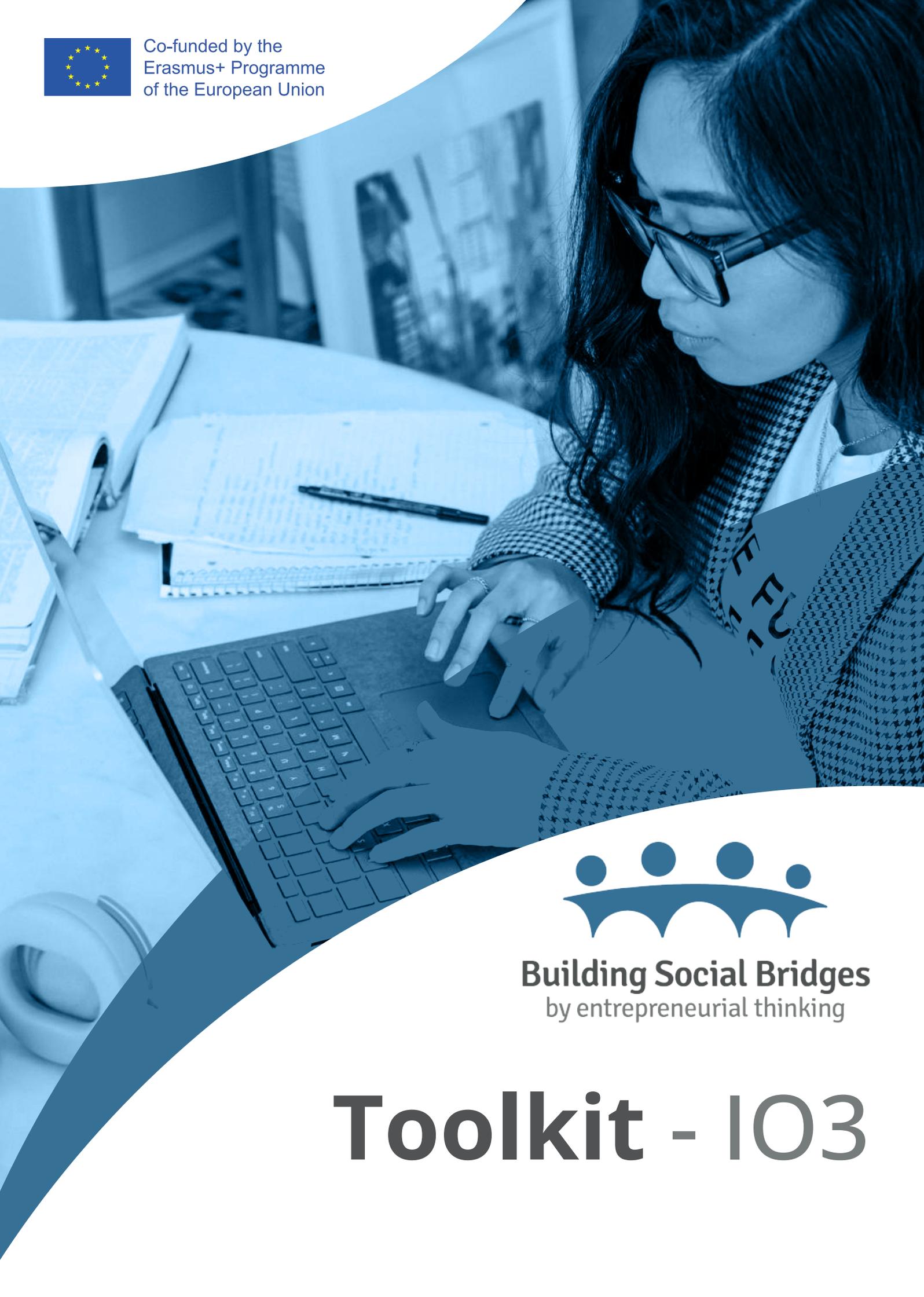


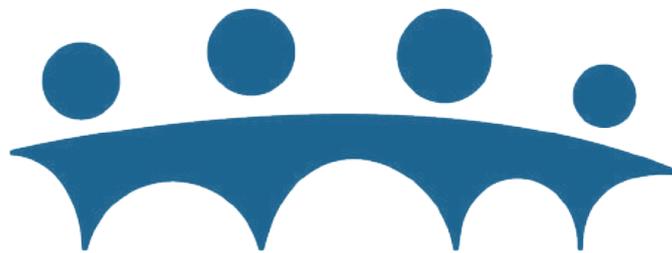


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Building Social Bridges
by entrepreneurial thinking

Toolkit - 103



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PART 1

Introduction

The Building Social Bridges toolkit gives practical advice for the implementation of training programmes aiming at boosting entrepreneurial thinking, and raises the awareness on the importance of social capital and entrepreneurial thinking through improving entrepreneurial competences. It was developed for teachers, trainers, stakeholders and multipliers from adult learning institutions and other educational/social sectors. It includes the entire training programme designed, the training methodologies applied by the partners, and learning experiences made by training participants. The overall aim is to equip the key stakeholders with all the necessary information about the training programmes developed and implemented in the participating countries.

The findings from end beneficiaries are brought in relation to the voices from role models, and mutual learning processes are described. New ways of learning that have been initiated and tested in different variations following the methodological strengths of the partners (from creative methods to blended learning) is part of this toolkit. The entire learning process and the techniques are described and are available for transfer. Moreover, the findings aim to improve entrepreneurial mindsets and competences, increase social capital, and improve the way we work with role models.

Important Definitions: Entrepreneurial mindset, Entrepreneurial thinking and Social Capital

At this point, it should be clear what someone means by Entrepreneurial mindset and Entrepreneurial thinking. All teachers, trainers and stakeholders need to know the definitions of the above terms. According to the Network for Teaching Entrepreneurship (NFTE), ***“an Entrepreneurial mindset is a set of skills that enable people to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in various settings”***.

On the other hand, ***“Entrepreneurial thinking is all about harnessing passions, skills, experience, knowledge and insights, resources and networks to spot and take advantage of opportunities at the right time and in the right way”***.

Social capital has commonly been used to characterise the networks that link people together in practical ways (bridging capital) and build reciprocity and social solidarity through shared norms and loyalties (bonding capital). Social capital is a valuable source of participation and community relations; thus, it is an essential resource for adult learners aiming at better accessing the labour market, local communities and social groups.

The Learning Objectives of the Toolkit

The core of the training programs are the local workshops that were organised and run by the partners in their countries. The aims of those workshops (besides the application of methods, collecting findings and experiences from the workshops, and brief recommendations from these experiences) can be described as the learning objectives of this Toolkit. After several discussions and meetings, the partnership agreed on 3 learning objectives that should be included in this toolkit. These are presented below:

- To improve the entrepreneurial mindset and competences of the participants (migrants and school drop-outs).
- To help the participants build social bridges and create social capital, i.e., creating and developing their own networks.
- To increase motivation through learning from role models.

Methods and Work forms

The partnership agreed that each partner develops an individual design of the detailed training schedule according to the local/organisational needs. The methods were presented to the rest of the partners before the workshops and received feedback. The ways that the partners decided to follow on their workshops are as follows:

- Portfolio Development
- Biography Work
- Role-Playing
- Storytelling from role models – Successful Examples

Topics covered during the workshops

There are several topics related to the entrepreneurial aspects of the project (thinking and mindset). Some of the topics that the partners had cover are presented below:

1. Critical Thinking: The capacity to apply higher-level, process-oriented thinking, consider an issue from a range of possible perspectives, and use that reasoning to make decisions.
2. Flexibility & Adaptability: The ability and willingness to change actions and plans to overcome present and future challenges.
3. Communication & Collaboration: The degree you can express ideas to an intended audience, work together and cooperate with others to develop ideas and turn them into action.
4. Comfort with Risk – Coping with ambiguity and uncertainty: Make responsible decisions when the result of that decision is uncertain, and the information available is limited. The value-creating process includes structured testing ideas and prototypes from the early stages to reduce risks of failings.

5. Initiative & Self Reliance: The power to take ownership of a project without input or guidance, take up challenges and work through obstacles independently.
6. Spotting Opportunities for future orientation: Identify needs and challenges that need to be met. Identify and seize opportunities to create value.
7. Creativity and Innovation: The ability to think of ideas and develop them to create value. Explore and experiment with innovative approaches.
8. Planning and Management: The ability to prioritize, organize and follow up on your goals.
9. Mobilizing others and mobilizing resources: Inspire others and influence them to follow and support your business idea. Find ways to gather the resources you need to achieve that.
10. Valuing Ideas: Understand what value is in social, cultural and economic terms and make the most ideas and opportunities.
11. Ethical and sustainable thinking: Evaluate the impacts of ideas that bring value and the effects of entrepreneurial action on the community, the market, society and the environment.

Impact and Transferability

The toolkit provides practical advice for implementing training programmes aiming at entrepreneurial thinking and fostering the raising of awareness of the importance of social capital and entrepreneurial thinking by improving entrepreneurial competencies. It shows several ways on how to create settings to initiate similar learning processes. Therefore it is expected to impact teachers and trainers from organisations in the field of adult learning and beyond (other areas of learning, social / integration work, local authorities etc.).

The toolkit can be used to work on these issues in the future by a manifold of organisations in education and social cohesion. The core idea of the learning design can be adapted to the work with other vulnerable groups and other learning themes, too. It is not necessary to take the whole programme, it is also possible to use parts of it.

In the next section of the tool kit, the methodologies used by the partners during the workshops will be presented and analysed. This section covers the peer to peer learning based on role models and the main analysis of the Good Practices generated from the workshops. The ideas and the discussions of the workshops are also presented in this section. Moreover, the toolkit provides the experiences from the workshops' participants and the role models. The evaluation of outcomes is also presented in this section. At last, the toolkit presents its conclusions and recommendations.

Many participants in the exemplary workshops run by the project were younger migrants; some of them were early school leavers for whom the work with role models is of particular importance, giving them a positive example on how to overcome barriers, and helping them to create their own pathways into their future development. Where applicable, early school leavers are referred to in the following chapters.

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Network for Teaching Entrepreneurship, <https://www.nfte.com/entrepreneurial-mindset/>

PART 2

Building social capital through peer learning in encounter with role models

By Ludwig Zeier

1. Introduction

Peer learning is an important part of the project “Building Social Bridges”. For us, working with role models is a variation of peer learning. It means that people who initially were in similar situations as the learners recount their successful experiences. The more resemblant the role models are to the other learners—in terms of age, origin, personal situation, status—the more they are apprehended as peers and the stronger their exemplary effect. The role models share the experience of migration, the problems and challenges that come with the inclusion in society and in the labor market, as well as the experience with support but also with barriers encountered in the host society. So far, our role models indeed proved persuasive to learners precisely because the latter feel connected for their common experience with refuge, migration and inclusion. This still holds true even with different age or background. Different types of role models with different approaches to similar situations and challenges can help to inspire the creative and entrepreneurial mindset which we hope to give the participants. Learners are simply more likely to trust their advice. Therefore, the methodology presented here—that is including role models in the educational work with migrants and refugees—is a promising variation of peer-to-peer learning. Above all, we want to change mental conceptions by motivating learners to actively shape their future as far as possible for them. Using the term entrepreneurial thinking in this context, we are not promoting neoliberal argumentation patterns and yet another Me Inc.; instead, it refers to developing and promoting skills such as flexibility, activity, and creativity and we choose role models who represent this mindset. With our reflections on and experiences with peer learning, we hope to support all adult educators in advancing towards this goal. Especially the development of social competences can be encouraged by role models. This form of learning from role models of one’s own community is our central approach to promote empowerment through entrepreneurial thinking and the development of social capital.

2. How we understand peer learning

In many educational discourses, the term “peer” is equivalent to “same-aged”. Our definition, however, expands this term: Hence, a “peer” is someone who shares a specific characteristic with someone else, e.g., age, status, problem situations to be overcome, personal interests, abilities and skills, social background (cf. P. Gromek 2012, 22f). Peers are especially important for the development and orientation of young people. One part of peer learning is to share experiences and consequently develop and strengthen a sense of “we”. In the education and

development of young people with migration background, people who have made similar experiences offer vital reference points; the closer they are in age, the better. Therefore, we decided to extend the peer learning approach by working with so-called role models. Role models do not act as teachers or authoritative figures but as peers who share their experiences and motivate the young people they meet to engage in an exchange. They share with the learners the experience of migration as well as the demands of inclusion in the host society. In this sense, working with role models can also be seen as a kind of peer counselling.

By this process of peer learning the learners will be able to find answers to the following questions: What kind of mental images and conceptions can be helpful for the process of inclusion? How can we generate and augment social capital?

That means that the encounter with the role models enables the learners to question and modify their behaviour and strengthen the competences to generate social capital. It is about strengthening their position in society through peer counselling with role models. The latter are obliged to offer help for self-help.

Methodically, we speak of peer learning, an exchange of knowledge within a group; however, stimulated and motivated by the role model. Ideally, participants physically meet at one place, although we tried out other possibilities during the pandemic. It still works, even if the role model is only present in a filmic or written portrait. In that case, the role model is no longer a direct participant in peer learning, but his or her contribution initiates knowledge exchange among peers. In the «Building Social Bridges» project, we developed film portraits for this purpose, supplemented by short written portraits. The entire material is available for free (<https://buildingsocialbridges.eu>).

It is important to us that this learning process involves a learning community where everyone is on equal footing and without the traditional hierarchical roles of teacher and students. In our project, role models are not teachers; they simply report on their experiences and share their knowledge. Due to the individuality of the participants, the strategies of role models must be transformed and adapted continuously. Here, each participant in the peer group is the expert of his or her everyday life. Both, peers and role models give impulses, provide points of orientation and resonant spaces. Peer learning in this sense is transformative and cooperative.

For role models, such encounters—but also working on a film portrait—initiate an important process of self-reflection. They look back on their journey and realize crucial factors for their success. Becoming aware of these factors is a substantial resource in mastering upcoming challenges.

2.1 Peer learning as transformative learning

Transformative learning has become a key concept in international learning research and theory. In many ways, it can be considered a closely related learning concept to peer learning. Transformative learning—or meaningful learning—is defined as a learning process that involves major or smaller changes in the learner's identity. This form of learning is particularly suited to change learners' attitudes, but it also requires a high level of learner engagement and motivation. The open setting of a peer group as well as the role model's positive impact can stimulate these learning processes. Additionally, transformative learning in this sense is

closely linked to practice and everyday life—it is situated. This aspect also helps to strengthen the motivation and commitment of participants.

2.2 Peer learning as cooperative learning

Cooperative learning is based on a social constructivist approach in which learning is by definition a social process and interaction plays an important role. Learners work together on a task, and each participant contributes with his/her commitment. This form of learning needs structures and must be informed about pedagogical principles. Compliance with these principles can be ensured by the adult educators—as in our project. Important principles are: equal participation, appreciative relationships, responsibility of the participants for the others, the endeavour of and especially the responsibility for one's own learning process.

Therefore, it is advantageous if peer learning is supported and accompanied by adult educators: on the one hand to provide infrastructure and a framework and to offer methodological support for the exchange of knowledge and experience but on the other hand also to ensure the mental requirements among the learners for successful cooperative and transformative learning.

These are the personal and emotional skills that play a major role in peer learning and are fostered by it: empathy, active listening and motivation. Moreover, there are individual skills that also play an important role, such as patience and flexibility. The latter goes hand in hand with the requirements of transformative learning. There are no recipes to follow.

In peer learning, self-esteem is increased too. Feeling good about yourself, realizing that you can help a partner, that you can advise someone with your own knowledge—all this stimulates the self-esteem of all participants.

We have already mentioned the importance of remembering to reflect on your own story and the resulting strengths and weaknesses, to become aware of your own mental models that are connected to your story. Peer learning offers a suitable space to discover and locate oneself.

3. Methods

The purpose of this section is not to present a comprehensive methodology of peer learning. Here we will only mention a few exemplary methods which, in our experience, are suitable for peer learning.

uniT has developed an independent methodological-didactic concept for adult education: the art of learning. In addition to basic considerations, there is also a method box from uniT. Find more information here: [KUNSTLABOR Graz - Lernkunst \(kunstlabor-graz.at\)](http://KUNSTLABOR Graz - Lernkunst (kunstlabor-graz.at))

3.1 Narrative method

The approach of the narrative method emphasizes the fact that people are never determined by their problems. The only problem is the problem itself. As simple as this may sound, many people tend to identify themselves with their problems and difficulties. The narrative approach helps to externalise difficulties in order to deal with them and to think about concrete solutions.

Externalisation is a process in which people begin to use an entirely different language and adopt a completely different attitude towards their problems. The use of words and phrases is very important because words have a significant effect on our perception and handling of difficulties.

It is especially important for people who are in a process of reorientation and change to put their own situation into words; the narrative approach can therefore offer vital support for any kind of exchange between peers. They recount their biographies, which are always set in context—space, time, relationships. The biographical narrative method can be applied in the educational work with refugees to promote the connection between major societal changes with major impacts and meaning for the personal biography and that of the family. However, this approach needs attentive personnel, especially when dealing with traumatised people.

3.2 Creative methods

Our remarks on the narrative method highlight the importance of the word, of language. Especially when working with migrants but also with other educationally disadvantaged people, we know that their linguistic competence is limited. Hence, the ability to put one's own life story into words and phrases—that is, to externalise it—must also be developed and facilitated.

In addition, creative approaches also offer the opportunity to express oneself beyond words. Painting, music, body expression and scenic play, to name but a few, offer a special approach to capturing one's own story and inner images. Words form the most conscious layer of human memory. Bodily sensations, images and their fragments as well as scenic memories can be expressed by working creatively with various media, sometimes beyond conscious control.

4. Résumé: Our experiences

Our experiences with the project show that creating places of encounter between role models and learners as a form of peer learning is a really promising way to foster inclusion. It is motivating process for the learners but also for the role models and it is a method to address mental construction of inclusion, self efficacy and entrepreneurial thinking. It show that it is really important to be active and overcome barriers of integration and it shows how important social networking is in this process.

In our experience we can also say that there are quite a lot of possibilities to work with role models in a learning process, it also can be done online or with the help of a film and it opens a lot of choices and methods to reflect on the experiences of the encounter and to adapt the strategies learnt from the role model to one's own life. Peer learning is an effective impuls to rethink the own mental constructions and to find one's own path to integration. But it needs the help of the host society.

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PART 3

Suggested workshop methods to strengthen entrepreneurial thinking and build social capital

Entrepreneurial thinking and acting not only includes understanding economic contexts; it also imparts creative skills and social competences, e.g. in the form of teamwork, communication and the formation of networks. These skills and competences can be used in professional career planning as well as in the implementation of private projects and the strengthening of one's own resilience, thus contributing to the active shaping of one's own life. Different tried and tested learning and teaching methods can be used to teach these competences, which are suitable for achieving the learning objectives.

The aim of teaching entrepreneurial skills is that the participants:

- identify their personal competences, strengths and skills, but also weaknesses and needs;
- learn how to use important key competences for their own career planning and professional and personal success through entrepreneurial thinking;
- learn possible life paths and strategies to achieve their goals.

Teaching entrepreneurial thinking requires methods that are creative, communicative and team-oriented on the one hand, but on the other hand also work out individual strengths and weaknesses and provide participants with concrete options for action for their professional and private life paths. In the following, some tried and tested methods are presented that can be easily adapted and used in a variety of ways. Many of the methods were used in the Building Social Bridges project in workshops aiming at strengthening entrepreneurial thinking and building social capital.

Potential analysis

In companies, potential analysis is often used to determine the knowledge, skills, motivation and personality traits of employees. A potential profile is created from the recorded characteristics. Transferred to entrepreneurial thinking, a potential analysis can be considered as a tool to reduce identified weaknesses and promote strengths in a targeted manner. Especially for young people, the potential analysis is often used for career orientation; however, due to the strength-oriented approach, it also serves to promote the self-confidence of the participants, as attention is drawn to their own talents, strengths and interests.

First and foremost, the aim is to gain knowledge not for the teachers and trainers, but for the participants themselves, with the aim of increasing their self-confidence and sense of responsibility for their own personal and professional future. It is important that the learners understand the goals, the process and the meaning of the potential analysis.

At the end of an analysis of potential there should be a personal and appreciative feedback

discussion. The results of the potential analysis are documented in writing and integrated into a suitable portfolio instrument (e.g. Europass).

Strengths and weaknesses analysis

The strengths and weaknesses analysis originates from corporate strategy and is used there to determine the potential of a company. The (financial, organisational, physical and technological) resources of a company are measured. The strengths and weaknesses analysis is a component of the SWOT analysis. It focuses on the internal factors of a company, namely its capabilities and resources. The SWOT analysis also looks at external factors and examines the opportunities and risks of a company.

When analysing one's own competencies, it is just as important to look at technical knowledge and skills as it is to look at social competence and personal characteristics. For a strengths/weaknesses analysis of professional skills, the following questions should be answered:

What comes easily to me?

What am I good at?

What am I successful at?

In which situations can I apply my knowledge?

What do I find particularly difficult?

What failures have there been?

Which skills would I like to develop further?

Equally important is what makes a person as a personality:

What do I enjoy doing?

What do I receive high recognition for?

What can I do to help others?

Which people do I get along with particularly well?

What do I not enjoy?

What personal idiosyncrasy hinders me?

With the answers to these questions, the participants get to know their strengths and weaknesses and can draw the appropriate conclusions and develop steps for action.

Portfolio work

A portfolio is a folder in which certain documents can be collected and organised. In the field of education, it refers to a compilation of documents (reports, certificates, certificates of attendance and the like, but also CVs, photos and descriptions) that depict a person's learning biography in whole or in part (cf. Strauch et. Al 2009: p. 73). Participants work on a portfolio individually within a workshop, or according to instructions between workshops. The results

are suitable for systematically recording and documenting learning experiences and successes. The portfolio can then be created individually – as a hardcopy or electronically – or by using existing models like i.e. the Europass.

The portfolio work can be the basis for the reflection phase. In the Building Social Bridges project, portfolios were created by participants who wanted to use them for further purposes such as job application procedures.

The Ikigai method

Ikigai is a Japanese concept that means “that which is worth living for”. It says that rather than seeing work as a social obligation, one finds meaning in doing something that one loves, is good at, can be paid for and can be of benefit to the world. The Ikigai is a tool for identifying symptoms that can reveal what is missing from your equation. For example, you can feel happy and fulfilled in what you do, but it is not serving your livelihood; or you make a lot of money and are good at what you do, but you still have a feeling of emptiness.



Ikigai (own depiction)

The method comprises four core elements: Vocation, Profession, Mission and Passion. The intersections of these elements then result in an overarching basic need. The method can be used for self-reflection as well as for personal and professional orientation.

In the Building Social Bridges project, the Ikigai method was used, among other things, to identify participants' interests, talents and passions; the combination with creative techniques (e.g. mind mapping) served to promote creative and entrepreneurial thinking and to develop goals and visions.

Biography work

Biography comes from the Greek and means a description of life. People who flee or emigrate from their countries of origin experience serious biographical disruptions and have to rebuild their everyday lives in their new environment. Biography work supports refugees and migrants in perceiving and recognising their resources and in processing challenging life events. In contrast to the curriculum vitae, which documents a chronological sequence of key dates, biographies offer a reflexive examination of life events, emotional references and the interpretation and integration of events.

As already described in the chapter on peer learning, the biographical narrative method as a tool in educational work requires a mindful approach, as the experiences of refugees in particular have often been stressful or even traumatising.

The interviews conducted with the Role Models in the Building Social Bridges project were partly based on biographical work.

Storytelling

Storytelling is a narrative method that has already been described many times and is used in educational work. It can be used to pass on knowledge as well as to promote associative thinking and reflection. A vividly told story can attract the attention of other people more easily than a purely factual presentation of facts. Unlike biography work, storytelling tells a story that can be true, but does not necessarily have to be true. Therefore, storytelling is not the same as biography work.

Storytelling is also suitable for exercises to get to know each other and for team building in a learning group; an example of this is the card game “More than a story”, which aims to build bridges between people of all ages, backgrounds and cultures (<https://www.morethanonestory.org/en>).

Role plays

Role plays are considered a method for training and simulating social behaviour and are particularly suitable for exploring one's own role behaviour as well as the behaviour of others (Stangl, 2021). Role plays are popular with teachers because they are varied and interactive, spontaneous and problem-oriented. Participants are often sceptical about role-plays because active learning methods require courage and they fear having to show their feelings openly. Role plays can create pressure and stress on active participants to perform and should therefore be used where there has been time and opportunity to get to know each other better, such as in a later stage of a group process where trust has already grown between participants.

A typical method of role play that is used in adult education as well as in many companies is the Walt Disney method. Here the participants slip into fixed roles (dreamer, realist, critic). The participants now pass spatially through these three “corners”: the dreamer's corner, where all ideas - even unrealistic ones - are allowed; the realist's corner, where the ideas are checked for their feasibility; and finally the critic's corner, where the participants critically examine the

previously discussed ideas. The process is considered complete when all relevant questions have been answered. The Walt Disney method is intended to make it possible to loosen entrenched thought structures and to look at ideas and objects from a different perspective.

In the Building Social Bridges project, role-playing was used in workshops, among other things, to solve participants' job search or business start-up problems in a playful way.

Appreciative Inquiry

Believing in one's own strengths is an essential part of entrepreneurial thinking. Appreciative Inquiry (AI) is a value-based approach from organisational development that promotes an appreciative attitude in individuals, teams or organisations. The method aims to create visions for change based on what already exists. The central element of AI is the appreciative questioning (or exploration) of the person or team.

The practical implementation is very variable and can be adapted according to needs (number of participants, duration of the event, etc.). Generally, AI goes through the following four steps:

1. understanding success: Participants share their personal experiences with the given topic and any conditions for success and discuss them with the other participants.
2. develop the future: Based on the success stories, visions for further development are formulated. Among other things, it is discussed how the positive experiences can be transferred to others.
3. shaping the future: Subsequently, consideration is given to how development should actually proceed.
4. realising the future: Finally, concrete implementation strategies are developed.

In the Building Social Bridges project, the role of the storytellers in the first step was partly taken over by the Role Models. However, it is important that as many participants as possible contribute to the success stories so that a wide range of visions for future development can emerge.

Self-reflection: "holding on" to thoughts and actions

This method is intended to help people become aware of the unconscious part of their thoughts and actions. First of all, a topic or an area of life or everyday life is chosen for self-reflection. In the next step, a table is created in which the participants can spontaneously enter notes on thoughts and/or behaviours that are related to the selected area of reflection. It is important to set a time period for self-observation (e.g. one day or one week). Finally, the notes are summarised and evaluated:

- *What regularities do I notice?*
- *What does this mean to me?*
- *In retrospect, what would I do the same, what would I do differently?*
- *Why do I decide this way?*

In a further step, a trusted person can be asked to assess the self-perception from the outside. Self-reflection can be given to the participants of a workshop as a final “homework assignment”.

Self-reflection: playfully testing alternatives

This method is designed to help people try out alternative ways of thinking and acting and in this way to question their own thoughts and actions. For this purpose, a concrete area of life, or an everyday life situation is selected for self-reflection. In the next step, a scenic representation for a typical situation from this area is developed in a working group.

Within the scenic representation, different behaviours are then tried out in different roles. The group members should consider by which standards the acted behaviours could be judged and make an appropriate assessment. Finally, the group discusses what consequences are drawn from the scenic play for their own behaviour.

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<https://karrierebibel.de/staerken-schwaechen-analyse/> (retrieved August 5, 2021)

On Self-reflection: 87 Self-Reflection Questions for Introspection.

<https://positivepsychology.com/introspection-self-reflection/> (retrieved August 6, 2021)

On Appreciative Inquiry (AI): <https://appreciativeinquiry.champlain.edu/> (retrieved August 6, 2021)



PART 4

Good practices: Presentation of local workshop programs

Collected by Maren Pilegård Andersen, with contributions from all project partners

Introduction

In the following the workshop programs that were tested by the project partners are presented. In this section we present the different programs, referring to the project tools used such as role model portraits, methodology and targeted competences and participants.

The aim is to present practical best practices that were tested out, to inspire for implementation in different settings, with different goals and target groups.

Local workshop program Germany

Location	the City of Osnabrück, Lower Saxony.
Project partner	VNB
Role model portraits used	All 4 German role model portraits were used

1. Kass Kasadi:

<https://www.youtube.com/watch?v=w34dRoiLR7s&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=19>

2. Edell Otieno-Okoth, who were not present at the workshop:

<https://www.youtube.com/watch?v=cbpn7XRIsD8&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=7>

3. Nadine Nana Ngantcha:

https://www.youtube.com/watch?v=_9FE5gyRGt0&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=8

4. Demian Onwuegbu, who contributed to the workshop:

<https://www.youtube.com/watch?v=2TR8MmAplmg&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=21>

Portraits and videos of the role models can be found at www.buildingsocialbridges.eu.

Target group, participant profile and number of participants:

The workshop was a cooperation with the local group of Baoabab Zusammensein e.V. in Osnabrück, who are an organization of African migrants, which has groups in several places in Lower Saxony and works statewide. Baoabab Zusammensein e.V. is part of the VNB network and had already been the partner for finding and doing the portraits of role models. The target group for the workshops were also the local group of Baoabab Zusammensein e.V. They have a core group of ten persons. A half of them are female, half male. All of them work as volunteers, for that reason the seminar took place on Saturday during their usual meeting time.

Specific challenges or needs addressed in the training program:

As a preparation for the workshop the group had a meeting in advance, where they informed themselves about the project, watched all portraits and discussed their wishes concerning the seminar. They choose 3 topics:

- Empowerment of woman
- Handling of German colleagues
- Funding opportunities for their activities

Targeted competences and learning goals:

To adjust the wishes of the group with the frame of entrepreneurial mindset, competences and social capital we discussed with one of the role models the plan for the seminar and came up with the following learning goals:

- To make the participants aware of their strengths.
- To strengthen the group and their network in order to build social capital.
- Get to know methods/exercises for empowerment.
- Strategic thinking as an approach to prejudice/racism.

Methodology applied:

- The project methods applied were the following:
- Potential analysis
- Strengths and weaknesses analysis
- Appreciative Inquiry

Duration of the training program:

The agenda was planned in 6 sections according to the learning goals:

Introduction of participants
Collecting ideas: "What is empowerment"
Exercise: My strength
Handling of German colleagues
Funding opportunities
Evaluation
Activity 3 - Portfolio work
Discussion

The training program itself was from 11.00 a.m. to 2.00 p.m. Not included are the preparation time for the group with the meeting prior to the seminar and the preparation and follow up work with the role models. This adds up to 10 hours all together.

Materials and equipment needed:

- Technical equipment to show the role model videos and a presentation
- Flipchart and pens
- Worksheet "My Strengths" (Appendix 1)

Procedure:

The recruitment for the training was run by the cooperating organization baobab-zusammensein e.V. and supported by the VNB by providing the necessary information. Baobab was part of each step concerning the training like planning, moderating and evaluating the seminar.

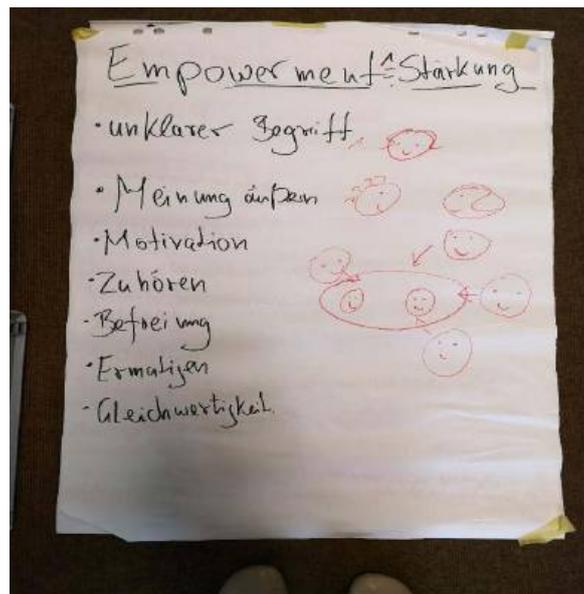


Introduction of participants

The introduction was a circle of personal introduction which included a presentation of the BSB project and the cooperation with baobab up to this point by the VNB.

Collecting ideas: "What is empowerment"

As a starting point the participants collected and discussed ideas to the question: "What means empowerment of women for you?" The intention was to focus the view of the participants to the topic they had chosen prior to the training and realize the different opinions in the group. See picture:

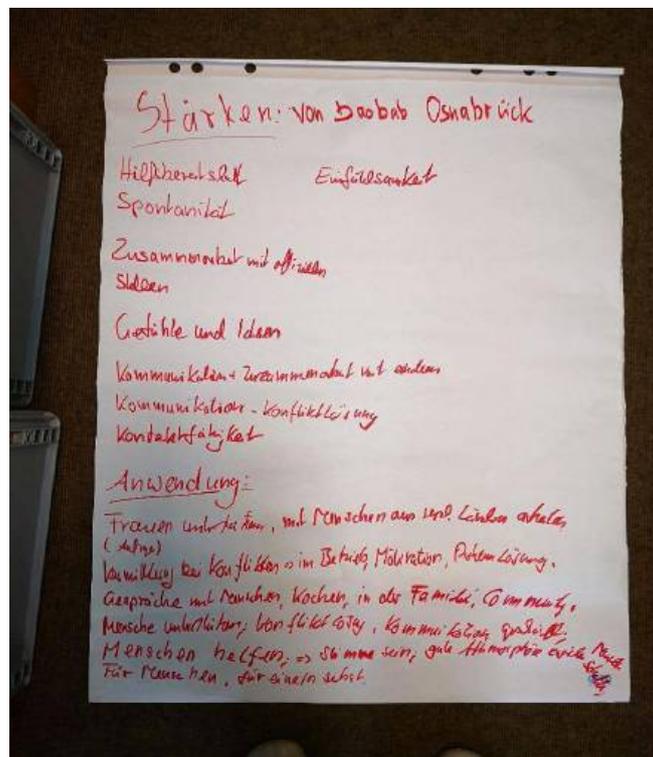


Exercise: "My Strength"

The exercise "My Strength" had two steps. First the worksheet was given to the participants with the invitation to complete it by choosing **one** of several strengths every participant has. It was mentioned in advance that afterwards everybody would present his/her results to the group. There were 10 to 15 minutes time to complete the worksheet and answer the following questions:

- What is your strength?
- Where did you learn, what you can do with it?
- How do you employ/use your strength? (short description)
- Think about additional/other ways one could employ/use your strength?

In the second step, each participant presented his/her strength. During this presentation the strengths and their opportunity to use it were collected on a flip chart. As a result, all the strengths of the group were collected on one chart, and the ways they could be used on the other (a picture of the groups competences and possible fields of application see picture:)



Depending on the group, different debates can be fostered. As one topic was empowerment, we focused on question two and identified three major ways to acquire strength:

- Through the family
- Through school/education
- Through oneself/"it is just there"

According to the tree points the means to empower somebody were discussed like learning through role model (family), learning by being taught (school/education), learning through intervention with a moment of perception/realizing (through oneself/"it is just there").

In addition, the relationship between the competences of the group and the application for funding was discussed. The logic of application often links the competences of the applying organization to the goals that should be achieved. So in planning to raise funds for future activities these two should fit together.

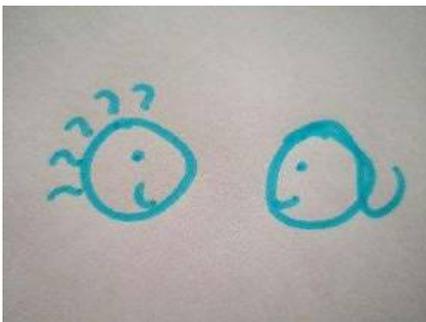
Handling of German colleagues at work place

The learning goal strategic thinking as an approach to prejudice/racism has been discussed in advance with the remodels. It was agreed that the topic of racism/prejudice would be introduced if the participants mentioned it, not by the facilitators. They would start with the topic handling of German colleagues.

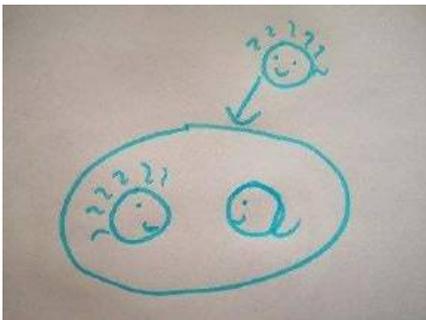
The chosen method was a group discussion of examples the participants would like to share. As an introduction the approach of the discussion was explained with the following written scenarios:



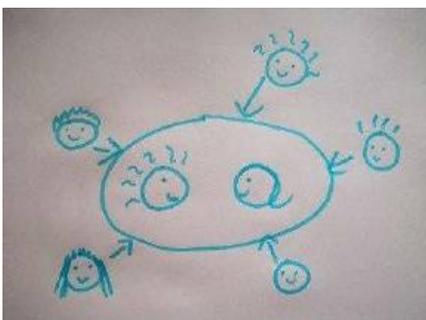
If I am in a difficult situation I often see only my counterpart.



If I step back I can see that I am part of the situation.



I can see the situation from outside and analyze it.



If different people are looking at the situation, I get different views on what happened and how to find a solution. Each one finds a solution according to one's strengths and I can choose the one adequate for me.

The aim was to discuss difficult situations, in the job or outside, from different perspectives. Thus the group and the person introducing the situation shall have different approaches on how to react depending on the strengths of the respective person. This will extend the possible reactions and strengthen the strategic thinking in difficult situations.

The question to start the exercise was: "Do you remember a situation at work with German colleagues which was not easy and that you would like to share with the group?"

The following situations were introduced:

- The first day on the new job. A man can see that his colleagues are talking in the corner presumably about him. When he is asking for help with a computer program the answer is: "According to your qualification you should know about this".
- A caregiver for elderly people at home gets astonished reactions when she is at the door the first time. Later on the client phones the employer and complains, because she "doesn't want to be taken care of by a black person".
- A woman has the experience that she is facing racial prejudices during parent conference day and describes different strategies to support her kids and not embarrass the teachers (too much).

Lead question for the discussion are:

- Who was part of the situation and what was their role (colleague, chef, bystander etc.)?
- What was the topic, what was the conflict?
- Which reaction/solution was chosen?
- Are there different solutions/possibilities?
- What were/can be the consequences of the reaction?
- What is my aim in the situation? How can I achieve it?

Funding opportunities

Funding opportunities in general would have been a seminar on its own and would have taken too much time during the training. Because of that, the VNB did a research for local funding and contacted a "Bürgerstiftung" in Osnabrück which affirmed that a group like baobab Osnabrück would meet their criteria in general and suggested to get in direct contact by calling. This possibility was presented during the training.

Evaluation

For the feedback the participants answered the following questions in turn:

5. Do I have questions left after the training?
6. How did you like part I (My Strength) and part II (Handling German colleagues)
7. Can you take away something for yourself/ did you come to know something new?

There was one participant who asked what he could do if his chosen strategy would not work. That opened the discussion again and several possibilities were collected in a short time, but not further discussed.

The feedback to part I and II was very positive. The structure of the training got positive acknowledgement, because one step was built on the other. To explicitly reflect on one's strength has been unfamiliar for some participants but a good experience. To connect the collective competences of the group with a strategy of funding was a new perspective which was welcomed.

The discussion about strategic thinking as a mean to reflect on situations and find solutions was very intense and productive. To learn from each other as role models was mentioned by all participants as a positive experience.

Evaluation and learning results of the training:

In addition to the feedback from the participants, there was an evaluation discussion with the role models who participated in the training. They emphasized that the participants were strengthened by the training. Especially the use of strategic thinking in handling German colleagues was helpful. It will be more consciously put in practice during the job in particular for avoiding and solving conflicts. Also the feeling "that one is not alone" with discrimination and racism at the workplace helps a little bit.

Advice for others who want to implement the training program:

For the VNB, the idea to ask a group for their learning needs and develop a teaching program alongside this needs and the idea of the BSB was successful. It requires preparation, because there is a process before the actual seminar but it enhances a possible impact on the learners. For this a cooperation with self organisations / self-help groups is helpful and recommended.

Concerning the theme prejudice/racism this should only be if there is an adequate representation of the respective group in the teaching process starting from the planning to the actual implementation.

Local workshop program Cyprus

Location	Nicosia, Cyprus.
Project partner	Cardet.
Role model portraits used	2 role models from Cyprus and 1 role model from Denmark were used.

Cyprus

1. Leatitia Tchakoute:
<https://www.youtube.com/watch?v=wNVPbPV8S0w&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=13>
2. Dinesh Gautam, who was at the event, and answered questions from the participants:
<https://www.youtube.com/watch?v=Yh0N5iCF584&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=15>

Denmark

1. Mohammed Abdullah Alwan:
<https://www.youtube.com/watch?v=SW8g6udb73w&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=5>

Portraits and videos of the role models can be found at www.buildingsocialbridges.eu.

Target group, participant profile and number of participants:

The workshop had 16 participants, 5 females and 11 males. The majority (13) of them were refugees and asylum seekers from Cameroon, Gambia and Senegal, and we also had 3 migrants from Nepal. All of them were unemployed, and they are receiving a minimum benefit allowance from the Government. The 16 participants were split into 4 groups – workshops. The event took place on Monday and Tuesday the 18th and 19th of October.

Specific challenges or needs addressed in the training program:

We contacted the participants a few days before, explaining to them the scope of the workshops and the project.

The workshops had 3 activities per day and covered the following challenges/topics:

- The role models portraits presentations and discussions to inspire the participants and learn from “successful” stories of migrants in Cyprus and other EU countries.
- Understanding “My Strengths and Competences”
- Biography and CV development

Activity 1 also covered the basic aspects of entrepreneurship and how someone could cultivate an entrepreneurial mindset.

Activity 3 included information and advice for those who wanted to enrol in school or university in Cyprus.

Targeted competences and learning goals:

The workshops targeted the following competences:

- To increase their understanding of the entrepreneurial mindset and how it is connected to networking.
- To motivate them and inspire them through the presentation of successful role model stories.
- To increase awareness of their strengths/weaknesses/opportunities/threads.
- To increase their knowledge and give them advice on career planning (how to create a CV and what the Cypriot and EU job markets need).

Methodology/pedagogy applied:

The project methods applied were the following:

- Storytelling using the role model stories
- Strength and weakness analysis
- Portfolio work

Duration of the training program:

The training program was completed in 2 days (5 hours per day, including a 15 minutes break and a 30 minutes lunch break).

Agenda:

Welcoming - Presentation of the Project (15 min)
Presentation of the Workshop's Scope (30 min)
Activity 1 - Role models Portraits Presentation and Discussion (1 h)
Coffee Break (15 min)
Activity 2 - Strengths and weaknesses analysis (1 h)
Lunch Break (30 min)
Activity 3 - Portfolio work (1 h)
Discussion (30 min)

Materials and equipment needed:

- Laptop and a projector
- Flipchart and pens
- Worksheets for strengths and weaknesses (Appendix 2 and 3)
- Worksheet with CV templates (Appendix 4)

Procedure:

Recruitment of participants:

We invited our participants through our work with migrants and our existing networks with organisations working with migrants, refugees, and asylum seekers. We have confirmed that the participants were from that background. The participants were informed early about the day and time of the event and the location. We covered the transportation expenses to the venue.

Conducting the training

Introduction:

In the beginning, we had a presentation about the project background and the objectives of the workshop. At this stage, we included some definitions of Entrepreneurial mindset and thinking, and we discussed these with the participants.

Involvement of role model portraits and role models in the activities:

Activity 1 – Role model portraits presentations and discussion by Antonis Foukaras (45 min)

At this activity, we presented three role model videos:

- Leatitia Tchakoute –role model video from Cyprus
- Dinesh Gautam – role model from Cyprus
- Mohammed Abdullah Alwan – role model from Denmark

We analysed and discussed the story of Leatitia, who created a social clothing enterprise in Cyprus. Her enterprise managed to provide jobs to refugees and asylum seekers who have handcrafting and clothing design skills. We discussed what factors contributed to the success of this idea, what barriers Leatitia faced, how she overcame them, how she built a network with

locals and immigrants.

Next, we showed the stories of Dinesh and Mohammed Abdullah Alwan in order to show that migrants can succeed in any country and can overcome any difficulties. For those stories, we focused on the crucial factor of learning the local language as a means for social networking, which can lead to employment opportunities (not necessarily in creating a business). In addition, Dinesh Gautam answered questions from the participants about his current work and how he managed to find his job.

Activity 2 - Strength and Weakness Analysis by Antonia Papantoniou (60 min)

The CARDET's Career Advisor, Antonia Papantoniou, coordinated this Activity. She started the activity with an icebreaker, and she introduced to the participants the personal SWOT Analysis. She then asked the participants to write down their personal strengths and weaknesses, opportunities and threats. She then asked them to think about how they could overcome potential threats and eliminate their weaknesses. All participants had the opportunity to talk with the trainer and express their thoughts and beliefs.

Activity 3 - Portfolio work by Anna Michael (60 min)

The 3rd activity was organised and presented by Anna Michael, a Career Counsellor and a Key Account Manager in CARDET. Anna focused on the development of a CV and a cover letter for jobs in Cyprus. She gave several tips to the participants, and she had 2 exercises with them. The participants had to write what a CV should include and what not. The same exercise took place for the cover letter. In the end, Anna gave them some samples of good CVs and cover letters and answered some of their questions.

Procedure for follow-up and evaluation with the participants:

Discussion and Evaluation (30 min) - Feedback from Participants

After the activities, we had 30 minutes for discussion and evaluation of the event. We had a summary of the key points of the activities, and the participants expressed their thoughts and gave us their feedback.

On both days, the feedback was very positive. Almost all participants were delighted with the event and they told us that they want to participate in more future workshops. Many of the participants expressed the view that they would really like to participate in workshops where they could learn the local language too. Some of the participants mentioned their experiences about some attempts they had on creating their own enterprise and they highlighted what difficulties they faced and how they tried to overcome them. According to some of them, the activities were interesting and valuable and they increased their understanding and skills on entrepreneurship and in employability in general.

Evaluation and learning results of the training:

The results from this training can be presented as follows:

- We believe that the participants increased their understanding of the entrepreneurial mindset and connected to networking.
- The stories and the role model portraits were motivating and inspiring
- Awareness of partners' strengths/weaknesses/opportunities/threads.
- Increase participants' knowledge and provide advice on career planning.

Advice for others who want to implement the training program:

Other trainers who want to implement the training program should first organise the event properly (venue, breaks with snacks and friendly environment) and include interesting activities based on the needs of their target group in that particular country. The needs of migrants and refugees might change based on the host country, which is essential for the workshop. The workshop should be tailored to migrants and refugees needs.

Furthermore, trainers should ensure that the target group (participants) can come easily to the venue and at that time. It is not always easy for those people to travel to a specific place and time. Create an interesting and warm environment for the training. Trainers should also consider that some migrants might not speak the local language. Trainers should be prepared to answer several questions from the participants regarding entrepreneurship and job seeking and even questions about administrative issues with the host country.

Local workshop program Austria

Location	Graz, Austria
Project partner	uniT
Role model portraits used	2 Austrian role model portraits

1. Mercy Otieno:

<https://www.youtube.com/watch?v=2mRSDaLowHA&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=6>

2. Mo Harawe:

<https://www.youtube.com/watch?v=tE5XBvol8E4&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=1>

Portraits and videos of the role models can be found at www.buildingsocialbridges.eu.

Target group, participant profile and number of participants:

In Austria, 2 separate sessions were conducted, here presented as workshop 1 and 2:

Workshop 1:

Young adults with refugee and migration experience who are early school leavers and are preparing for the compulsory school leaving certificate.

Total number: 16 People – in 4 small groups with 4 participants each

Workshop 2:

Young adults (PoC - People of Color) in different trainings (school, apprenticeship), who are partly early school leavers.

Total number: 7 people (peer-to-peer workshop).

Specific challenges or needs addressed in the training program:

The workshops addressed the following needs and situations:

- “Arriving” in Austria
- Graduating from school
- Preparing for exams
- Coming up with perspectives for the future (further education, apprenticeship, job)
- Realizing one’s dreams and wishes (“in down-to-earth versions”)

Targeted competences and learning goals:

Workshop 1:

Strengthening self-reflection, self-efficacy and self-confidence

Workshop 2:

- Talking about experience of discrimination and how to deal with it, becoming aware of one’s own resources and strengths.
- Become aware of one’s own abilities and strengths, awaken creative potential.
- Strengthening self-reflection, self-efficacy and self-confidence.

Methodology/pedagogy applied:

The project methods applied were the following:

- Self-reflection
- Potential analysis
- Strengths and weaknesses analysis

Duration of the training program:

Workshop 1: Online event (Duration: 4:30 h)

Preparation: 1:30 h
Realization of role-model-workshop: 1:30 h
Writing task and follow-up: 1:30 h

Workshop 2: In-person sessions (Duration: 6 h)

2 creative afternoons: Working with different material and techniques: Writing, Poetry Slam, Textiles
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Materials and equipment needed:

Workshop 1:

Film links from Mo Harawe (short movie "Menschen" and portrait).

Short description of role-model-text.

Workshop 2:

Filmic and written portraits of the role models Mo Harawe and Mercy Otieno.

Additionally a short description of the written portraits.

Pens, colours, drawing paper.

Procedure:

Workshop 1:

Recruitment of participants: people from an existing course

Preparation: Short movie “Menschen” and role model portrait of Mo Harawe

Conducting the workshop:

Preparation (1:30 h)

Beforehand, the participants watch the film portrait of filmmaker Mo Harawe and one of his short movies (“Menschen”). The participants should then think about what they have seen and come up with questions they would like to ask Mo Harawe during the workshop.

The participants can also think about what goals/wishes they have for their own lives in advance—professionally and/or in private life.

Online-workshop with Mo Harawe (1:30 h)

One trainer*in as host, 4 participants, Mo Harawe (role model)

Start: Welcoming and short icebreaker session / introduction round: Who am I and why am I here?

Discussion round:

The collected questions are asked and discussed together.

Finally, the participants are given a writing task which they then send to Mo Harawe: My wishes and goals and what/who helps me to achieve them.

Follow-up: (1:30h)

Writing task: The participants write a text and send it to Mo Harawe and the trainer who facilitated the workshop by email.

Mo gives personal (written) feedback and tips on the texts.

At the end of the course, there is a meeting with the trainer (online or physical): The texts can be read out loud, then they are discussed: Who are my supporters? What helps me to realise my goals? What can I do to achieve my goals? What resources do I have—my network, my contacts, my friends, supporters...?

Workshop 2:

Recruitment of participants: via existing contacts within the PoC community

Preparation: exchange about the role models' portraits, contacting the role models (online)

Conducting the workshop:

Preparation (1:30 h)

Watching and reading the portraits

Realisation of 2 creative afternoons (2 x 3h)

Start: getting to know each other

Step 1: peer work with the videos and texts about the role models

Discussion: What do the participants notice in the conversations—what is important for them? What can they take with them? What experiences do they share with the role models? What are their own experiences? What can they learn from the role models? (e.g., from their tips/advice) What advice would they formulate? (These are collected)

Step 2: peer work experimenting with creative techniques:

- Writing – about subjects collected in group (e.g., being black)
- Reading and performing texts (Poetry Slam)
- Drawing and designing (either along the written and performed texts or beforehand, drawing first followed by writing)
- Working with textiles (in this workshop: African textiles).



Pop-up gallery

Pop-up gallery during a PoC-event in Graz. Here, the talents come to the fore.

Procedure for follow-up and evaluation with the participants:

In this case, through participation in a public event: becoming visible to others, experiencing affirmation... The experience will be reflected on together at the end.

Evaluation and learning results of the training:

Sum up of the results and learnings from the training programs

- Getting to know oneself better
- identifying one's own goals
- getting to know one's resources and potentials
- strengthening self-confidence
- shaping and expressing oneself creatively

Advice for others who want to implement the training program:

It is important to prepare the conversation and the meeting with the participants to facilitate getting into contact and engaging in the conversation and exchange.

Local workshop program Italy

Location	Torino, Italy, two online sessions
Project partner	CSC
Role model portraits used	Three Italian role model portraits were used in the workshops

1. Reda:

<https://www.youtube.com/watch?v=BpxrRd-UYgs&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=17>

2. Fateh:

https://www.youtube.com/watch?v=22_PM8nIU-U&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=18

3. Doudou:

<https://www.youtube.com/watch?v=ku-4scf7JX4&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=9>

Portraits and videos of the role models can be found at www.buildingsocialbridges.eu

Target group, participant profile and number of participants:

Workshop 1:

On October 14, 2021 10 participants were present at the meeting respectively from: Syria, Bangladesh (4 students), Morocco, Pakistan (2 students), Senegal and Tunisia. Most of the participants were young people formerly inmates and now on trial from social services to resume studying after a period in jail.

Workshop 2:

On October 20 2021 there were 15 participants from: Benin, Peru, Tunisia, Romania, Sudan, Cuba, Ukraine, Nigeria (two students), Brazil, Bangladesh, Morocco (two students), and Pakistan.
Total number: 25 participants

Specific challenges or needs addressed in the training program:

How to enter the job market in Italy, which is very difficult due to heavy bureaucracy and a hostile environment for entrepreneur, how to resume studying after leaving school.

Targeted competences and learning goals:

Become aware of one's own abilities and strengths, awaken creative potential, strengthening self-reflection, self-efficacy, self-confidence, increase job skills and how to build social capital in Italy. For the first group in workshop 1, it was important to target the soft skills "learning to learn" as participants were former early school leavers.

Methodology/pedagogy applied:

The project methods applied were the following:

- The Ikigai method
- Appreciative Inquiry
- Potential analysis

Duration of the training programme:

Two online sessions with 25 migrants in total, replicated twice (same programme made twice), each with a duration of 4 hours.

Agenda:

Introduction (30 min)
Activity 1: The IKIGAI (1 h)
Activity 2: Appreciative Inquiry (1,5 h)
Evaluation and learning results of the training (1 h)

Materials and equipment used:

Videos and written portraits of all the three role models from Italy. A projector, A4 sheets and pens. Internet connection and Skype.

Procedure:

- 1. Recruitment of participants:** via existing contacts within the migrant communities, refugee centres, a school in Turin, Italy teaching Italian to migrants
- 2. Preparation:** contacting the role models to participate in online sessions but they were not available in the planned days
- 3. Conducting the workshops:**

Introduction

Watching and reading the three videos of the portraits supported by the local teacher and cultural mediator present in the class in Turin.

Start: getting to know each other, presentation of participants and role model by the facilitator, Dario Ferrante

Step 1: discussion on the videos and texts about the role models

Discussion: feedback on the videos and comparison with own experience, discussion on own social capital and network. The facilitator explained how the role models created their social capital when arrived in Italy.

Step 2: individual work with two techniques to investigate interests, passions and talents for each participant.



Participants were actively involved in this session and were guided participants in finding their own professional goals and objectives by compiling on a A4 paper their IKIGAI.

Activity 2: Appreciative Inquiry

The facilitator explained the methods and the teacher in the classroom handed out the templates with the two models which were used by the participants to investigate their talents, passions and interests.

Each participant was invited to fill in the templates provided.

Involvement of role model portraits and role models in the activities:

The role models in the videos inspired participants in filling in their IKIGAI and answering to the Appreciative Inquiry model questions.

Evaluation and learning results of the training:

Sum up of the results and learnings from the training programme:

- Getting to know oneself better
- Getting to know one's resources and potentials
- Strengthening self-confidence
- Shaping and expressing oneself with regards to own interests, passions and talents.

Advice for others who want to implement the training programme:

It is important to evaluate first the level of local language of the participants and their ICT literacy and confidence when working with other people.

The level of the participants was different from the first to the second session. The first session

was attended by participants with a low level of Italian and it was difficult to communicate. The presence of the teacher in the classroom and of a cultural mediator helped the implementation of the first session. It is always recommendable to have a cultural mediator during the sessions with migrants.

Local workshop program Denmark

Location	Vejle Denmark
Project partner	VIFIN
Role model portraits used	4

1. Lucy Read:

https://www.youtube.com/watch?v=XCE3A1m_HgY&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=4&t=2s

2. Chris Antochi:

<https://www.youtube.com/watch?v=uxz4zjDEPbc&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=11>

3. Meilinda Wan:

<https://www.youtube.com/watch?v=CsvRLjmAC90&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=10>

4. Mohammed Alwan:

<https://www.youtube.com/watch?v=SW8g6udb73w&list=PL4rwxTKWOxdmxlgyI3JfpmEmCcRI2oyqL&index=5>

Portraits and videos of the role models can be found at www.buildingsocialbridges.eu.

Target group, participant profile and number of participants:

The target group of the workshops were refugees and immigrants with both European and non-European backgrounds. The participants ranged from having been in Denmark for up to 20 years and down to 3 months. The majority were women, one participant was male and two of the role models were male.

The participants at the workshops were:

- Workshop 1: 10 (9 female, 1 male)
- Workshop 2: 10 participants (8 female, 2 male)
- Workshop 3: 4 participants (3 female, 1 male)
- Workshop 4: 7 participants (5 female, 2 male)

Specific challenge(s) or needs of the target group, addressed in the training program:

The gathering focus was a need to “build social bridges”, which was the headline of the 4 workshops. In the recruitment, the main need addressed was how to get more social network locally and how to build network as a means to work on personal goals related to integration such as language learning, strengthening career and work opportunities and personal wellbeing.

Targeted competences and learning goals:

- Self-confidence
- Knowledge and self-awareness about own strengths, competences and potentials
- Courage and motivation to take action
- Network

Methodology/pedagogy applied:

The project methods applied were the following:

- Potential analysis
- The IKIGAI method
- Appreciative Inquiry

Duration of the training program:

The program consisted of 4 workshops, which were spread out over 4 Tuesdays in the period from August 7th to September 21st. Each workshop lasted from 17.00 – 20.00 o'clock, so dinner, coffee and cake was included in the workshops.

Agenda for each of the 4 workshops:

Workshop 1

Introduction to the workshop program, the aims and content and introduction to the facilitators.
Introduction to the participants – who are they and why are they there?
Energizer – what do we have in common?
Viewing role model portrait and Q&A-session
Shared listing of dreams among the participants

Introducing the topic of the next workshop and the handout on potentials.
Summing up of the workshop and group discussions and introducing the topic of the next workshop

Workshop 2

Introduction to the program.	
Presentation of topics based on the previous workshop session on dreams and goals.	
The participants are asked to select topics they want to work on, and are divided into groups based on the topics.	
Viewing role model portrait and Q&A-session.	
Group work on different topics using handout.	Simultaneous individual feedback on potentials, based on handout from workshop 1. Each participant gets 15 min. Approx. Half get feedback in workshop 2. The other half get feedback in workshop 3.
Summing up of the workshop and group discussions and introducing the topic of the next workshop	

Workshop 3

Introduction to the program	
Viewing role model portrait and Q&A-session	
Group work on taking action on individual goals, talk about network they have and the support they can gain there. They also talk about the steps that needs to be taken, and agreeing on a action to try out before next workshop	Simultaneous individual feedback on potentials, based on handout from workshop 1. Each participant gets 15 min. Approx. Half get feedback in workshop 2. The other half get feedback in workshop 3.
Summing up of the workshop and introducing the topic of the next workshop	

Workshop 4

Introduction to the program
Summing up the workshop program and what the participants have worked with in the previous 3 workshops, and where the participants are in working with their own goals

Viewing role model portrait and Q&A-session
Shared discussion about advice to give to other immigrants who start their life in Denmark
Evaluation of the workshop program

Materials and equipment needed:

For all workshops:

Name tags

Power point presentations and projector

Pen and paper for the participants to make notes

Workshop 1:

What do we have in common-energizer: chairs of the same number of participants, three A4 pieces of paper for each participant. A ball of yarn and a pen for each participant. Tape or other material that can be used to stick the papers to the chairs.

Handouts: Role model portrait – Lucy Read, and homework handout: Personal mapping about dreams, passions, competences and work/education-experience (Appendix 5).

Workshop 2:

Handouts: Role model portrait – Chris Antochi, and handout: Group reflection on achieving dreams (Appendix 6), and homework handout: Network mindmap (Appendix 7).

Workshop 3:

Handout: Role model portrait – Meilinda Wan.

Workshop 4:

Handout: Role model portrait – Mohammed Alwan.

Procedure:

Recruitment of participants:

Production of PR materials, spread out in local networks among professionals working with integration, as well as in personal networks and in relevant places like the local library, associations meeting places and local language school.

Preparation:

1. Information email to participants, information them about the time, place and agenda for the first workshop.
2. Preparation of power point presentations, handouts, homework and story book for the 4 workshops
3. Dialogue with role models about their participation.

Implementation of the workshops:

Each workshop starts with a viewing of a **role model portrait video** and a **Q&A session** with a role model.

The workshop methods used are **peer-to-peer techniques** such as taking turns to share stories and experiences in groups or all together, in order to build network among the participants and to stimulate cooperation and sharing of experiences and inputs with each other.

The four workshops are designed as a program where the participants work on personal goals, identify strengths, motivations and potentials, and exchange experiences and inspiration among each other.

The workshops are designed based on the **IKIGAI framework** to address interest, talents and passion. Moreover, the workshops make use of **creative workshops techniques** to inspire creative thinking, give concrete tasks, and inspire action to stimulate entrepreneurial thinking and spirit.

The 4 workshops have 4 different headlines:

What is your dream, which focuses on identifying goals, dreams and motivations among the participants. This also set the framework for the goals the participants want to work with.

Energizer: Energizer designed by the role model Lucy. All stand in a circle with a chair in front of them. In three rounds, all are asked to write on a piece of paper and pin it to the chair: 1) A statement about myself, 2) Something I am good at, 3) A dream I have. Then in 3 rounds, the participants take a ball of yarn each and make connecting strings between their own chair and the other chairs with statements they can relate to. After each round the participants talk about their impressions.

See pictures from the energizer:



Session on dreams: The participants share different dreams, which the facilitators write on a shared whiteboard. During the session the participants can also react to each other's dreams and share experiences.

Presentation of homework: The handout about potential and how to fill it out. See appendix.

What are you good at, which focuses on identifying skills, competences and experiences among the participants to identify the strengths and building blocks they already possess.

Simultaneous groups work and individual feedback:

Group work about different themes among dreams and their experiences about how to obtain them and the different challenges. Each participant reflect on individual goals. See appendix.

Half the group get individual feedback on potentials based on handout from workshop 1. Each participant gets 15 min. The facilitator goes over the different sections of the document and talk with the participant about their own thoughts and give input and inspire for new perspectives.



Follow up and introduction to homework:

The participants are invited to share their impressions of the workshop and are introduced to the homework for workshops 3 about networks. See appendix.

Who do you know, which focuses on networks – who they already know, who can help them along, but also how they can get to know new people.

Simultaneous groups work and individual feedback:

In groups the participants continue working with their themes and individual dreams. They present their preparation on networks and discuss who they already know that can support them in their dream, and about how they can build new network to support them even further. Then the groups discuss the different steps that are required to reach their goals and agree on a little action they should try out for the next workshop.

Half the group get individual feedback on potentials based on handout from workshop 1. Each participant gets 15 min. The facilitator goes over the different sections of the document and talk with the participant about their own thoughts and give input and inspire for new perspectives.

Follow up:

The participants are invited to share their impressions of the workshop and are inspired to try out their small actions before the next workshop.

How do you get started, which focuses on the actions they can take to achieve their goals.

Sharing of experiences and giving advice to others:

The participants share their experiences with actions they have tried out at home since the third workshop. The participants also talk a little in turn about where they are now in terms of their goals since the first workshop.

Collectively the group discuss which advice they would give to others in the same situation as they are in. This is also a way to verbalize their experiences and knowledge.



Procedure for follow-up and evaluation with the participants:

The 4th workshop finalizes the program with a shared evaluation among the participants, where the participants are asked to think about the questions and share their experiences in the group.

The evaluation focuses on the questions:

- The participants' impressions of the 4 workshops
- What the participants gained from the workshops
- Did the participants get a different perspective on their own situation based on the workshops?
- Did the participants gain more network based on the workshops?
- Did the participants learn something from the 4 role models?

Evaluation and learning results of the training:

- Courage and self-confidence.
- Network among the participants and locally.
- Exchange of experiences about coming to Denmark, learning Danish, making a career in Denmark and how to find work.
- Appreciation of one's own and each other's experiences and the potential role as role model for others.
- New perspectives on one's own life and possibilities.
- New initiative and actions in one's own life.

Advice for others who want to implement the training program:

Make sure to create an environment where the participants feel comfortable to speak in the local language and share their opinions and experiences.

The use of an energizer that creates a fun and different interaction among the participants can be beneficial to get the participants to relax and get to know each other informally and create a good basis for the further interaction.

It is important to create continuity between the workshops and not have them too far apart, and make sure to remind the participants about the upcoming workshops.

Keep the homework activity to a minimum. It is good to give reflection exercises, but prepare to do the work during the workshop.

Make sure to take breaks and leave room for networking and information talk among the participants and the facilitators.

Appendix overview:

1. Worksheet "My Strengths" from Germany
2. SWOT Analysis description from Cyprus
3. SWOT Analysis worksheet from Cyprus
4. Worksheet with CV template from Cyprus
5. Worksheet on Personal mapping of dreams, passions, competences and work/education experience from Denmark
6. Worksheet on Group reflection on achieving dreams from Denmark
7. Worksheet on Networking mindmap from Denmark

The appendixes, portraits and videos of the role models can be found at www.buildingsocialbridges.eu



PART 5

Feedback and experiences from participants, role models and teachers / trainers

While working on the Building Social Bridges project, the partner organisations evaluated the entire process by collecting feedback of people involved and reflecting on experiences made. Methods used for the evaluation and reflection process were reflection in a dialogue, group discussions, interviews or questionnaires.

The lead questions for the role models aimed at finding out:

- Did the collaboration lead to a better understanding of the achievements of the role models and reason for their success?
- Did the collaboration empower them?
- Are they willing and able to share their experience i.e. take an active role in the workshops?

The workshops themselves were evaluated through the feedback of the participants, role models and teachers. The method depended on the chosen setting and dealt with the following questions:

- Do the participants see the approach of entrepreneurial thinking as a means to increase their social capital as useful?
- Do they think their entrepreneurial thinking increased through the workshops?
- Did they increase their networks through the workshops?
- How did the participants react to the presented role model? Did they identify with the role model as a positive example?

The following chapter will deal with feedback and experiences from the role models, the participants of the workshops and teachers and multipliers involved.

The role models: "It was a journey through the past"

Looking back in time was a commonality for the role models involved in the BSB activities. All of them became aware of the path that laid behind them and the challenges they had to master to arrive at their present situation.

For some it meant being reminded of difficult times, like one participant said:

“The cooperation really helped me to become aware how difficult and hopeless my situation was in the beginning. And now this difficult situation is behind me and I value my self-confidence and strong will.”

Looking at the past raised self-awareness and self-reflexion of the role models. They became aware of their achievements and successes and the difficulties they mastered. One role model watched his video with family and children and started to tell about his past and his way to his new homeland.

For some the role models self-reflection lead to a deeper analysis of his/her present situation. One role model mentioned the big difference between inclusion and integration and that although he is integrated it will be quite a long way to be included into society. He also realizes that he is in a privileged position – he is able to learn the language fast and create social capital.

Another role models said:

“The cooperation with the Building Social Bridges project enabled me to reflect on my engagement and thus improve my strategies to empower African women. I became aware how important and necessary it is to be part of a network”

The role models really liked the work on the video and the reflection on their path and benefitted from this process. They like to share their experiences with other migrants, so it was not difficult to find role models who liked to take part in the workshop.

The participants of the workshops: “We are all role models”

The workshops set different priorities concerning the learning objectives and used a variety of methods to implement them. There was no result like “this method worked best”, because almost all the feedback from the people attending was positive. This is partly due to the fact that the target group and method were carefully chosen. What is more important is the observation that methods which invite people to reflect about themselves, which lead them to value their resources and make them think positive about their future perspectives are very welcomed.

One participant put it this way:

"We are all role models!"

The participants were very motivated by the role model portraits. One participant stated:

"If they can do it, then so can we."

They expressed that the role model portraits showed them that it is not easy to start a new life in a foreign country, there are challenges and you have to work hard, and that it is important to find a network and the right people to move forward. The participants in particular enjoyed meeting the role models in person in the workshops, but the videos were a good supplement, especially for the online training. The participants were very motivated by the role model videos. They really enjoyed the sessions and were discussing the issues raised by the videos. They were enthusiastic about the stories told in the videos.

One participant considered:

"Thanks for the videos, they were inspiring and the role models are a great example for us!"

The participants gained new networks from the workshops by getting to know each other and the facilitators. They also became aware of the importance of network, as one attendee expressed:

"Social capital is very important because if you give something to your community, something will come back to you."

The participants exchange experiences with making a career and how to find work. Some also gave advice on how to set up your own business. Others mentioned their experiences about some attempts they had on creating their own enterprise and they highlighted what difficulties they faced and how they tried to overcome them. According to them, the activities were interesting and valuable and they increased their understanding and skills on entrepreneurship and in employability in general.

In addition to the feedback from the participants, there were some evaluation discussions with the role models who participated in the training. They emphasized that the participants were strengthened by the training. One mentioned that the use of strategic thinking as a means to reflect on situations and find solutions was helpful and productive for the participants. Another role model gave an important advice:

“The work with role models can be very inspiring, but you have to be careful that people do n t get frustrated, because they think being successful like the role model is unobtainable.”

The teachers: “Inspiring Role Model Stories”

The teachers expressed that there are inspiring role model stories that many can benefit from viewing and learning from. The format that they come from different countries and cultural backgrounds give an interesting dynamic with the perspective that there are different and similar challenges when you are new in a country. The format of the videos worked very well, and the text supplements the story with extra details. Some of the portraits are a bit long though.

Others said that the videos are well made and are inspiring for their groups of students who are adults and at the same time students. They are very motivated so watching the videos really helped them find a point of reference for their future. The video format works very well with this target group of adult migrants. The only problem was that some videos are long so online streaming was a bit boring.

Summary

The learning objectives developed for the workshops implemented by the project partner organisations were as follows:

- To improve the entrepreneurial mind set and competences of the participants
- To help the participants to build social bridges and to create social capital, i.e. through creating and developing own networks
- To increase motivation through learning from role models

In comparison to the feedback from role models, participants and teachers, the learning objectives have been fully achieved. Important is the reflection on one's history, capacities, qualifications and plans which leads to conscious perception and decisions.

Altogether, the practice experience from the workshops can be summarised as follows:

- We believe that the participants increased their understanding of the entrepreneurial mind set and connected it to networking.
- The stories and the role model portraits were motivating and inspiring.
- The training activities raised the awareness of participants' strengths, weaknesses, opportunities and threads.
- The participants' knowledge was increased, and advice on career planning provided.



PART 6

Conclusions and Recommendations

The main activities carried out within the Building Social Bridges project were collected and synthesised in this tool kit in order to provide a clear picture of the framework adopted by the project consortium. The structure of the toolkit follows the structure of the training programmes as implemented in the participating countries:

1. Introduction to entrepreneurial thinking and work forms;
2. Peer to peer learning based on role models;
3. Introduction of methodologies applied in the project;
4. Presentation of concrete ideas implemented by the project partners during local workshops;
5. Experiences and feedback from workshop participants, teachers / trainers and role models;
6. Conclusions and recommendations.

With this toolkit, the project consortium wants to pursue the following:

- Improving entrepreneurial mindset and competences and raising awareness of social capital among learners with migration background thanks to their learning experiences;
- Using learning experiences of role models to support learners by improving their social capital by working together with adult education organisations and trainers;
- Improving learning experiences of the partner organisations by implementing new learning and training curricula based on peer learning, role models and different methods rooted in partners' different working experience with marginalised groups;
- Documenting the experiences and methods of adult learning institutions and beyond to transfer them to other educational bodies and organisations.

All materials are published under a Creative Commons License (CC BY-SA 4.0), allowing users to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use, i.e. by teachers / trainers. The toolkit is available on the project website in five languages (English; Danish, German, Greek and Italian).

The key message expressed in this toolkit is that the importance of social capital and entrepreneurial thinking is fundamental - not only for migrants who want to integrate in our societies, but as well in general for marginalised groups. It is a matter of fact that our economies shifted from the paradigm of "information economies" to "connection economies": nowadays

it becomes more important “who you know” rather than “what you know”. It is evident that in the past years the importance of networks and connections has exponentially increased in our societies at all levels: from private to professional life, we are constantly connected with the rest of the world via social media, professional networks and entertainment media. The Building Social Bridges project has confirmed this assumption: social capital is crucial for anyone who wants to find a job, with or without migrant background, but particularly for new members of our societies such as migrants or refugees. Moreover, the importance of role models and experiential learning has been confirmed thanks to the piloting activities in all partner countries.

This toolkit is for teachers, trainers, stakeholders and multipliers from adult learning institutions and other educational / social sectors addressing the inclusion needs of marginalised groups. The training programme developed during the project and the training methodologies applied by the partners, and learning experiences made by training participants are the most valuable resources contained in the previous pages where peer learning with role models, methods used by all partners in the piloting activities, good practices and collected feedback from learners have been presented and made available to all the social workers, teachers, public services dealing with marginalised groups. With this publication, the consortium wants to highlight the importance of building bridges to external environments, and how helpful communities, associations etc. are for gathering a better position and voice in local societies. During the project life span, all partners tried to assess and boost the participants’ entrepreneurial competences and mindset using different methods (i.e. portfolio work), and giving feedback on the learning processes.

In order to improve the competences and to change the entrepreneurial mindset of marginalised groups, all partners used the dialogue with the role models and the reflection on their experiences specifically in piloting workshops. It was also very important that the project partners used different methods to reach the project objectives: this gave an added value to the pedagogical approaches of role models and peer learning, by combining different strengths, creative methods, blended and online learning. The toolkit gives on one hand practical advice for the implementation of training programmes aiming at boosting entrepreneurial thinking, and raises on the other hand the awareness on the importance of social capital and entrepreneurial thinking through improving entrepreneurial competences. It offers ways to create individual training opportunities to initiate similar learning processes. The toolkit is useful for teachers and trainers from organizations in the field of adult learning, youth and beyond (other areas of learning, social / integration work, local authorities etc.). In this sense, the toolkit can be used for the work on these issues by many organisations who work in the field of education and social inclusion.

The core idea of the learning design can be adapted to work with other vulnerable groups as well as to other learning themes, too. It is not necessary to apply the entire training activities included in this toolkit; it is also recommendable to use parts of it and adapt the methods and activities individually.

The new ways of learning that have been initiated with role models and peer learning, tested in different countries and situations in accordance with the methodological strengths of the partners (from creative methods to blended learning, peer learning and learning with role models) can be applied to different additional target groups and contexts like i.e. social

entrepreneurship training, training for unemployed people or working with early school leavers. As an example, the methods in the toolkit can be easily used in social entrepreneurship training courses or business training in general. People applying for a job, not necessarily from a migrant background, can benefit from the methods included in the toolkit to empower themselves and find their way in the job market.

APPENDIX

Appendix 1 - Worksheet: My Strength

What is your strength?

.....
.....
.....

Where did you learn, what you can do with it?

.....
.....
.....

How do you employ/use your strength? (short description)

.....
.....
.....

Think about additional/other ways one could employ/use your strength?

.....
.....
.....

Appendix 2 - SWOT Analysis Worksheet

<p style="text-align: center;">Strengths What do you do well? What unique resources can you draw on? What do others see as your strengths?</p> <hr/>	<p style="text-align: center;">Weaknesses What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?</p> <hr/>
<p style="text-align: center;">Opportunities What opportunities are open to you? What resources are available to you? How can you turn your strengths into opportunities?</p> <hr/>	<p style="text-align: center;">Threats What commitments might get in your way? What threats do your weaknesses expose you to? What are potential barriers to your personal growth?</p> <hr/>

Appendix 3 - Worksheet

ACTIVITY 2

Think about 2 of your strengths from your SWOT analysis and write down about a time you showcased this strength/skill.

Example:

I showed good leadership skills when I took on a community project in my neighbourhood and successfully managed a team

.....

.....

.....

.....

.....

.....

.....

ACTIVITY 3

Now think about 1-2 of the weaknesses or threats in your SWOT analysis. What steps can you take to overcome these them?

Example:

My language skills need improvement. I can look up organisations that provide free language classes or join a paid course

.....

.....

.....

.....

.....

.....

.....

Appendix 4 - Worksheet with CV template

Name Surname

Address: where you live now

Phone: +357 99xx xx xx

Email: xxx@gmail.com

OBJECTIVE	Provide analysis data support in a company as Data Analyst.
WORK EXPERIENCE	<p>04/2014 - 04/018 Data Analyst, GHT Company, Madrid Spain Responsibilities: Establish operation strategy in a team for improving sales Prepare data and information for making regular report data analysis Perform data analysis for complex data and files</p> <p>03/2012 - 05/2014 Data Analyst, Startup Corporation, Madrid Spain Responsibilities: Composed Java program for interfacing with Oracle database Performed data analysis especially financial data Performed statistical data analysis using STATA Showed data analysis in regular meetings for creating new program</p>
EDUCATION	<p>2004 - 2008 Bachelor Degree of Computer Science, Technical University of Madrid</p> <p>2002 - 2004 Certified as Data Analyst, Data Analyst Certification, Technical University of Madrid</p>
ADDITIONAL SKILLS	<p>Microsoft Office package: Microsoft Word, Excel, Access Database operation: Microsoft Office Access, Oracle 8i Statistical operation: SPSS, STATA Programming: C++, SQL, HTML</p>
REFERENCES	References available on request

Appendix 5 - Personal mapping

Social bridges workshop 1, home work: Personal mapping

Fill in the form as well as you can for workshop 2.

What are your dreams?	What do you like to do?
Your name:	
What are you good at?	Which education and work have you done? (before and now)

Appendix 6 - Group reflection on achieving dreams

Personal mapping

Social bridges workshop 2, group reflection on achieving dreams

Discuss the following questions in your group:

Participants in your group:

Which theme do you want to work with - what are your dreams/goals?

Choose which goals or dreams you want to work with.

For example: Getting a job, more social network, knowing about culture, learning the local language etc.

What do you already know about the dreams/goals?

What experiences do you already have with the dream/goal?

What does it take to succeed with the dream/goal?

Which challenges do you know about the dream/goal?

How do you get started with the dream/goal?

What can you do yourself?

What kind of knowledge do you need?

Who do you know who can help you?

Until next workshop:

Agree on what you will work with until the next workshop.

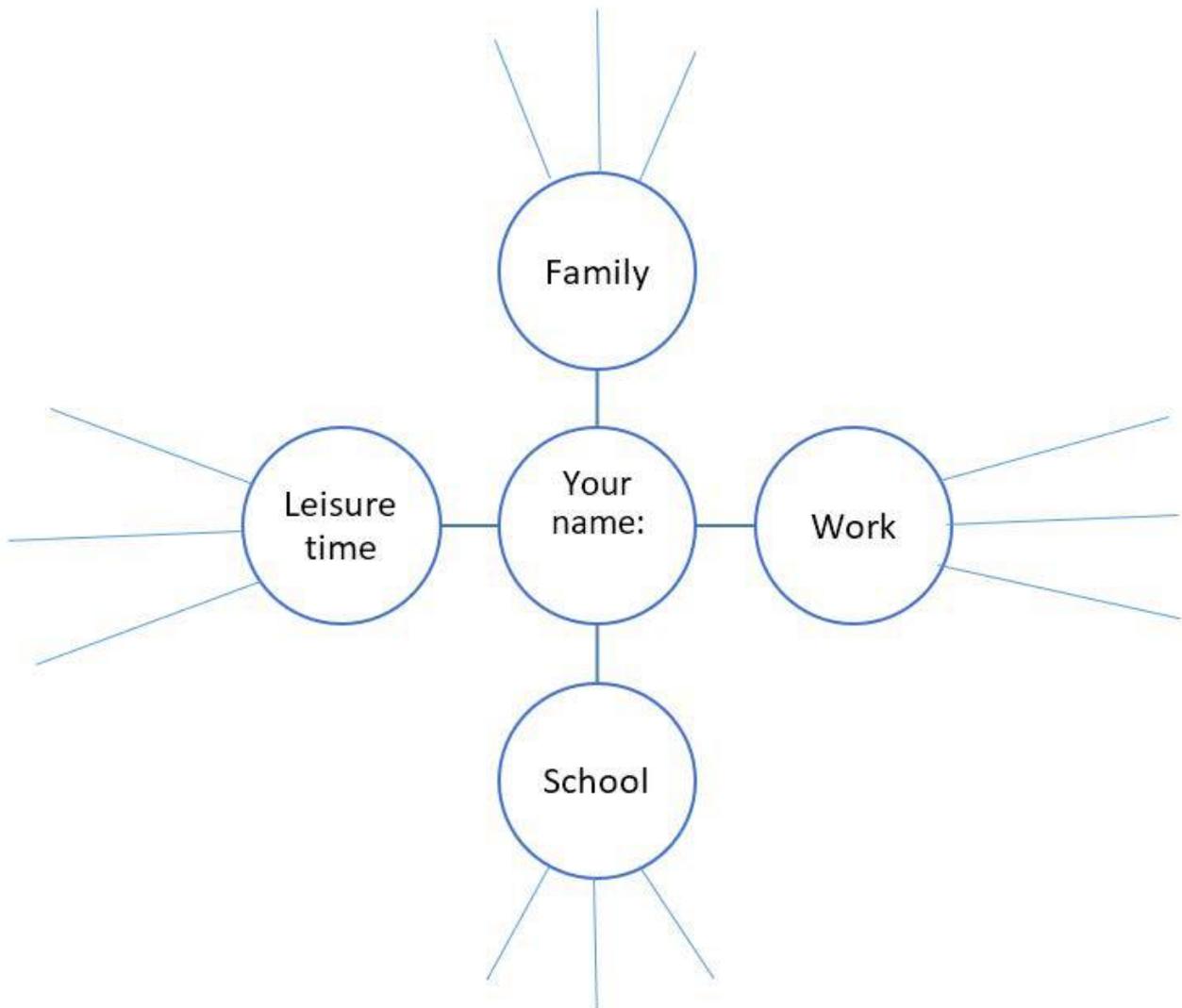
Make the homework assignment with the network mapping (appendix 7) and talk to two people each who can help you with your dreams/goals.

Appendix 7 - Network mindmap

Social bridges workshop 2, home work: Who do you know?

Add names of the people you know through your family, your work, your school or your leisure time activities that can help you with your goals. Write as many as you can think of, and make notes about how they can help you.

Fill in the document as well as you can before we meet for workshop 3, and talk to two people you know and ask them for advice or help with your goal.





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