type: none"> <li>1. Who are we?</li> <li>2. Agenda for the day</li> <li>3. Purpose of the training</li> <li>4. Communication rules during the training</li> <li>5. Questions?</li> </ol>
Check-in	Stand in a circle and ask the participants to introduce themselves along with their names and the meaning of their name.
Sharing expectations	In pairs the participants discuss: <ul style="list-style-type: none"> <li>• Why are you here today?</li> <li>• What do you want to learn?</li> </ul> <p>Share expectations in the group afterwards.</p>
Icebreaker	Trainer facilitates an icebreaker. Use e.g. question cards from the small-talk or ego game.
Introduce storytelling	Introduce storytelling as a method - story of self and us. The trainer tells his/her own story of self.
Lunch	
Walk-and-talk	In pairs the participants talk about: <ul style="list-style-type: none"> <li>• Challenge: What have you experienced that challenged you personally?</li> <li>• Choice: How did you react to the challenge?</li> <li>• Outcome (result/learning/message): What was the outcome of your choice?</li> </ul>
Writing exercise	Write the story of self individually.

Story of self	Take a round in the group and tell your stories one-by-one. After each story the group provides feedback.
Story of us	Identifying shared values in the story by discussing: Can we identify any shared values in our individual stories? What do those value say about us as a group? The purpose is to create group coherency.
Learning log	
Check-out	Stand in a circle with the participants and ask: What do you take with you today?

## DAY 2 – BECOMING AWARE OF INVISIBLE POWER STRUCTURES IN EVERYDAY LIFE

Activity	Overview
Introduction	The trainer presents the agenda for the day and facilitates a short reflection around on the previous session.
Check-in	
Personal story	The trainer tells a story from his/her own life of a situation, where he/she felt socially excluded. The purpose is to create a safe space for the participants to open up about their own thoughts and experiences.
Speed dating	Speed dating in pairs - discuss the questions: <ul style="list-style-type: none"> <li>• What are prejudices?</li> <li>• Have you ever experienced any prejudices based on your gender, sex, ethnicity or religion? If so, how?</li> <li>• What is social inclusion and exclusion?</li> <li>• Do you remember a situation where you experienced social exclusion? And how did it feel?</li> <li>• How do you think prejudices and social exclusion are connected?</li> </ul>
Structure and prejudices	The trainer presents: <ol style="list-style-type: none"> <li>1. What are prejudices?</li> <li>2. How are structures and prejudices connected on three levels: personal, institutional and cultural?</li> </ol>
Master suppression techniques	The trainer presents the 10 master suppression techniques, inclusion and counter strategies developed by the Norwegian social psychologist Berit Ås. Give the participants a hand-out with the master suppression techniques and counter strategies.
Walk-and-talk	In pairs the participants discuss: <ul style="list-style-type: none"> <li>• Which of the master suppression techniques have you encountered?</li> <li>• Where in your life have you experienced being subjected to them? (work, immigration office, school, supermarket, public transportation etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• Give an example of a concrete situation, where you have experienced one or several master techniques?</li> <li>• What could you have done? What could other people have done in the situation?</li> </ul>
Lunch	
Forum theatre with master suppression techniques	<p>The participants prepare sketches of situations inspired by their own experiences with master suppression techniques.</p> <p>The participants act out the sketches and the rest of the group identifies the master suppression techniques and comes with suggestions for inclusion or counter strategies.</p>
Reflection around	The trainer facilitates a short reflection around on their learning and experiences during the day.
Learning log	
Check-out	

### DAY 3 – PRACTISING INCLUSIVE PRACTICES WHEN WORKING WITH MIGRANTS

Activity	Overview
Introduction	The trainer presents the agenda for the day and facilitates a short reflection round on the previous session.
Check-in	
	<p>In groups of three brainstorm based on the information from the previous two sessions:</p> <ul style="list-style-type: none"> <li>• Which master suppression techniques do you think the migrants at your workplace are subjected to? Do you remember a specific situation?</li> <li>• Which inclusion techniques could you use in that situation?</li> <li>• What are examples of master suppression techniques you have unconsciously or consciously exercised?</li> <li>• With the knowledge you have now, how would you have acted differently?</li> </ul>
Taking action	<p>The groups select one of the situations from their work, where master suppression techniques were exercised and discuss what strategies could be used with inspiration from the counter and inclusion strategies.</p> <p>The groups create a product to illustrate their chosen master suppression technique and proposed solution (e.g. a game, sketch, a poster, a video).</p>

	It is important that the trainer continuously creates a safe space and supports the participants in the process.
Lunch	
Presentations in groups	Each group presents their product to the rest of the group. Afterwards the rest of the group give constructive feedback and suggestions for alternative strategies.
Evaluation	<ul style="list-style-type: none"> <li>• How was the training?</li> <li>• Did you find anything easy/challenging? If so, what?</li> <li>• How do you want to use the knowledge from the training in your work with migrants?</li> </ul>
Learning log	
Check-out	

Notice that the duration of the activities depends on the number of participants, which means that energizers and other teambuilding activities could be included if the timeframe allows it in the programme.

### *Stage III – FOLLOW-UP MEETING*

After a month a meeting is set up to ensure that the professionals continue their learning process in their work with migrants. The meeting gives the professionals the opportunity to share their experiences with implementing the tools they have gained and practised through the training with each other.

## Free publication

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**Erasmus+**

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FOSTER  
SOCIAL  
INCLUSION

# Volunteering for Environmental Purposes

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*Training module*

by SEEDS - SEE beyonD borders

**SEEDS**  
VOLUNTEERING FOR ICELAND

*KA2 Strategic Partnerships for Adult Education – Exchanges of Practices "Foster Social Inclusion: volunteering, social entrepreneurship and art for social inclusion"*  
*Project 2019-1-PL01-KA204-065375*

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# The training module description

## Volunteering for Environmental purposes

**International volunteering camp focused on raising intercultural and environmental awareness.**

### Specific target audience:

International volunteers (16+)

### Main goal:

Foster intercultural dialogue whilst contributing for environmental protection.

### Detailed objectives:

- to increase environmental awareness;
- to protect the Icelandic nature;
- to fight global climate change and biodiversity loss;
- to boost intercultural exchange;
- to increase intercultural understanding;
- to promote intercultural dialogue.

The *Environmentally Aware & Trash Hunting in Reykjavík* project aims to gather people from all over the world, with different backgrounds and cultures, to unite for the purpose of environmental protection.

**The Group:** from 5 to 16 participants (max. 2 participants from the same country)

**Duration:** 9 days

**Trainer:** The camp is lead by trained ESC<sup>1</sup> long-term volunteers

<sup>1</sup> European Solidarity Corps

## **THE TRAINING IS TO DEVELOP KEY SKILLS**

- Intercultural understanding
- Environmental awareness
- Multilingual competence
- Personal, social and learning competence

## **METHODOLOGY**

- Icebreakers
- Energisers
- Group-work
- Lectures
- Group discussion
- Team-building
- Hands-on

## **KNOWLEDGE**

- Intercultural learning and dialogue: group of people from all over the world exchanging cultures and experiences for 9 days, living together.
- Environmental issues such as plastic pollution, deforestation, consumption habits, fossil fuels, species extinction, others.
- Social impact on the environment: working conditions of high-scale production in developing countries, individual behaviour, fast fashion, others.
- Environmental solutions: clean and passive energy, organic agriculture, local produce, fair-trade, informed consumers, activism, others.
- International cuisine: exchange of home-country gastronomy

- Social interaction: meals, icebreakers, energisers, team-building activities, evaluations & feedback sessions
- Communicate in foreign language

## Tips for facilitators

### HOW TO COMMUNICATE WITH CAMP PARTICIPANTS: GUIDELINES FOR FACILITATORS

#### I. BASIC PRINCIPLES

- be ready to adapt and improvise
- be patient and emphatic
- good communication
- positive mindset, open-minded

#### II. FACILITATORS' TASKS

1. Find common ground with all the participants
2. Sharing knowledge, personal experiences and ideas about environmental aspects and problems
3. Create friendly environment for discussions
4. Building trust and teamspirit
5. Problem solving / preventing
6. Time management (schedules, balance between activities and free time for everybody's wellbeing)
7. Be clear and specific with the tasks and encourage teamwork (create a culture of collaboration)

### III EFFECTIVE TRAINING

- The aim of the camp is to increase knowledge about environmental problems and to have intercultural dialogues
- Explain how the recycling system works in Iceland and in our households to have practical experience.
- Give the participants a model of sustainable lifestyle and make them more aware about the food and products they are consuming (DIY workshops).

### IV STRENGTHENING SOCIAL SKILLS, HARNESSING GROUP POTENTIAL

- Icebreakers - to make the space more friendly
  - Divide the group in pairs. Give them 15 minutes to talk and introduce to each other. Make a round where each person introduces the pair-colleague.
  - Names game: make 1 round circle, passing an object. The person holding the object has to say their name, the name of the object, the name of the person they got the object from and the name of the person they are passing the object to.
- Mandala Method to understand the individual expectations of each participant and mid-term and final evaluation for feedback.

Ask the participants to identify what they are interested in learning during the activity:

- What do you want to gain? What do you want to take home?
- Why are you interested in the topic of this camp?
- What do you want to learn at this camp?
- What do you expect out of this camp? What do you want to happen to make this camp a success?
- What do you need to make you feel comfortable during the camp?
- International evening including dinner to share the culinary culture from the different home countries and games/music to build team spirit and share cultural traditions.
- Having 3-4 cooking- and cleaning teams to build teamwork.

# The training programme

## *Environmentally Aware & Trash Hunting in Reykjavík*

### Day 1 - Arrival. Introductions and expectations.

#### **1. Who are we**

OBJECTIVE: Introduce the international group to the hosting organisation. Explanation of the organisation's history, scope and purposes.

#### **2. Hosting country**

OBJECTIVE: Introduction to the hosting country.

Presentation about Iceland: history, geography, geology, fauna, fun facts, social tips, game-quiz and useful vocabulary in Icelandic.

#### **3. Personal introductions and expectations**

OBJECTIVE 1: Get to know each other.

Organise icebreakers for the group to know each other.

OBJECTIVE 2: Understand the individual expectations of each participant.

Mandala method (available in Salto)

### Day 2 - Workshop, exploring and discussions

OBJECTIVE 1: Provide basic knowledge about overall environmental problems and aspects

Workshop 1 Intro to Environmental Awareness presentation

OBJECTIVE 2: Explore the city and discover the main points of interest

City game including finding certain locations in the capital area with historical explanations.

OBJECTIVE 3: Focus on certain topic of an environmental issue and share personal experience and ideas about it

Documentary + Group Discussion

### Day 3 - Volunteering activity and visiting museum

OBJECTIVE 1: Deal with the concept of minimalism

A brief look at why this way of living could offer a better life for people through low environmental impact.

OBJECTIVE 2: Put the theory in practice

Organized clean-up for either coastal or urban areas to contribute directly to environmental protection.

OBJECTIVE 3: Educating about the lives of whales and human impact on their existence.

Whales of Iceland - museum tour (optional to have audio guide).

OBJECTIVE 4: Experiencing the city's policy of encouraging public sports and healthy lifestyles.

Having a relaxing time in the swimming pools (hot pools).

### Day 4 - Being adventurous and building connections with the locals

OBJECTIVE 1: Discovering Icelandic landscape, volcanoes, waterfalls and historic viewpoint.

Golden Circle excursion

OBJECTIVE 2: Mid-term evaluation.

Mandala method (available in Salto)

OBJECTIVE 3: Attending a local event in order to become familiar with the cultural identity of the locals.

Cinema/current local event

### Day 5 - Waste management

OBJECTIVE 1: Deepening knowledge about waste management in Iceland through lectures provided by local professionals.

Visiting SORPA - Waste Collection Centre tour

OBJECTIVE 2: Broadening participants awareness about recycling and waste management methods researching a topic in which they are interested.

Research time and workshop 3.

OBJECTIVE 3: Sharing personal opinions and ideas for intercultural exchange.

Local & Global Environmental Issues - Group Discussion

#### Day 6 - Hands-on experience

OBJECTIVE 1: Learning why Iceland is a pioneer in the use of geothermal energy and how the society managed the transition from coal and oil to renewable resources.

Guided tour in Hellisheiði Geothermal Power Station.

OBJECTIVE 2: Cleaning skiing slopes and the area surrounded by the beautiful Icelandic landscapes.

Trash Hunt in the Blue Mountains.

OBJECTIVE 3: Experiencing an unusual opportunity to bath in a warm river in one of Iceland's natural geothermal areas.

Hot River Hike Excursion

#### Day 7 - DIY - Do it yourself

OBJECTIVE 1: Sharing knowledge about how to make your own hygiene products.  
Workshop for making deodorant. Necessary tools and ingredients provided by SEEDS.

OBJECTIVE 2: Visual experience combined with trash-hunting.  
Visiting Recycled House and cleaning the area.

OBJECTIVE 3: Exchanging culture  
International dinner to share national foods, games and music.

#### Day 8 - Exploring

OBJECTIVE 1: One day trip by the shore to show Icelandic landscape and nature.  
South Shore Excursion.

OBJECTIVE 2: Feedback from the participants and final evaluation.

Mandala method (available in Salto)

Day 9 - Departure.



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**FOSTER  
SOCIAL  
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# **Female Entrepreneurship for social inclusion**

*Training module*

by M&M Profuture Training, S.L.



*"Foster Social Inclusion:  
volunteering, social entrepreneurship and art for social inclusion"*

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Project 2019-1-PL01-KA204-065375

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## 1. THE TRAINING MODULE DESCRIPTION

### **Female Entrepreneurship: female empowerment and leadership**

This women entrepreneurship training module has been developed in order to enhance the capacities and performance of women to become successful entrepreneurs. Therefore, the focus of the present module is the development of entrepreneurial competencies and related soft skills.

#### **Specific target audience:**

Unemployed women at risk of social exclusion and / or workers with concerns about the materialization of their entrepreneurial project.

#### **Main goal:**

The objective of the course is to enhance the economic opportunities for women starting, formalizing, or growing their businesses. In other words: training better, stronger, and more confident female business entrepreneurs. We want to inspire women to unlock their potential. We consider this is a must, if we are to tackle the gender gap in the business market while, at the same time, being innovative. Momentum for new women's businesses can be diminished without the right support as the labour market is still man-dominated. We want to empower these new female entrepreneurs.

#### **Detailed objectives:**

- To make women aware of entrepreneurship as self-employment alternative.
- To help participants learn and practise useful tools in order to develop entrepreneurial competencies and skills.
- To support our participants (new female entrepreneurs) in self-identifying their strengths, personal resources and opportunities in order to ensure the implementation of their projects.
- To provide tools and resources to stimulate female entrepreneurship.
- To use idea-filtering techniques to select the project idea.
- To apply creativity techniques to develop participants' projects' concepts.
- To offer psychosocial tools to face the specific obstacles they may encounter due to the gender gap.
- To have a pleasant and meaningful time by exchanging ideas and experiences with the other participants.
- To encourage teamwork and inspire participants in further developing their soft skills.
- To learn and be inspired, by listening to and interacting with expert guest lecturers.

The sessions will combine experts' master classes with transformational activities aiming to unlock participants' potential. By developing their entrepreneurial skills, they will transform their weaknesses into strengths and will become more capable to take advantage of the opportunities that may arise. During the different workshops, success stories of entrepreneurial experiences starring women will be introduced to the participants as source of inspiration.

In the sessions' plan, all four training sessions start with a master class that has an introductory value by clarifying key concepts and the practical scope of the theoretical aspects linked to launching your own business. In addition, each session's master class covers the contents pointed at in the modules' description (see below).



Image source: CC Commons

## 2. TRAINING STRUCTURE AND CONTENTS:

The training comprises 6 modules that will be delivered in four sessions structured in a four-stage sequence (see below). Module 6 (Entrepreneur Women's Experiences) is a transversal module that will be delivered through all four sessions. In the sessions' plan (see Section 3), all four training sessions do start with a master class by an expert. Such master classes will have an introductory value to the rest of each session, by clarifying key concepts and the practical scope of the theoretical aspects linked to launching your own business from the point of view of new women entrepreneurs. Each master class covers the contents specified in the modules' description, organized according to a four-stage organization of the modules' contents. Each organization can consider the masterclass an optional feature according to participants' profiles and their familiarity with the topics at hand. For participants with little knowledge about the business world we consider this introductory lecture a must in order to clarify basic concepts. For participants with more familiarity with the business world, it can be an incentive to receive first hand expert advice and guidance.

### **The Modules and their key concepts:**

#### 1. Knowing yourself: Exploring Your Talents and Becoming a Successful Woman Entrepreneur:

- Current Identity: Who am I? What are my qualities? What is the added value I offer? What is the most precious quality I have?
- Aspirational Identity: Who do I want to become?
- Action Plan: What will I do in order to get to where I want to be?

#### 2. Gender Equality:

- Equality of opportunities.
- Female empowerment and social economy.
- Gender and the labour market.
- Female entrepreneurship: beliefs and paradigms.
- Women entrepreneurs in the local context.

#### 3. Entrepreneurship: Key Notions about Entrepreneurship:

- The first steps: ideas and business opportunities.
- Tools to define the opportunity: Methodologies for the development of business ideas:
  - Business Opportunity.
  - Environmental Analysis / SWOT Analysis.

- Business Model.
- Brand Strategy.
- Development of the idea and project plan.

- Feasibility Plan.

#### 4. Five Metrics of 360° Entrepreneurship:

- Personal brand.
- The target market and competition.
- Communication and marketing plan.
- Financial and legal procedures.
- Negotiation and strategic intelligence.

#### 5. It is All about You:

- Your creativity style.
- How to present yourself.
- How to deal with failure.
- Public presentations and communication.
- Human team management and conflict resolution.

#### 6. Women's Entrepreneurship Experiences:

- Women's strategic alliances and networks.
- Local best practices supporting female entrepreneurship.
- International success stories.
- Female business style.

### **Expected effects on participants**

- Increase of self-esteem and self-motivation.
- Increased gender awareness in professional practice.
- Direct learning experience about creating a business plan.
- Reinforcement of their entrepreneurial skills and professional profiles.
- Development of teamwork and collaboration skills, new information analysis and management, problem-solving, organizational techniques, and critical thinking.
- Enhanced entrepreneurial skills.

### 3. WORKSHOPS' STAGES, DURATION, AND MODULE DISTRIBUTION:

#### **Stage I / Preparatory stage and introduction:**

The session will last for 3 hours.

Modules involved: 1, 2, 6

#### **Stage II / Design of your business idea:**

Each workshop will last for 3 hours

Modules involved: 3, 6

#### **STAGE III / Presentation of your business idea/ results**

The workshop will last for 3 hours

Modules involved: 4, 6

#### **STAGE IV / Creativity, communication and final evaluation**

The workshop will last for 3 hours

Modules involved: 5, 6

## **Stage I / Preparatory stage and introduction:**

### Session's description:

1. Expert **master class** with final questions & answers round. The modules involved are: 1,2, 6
2. Introduction **ice-breakers**
3. **"Current Identity cards"**: participants choose cards from a deck. Each card displays a woman entrepreneur brief story. Each participant reads it and afterwards shares with a partner how she is different or similar to that one entrepreneur. Next, each participant shared with the big group that the partner introduces to the big group what her partner had described to her.
4. **"Who do I want to become?"**: participants are led through a short visualization about the type of professional they want to become, and the type of business they want to have. After this they will have each one a white cardboard A3 sheet on the other side of the room. They will have to go there and draw what stands out for them of the visualization. Afterwards, all participants will be given a stack of post-it and will go around sticking notes on each work, writing a maximum of two words per note featuring positive comments about what the image makes each one feel. Finally, there is going to be an open discussion about the experience.
5. **Self-coaching (what will I do to get there?)**: each participant is given a bunch of colour A4 paper sheets and will place them between the starting position at one side of the room and connecting it with the A3 drawing as its end. Each participant will write on each one of her A4 paper sheets one thing that she needs to do in order to get to her final A3 personal destination. Each participant will present her own coaching line to the big group.
6. **Brainstorming (gender inequality impact)**: a discussion will ensue as to how gender inequality may hinder the expected personal progress. Then the conductor will provide objective data (maybe a supporting Power Point presentation displaying national / regional / local gender gap data can support the discussion). The trainer will encourage a brainstorming on what solutions come to mind to participants so as to counter the gender gap effect on new female entrepreneurs.
7. **Video visualization (female entrepreneur success stories)**: some videos displaying short success stories of women will be visualized and

discussed... what did they do in order to succeed?

8. **Session's final assessment (warm-up facilitating a brief assessment of the morning):** a movement-based exercise will facilitate the final statement of each participant as to how they have felt during the session.

## Stage II / Design of your business idea:

### Session's description:

1. Expert **master class** with final questions & answers round. The modules involved are: 3, 6.
2. **Warm-up exercises:** involving soft body contact to challenge each other while sharing personal experiences in turns.
3. **Quick round to sum up the previous session.** The trainer introduces today's purpose and programme.
4. **SWOT analysis:** in groups of 3 participants, each participant will share about her business idea / projects / start up in connection with the existing environment she has to deal with. The trio generates in a cooperative manner a SWOT for each business idea. All teams do the same and in the end, presentations will take place. Big group feedback will finalize this process.
5. **The CANVAS business model:** individually at first, each participant fills up an empty CANVAS business template. Afterwards, participants counsel each other in pairs. The trainer goes around for orientation. In the end, all CANVAS templates are posted on the walls for everyone to see/ or alternatively participants can make individual presentations with use of applause' o metre.
6. **The brand strategy market:** participants receive a certain description of a brand strategy represented by female-led company that is doing well. Each pair presents their brand's strategy with an aim to convince others that it is the best. Vote or prize delivery for categories ("most creative" / "most daring", "most crazy", "most solidarian" ...) are delivered.
7. **Collective intro to what a feasibility plan is:** All cooperate in big group to define what a feasibility plan is... once all elements are there, the reflection comes as to how can they best get one done? Does somebody have one already? Who has helped them with it? Who can help? How? What is the role of business incubators?
8. **Session's final assessment (warm-up facilitating a brief assessment of the morning):** a movement-based exercise will facilitate the final statement

of each participant as to how they have felt during the session.

### **STAGE III / Presentation of your business idea/ results:**

#### Session's description:

1. Expert **master class** with final questions & answers round. The modules involved are: 4, 6.
2. **Warm-up exercises:** involving soft body contact to challenge each other while sharing personal experiences in turns.
3. **Quick round to sum up the previous session:** the trainer introduces today's purpose and programme.
4. **360 Degree Entrepreneurship introduction:** the concept of 360 Degree Entrepreneurship will be introduced by means of videos, or printed materials, or both. An open round of big group feed-back and discussion takes place as to what this approach can add to draft one's own company feasibility plan.
5. **Quick skits:** gamified Introduction to oral presentations and body language: cards are distributed with certain types of characters having to say something to another person (situations can be hilarious or serious) Cues as to right body language and voice tone will be given.
6. **Business presentations:** participants start preparing their presentations individually about their own business idea (already in place or to be) in front of the big group. The trainer will act as individual counsellor.
7. **Introduction to Innovation and individual style:** art work to determine one's own style interests / or simple psychological testing games to determine individual differences that may affect individual business ideas.
8. **Session's final assessment (warm-up facilitating a brief assessment of the morning):** a movement-based exercise will facilitate the final statement of each participant as to how they have felt during the session.

### **STAGE IV / Creativity, communication and final evaluation:**

#### Session's description:

1. Expert **master class** with final questions & answers round. The modules involved are: 5, 6.
2. **Warm-up exercises:** involving body contact to cooperate and challenge the group to come up with solutions to shared problems.

3. **Quick round to sum up the previous session:** the trainer introduces today's purpose and programme with an emphasis on creativity, innovation, and problem solving.
4. **Sharing victory and defeat:** each team member is challenged to come up to the centre and describe one victory and one defeat she has experienced. The group cheers and claps after each presentation.
5. **Cooperative problem solving strategies:** the team is given a certain problem that all participants must cooperate to solve. Each participant is given a role she has to fulfil within the group (De Bono hats' style). IN the end the trainer will discuss about correct diversity management as an asset.
6. **Group brainstorming to solve a female entrepreneur's problem:** it can be one of the participants' problems, or a real case scenario. Participants will try and provide as many points of view as possible to solve the problem. The trainer discusses shortly about shared leadership.
7. **Poster carousel to summarize the workshop:** "What has the workshop contributed with to my professional practice?" In small groups of 4 or 5 people, participants answer this question with a list of items on each poster that is commented by the other groups in three short two minute sequences; while posters rotate from team to team until they return to their original table. Conclusions are drawn in big group.
8. **Closure ritual dance passage:** a goodbye dance is performed by each member in a ritual passage catwalk style.

### **Post- Evaluation - 1 Month later (Coaching and Mentoring Session)**

Coaching and Mentoring Evaluation is a systematic way to determine the outcome and merit of effective training.

To manage the upcoming deviations it's important to monitor and evaluate the learning process. This helps to easily determine whether adaptive action and additional guidance are required.

With this session we will:

- Examine the evidence about whether our learning has been effective
- Clarify any doubt or question related to the learning procedure or knowledge acquired.

Answer questions such as:

- How well is the participant? (performance, action, implementation)
- Are we doing the right things/steps? (any deviation, roadblock, something that doesn't work as expected)
- What impact has the course? (participant will see her progress and get a clear picture of the process)

We can start with a Interview Discussion:

Individual Outcomes:

Can I start by asking some questions about any outcomes for you personally, ie not your authority.

First:

1. Which elements of the programme so far have been most useful to you personally?

- ☐ In what way was it useful?
- ☐ What did you learn? Explore knowledge about entrepreneurship, strategic thinking, personal learning about self?
- ☐ What impact did this learning have on you? ie what are you now doing differently? Explore behavioural change

2. Please can you give me an example of how you are doing things differently?

- ☐ What did you do? ☐ How did others react?
- ☐ How was this different from their previous reactions?

3. Which elements of the programme have been least useful to you?

- ☐ Why?
- ☐ What could be changed in the programme to make it more valuable to you?

4. If I was to ask you to summarise, what would you say has been your biggest personal achievement so far since you have been on the programme?

5. Can you briefly describe, in a couple of sentences, your feelings about the programme overall?

□ Waste of time? Useful? Worthwhile?

Now, it is your turn of attending to the queries and concerns of all who come to you. You have to offer a service that seeks to deliver basic information and guidance for their business ideas or other subjects, according to their needs.

#### **4. HOW TO PLAN YOUR TRAINING:**

- First of all, there is some must-have background knowledge on the participants to be covered: who are your trainees? What are their professional / educational profiles and needs? Age, gender, and other necessary individual background information (language, mobility or perceptual diversity, dietary needs, etc.) need to be taken into account. Ask participants what are their expectations about the training. Finding out what they expect from you, will tell you what angle you should make bigger stress on. You need to clarify what the group's demand is. For this specific training, gender-oriented focus, sensitivity and reasoning capacity, are must-have qualities for the trainer.

- Define a set of three to four main competencies (broader categories linked to the "how" rather than to the "what", and often named by a substantive; IE: "self-esteem", "active listening", "proactivity" ...) that you aim the training to enhance.

- The specific activities that you will offer in each session should be connected to the skills listed and practiced by means of step by step modelling, role play, critical thinking activities, group cooperative problem solving exercises, and by encouraging self-observation on the participants' side.

-We recommend for your training plan to be task-oriented and based on learning by doing. Significant trainings involve a design reproducing activities / situations as close as possible to those that will be encountered on the field by participants. Going through these, will not only make trainees more proficient, but trigger self-perceived proficiency about their professional capacities, and thus, empower them.

- Plan for paired, small groups, big group, and individual activities to take place in each session. Take into account Howard Gardner's Multiple Intelligence model to cater for every type of learner, and plan for a diversity of supports, group formations, and activities. Ensure physical movement; it is convenient to all, but specifically for males to keep engaged and motivated.

## 5. WHAT SHOULD THE TRAINER'S ATTITUDE BE LIKE?

- The trainer should become an **emotional intelligence management guide with strong gender awareness**: any trainer leading a group is basically an emotional intelligence management guide. Trainees' reactions and individual experiences will speed up and slow down the training at times. The trainer's role is to prove that all experiences shared by participants during the training, are valid. The trainer should invest in the group's awareness and well-being.
- Be **an inspiring leader**: The leadership qualities of the trainer should serve the purpose of inspiring the own leadership capacities of trainees. Shared leadership skills should be actively promoted. The training should have as one of its goals to prepare the trainees to be proficient in shared leadership settings and able to cooperate in professionally diverse networks.
- Be a **"learning to learn" role model** for your group: trainers should always be willing to turn into trainees at any given time to better themselves professionally. The eagerness to participate in ongoing learning activities is something that should be encouraged and which should belong to promoting curiosity and critical thinking. Trainers should embody all of these by making it known to trainees that they themselves undergo other trainings and are ready and willing to learn from them. Trainers should make it clear that learning is a bidirectional experience.
- Be the overall **well-being in charge for all**: the trainer needs to ensure, within his/ her capacity, that the training is designed in a way that the overall well-being of the participants (and of the trainer himself / herself) is not jeopardized. This will involve providing necessary breaks, availability of drinking water/ snacks, comfortable settings (light, sitting places...), designing not too taxing a training schedule, etc. All participants should feel included, listened to, and looked at (yes, not just "looked after" but "looked at"). All group members should feel that their unique personal style of expression, values, and individual diversity (gender, age, language, sexual orientation, ethnicity, learning style...) are respected and included. And remember: planning for a lot to be done in short time is not as productive as doing less but in depth; LESS IS MORE!

## 6. GENERAL TIPS FOR FACE-TO-FACE ACTIVITIES

Beginning of the session: start the session by recapping the last session and briefly summing up what will be discussed today. Ask trainees about any doubt or question, related to the previous session.

Closing of the session: end the session by stressing the key elements of the session. Spend a little time discussing this with the group if it is unclear, provide examples if necessary. If this is the first session, allow approximately 15-20 minutes for closing, all may need a little encouragement to speak up. Remember to do the following:

- Congratulate everyone for completing the first session
- Go round the group and ask everyone to give a brief statement of their feelings about the first session.
- Introduce the evaluation sheet; explain why it is important to have a system of evaluation.

You can repeat the “Beginning of the session” and the “Closing of the session” activities for each session to create a sense of structure.

# ENJOY THE TRAINING!





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## Training module

*KA2 Strategic Partnerships for Adult Education – Exchanges of Practices*      *"Foster Social Inclusion: entrepreneurship and art for social inclusion"*      *volunteering, social Project*  
2019-1-PL01-KA204-065375



# The training module description

## **Social entrepreneurship for social inclusion**

Entrepreneurial initiatives in order to promote the social inclusion of immigrant women who come from pathways of fragility and hardship using tailoring workshops.

### **Specific target audience:**

Adult immigrant women from fragile and difficult backgrounds.

### **Main goal:**

To improve the social, professional and cultural activity of immigrant women coming from fragile and difficult backgrounds with problems in integrating into the economic and social fabric.

### **Detailed objectives:**

- Helping the participants to learn and put into practice useful tools to develop skills, motivation and confidence;
- To increase the communication skills of the participants (self-presentation);
- Enhancing professional qualifications and acquiring skills for reintegration into the labour market tailoring techniques for making garments, repairs and alterations to trousers, jackets, skirts; replacement of zips, buttons, linings (jackets, shirts, trousers);
- To spend a pleasant and meaningful time exchanging ideas and experiences with others participants;
- To develop the willingness to harmonious coexisting with others through education in comparison and respect for opinions;
- To promote teamwork and inspire participants to further develop their personal skills.



The project's purpose is to put into practice the new professional skills acquired and the ability to identify available opportunities for personal activities, professional or commercial.

**The Group:** from 5 to 8 training participants.

**Duration:** from 3 to 6 months.

**Trainer:** Tailor specialist.

### THE TRAINING IS TO DEVELOP KEY SKILLS

- Communication in foreign languages: to be able to communicate, read and graphically interpret a garment;
- Mathematical skills: doing calculations, learning to take measurements and knowing geometric figures (circumference, right angle, semi-circumference of the chest and pelvis);
- Basic competences in science and technology: to prepare tools and equipment for different stages of processing on the basis of the type of materials to be used and the procedures provided;
- "Learning to learn";
- Social and civic competences;
- Spirit of initiative: Help to become aware of the work context and to be able to seize opportunities.

### METHODOLOGY

- Face-to-face lesson
- Guided exercises
- Practical exercises
- Group and individual work
- Focus groups to develop new ideas and creativity



## **WORK TOOLS:**

Drawing texts, fashion magazines, various iconographic sources, internet, sheets, pencils, multimedia presentations.

## **KNOWLEDGE**

- Knowing the work tools: how to use the sewing machine and the techniques of design and graphic development related to the garment
- Knowledge of geometric shapes
- To know and being able to schematically visualise the human figure
- Knowing how to analyse the structural and aesthetic elements of a garment

# **Tips for facilitators**

## **HOW TO COMMUNICATE WITH WORKSHOP PARTICIPANTS: GUIDELINES FOR FACILITATORS**

### **I. BASIC PRINCIPLES**

During the communication with the participants, workshop trainers should keep in mind that the aim of the workshop is to acquire skills so it is necessary to be ready to adapt and improvise, to be patient and empathetic, to have excellent communication skills supported by a positive and open listening attitude.

### **II. FACILITATORS' TASKS**

1. Building good rapport with each and every participant



2. Sharing knowledge with participants
3. Problem solving
4. Creating a communication- and cooperation-friendly environment
5. Strengthening verbalisation skills in participants
6. Stimulating creativity and encouraging teamwork

### **III. EFFECTIVE TRAINING**

- The aim of the workshop is to teach participants how to make and mend a garment.
- A well-organised training involves the following steps:
  - o To demonstrate the task
  - o Explaining how to do it
  - o Participants perform the task on their own with the supervision of the trainer
- It is important that you organise the task into stages (learning in little steps) and explain why you do a particular thing.
- Your task is to motivate and support participants during training by sharing constructive feedback and praise.
- It is vital that your participants know they can make mistakes and that mistakes are but starting points for improvement.

### **IV STRENGTHENING SOCIAL SKILLS, HARNESSING GROUP POTENTIAL**

- Establishing a spirit of interaction sharing experiences and emotions. That is the quickest way to acquire awareness and knowledge;
- To give all participants the freedom to express their potential in order to obtain positive feedback, which increases self-esteem and lowers frustration



- As participants come from different backgrounds and cultures, in order to avoid possible conflicts it is necessary to tackle obstacles and create solutions together, making each participant more satisfied and proud of their contribution
- Group work must be oriented to the creation of mutual trust by developing the "Sense of We" in other words the participants help each other and enhance a positive belonging to the group, eliminating the risk of a sense of inadequacy and inhibition by creating an equal environment

## The training programme

**Stage I:** Preparation of workshops;

**Stage II:** Six workshops on how to make and mend a garment;

**STAGE III:** Presentation of the workshop results;

**STAGE IV:** Evaluation.



### Stage I Preparation of workshops;

The meeting is going on 3 hours

#### 1.0. Information meeting with workshop participants and carers

##### 1.1. Let's talk about workshop

**OBJECTIVE 1:** To make the participants of the group aware of the benefits of participation in activation workshops, familiarizing them with the general subject matter of the classes; presentation of methods and forms of implementation.

**OBJECTIVE 2:** Presentation of the subject matter of workshops, methods of their implementation and time framework.



### **1.2. Co-creating the "get to know each other" table**

**PURPOSE:** Establishing personal contact with participants

Familiarizing with group members, breaking the ice, fun

### **1.3. Interview with participants**

**OBJECTIVE:** 1 Cognitive survey of fashions and trends in their countries of origin.

**OBJECTIVE:** 2 Diagnosis of knowledge, skills and competence in the field of tailoring

### **1.4. Share a story**

How participants can share their experience, knowledge, and results of a training?

**OBJECTIVE 1:** Presentation of working methods and tools through the local newspaper, websites, social networks;

**OBJECTIVE 2:** To Develop skills and capabilities through practical exercises;

**OBJECTIVE 3:** Presentation and disclosure of results thanks to the organisation of fashion shows to present the garments made, exhibitions, fairs, markets.

## **2.0. Visit to an artisan tailoring workshop**

Discover the secrets and traditions of local tailoring by means of a sensory experience.

**OBJECTIVE 1:** Learning the manufacturing process from models and fabrics selection to the finished product;

**OBJECTIVE 2:** To stimulate interest and passion for tailoring practice, local fashions and trends.

**OBJECTIVE 3:** To acquire knowledge and methods for the development of creativity in this field.

**OBJECTIVE 4:** To improve interpersonal skills in order to feel part of a common project.



### **Stage II Tailoring workshops**

Classes in small groups (5-8 people).

The workshop is going on 3 hours

#### **Tailoring workshop 1**

Theoretical and practical lesson on how to take body measurements.



Work with: tape measure made of soft fabric, plastic or rubber, block-notes for noting down measurements.

Theoretical explanation and practical implementation:

- Definition of: circumference, right angle, semi-circumference of the chest and pelvis;
- How to use the metro:

Measure circumferences always keeping the tape measure horizontally aligned, avoiding that it is crooked or oblique;

Do not overtighten the tape measure, make it adhere to the body without pressure;

Always ensure that you are using the tape measure from the correct end;

Record precise anatomical measurements without adding or subtracting centimetres.

Divide the participants into pairs and practise what they have learnt:

- Each participant takes the measurements of her companion that are useful for the subsequent realisation of the models.

## **Tailoring workshop 2**

What is the paper pattern, and how to make it

Work with: pencil, rubber, sketching ruler, set squares, tissue paper white and scissors.

Explanation and practical implementation on how:

- Write down the measurements taken
- Obtain a customized basic paper pattern that matches the curves and shapes of your model

The participants copy the measurements taken on tissue paper and use scissors to cut out the lines drawn in order to realize the paper pattern.



### **Tailoring workshop 3**

Theoretical and practical lesson on how to apply the paper pattern to the fabric.

Work with: paper sewing patterns, cloth, pins, chalk and scissors.

Explanation and practical implementation on how:

- Fold the fabric in two parts and lay the patterns on top;
- Fix the patterns to the fabric with pins;
- Draw the outlines with tailor's chalk;
- Cut the fabric.

Participants learn how to apply the paper pattern and cut the fabric.

### **Tailoring workshop 4**

Preliminary tailoring of the garment (basting).

Work with: cloth, sewing needle and basting thread.

Explanation and practical implementation on how:

- Temporarily tie the fabric parts with the use of basting thread (temporary stitching to test the size of the garment you are going to realize);
- Wear the garment to check that the fit is appropriate.

Participants learn the process of tailoring by means of basting to get a temporarily model of the garment ready to wear and test

### **Tailoring workshop 5**

Tailoring and finishing the garment.

Work with: sewing machine, thread/yarn, iron and ironing board.



Theoretical explanation and practical implementation:

- Detailed description of the sewing machine's components:  
spool pins, handwheel, presser foot, thread guide, reverse sewing lever and foot speed control.
- Illustration and practical demonstration of the sewing machine method;
- Machine sewing of the garment;
- Remove the basting and ironing;
- Check and finishing

Participants learn the sewing machine's parts and method to sew by machine, to iron the garment and to get the final check and finishing.

### **Tailoring workshop 6**

Repairs, alterations and folds to the garments.

Work with: sewing machine, thread/yarn, cloth, tailor's pins, tailor's chalk, sketching ruler, set squares, scissors, iron and ironing board.

Explanation and practical implementation on how:

- Repair or make alterations of the garments;
- Folding trousers, jackets, skirts;
- Replace a zipper;
- Create buttonholes;
- Making or replacing the lining of a garment.

Participants learn how to make repairs, alterations, creases of trousers, jackets, skirts; to replace zippers, to create buttonholes, and finally to realize and apply the lining to jackets, skirts and coats



### Stage III Project results presentation

#### **Presentation of the results of the workshop**

Dissemination of the results through the organisation of fashion shows, exhibitions, fairs, and markets in order to present the garments made.

Goal 1: Sharing the results of the workshops.

Goal 2: identification of available options for personal, professional or business activities.

Goal 3: Acquisition of new social and civic competences.

### Stage IV Evaluation

#### **Summary of tailoring classes and their evaluation**

6.1. Participants create a "map of impressions"

Goal: 1 Evaluation



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