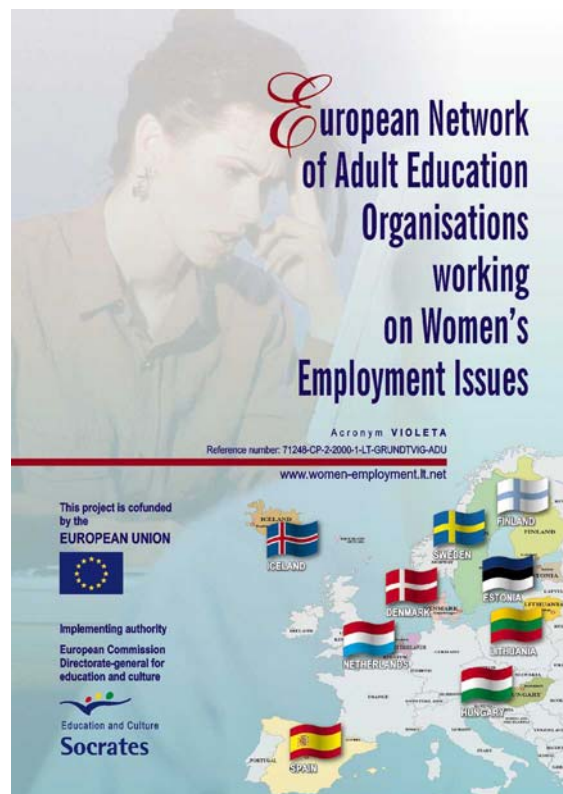




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**EUROPEAN NETWORK OF ADULT EDUCATION ORGANISATIONS
WORKING ON WOMEN'S EMPLOYMENT ISSUES**
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Curriculum
Of the Mobility Training Program for Women



Kaunas, Lithuania 2001

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- **Lithuanian Association of Adult Education**, Lithuania
- **Stichting Rijnstad**, the Netherlands
- **VVS- Vocational Training Centre for Women**, the Netherlands
- **Nordic Folk Academy**, Sweden
- **Kaunas Regional Distance Education Study Center at Kaunas University of Technology**, Lithuania
- **GEIPPES Adult School of the Neighbourhood Association of Casc Antic**, Spain
- **Association of Open Study Groups**, Hungary
- **Women's Training Center**, Estonia
- **Estonian Women's Studies and Resource Center**, Estonia

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At the project web-site www.womn-employment.lt you can find the following information:

- Project description
- Project partners
- Project results and outcomes
- Database of the Network members
- Women's specific situation in Europe
- The history of legislation on gender equality
- Strategic plan of the Network
- Ideas bank for future cooperation

CONTENT

WELCOME TO THE “EUROPEAN NETWORK OF ADULT EDUCATION ORGANISATIONS WORKING ON WOMEN’S EMPLOYMENT ISSUES”	4
I. INTRODUCTION TO THE TRAINING PROGRAMM	5
II. THE GOALS OF THE MOBILITY TRAINING PROGRAM	6
III. TARGET GROUP AND METHODS OF RECRUITMENT	7
IV. GUIDANCE METHODOLOGY USING CLASSIFICATION METHOD	7
V. THE TRAINING METHODS	9
VI. THE STRUCTURE OF THE TRAINING SESSIONS (SUB-MODULES) OF THE MOBILITY TRAINING PROGRAM FOR WOMEN	9
6.1 Life planing	10
6.2 Study skills	11
6.3 The importance of non- verbal communication for seeking employment	12
6.4 Personal Development and Self- empowerment	12
6.5 The importance of creating self- image	13
6.6 Creativity	14
6.7 Job application training	15
6.8 Networking and job market orientation	15
6.9 Self – help approach	16
6.10 The Importance of the Information Technology Skills for Job-Hunting and Increasing of Self- confidence	18
VII. EVALUATION	20
APPENDIXES	21
Appendix A. Initial INTERVIEW: points of interest registration (consultation room version)	22
Appendix 1. Progress interview	23
Appendix 2. Methodical material for trainers on sub-module “ <i>Study Skills.</i> ”	25
Appendix 3. Methodical material for trainers on sub-module “ <i>The Importance of Non-verbal Communication for seeking employment.</i> ”	31
Appendix 4. Methodical material for trainers on sub- module “ <i>Personal Development and Self- empowerment.</i> ”	34
Appendix 5. Methodical material for trainers on sub-module “ <i>The Importance of Creating Self- Image.</i> ”	37
Appendix 6. Methodical material for trainers on sub-module “ <i>Creativity.</i> ”	39
Appendix 7. Methodical material for trainers sub- module “ <i>Job Application Training.</i> ”	40
Appendix 8. Methodical material for trainers on sub- module “ <i>Networking and Job Market Orientation.</i> ”	42
Appendix 9. Methodical material for trainers on sub-module “ <i>The Importance of Self- help Approach.</i> ”	46
Appendix 10. Methodical material for trainers on sub- module “ <i>The Importance of Information Technology Skills for Job- Hunting and Increasing of Self- Confidence.</i> ”	47

WELCOME TO THE “EUROPEAN NETWORK OF ADULT EDUCATION ORGANISATIONS WORKING ON WOMEN’S EMPLOYMENT ISSUES”

Developed by the SIF, Lithuania

This curriculum of the mobility training program for women is the result of co-operative activities of partners of the EU Socrates project “European Network of Adult Education Organisations Working on Women’s Employment Issues”.

General objective of the project is, over of a period of three years, the establishment of the European Network of the Adult Education Organisation dealing with the non-formal education for unemployed and economically-disadvantaged women. Project **aims** to promote better co-operation and understanding among the adult education organisations in Europe working with women’s employment issues, and to develop a mobility training program with the lifelong learning perspective to foster active citizenship, increase self-esteem and enhance employability for women. The project **promotes** innovation in learning provisions for women using the ODL (Open Distance learning) for the self-education on mobility training program. The developed training programs **increase** women’s capacity to play a full and active role in society by promotion of women’s human rights and facilitation of women’s participation in politic, labour market and social life.

Project outcomes

- The **site** on Internet about network activities.
- The **database** of the organisations providing training for unemployed and disadvantaged women.
- A booklet on **Women’s Employment and Gender Equality in Europe** (in English).
- The **curricula** (in English and all national languages) on mobility training for unemployed and disadvantaged women to increase their self-confidence, enhance employability and promote women’s human rights.
- The **strategic plan** of the Network for the years 2000-2002 and **idea bank** for the future co-operation. .
- **Articles on Specific women’s situation** in partner countries and the **history** of legislation on gender equality in partner countries.
- **CD-ROMs** (in English and in all national languages) as a methodical part to the mobility-training program for self- education.
- **Tele-reportage** about the network’s activities and project’s outcomes.
- **Leaflets** of the Network’s activities.

A special feature of today’s unemployment is that more and more unemployed workers cannot get jobs even if the economy recovers and employment rises. Many of the unemployed lack the new qualifications for which there is a demand. The women’s unemployment situation is even more complicated. This problem exists even in Western European countries; it is worse in newly independent European countries such as Lithuania. It is closely related to gender inequality and discrimination against women in the labour market. The women who are hit by unemployment need to be offered not only the opportunity to acquire a new vocational training and competency over a broad range of skills, but they also have a real need for education in general and social subjects to increase their life-competency and boost their self-confidence.

The information age and the new surge of global integration impose heavy demands in terms of new and updated knowledge and life-long learning for all. A capacity for ‘learning to learn’ is very essential today. The sharing of experience and good practices in education, training and personal development with a life-long learning perspective for disadvantaged women will improve their status and conditions and decrease the risk of polarisation and social marginalisation.

I. INTRODUCTION TO THE TRAINING PROGRAMM

Developed by NFA, Sweden

Equality between men and women starts at home, in the daily life. What is personal is political, as we said in the seventies.

A fundamental condition for equality in our homes is equal rights and equal payment on the labour market. This goes also for the right to have a job, to have access to the labour market and the right to support oneself, either with a partner and children or as a single provider – in short you must be able to live on your salary.

The labour market in the Nordic countries as well as in the Baltic States and the rest of Europe is divided according to gender. Many jobs and tasks are to a varying extent strongly connected with the roles of men and women in everyday life and in family situations.

There is, even today, not a well functioning tool for the valuation of work and the setting of wage between the male and the female branch of the labour market in order to value equal work on a joint labour market. This is a serious shortcoming, although the issue has been on the political, social and trade union agenda for a comparatively long time, at least in some countries.

Do we need more facts, knowledge and research? Do we need more common projects in the European Union, in the Nordic as well as the Baltic states? The answer must be affirmative. Women are still discriminated because of gender, social class and ethnic background. When all of these elements are interacting, the situation becomes very vulnerable for those affected. But we need good arguments, not only for discussion but also for convincing the women themselves. We need those arguments to strengthen ourselves and to keep up the struggle on our own terms. We need them to achieve a real change, both for us who are active now and for those to come. We need them to show that no woman's struggle has ever been in vain.

Gender is today a well-known concept, which by definition deals with the distribution of power between the sexes, wherever it appears. A closer and more united Europe must be built on the equal value of people, and it must also show a great awareness and an ability to take action on this issue.

The project "European network of adult education organisations working on women's employment issues" is developed to increase awareness and to strengthen women, to give them a better possibility to become entrepreneurs in their own life. It strives to bring about change, in a shorter and a longer perspective.

The project is aimed at developing and testing working methods to secure an equality perspective integrated to a full extent into the teacher training, and to ensure that the issue of equality is considered when dealing with the different conditions in Europe, in the labour market and other related matters. It is also about putting our questions into the "mainstream". We need to meet across the borders of nations, cultures and languages to keep the debate and the discussions alive and to learn from each other's mistakes and success. We need also something completely new. The young women of today are not content with either. They want it all.

They want a good and caring relationship, as well as education and money to support themselves and their loved ones. It is a question of every day life, where a paid job as well as caring for children and elderly is a joint obligation and never an individual problem.

Today the building of networks has become a frequent aim of several projects; networks of international co-operation between organisations with the same goal but maybe with different methods, according to habits and traditions as well as local conditions and possibilities for development. A network is efficient only when the different parties have met and worked together, learnt from each other, learnt to see new opportunities.

Lifelong learning supported by adult education, gains substance and power, only when the strategies are used on the individual level of each woman. It is only through common action that the whole group of women gains their necessary strength.

We have much to learn from the educational systems of the countries participating in this project. Learning and education, both formal and non-formal, must be the democratic tool that makes it possible for every one to take their place in society. Nobody should be excluded or discriminated by gender, social status or lack of education. The world today is more international than ever; we are all included in the process of globalisation to a far greater extent than ever. This also means that the nations, regions and parts of the world are brought closer together than ever before. Great demands are made on the individual, demands for tolerance and humanity and also for the development of human competence. This is only gained by education and learning together with others. The big European project that the EU-integration is a part of, is in fact a project of tolerance and solving of conflicts on a peaceful basis – and this is facilitated by knowledge and understanding of the equal value of people.

The distribution of power between men and women, in the family as well as on the labour market, is an essential issue in this connection. It is a question of social stability, where the oppression of one person by another cannot be sanctioned by laws built on inequality between groups and between the sexes.

Another vital part of this project is the access to Internet and the establishing of a database to guarantee an efficient dissemination of its results. But however much we can put into our web sites, and however often we can send written texts to each other, it is nothing compared to the meeting of people – in dialogue, in debate and discussion.

II. THE GOALS OF THE MOBILITY TRAINING PROGRAM

The project managers from six countries (LT, NL, SE, DK, IS, FI) have put together the main ideas and goals of the mobility training program.

Introduction

Mobility Training Program (MTP) is designed and targeted at women who have either lost their jobs, or who have never worked before and are unsuccessfully trying to enter the job market. We offer different approaches to the problems that these women may have. Some of them who are stronger in a way (e.g., higher self-esteem, more feminism oriented, more experienced) primarily need support and an opportunity to practice ways in which they want to improve themselves. However, there are those to whom self-analysis in different perspectives is essential.

That's why it is important to have methods that could target problematic areas such as low self-esteem, insufficient communication skills, self-knowledge, lack of motivation and self-confidence. The curricula of the Mobility Training Program consists of chapters that help to eliminate such problems.

Aims

The main goals of the Mobility Training Program are:

- Motivating of unemployed and disadvantaged women to lead active social lives and to seek education, employment and career advancement;
- Learning to see, accept and work through the obstacles in life and set realistic goals for ourselves
- Strengthening positive female self-image;
- Building self-esteem and self-confidence;
- Encouraging seeking employment;
- Learning to know and respect our rights and responsibilities;
- Increasing knowledge of own competence and limits;
- Defining ability to live with conflict and different views and ability to handle and effect changes;
- Increasing the communication skills and usage of networking.

This curriculum will help Europe to create a well skilled employee. Today a productive employer in Europe needs not only employees with highly developed technical skills but also an independent worker with self-awareness and good communication skills able to operate in a sophisticated nowadays market. So, we are sure that this curriculum will have the European dimension.

III. TARGET GROUP AND METHODS OF RECRUITMENT

The project managers from six countries (LT, NL, SE, DK, IS, FI) have put together the main methods for the recruitment of the target group.

Generally speaking, the target group consists of the unemployed and socio-economically disadvantaged women who need training in self-esteem and job seeking.

Methods of recruitment

- Personal contact
- Guidance and advice services
- Networking
- Publications
- The media and information technology (internet and etc)
- Mouth-to-ear method
- Contacts with the various offices and presentation of training program.
- To make a folder or booklet about the training program and distribute to the Labour Exchange offices, Social departments, Community centres and other NGO's.
- To make efforts to be visible in the community

IV. GUIDANCE METHODOLOGY USING CLASSIFICATION METHOD

Developed by the Stichting Rijnstad, The Netherlands

Basis of the classification method

The classification method has been designed to provide the participant with optimal guidance. The method is uniform in terminology and procedure, and aims at registering agreements and progress. Due to this uniformity, the method can easily be supported via automation. Moreover, the method is compatible with the methods used by other organisations in the field.

The system must be geared towards a uniform interpretation

Both the participant and the counsellor must know which areas are to be dealt with in the guidance procedure. By treating these areas in a uniform manner everyone involved knows what they are talking about and what is expected of them. Thus it is easier to control the guidance procedure.

The classification method uses a uniform terminology, to clarify the concepts used in this method, and to ensure they mean the same to everyone involved.

The way in which information is registered and presented is also uniform, both during the evaluation interview and in the progress reports.

The system must uniformly register the progress

Due to the uniform terminology it is possible to register the progress in a standardized and compact manner. The contents of progress reports are easily and quickly accessible for all those involved. This facilitates a streamlining of different styles of reporting in the organisation, while retaining the information value.

The system must optimally support the communication

The classification method can generate information to provide insight, and is easily accessible at all levels. The progress report serves as an efficient means of communication for all those involved. Those directly involved (participant and counsellor) know what is expected, at what moment, and the effect of their contribution. Moreover, the classification method also enables the parties in the background to gain insight in the progress.

The progress report also functions as a sort of contract, as the people involved put their signature under the agreement. Moreover, this prevents information from getting lost by a possible transfer of the file to another counsellor. The transparent and uniform manner of reporting ensures a file that is easily accessible for all those involved. An information update is not performed at the cost of existing information, for the history remains visible.

Due to this uniformity, information concerning the quality of the guidance is available throughout the whole process. How effective is the guidance of a particular participant? How effective is the procedure of a particular department, or of one particular organisation in relation to another? What are the tendencies in the job market developments? These are all questions that are of increasing importance in the light of the financing of the guidance of participants.

□ *The system must be suitable for computer processing*

Questions concerning all aspects of the guidance procedure can easily be answered due to the uniformity in reporting. An investigation is of course not a task to be tackled by hand, but is best done with the support of automated dataprocessing.

Due to the uniformity in reporting and guidance, automation of the entire system is feasible. Automation provides fast and easy access to the data, at every level. Management, consequently, has direct access, enabling them to adjust policies, should this be necessary.

Through automated dataprocessing, the counsellor can easily consult the files and add information. Not only is it possible to get an overview of all the participants at any given moment, but also to view the progress of any one participant.

□ *The system must give a total overview of the pool of participants*

The automated dataprocessing enables the generation of management information at any level. Information about the effects of a someone's contribution, the quality of the guidance, job vacancies, and the qualities of the participants, can all be found in the system. This makes it possible, to determine where, for instance, extra support is required.

This is not only important for the participants themselves, but also for the guidance organisation, and the employer. Thus, the organisation can get an overview of the type of training and schooling desired, and of the participants concerned. The employer can fill his vacancies and can get an overall view of the participants.

□ *The system must put the responsibility where it belongs*

All those involved in the guidance procedure are aware of their responsibilities, due to the contractual aspects of the progress report. The participants know the contribution required and the agreed time span. The counsellor knows exactly which points he needs to focus on. The counsellor knows exactly what to do to best guide the participant. Every one knows their role.

Introduction to guidance

Classification is simply the gauging and arranging of the participants' qualities. This gauging is of course subjective, for it is always a personal assessment/evaluation. However, by repeatedly classifying participants, in a structured way, you can form an objective picture of their qualities.

By carrying out classifications with different and increasing demands, the improvement of the participants' qualities can be measured. This not only provides the organization, but especially the participant, with an overview that can be used as a guide for further development.

Classification is not the technical application of a professional methodology, but rather the basis of communication with the participant. The human standard is the guideline throughout the process. The goal of classification must be to unearth (bring to light/detect/locate/bring to surface) the participants' qualities, and to further develop these qualities.

The classification method can be put into practice each step of the way, from the first contact with the participant, until the outflow onto the job market. One of the suggested evaluation forms is an Initial Interview, see *Appendix- A*; and Progress Interview, see *Appendix-1*. These forms are successfully used by the Activity Center of the Rijnstad Foundation.

It is important to realize that the classification method is no more than an instrument. Although it is a very strong instrument due to its simplicity and efficiency, the emphasis always remains on the support this method can offer to the guidance. Remember that guidance will always be a matter of personal communication.

□ *Profile of the participant*

In order to support the participants optimally, it is necessary to determine the starting position. Note that all participants have already been looking for work for a certain period of time.

Due to long-term unemployment, many participants are no longer used to thinking about what they have to offer on the job market. In order to give them the appropriate support, it is important to find out what education the participants have and what their work experience is.

Some participants are uneducated. This is often the result of interrupted schooling. It is not always clear if the cause lies in the level of difficulty of the course, in the lack of motivation, or in the inability of participants to hold their own in school (because of their personal situation).

Participants who have completed their education often discover that they are not qualified to work in a field that suits them, or that there are no vacancies in the field in which they are qualified, nor to be expected in the near future. Mostly, they do not have sufficient knowledge or insight in their own qualities, so that they sell themselves short.

V. THE TRAINING METHODS

The project partners from six countries (LT, NL, SE, DK, IS, FI) came up with several training methods.

It is important to have a well organised training method, so even the less skilled trainees can catch on to it easily. This will later help to have a more successful teaching results and experience. The following methods are used in the developed mobility training module:

- Informal atmosphere
- Active participation
- Written materials
- Tutorial instructions
- Exchange of experience
- Group work / individual
- Case studies
- Visiting companies
- Feedback and de-briefing

VI. THE STRUCTURE OF THE TRAINING SESSIONS (SUB-MODULES) OF THE MOBILITY TRAINING PROGRAM FOR WOMEN

- 6.1 Life planing
(Developed by Fyns Amt, Denmark)
- 6.2 Study skills
(Developed by VVS- Vocational Training Centre for Women, the Netherlands)
- 6.3 The importance of non-verbal communication for seeking employment
(Developed by SIF, Lithuania)
- 6.4 Personal development and self-empowerment
(Developed by Women's Education Centre in Akurery, Iceland)
- 6.5 The importance of creation of self-image
(Developed by SIF, Lithuania and Finish Institute of the Occupational Health , Finland)
- 6.6 Creativity
(Developed by Women's Education Centre in Akurery, Iceland)
- 6.7 Job application training
(Developed by Women's Educational Centre in Akurery, Iceland)
- 6.8 Networking and job market orientation
(Developed by VVS- Vocational Training Centre for Women, the Netherlands)
- 6.9 The importance of self – help approach
(Developed by SIF, Lithuania)
- 6.10 The Importance of Information Technology Skills for Job- Hunting and Increasing of Self-Confidence
(Developed by Fyns Amt, Denmark)

6.1 Life planning

Developed by Fyns Amt, Denmark

Introduction

Decisions (choices) are the mechanisms that drive people in life. A choice is both an act of meaning and a sacrifice. When one thing is chosen, something else must be given up. This is one of the reasons why many people equivocate and seem not to be able to make up their minds. They do not like having to sacrifice. As Victor Frankl and other existentialists have pointed out, there is no situation on earth, even the most constraining and impoverished, in which some sort of choice does not exist. Choosing elicits hope. Choices, however are not guarantees. Having made a decision, we are in a good position to plan. How can this choice be implemented and acted upon?

Designing a plan can take various forms. One form is a highly rational and detailed outline of goals and procedures for reaching those goals. Or the plan can be more informal and adapted to the person's way of thinking. Regardless of the degree of formality of the plan, there are some important features of good design for all plans.

Thorough planning and outlining of one's life can help to better see the options for the future. It helps to answer the questions that might be preventing the trainee from achieving her goal. For example:

Does the person have a clearly identified goal in mind?

While making an outline of the trainees life it is important to have the following points in mind:

Have the counsellor and client discussed:

- Alternative paths to the goal
- Potential obstacles to be taken into account
- Resources needed to make progress towards a goal and how to gain access to those resources
- Contingency plan in case the first choice does not work out

Has the person reflected upon his or her goal and likely capacity to reach that goal?

It is well established that reflection on one's own actual and intended reasons and actions in problem-solving results in better progress in problemsolving or learning than a non-reflective approach to planning and acting.

Take a blank page imagining that it is a space of your life. Place a symbol or a mark to indicate where you are in your life space at the moment. Then begin your life space map by deciding on 5-10 persons (living or dead) who are important to you and place them in the space in relation to yourself. Draw lines connecting them to you (and to each other if they are connected in real life). Then using words or symbols, put some of your most important experiences, values, accomplishments, hopes, and meaningful objects in your life space.

This way you begin to make a map for yourself of what you think is meaningful in your life and how meanings are connected or influencing one another. You will only be able to get started on your map in this space, but it will give you a beginning place which you can enlarge with other activities.

You can use words, symbols, marks, figures, drawings--whatever you wish to use in working on your life space map. Constructing a life space map is a way of "making yourself visible". It also helps you to understand how the different parts of your life are arranged in patterns. Mapping can be a source of insight into yourself and into your relationships with people, things, and with your present, past and future.

Take your time, let yourself experience the feelings which this activity stimulates. There is no right or wrong way to make a map. There is only one important guide: be guided by what is meaningful to you. Remember, you live in your life space, try to understand it better.

On a different page, write a paragraph or two, describing how you view yourself. Begin by writing(give your name) "is a person who" ... write in the third person, don't use the pronoun "I". This will give you some objective distance so that you feel free to write more frank. If you do not wish to write about yourself, then tell your counselor about yourself-- again beginning your story with "John (for example, is a person who is shy around other people, etc.,"

Notes for the counselor: Ten signs of "good counseling"

1. The conversation is sensible to both help-seeker and counselor.
2. Discussion focuses directly on the on-going experience of the help-seeker and not on the ideas of the counselor.
3. A sense of trust and respect between counselor and help- seeker is present.
4. Help-seeker's concerns are visualized as well as discussed.
5. The communication is reciprocal, cooperative, flexible, and both counselor and help- seeker show a willingness to change their minds
6. Relevant cultural protocols and local knowledge are respected
7. The counseling encounter is empathic, focused, and reflective
8. Counselor guides an interaction framework for providing clarification, planning, choice-making, activity, and support
9. Humor and playfulness, as well as seriousness are evident
10. Help-seeker moves in the direction of self-helpfulness as a result of the counseling

6.2 Study skills

Developed by VVS- Vocational Training Centre for Women, The Netherlands

Introduction

For those who have not been in a learning environment for a long time, attention should be paid to the revival of study skills. In addition, it is likely that many of the trainees have family/domestic responsibilities to consider.

Therefore it is necessary to pay attention to the process of learning how to learn.

1. The students have not been learning consciously for years.
2. The meaning of going back to school.
3. Making future-oriented choices.
4. Consequences for yourself as a student
5. Consequences for your environment

Learning Objectives

- Distinguishing among the various ways of learning;
- Being able to analyse the subject matter;
- Knowing which approaches are best suited for the various ways of learning.

You can learn in many ways. This is why it is useful to get a few things clear before you start: Should you be able to reproduce the subject matter; or is it only theoretical; or should it be understood and applied in practice? Is it important to remember the subject matter for a long time? Is it basic knowledge that you will need often, or is it mainly important to have certain knowledge at one's disposal at a certain time? (for example, upon taking an exam)The answers to these questions affect the learning method.

The subjects we will treat are:

1. Study habits, planning and choosing
2. Motivation and concentration
3. Learning style

The methodical material for trainers is included in Appendix 2.

6.3 The importance of non- verbal communication for seeking employment

Developed by SIF, Lithuania

Introduction

In most cases in our everyday life, by saying 'communication' we mean verbal communication, because we are most familiar with it. But psychological research shows that during a conversation only 7% of the information is received by hearing, 38% through information, and as much as 56% through body language, gesticulation, and face expression, i.e., non-verbal communication.

Non-verbal communication is very beneficial while having a conversation, interviewing for a job. Good usage of it may have very good outcomes. That's why it is crucial to explain to women how important and influential the non-verbal communication is. Note that most of the women either have no or very poor skills of using the body language, eye contact, etc.. Therefore, the main goals of this course are:

Main goals

- Description of non- verbal communication;
- Importance of personality, networking, and influence and status while communicating;
- Using visual information (gestures, movement, etc.);
- Eye contact;
- Body language;
- Visual appearance;
- Using distance, voice expression, surroundings, contact, time, odour, and environment.

During the course non-verbal communication is discussed in several dimensions: on personal respect, in respect to the persons communicating, and in respect to their relationship to each other. Methodical material for the trainers *is enclosed in Appendix 3*.

6.4 Personal Development and Self- empowerment

Developed by the Woman's Education Centre, Iceland

Life is a complex system of constant communication between the individual "self" and the internal and external forces affecting, forming and trans-forming her and her environment.

Active personal development consists of holding up and looking into the internal and external mirrors for this communication at all times.

An authentic and healthy sense of self is often lacking in the general population of the so-called modern civilised society and can be seriously damaged in a person who has experienced trauma in relation to unemployment, illness or other transformational life-changes. Those working on re-educating unemployed women should keep this in mind, by addressing simultaneously the specific situation, - women, unemployed and any specificity regarding the local situation -, as well as the general one, - unbalanced individuals in an unbalanced and therefore disturbing and non-safe society. This module is based on the ideology and methodology of *The Web of Life – a course in women's self-empowerment*.

The *Web of Life* has been developed and used by Karólína Stefánsdóttir (social worker and family counselor) and Valgerður H. Bjarnadóttir (social worker, counsellor on women's issues and adult education), since 1992. It is not specifically aimed at unemployed women, but has been successfully used for women from all spheres of society. The course runs from 20 to 40 hours, the shorter versions in independent courses, the longer as a part of Menntasmiðja kvenna á Akureyri, a 16 weeks life-competence or mobility training program. The module presented here is not The Web of Life, but an adapted version, based on the same idea. It can be run in 15 hours, as a sub-module. It is also adapted to suit a group of women anywhere in Europe.

Personal development aim

There is no final aim for this part of life. It is an ongoing process and the aim is to be at all times active in this process. Personal development consists of opening up and/or staying open to constant learning, exploration of oneself, ones relations and of society's informal and formal structure and actions. It is a constant re-evaluation of oneself in relation to oneself and others. Active personal development consists of holding up internal and external mirrors at all times. A good trainer is aware of the fact that this is true for her as well as the trainees.

Self-empowerment aim

As far as it is possible to separate between personal development and self-empowerment, the latter can be more goal- oriented and therefore it is important to aim at or reach for long-time and short- time goals. The method used here is called "The Web of Life", seeing life as a complex system of constant communication between the individual and the internal and external forces affecting, forming and transforming her and her environment.

- learn to know, see and respect ourselves in the "web of life"
- learn to see, accept and work through the obstacles in life and set realistic goals for ourselves
- learn ways to better communication to strengthen our relationship with ourselves and others
- gain the ability to sincerely reflect and respect our emotions
- strengthen our positive female self-image
- learn to know our her-stories, our values and visions
- learn to know and respect our rights and our responsibilities

Methods

Some keywords for the course are responsibility, respect, mirroring, sincerity, authenticity, emotional connection, circle, web, dreaming and visioning. The respective trainers will in addition find their own key- words, concepts or phrases, in accordance with their own ideas, to help the participants to develop their thinking and take new steps to empowerment. The module consists of:

- short introductions to themes (15 – 40 minutes with questions and discussions)
- exercises
 - dialogues and mirroring in pairs
 - guided meditations for self-exploration
 - written exercises around self-image, goal setting etc.
 - role-play and/or creative expression through dance, painting, singing
- group-dialogues and sharing of feelings, dreams and experiences
- stories used as mirrors – myths, tales and "her-stories"
- rituals to mark beginnings, trust in the group and decisions
- celebration of life

Methodical material for trainers with more ideas and explanation is given in Appendix 4.

6.5 The importance of creating self- image

Developed by SIF, Lithuania, and the Finnish Institute of Occupational Health, Finland

When one knows that he or she will be an object of interest, one may want to make that interest as beneficial as possible. Our speech tone, voice, expression of our face changes when we want to make a good expression while talking. Creating an impression is a direct or indirect way of transferring information about oneself.

Aims of the course

- To show the importance of creating self- image;
- To introduce the strategies of creating self-image;
- To define the importance of responsive communication;
- To stress the importance of self- control.

In most cases the outcome of the conversation is directly based on the impression that we make during the conversation. At the same time, there are different aims for creating an impression, i.e., looking competent, strong, liked, fair, loyal, pitiful. For every aim to become a reality one needs a certain *strategy*.

Strategies for creating an image

- Ingratiation strategy
- Intimidation Strategy
- Self- Promotion Strategy
- Exemplification Strategy
- Supplication Strategy

Feedback

There occurs a natural need to check the productivity while using these different strategies. Information about the efficiency of one's actions is called *feedback*. The intensity of one's feedback fluctuates from an active searching of feedback to avoiding it. According to P. Levy (1995), the motivation to search for feedback is due to:

- Decreasing the uncertainty about one's activity;
- Trying to defend one's ego;
- Trying to control the impression created.

Self-monitoring

It means, self- control and self-observing that is concentrated to social acceptance of one's behavior. One can judge about the acceptance from reaction in a certain situation (M. Snyder, 1974). Self-monitoring includes control of verbal and non- verbal impression. That makes it possible to co-ordinate the behavior with the norms and expectations of the situation. Self- monitoring includes awareness about other people's reaction, and active changes of ones behavior as a response to other people's reaction and expectations.

Self- monitoring is essential for well- balanced behavior. While creating an impression certain signals are emitted, for example, an angry face that a person is unaware of. Receiver may also be unaware about the signals, but he or she may observe the signals that the speaker is trying to block. For example, during a dispute the speaker hopes that he or she is creating an impression of a competent and serious person. Responder, on the other hand, sees uncertainty and nervousness. Speaker judges about the suitability of the impression from the reaction of the others. This reaction is a form of a feedback. The impression of a speaker reflects in the eyes of listeners, their voice tone. Speaker may adopt his or her behavior according to those reflections. Snyder came up with a self- monitoring scale. Here are several suggestions from the scale:

- I would probably make a good actor;
- I am seldom in the center of attention while socializing;
- I may cheat people while being friendly with them, when in reality I dislike them;
- I am not always what I look like.

Methodical material for the trainers is included in Appendix 5.

6.6 Creativity

Developed by the Women's Education Center in Akureyri, Iceland

Your creativity is like a story; it needs a voice to be heard in the world... Creativity is part of your future life. The oppressive forces in life are created within each of us when we live a life of unexpressed creativity... Define your own creativity and live that creativity in the world. (Lynn Andrews, The Power Deck)

Learning Objectives

Activating the participant's creative forces is an essential part of any mobility training. Especially in a state of low self-esteem, women need the encouragement of being able to create and use the wide

range of their intelligence. The energy activated in moving ones body freely, hearing ones singing voice, painting with brilliant colours, acting out emotions and writing poems, is an essential ground for the more mindful and practical tasks needed in the unemployment situation.

The aim is not to make good artists, but to free the creative energy, which resides in every person, but is rarely allowed an expression and therefore creates blockages inside. The trainer's task is to provide a secure space as well as inspiration and a very compassionate artistic guidance.

Aims for the module

To learn to use ones body as well as tools and material to create and express feelings, dreams, thoughts, ideas. Participants should be introduced to different methods of creating.

Methodical material for trainers is enclosed in Appendix 6.

6.7 Job application training

Developed by the Women's Education Centre in Akureyri, Iceland

Introduction

Unemployed people have very little confidence. Therefore it is very important to begin with improving their self- image. That we do by talking about our strengths and realising what we are good at; we also need to be well aware of our weaknesses and internal and external obstacles which might affect our situation.

The final goal for this part of the course is preparing the participants for the job marked with them having written their own curriculum vitae (c.v.) and being ready for a job-interview. One way to prepare for a job interview is to do a role-play on it, video-record it, and discuss it afterwards.

Aims

- The final goal for this part of the course is preparing the participants for the job market by making their own C.V. and being prepared for a job interview.
- The most important for every participant is to be well aware of their positive sides and how to use it for the job hunt. Participants spend some time in thinking and talking about their positive sides and each participant writes down five of them. They also talk about their hobbies and write them down. It is very important that this gets into the C.V.
- Equally important is self-knowledge regarding the weaknesses and internal and external obstacles, which affect the unemployment situation. Participants take a critical look at themselves and their surroundings, to see what needs to be changed. What weaknesses do they need to work on, what kind of re-educating is needed, which thought-patterns changed etc.
- In preparing for a job interview it is important to know what kind of questions can be expected and how to answer them. The list of possible questions which all have been used in job-interviews are reviewed, and each participant finds out how she would answer them. Video training is a very effective method.
- For best result there should not be more than 6-8 people in each group.

The methodical material for trainers is enclosed in Appendix 7.

6.8 Networking and job market orientation

Developed by VVS- Vocational Training Centre for Women, the Netherlands

Introduction

Although outlined below as a separate module, job market training does not necessarily have to be delivered as a separate subject. It is possible to incorporate the elements contained within it into other parts of a training program, e.g. business management or job application training.

It is important for each job-seeker to make contacts, and there are two reasons why: First of all, many job market vacancies are never advertised. And yet these vacancies are filled. Organizations often appeal to people they already know--the people in their network. So, you should become part of such a network. Besides this, networking has another important function--You can get information through your contacts, information you need to achieve your goal. The trick is to acquire as many relevant contacts as possible through networking. In the market segments you choose, you can hold branch interviews with those capable of giving you this kind of information. In the long run, you can make key people aware that you are available for the job market.

There are several aspects that may be considered while working your way through the job market:

- Exploratory networking
- Networking: a part of job or traineeship hunting
- How do you find network contacts?
- Advertisements

Learning aims

This sub module is aimed at familiarizing trainees with the labour market, potential job opportunities, changing jobs, re-deployment and promotion, knowledge of the different types of enterprises/ organizations reading and collecting advertisements

- making inquiries with regard to the advertisements
- visiting job centers, temporary agencies, etc.
- understanding workplace terminology, e.g. "workfloor manager"
- practical work orientation
- analysis of job description and functions
- gaining insight into future job market trends
- studying and assessing regional and local labour market
- career prospects

Methodical material for trainers is enclosed in Appendix 8.

6.9 Self – help approach

Developed by SIF, Lithuania

Being unemployed often imposes a sense of failure upon those who lose their jobs and cannot find new ones. Women feel rejected even if they have skills, education and experience. How does one cope? How does one overcome rejection, loneliness, a loss of friends, and a loss of self-esteem? Unfortunately, most public and private resources for the unemployed are inadequate.

In the face of these day-to-day challenges, unemployed women need a community support system they can turn to for help and encouragement. Self - help support groups are an exemplary way to bring the unemployed together to help each other.

The self-help concept works for unemployed women for two reasons.

- It provides a support system that everyone need in crisis.
- It provides a growing network that the unemployed needs to secure a job.

In both cases, it is the people who need help, who help each other in order to help themselves.

The Personal Dimension

People used to get help from social service agencies, schools, police departments, hospitals and other institutions. These traditional institutions often grew so large that they became impersonal and unsatisfying to an individual. For a long time, people simply were frustrated, aware that they couldn't get as much personal help as they needed, but unsure of how to solve the problem. Finally, many turned to each other to solve similar problems. The self-help group was born! Today in Self- Help Clearinghouse at City University are fifteen million Americans who belong to groups.

Meetings are held in a room where people sit in a circle and share experiences. The guiding principle is helping one's self by helping others. In fact, when a person is really turned off to life, and is becoming seriously depressed, there is no healing until she reaches out to someone else. In that act

of self-forgetting, one helps someone else and becomes part of the cycle of inter-dependence that we all share.

As people become frustrated with their local and federal governments, as well as the traditional institutions of help, they find self-help approaches inexpensive and effective. For the urban poor, it may be the only way for them to work on two of their major problems: unemployment and housing.

The Support System

An unemployed person slowly becomes isolated from society. "You keep getting

turned down for jobs you know you can do. It hurts even more if you've lost your job through no fault of your own. No one wants your services. No one cares about you. You are surrounded by people on the streets, but you are all alone. After a while, you doubt yourself." In self-defence, a person retreats to maintain a little bit of control over the small segment of life that she still can control. This makes the turf even smaller. Everything gets magnified and becomes threatening. Finally, it is an all-day struggle to make a telephone call on a job lead. The call may finally get made when the lead is probably out to lunch or has left for the day. It avoids a confrontation that may end in another rejection.

The scenario above is quite common. In a self-help group, the unemployed women often relate such experiences and *are surprised that they are not alone*. Discussing it puts it in a perspective. It makes it easier to overcome such behaviour when others explain how they have overcome it. Most important, the unemployed find someone cares about them, regardless of how long they have been unemployed.

The self-help group often puts structure back into the unemployed person's life. There is a group to report to once a week. It inspires the unemployed to do something about the job search so that there is something to report to new-found friends. It's a strong incentive when nothing else seems to matter.

Women's NGOs are natural sponsors of self-help support groups for the unemployed. They are the most popular grassroots organisations of the people. In addition, these institutions are already organised and can offer volunteers as well as contacts. Self-help support groups for the unemployed and under-employed women begin when women persuade NGO to recognise the need for such a group, and NGO decides to help. Such NGOs have already devoted some of their energy to fulfilling community needs: they are often able to provide volunteers to staff the program, space, furniture and equipment for meetings; coffee and tea, and some publicity to attract unemployed and under employed individuals who may benefit from the self-help support groups. Members of these NGOs also provide the groups with job leads and, in some cases, with contacts for jobs.

Expected results

The participants of self-help groups will:

- Learn to view their situation from a new perspective.
- Learn about job opportunities.
- Improve communication skills.
- Develop job search skills.
- Learn to fill out job applications.
- Write resumes that get attention.
- Effectively search for a job.
- Share information about job opportunities.
- Discuss, analyse, and evaluate common problems and find the optimum solutions.
- Learn to stay in control in conflict situation.
- Learn to overcome psychological barriers.
- Concentrate "women power" to change laws and achieve gender equality.

The methodical material for the trainers is enclosed in Appendix 9.

6.10 The Importance of the Information Technology Skills for Job-Hunting and Increasing of Self- confidence

Developed by Denmark

General introduction to the Information Society

The society today is very complex. Many things are changing, and the speed of change is very high. The move from an agricultural society, to an industrial society and now towards an information society creates new opportunities, but it may also generate fear and confusion. For the individual it can be very difficult to find a fixed place to know what to do. The norms and values are changing and are no longer the fixed points in a persons life. It is important to have an over all understanding of what is happening, before you can learn to navigate in this complex world. Today we must learn to change our 'fixed points', our roles, very often. We must develop an understanding of change, we must be flexible, mobile and willing to learn and upgrade our skills and competencies. This concerns us all, both participants and trainers. The roles of both have changed. We are not only talking about 'education' but it is widened towards 'learning'.

One of the names for our society is "the Information Society". Others are "the Digital Society", " the Global Society", "the Learning Society," etc. There are different definitions as for the Industrial Society, and it is not only the computer technologies which play a role, but also the global economy, other kinds of new technologies etc. In particular the combination of computer technology and telecommunications has created new information technologies, which enables new ways of communication, information processing. Internet is the most well known example of the fusion between different technologies.

Computer skills must be seen on different levels and in different contexts. Basic computer skills are necessary – e.g. on the Computer Driving License level. If only that was all! It is a basic step but not enough to learn how to operate and use a computer. You need additional skills to navigate in the Information Society as it is not only a question of handling the technology and using a personal computer. The technical skills must be supplied by other skills, e.g. personal skills. Also a general understanding of the Information Society is crucial.

The Learning Approach

Very often the term the *Learning Society* is used instead of the Information Society. We have chosen the term Information Society, because we emphasise the Information Technologies in this chapter. Again, the terms you are using, differs according to the point of view you have chosen. Also we must emphasise that the changes are not the same in different countries and in different cultures. You can still have the culture of an agricultural society side by side with the culture of an information society.

But the learning approach is one of the main subjects, especially when talking about training in mobility. To train women (and men of course) is not only to give them information and technical skills, but also to teach them how to learn – because the learning must go on ('lifelong learning'), and learning is no more considered as formal learning in schools and courses. The participants must be able to continue developing both their professional skills as well as their social and personal skills – and learn that this takes place everywhere and not only in schools.

The Digitalisation

The information and communication are becoming digital – computerised. As Nicholas Negroponte (in "Being Digital", 1995) says, "we are going from physical products, atoms, to bits". Before we were used to coins and bank notes as symbols for values. Now we have to get used to our digital money, bits, send when using our smart card or using our home banking system on the computer.

More and more machines become digital: photocopiers, washing machines, small computers in cars etc. Our communication has also become digital: e-mail, photos, telephones, and the biggest information highway is the Internet. Even music has become digital and can be distributed through the Internet. Farmers spreading of fertiliser is digitally controlled from satellites, which communicate directly to the spreading machine, is another example of new ways of communication.

The Internet

The Internet plays an important part in the world- wide communication. Some people say, we live in a global village. The Internet has changed not only our communication (e-mails, chat, homepages, news groups), but also the world of business. E-business is a new and expanding marketplace.

Information technology influences all functions, both in the working and in the private life. It is everywhere, like electricity, contrary to an old invention, the steam machine, for example. Sometimes IT is used automatically, e.g. the ABS (automatic brake system) in a car, sometimes you have to know a lot before you can use it, e.g. creating an electronic database.

Implications on the working life

In the Information Society you are not selling your time, but your effort, you output. It is more and more common that you are paid to do a job, and you yourself must manage the time. Also in companies and in the industry the employees have the responsibility to manage their tasks, time and controlling their daily work – very often in small groups. The raw material is information, messages. What costs, is the time to produce and the time to read.

- The employees must be able to make decisions and take responsibility
- The roles between the management and the employees will change – the manager will be more inspiring than inspecting!
- The importance will be on a flat organisation rather than a hierarchical – which is very often a better way of organising work from a female point of view
- The employee must be very flexible. In one project you work in one group, in another you are in another team. Teamwork and personal networks are key words
- The skills will need constant updating, and personal skills as flexibility, capacity to adapt, the ability to learn, communication skills, ability to deal with change etc. etc. will be just as important as technical skills
- The work can be done on your computer – at home or in another place – because of the telecommunication
- The limits between work and spare time will be vague

As a consequence IT in a Mobility Training course plays different roles

- Computer skills is a necessity in a modern society
- Computer skills can be the extra qualification helping an unemployed to get a job
- Computer skills give more self confidence
- Computer skills might put an unemployed back in her field, even if she has been away from the labour market for a long time ('returnees')
- Information technology (IT) is a useful tool in job-hunting:
 - For writing job applications and C.V.'s
 - For more creative and free writing to make better applications
 - For writing down brainstorm, thoughts etc. – e.g. using special software to make mind-maps
 - To find information about companies on the Internet
 - To use homepages with special job-guides concerning job applications etc.
 - To use the job advertisements on the Internet
 - To send job applications by e-mail
- To use graphic computer software to make good-looking applications

The methodical material for trainers is enclosed in Appendix 10.

VII. EVALUATION

Developed by SIF, Lithuania

Introduction

Evaluation is essential at the end of the course. It should be used to review several aspects of the program. For example, organisation, teaching methods, trainer's performance, etc.. Evaluation is good tool for quality control, it is important that the high standards of such courses are not only maintained, but also gradually improved.

Another aspect of evaluation is trainee's performance and involvement itself. It is very important to give an opportunity to review after the trainees had been given such an amount of the information. The aim of such review/evaluation is to help women see their current situation, examine their strengths and weaknesses, and most importantly, overview their possible future options. The outcome of such reviews should form a basis of an action plan identifying a possible progress for each trainee.

What to evaluate

- Trainer's strengths and weaknesses;
- Methodical support;
- Methods of delivery;
- Self- progress (learning how to balance work and home situation; identifying possible problems into looking for a job, etc).

For evaluation we suggest using a questionnaire to receive feed- back from participants as well as using it for self- evaluation and personal self- assessment to check participant's own progress. Evaluation can also take place in a form of discussion/interview. Interview can take part in an individual form or in a group situation.

Note that this curriculum is only a framework for the Mobility Training Courses that can be used in any country. Trainers can only use parts that better fit the situation in the country and not use the whole module. That's why we suggest trainers to create a questionnaire that would better fit the group or an individual in the state or country. You also can use questionnaires developed by Stichting Rijnstad (*AAppendix1*) as sample.

Key questions can be used for developing a questionnaire:

- Why did you attend this seminar?
- What were your expectations and hopes from this course?
- Did the seminar, as a whole, fulfil your expectations?
- What is your opinion of the sessions presented?
- Which parts of the course were the most interesting for you and your work?
- Which parts of the course were the most useful and relevant for you?
- Which parts were new?
- What was difficult or troubling?
- What was enjoyable?
- Did you find the organising and course leading appropriate and satisfying?
- In a few words: What improvements would you like to see in the next course?

APPENDIXES

A. Initial Interview- Form 1

1. Progress Interview- Form 2
2. Methodical material for trainers on sub-module "*Study Skills.*"
3. Methodical material for trainers on sub-module "*The Importance of Non-verbal Communication for seeking employment*".
4. Methodical material for trainers on sub- module "*Personal Development and Self- empowerment.*"
5. Methodical material for trainers on sub-module "*The Importance of Creating Self- Image.*"
6. Methodical material for trainers on sub-module "*Creativity.*"
7. Methodical material for trainers sub- module "*Job Application Training.*"
8. Methodical material for trainers on sub- module "*Networking and Job Market Orientation.*"
9. Methodical material for trainers on sub-module "*The Importance of Self- help Approach.*"
10. Methodical material for trainers on sub- module "*The Importance of Information Technology Skills for Job- Hunting and Increasing of Self- Confidence*".

Appendix A. Initial INTERVIEW: points of interest registration (consultation room version)

Name participant

Name counsellor

Date interview

General information

- lives independently
- type of accommodation (well-maintained)
- plans to move soon
- single/cohabitation/unmarried/married
- lives with family: number of children (age /school going / type of school)

Education

(grade, subjects, level, diplomas, reason for stopping)

Work experience

Interests

(questions based on the participants' desired future occupation)

Hobbies/daily schedule/vision of the future

(it is important to find out about participants' hobbies and leisure activities, in relation to their possible future entry into the job market)

Self-image/qualities

(are the participants able to describe their good and bad characteristics, in order to give a good overall picture of themselves; do they know themselves?)

Job interview behaviour

(does the participant have a letter of application, a CV, oral/written application; how many hours can the participant work)

Mobility

(shift work, weekend duty, travelling time, day care, etc : how does the participant go to work?)

Medical/social

(emotional) impediments: (alcohol problems, physical (medical inspection))

Final impression/counsellors' conclusion

Appendix 1. Progress interview

Date: _____

Name participant: _____

Name counsellor: _____

Registered: Yes / No since: (date) _____

	Good	Sufficient	To be developed
1. Communication skills			
- Understanding oral assignments			
- Speaking skills			
- Reading information			
- Processing information in writing			
- How to get on with groups processes			
- Living with conflict			
- Daring to ask for clarification			
2. Contactual skills			
- Attitude towards teachers			
- Cooperating with other participants			
- Dealing with criticism			
2.a. Course			
- Mean of the course			
- Making progress			
- Results			
3. Sense of responsibility			
- Job responsibility			
- Being responsible for own behaviour/attendance			
- Taking initiative			
- Being on time			
- Cancelling in case of absence			
- Keeping appointments			
- To have mutual respect			
- Learning responsibility			

4. Future personal performance			
- Independence			
- Perseverance			
- Personal appearance/presentation			
5. Motivation			
- Willingness to participate in the mobility training program-Willingness to put in effort and time (not only in class, but also outside of class)			
- Willingness to commute			
- To get support from the surrounding			
- Being able to combine childcare/ schooltime			
6. Sense of reality towards self and job market			
- What is the desired future? _____			
- Does the participant have a realistic view of the desired future? Yes / No			
- What makes the participant suitable for this future? _____			
- What makes the participant unsuitable for this future? _____			
- Is the participants wish/desired future feasible?			Yes / No
- How does she want to grow? _____			

Willingness to follow courses: Yes / No

Goal(s) and motivation _____

Enlist in training/course _____

Target date for realization interview _____

Next evaluation interview (date): _____

Signature for approval
Counsellor

Participant

Appendix 2. Methodical material for trainers on sub-module “Study Skills.”

Part I consists of the explanation of the activities and part II includes study cases for each activity.

I. START OF THE “LEARNING TO LEARN” LESSONS

Activity 1:

How do you look back on your study habits in the past,
Mention two positive points and one negative point
Put these points on a flip-chart and discuss the outcomes with the group

Activity 2: **Learning styles checklist**

Discuss outcomes with the group afterwards.

Motivation

What is your motivation for being here? (no discussion)

Motivation determines effort, attitude, and how things are approached, thereby also affecting concentration. Students may also be given the assignment to write down their motivation at home. Discuss the lesson in pairs and then in the group; various points may be listed on flip-charts. To learn from each other, it is important that the target group can express ideas for themselves and others. Motivation always influences concentration.

Activity 3: **My motivation**

Concentration

Concentration is a notion often expressed in discussions about learning. It seems to be a kind of magical charm--If you can concentrate well, your studies will be easier; you will finish more quickly and work more efficiently. If, on the other hand, you have problems with your concentration everything will be much more difficult. This is sufficient reason to investigate what concentration really is, and how you can improve your own. Concentration is not just a handy tool for learning--it has to do with your attitude towards life. It means that you focus your energy on one point; that you devote your full attention to something .

Activity 4: **I cannot concentrate, because**

Activity 5: **On what can you concentrate yourself?**

Remember

People differ. This also applies to the way they can best remember something. The senses play an important role in this. By means of this test you can discover which senses are important for you when you must remember something.

There are four possibilities:

- seeing
- hearing
- reading
- feeling

Activity 6: **Test: how do you remember something best?**

For this test you will need the following:

- time: over half an hour
- someone willing to test you
- a room where you can sit quietly and undisturbed
- a stopwatch or kitchen timer
- 2 rows of 10 words each (to be kept secret from the student) the first 10 words are put on a flip-chart the second 10 words are only read aloud
- 10 common objects (collected by the teacher); the students must not see the objects yet
- another set of 10 objects, brought by every student in a tea towel or pillowcase.

Mind that the test result is reliable only if you work seriously and more concentrated on it.

Component 1: reading

Students have 60 seconds to look at the 10 words written on the flip-chart. They should try to memorize them as thoroughly as possible. The teacher will then let the students fill in the choice circle (discussed further below) for five minutes. Afterwards, the students must write down the words they remember. Order is not important.

Example: lion
afternoon
yellow
brother
shampoo
cinnamon
training
daffodil
maybe
building

Component 2: hearing

The teacher reads the 10 words slowly and clearly, repeating once. After this, the students will be busy with another activity (filling the second choice circle). Then they should write down the words they heard.

Example: round
nothing
train
farmer
language
tomorrow
winning
home
sugar
wrong

Component 3: seeing

Now the teacher shows 10 objects, one after the other. The same procedure as above is then followed, with students completing the "Outcome" form in the meantime.

Component 4: feeling

The teacher now lets the students feel each other's objects, which they cannot see. Again, the same procedure as above is followed. At the end of this activity, discuss the completed "Outcome" form and help the students to recognize their weak and strong senses.

Choice circles

Each student will receive two choice circles representing the timeframe of one week. The first circle should be divided into wedges representing the time that student spent on various activities before starting the course, for example eating, shopping, social activities, child care, hobbies, etc. The second circle should be filled in from the point that the student started the course. Activities (or parts of activities) from the first circle should be modified to allow for time to follow the course.

Advice for the future:

- it is always only a random indication - no static event - handle your results with flexibility
- the fact that you are at school now has to do with the choice you have made.

Duration of this learning component

- | | |
|---|------------|
| • Introduction | 5 minutes |
| • "Study past" round | 15 minutes |
| • Information on study habits and study problems "Study habits" checklist | 20 minutes |
| • "Motivation" and "Concentration" information and exercises | 25 minutes |
| • Test: How do you remember something best? | 60 minutes |
| • Making a choice circle | |
| • Evaluation | 15 minutes |

Didactic methods/materials

- exchange of experiences
- group discussion
- written materials (annexed activities)
- exercises
- feedback and de-briefing
- tutorial instruction

Trainer's profile

The trainer should have knowledge of "meta communication". He/she should have a clear insight into group dynamics, and the ability to recognize and administer any necessary guidance on an individual or collective basis. The trainer should be receptive to individual and group needs, be able to identify students' strengths and weaknesses, and be able to promote and stimulate positive outcomes.

II. STUDY CASES FOR ACTIVITIES:

Activity 2**Checklist learning styles**

The following checklist can give insight into study habits:

Independency

- Whenever I miss the lessons, I myself make up for that what I have missed.
- As a teacher does not set tasks, I will do it myself.
- Whenever there is an in-between hour (free from lessons) I see that I have books, papers also. for self study.
- During the lessons I am attending.
- I take care that I have my study materials with me.
- Whenever I have a study date with my mates, I keep this date.
- When we have to work independently at school, I am successfully.

Accuracy

- I write my homework in my diary correctly.
- I make mistakes when making assignments, because I did not read the queries carefully.
- I make mistakes with tests, because my notes are neither clear nor complete.

Self control

- I hear myself or let myself hear.
- When I receive my tests back, I look at my mistakes carefully.
- When I have a lot of homework to do, I take care for planning my time efficiently.
- When I am finished with a test, I revise it another time before handing in.

Study space

- At home I have my own space for making my homework
- In the space where I am making my homework, there are no goods neither other people who can distract me.
- When studying, I listen to the radio.

Mapping out time and study

- I make a clear study schedule for myself about the necessary time I need for my study.
- I keep on my study schedule.
- I have made appointments with my family.
- I interrupt my homework with short breaks.
- When studying for an important test, I spread the necessary time about 2 or more days

Activity 3**My motivation**

- I will obtain a certificate in order to get a certain profession.
- I will get the diploma in order to earn my own income.
- I experience the study itself as interesting.
- I experience the matters I am learning as useful.
- I want to prove that I can make it.
- It is fun, going back to school again.
- I don't prefer to do anything else at the moment.
- I think it would be a flop when I should not succeed.
- I like it, to cooperate and study together with my mates.
- I want to prove MYSELF that I can make it.
- I feel that I am gaining self- confidence.
- I don't know whatever else to do at the moment.

What's your conclusion, are you motivated to make a success of the training?

When failing, would you be disappointed?

When doubting, discuss it with your mentor?

Activity 4**On what can you concentrate yourself?**

Try to remember in which situation/circumstances you could concentrate yourself fully.

Think about matters such as:

- Sporting, maybe a match.
- A date or discussion with someone.
- Furnishing your home, decorating a room.
- Gardening
- Child nursing
- Playing computer games.
- Planning a holiday or a day trip.
- Reading books.
- Watching movies.
- Learning a new item (car driving, playing an instrument)
- Listening to music.
- Trying to get something done.

Try to describe your feelings when being concentrated. Maybe it is helpful to remind these, before you make a beginning with tests, tasks, homework.

When I am very concentrated, then:

Activity 5**I can not concentrate because,**

(cross the correct column)

YES NO

- * I could not sleep last night, and feel tired now.
- * The study materials are not interesting for me.
- * I am not interested in getting a certificate.
- * As a matter of fact I am busy with other things at the moment and let the study for what it is.
- * I have too little time for the study.
- * I am getting disturbed when studying.
- * I think too much about matters hitting me emotionally.
- * I can not sit still and quiet for a long time.
- * My condition is poorly.
- * I am afraid that I shall not succeed with the course.
- * I don't know how to manage my study.

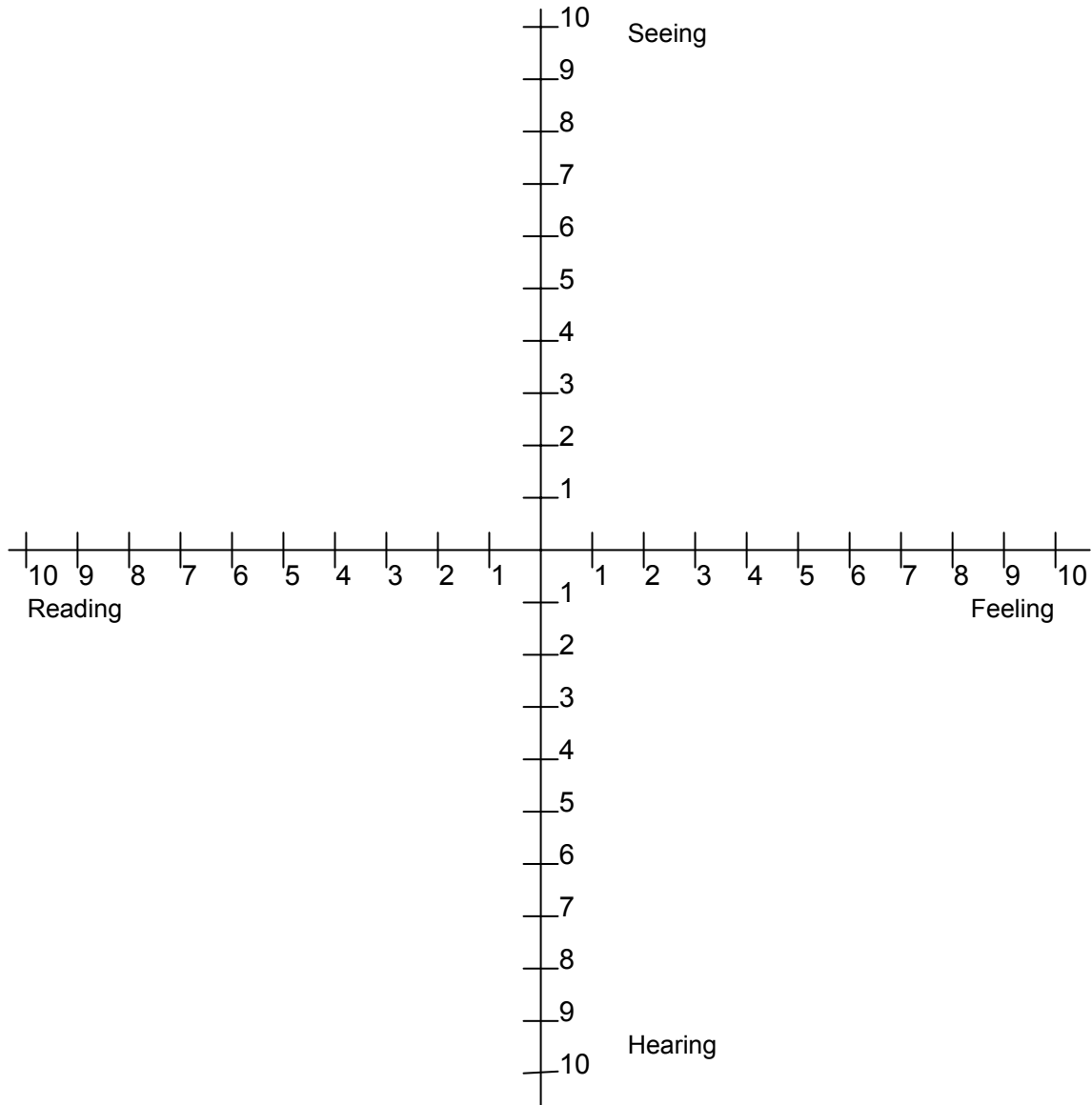
Activity 6

Test learning styles

Results:

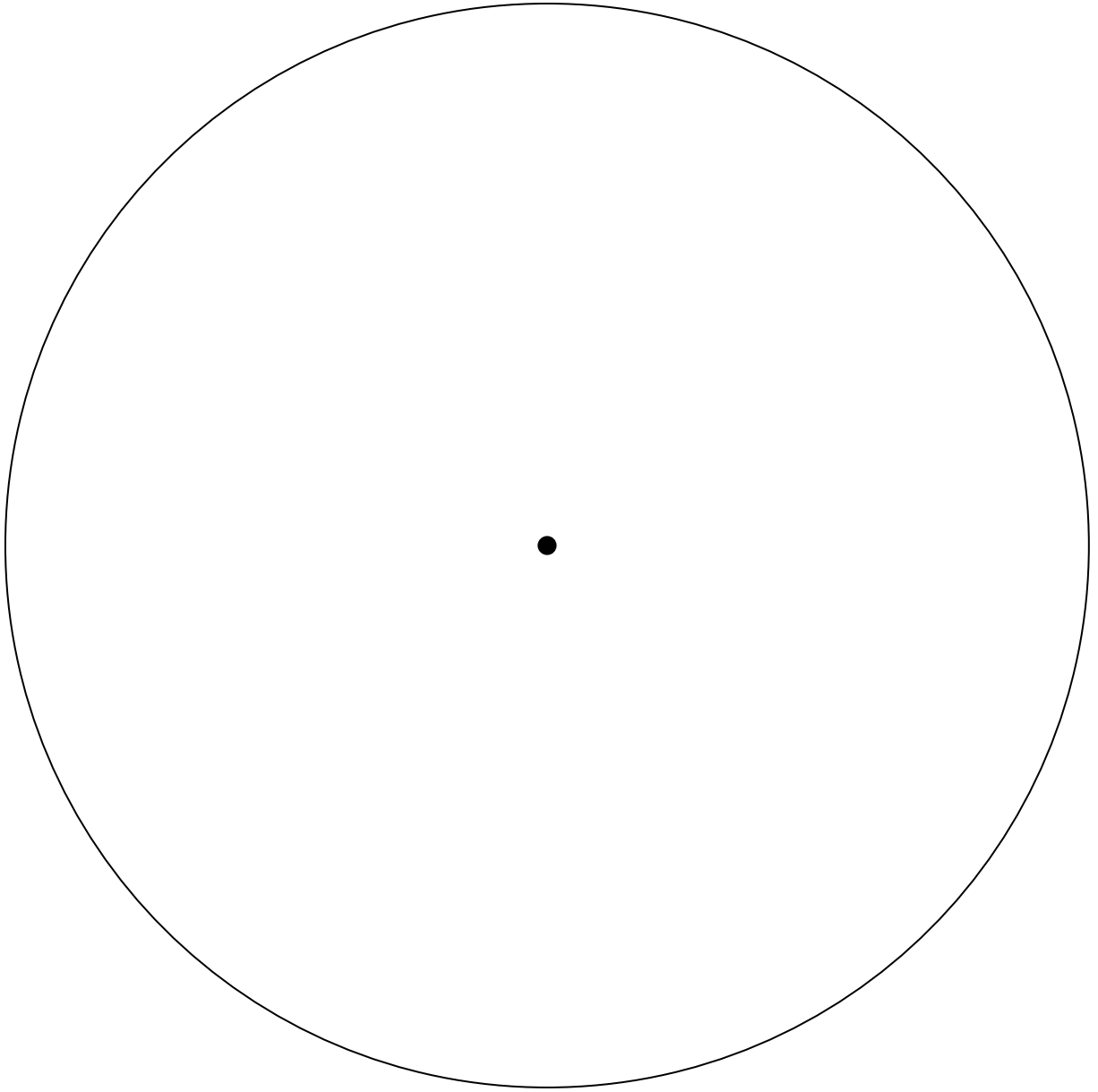
Division	Correct numbers
reading	
hearing	
seeing	
feeling	

You can mark this in the following graphics:



Draw about the above results a conclusion and try to adopt the conclusion into your style of studying.

TIME



Appendix 3. Methodical material for trainers on sub-module “*The Importance of Non-verbal Communication for seeking employment*”.

Person

A lot of indicators show how a person feels like from voice tone, amount of speech, and the position. For example, people who aren't self confident enough or do not really believe in what they are saying, are not very confident speakers, they pause less, and speak lot quicker than usual. Another research shows that those who touch or cover their mouth a lot, have a self inferiority complex or often hold back their emotions, especially when one holds the hand above the mouth.

Of course, any hand gesture or expression of the face reflects certain thoughts in our culture. Tight fist shows anger, pulling shoulders means 'I don't know,' nodding means agreement and so on. But researchers have noticed more subtle means of communicating. For example, people who touch their body (face, neck, hands, etc.) while talking, tend to be more dependent on circumstances and more influenced by the surrounding opinion. Those who do not have a habit of such gesticulation are more independent and are less influenced by others. This research confirms the opinion held by the sales people that the person who is touching his or her face is “notifying” about his decision to buy the article.

Interaction

By looking at other person we show our interest. We tend to look at the people we like a lot more, and less at the people we don't like. But the society sets a certain limit of how much one can look at each other. One should only give a short glance at a new- comer; while lovers can look at each other as they please. Intensive watch over somebody means 'I am interested in you.' Reaction will be adequate if the interest will be noticed in the same way. But this interest may be met with suspicion and anger in case of misunderstanding.

Physical distance between speaker and responder also shows their relation to each other.

Influence and Position

Information about the position and influence in professional sphere is transferred through non- verbal ways, i. e., gesticulation, speech, etc.. People holding higher positions pay less attention to those in lower positions. While the latter spend most of their time watching people in higher positions. More influential people feel like they have a priority in choosing the topic for conversation. Executive can easily end a conversation and change the topic, at the same time it would be hard to imagine his clerk doing the same thing, unless it were emergency situation.

Non-verbal transfer of information

Non-verbal communication can be divided into following groups: non- verbal communication through eye contact, non- verbal communication through physical contact, non- verbal communication through other (taste, smell, time).

Visual Information

Gesticulation (open action)

A lot of *actions* of non- verbal communication are very open and easy to notice, for example, making fists, pacing, using of certain things, various expressions. We are all familiar with such gesticulation and we usually know how to consider information given in such a way.

Eye contact functions

Eye contact has several functions, 1st- introductory. Direct eye contact shows interest and will to learn something. Therefore the listener uses eye contact more often than the speaker.

Eye contact may influence communication of speaker and listener. For example, a certain look means that communicating may begin. Any intense or prolonged look usually ends the speech of another person.

Eye expression may show how we feel in a certain situation. Astonishment, confusion, fear, anger, disappointment, happiness are best noticed in our eyes. Eyes show interest in a person that we communicate with, or in a thing that we observe.

What do we know about eye contact?

Eye contact increases when you:

- are close to an object of interest;
- talk about impersonal things;
- are very interested in a reaction of the person;
- either like or are in love with the person;
- have a lower status;
- want to dominate in the conversation or have influence over the person;
- want to include a person into a conversation;
- are dependant of a person;
- you want to listen rather than speak.

Eye contact decreases when you:

- are not an open person;
- have difficulties while communicating and talking about intimate things;
- have other object of interest that you can and are willing to look at;
- are not interested in an opinion of the person;
- rather talk than listen;
- are not interested in person at all or you don't like the person;
- feel that you are of a higher status than the person;
- are introvert;
- do not want to dominate or influence the person;
- have mental disorders, for example, attention deficit;
- you are confused, disappointed, in grief, ashamed, etc..

Study Case

Discuss three eye contact possibilities:

- 1) When you are looking into one's eyes;
- 2) When you are looking at one's face;
- 3) When you are looking below face level.

It is important to later discuss how communication/conversation went in these three different cases. Make the trainees participate in the discussion on the cases, choose the optimal case, and stress the importance of using non-verbal communication in the right way.

Appearance

Our appearance is the information that our body gives, i.e., body build, outfit, hair colour and length, skin colour, accessories, etc.. Such information is very useful when one wants to make a more accurate decision about a person, or his/ her personality.

Physical data

Research shows that our appearance, especially attractiveness and body build have a big influence while communicating. Attractive students get better evaluation than less attractive students. It is easier for an attractive female speaker to change the opinion of the auditorium. Attractiveness is helpful for both sexes.

Influence of things and objects

Things are very important transmitters of information in non-verbal communication. A lot of visual information we receive thanks to things and objects, and that influences our communication.

Objects are a part of our environment and influence our communication, because they also influence a conversation. For example, a conversation may be influenced by how a room is furnished.

Voice

Voice tone, laughter, cry, sigh can also give out information. None of these sounds is a word although they help us understand a lot.

Extra words like 'oh, but, OK, you see, you know,' are also part of our voice tone. They add or stress whatever we want to say.

Surrounding sounds

A lot of surrounding sounds also give out information and may influence our communication. A big noise outside may cause some difficulties in a conversation, for example, speaker waits while the noise cause by the flying plane disappears, then continues speaking.

Other sources of information

Time

Time also influences the transmission of the information. For example, a person makes a pause before answering, during that time he/ she has time to think and formulate the answer; being on time for the meeting shows our positive interest.

Smell

Smell also transmits information. Suppose you smell something pleasant when you enter your house; or you open a container with rotten food. We tend to react to a pleasant odour that of flowers, perfume, cool forest.

Surroundings

Some side effects can influence our communication in a certain way. For example, colour or size of a room may have an effect. Colour usually influences our mood and behaviour. Blue and green help to relax, form a comforting environment, increases sense of security. Opposite to that, yellow and orange decrease the sense or security. Composition of red and black create an especially pleasant esthetical view. Brown and orange colours make a combination of very warm colours.

Study Case

Choose a voice tone while talking:

- 1) more suggestive;
- 2) in a noisy environment;
- 3) on the telephone.

Show the importance of alternating the voice tone in different environments. Again, discuss the necessity of that. Have a discussion trying to involve all trainees.

Appendix 4. Methodical material for trainers on sub- module “*Personal Development and Self- empowerment.*”

Prerequisites for the training

Empowerment and personal development has to have a special place in the curricula but the nature of the subject is such that it must also be a part of the whole module.

Trainer’s profile

The trainer should have an education and/or working experience in relation to communication with adults, psychological, social and personal development work with individuals and groups. Two trainers working as a pair can often be more fruitful, especially in larger groups (14 or more), but those two must know each other’s working and communicating methods quite well. It’s a good idea to go through the exercises together before introducing them to the trainees.

Safe atmosphere

It is of utmost importance that the trainer starts by creating a safe atmosphere where one can express and expect all kinds of feelings: sadness, happiness, anger, disappointment, strong expectations, impatience, irritation, pain, relief etc.

Subjects or themes

- Self-image and Self-knowledge*
 - the influence of family and society
 - mirrors
 - role-models, norms and prejudice
- The Different Faces of Woman*
 - accepting differences in women’s experiences, social situations, roles and choices
 - Acts of Power - setting realistic goals
- Women’s health*
 - dreams and feelings
 - working with anxiety and anger
 - the moon-cycle - menstruation
 - the life-cycle - the phases of life
 - creativity - women’s art and expression
- Ways to better communication*
 - transactional analysis
 - female ↔ male communication
 - female ↔ female communication
- Ideals, values and life-style*
- Future visions and dreams*

The examples given below can be used for inspiration.

A self-empowering diary:

Participants are encouraged to keep a diary, where they record their thoughts, feelings, communications, lessons and insights during the day. Less emphasis is on the “events”, than the emotional process. In that same diary, or another, they record their dreams of the night and their insights, thoughts, feelings around those dreams.

A basic exercise on strengths and weaknesses:

Part one. Think about your strengths and weaknesses in different situations and roles. Write them down and see how they link. How an aspect of strength can also be a weakness and vice-versa.

What are your strengths/weaknesses ?

emotionally
intellectually
physically
practically
spiritually
in personal communication
in impersonal interactions
in relation to yourself

How are you strong/weak in your different roles, as a:

woman
mother
daughter
sister
friend
colleague
professional
student etc.

Take 10 minutes to browse through these questions on your own. You can write down some thoughts.

Part two. Participants discuss their own strengths and weaknesses in pairs. They also reflect on how they link. Both parties exercise the art of empowered expressing on the one hand and listening on the other. Empowered expression is telling about your assets without self-judgement. Listening is really hearing what the other is saying, and giving verbal and non-verbal feedback without judgement. Questions of clarification can be a part of the listening procedure.

Part three: The group with facilitator goes through and discusses the common strengths and weaknesses, in as much as the participants are ready to share those things in the group. One discussion theme might be how these results reflect the women's self-images and their roles as women in the society.

Exercises based on myths and dreams

Both myths and dreams can be very powerful tools for self-exploration. By using well known myths or fairy tales as mirrors for common processes of trauma or sorrow, you can de-dramatise otherwise very sensitive discussion subjects. The same with dreams. By sharing their dreams the participants can get valuable insights from the other women about matters they would never talk about directly. The dreams and the myths serve as a kind of artistic wrapping, in the same way as poetry, music or art can do, a way of indirect and yet powerful expression.

Sharing of dreams in pairs or small groups

The other listens well, without interrupting and then gives feed- back from the point of view: "if this were my dream". Great care must be taken not to "interpret" the dream for the dreamer, only ask clarifying questions and then to look at it from the listener's point of view. Always remember that the dreamer is the only true expert on her own dream, although an external view can give valuable ideas and insights.

Writing ones personal myth

Using models from fairy tales or better yet national folklore or myths, the participants write or express in other ways their lives (or parts of the their lives) in the form of a myth/story. They chose a mythical figure such as an animal, princess, goddess, fairy etc. for themselves and the other personas in the myth and create a story of fantasy, using aspects of the true story. They can also continue the story to express their dreams and desires for the future.

Sharing those personal myths can be powerful but in some cases that may be too personal. Great care should therefore be taken not to put any pressure on the participants to share what they create. The creation process in the most important aspect, the outcome is really often irrelevant.

□ Guided meditations

Some matters are too sensitive to talk about openly. In those cases guided meditations can serve as inner dialogues, give insights and solve problems. Here is an example of such a guided meditation. The aim for this exercise is simply to go through the feelings of the moment. Others could be: finding ones inner powerful female-self; re-exploring feelings and situations from childhood; finding a goal for life or a dream to make come true, or getting rid of obstacles, hindering that dream from coming true.

It is vital to stress the importance of professional guidance when doing exercises of this kind. All kinds of troubling emotions can surface, therefore the trainer must have well grounded knowledge and experience in dealing with psychological and emotional matters. She must be able to sense whether all the participants will be able to handle their inner experiences and/or she must keep the meditations on a surface level (not allow time or ask questions which will take the participant to a deep level).

Relaxing music, classical or “world music” can help the process. Be careful not to choose music with unexpected sounds or fast “allegro” rhythm. The exercise begins with a deep and thorough relaxation, and that in itself can sometimes be of most benefit for the woman. Each trainer will use her own method of leading the group into a relaxed state. An example:

Sit comfortably, yet straight, in your chair, with the bottom of your feet touching the ground/floor (it is also possible to lie down). Close your eyes and relax. Breathe deeply, all the way down to your toes and then let the breath out, emptying your lungs completely. Breathe again deeply, while breathing out you allow yourself to sigh a little, say ahhhhh. Do this once more and feel how the body relaxes. .

Feel your feet, resting heavy on the floor and feel a warm kind of current flowing up through the bottom of your feet, up your legs and thighs and into the pelvic area. (You continue leading the focus of the participants, with the warm relaxing current, up through their body up to the top of their heads. You ask them to notice the areas of the body, which are especially tense or painful. You encourage them to move and put increased tension for a moment to these parts of the body, and then release the tension). Now you visualise this warm relaxing current as a golden light, pouring out from the top of your head and then covering your whole body like a cocoon. You feel perfectly safe in this cocoon made of your own inner energy.

First take time to scan your body. Is there still some tension anywhere or pain? If so, go into that tension or pain and then release it if you can. Think about what the pain or tension might be telling you about your life and your feelings.

Now take some time to think of the moment of waking up this morning. Can you recall any dreams from last night? If so, think about what they may be telling you about yourself.

If you cannot remember any dreams, try to recall how you felt. Were you relaxed? Feeling rested? Were you positively excited about the day ahead or were you worried, tired, maybe afraid of something? Go through your feelings, without dwelling on them, just letting them pass by like a movie, notice them, but don't go into the feelings.

Continue through the events, communications and feelings of this day. Remember your interactions with your family. Have they been loving and supportive, relaxed or stressed? Again, don't dwell on them, just remember and then let the memory fly away.

Proceed until you get to this moment, here and now. How are you feeling? What are you feeling? Don't go deep, but allow yourself to drop your thoughts from your head into your tummy. Think and feel with your body.

Now recall a good moment of this day. A person who has shown you respect, a smile, a warm gesture. Think of some aspect of yourself, which you can be happy about or proud of. Allow yourself to dwell on that for a moment.

Think about yourself sitting in this cocoon, and how you are going to grow inside this cocoon and finally fly out like a colourful butterfly, spreading your wings to fly among the beautiful flowers.

Now keep this feeling of freedom and beauty in your body-mind and breath deeply. When you feel ready you can open your eyes and come back to this waking reality.

Give the group a few minutes to “wake up” and ask them to write down in their notebooks or diaries some thoughts from the meditation. In some cases a group or pair discussion about the meditation can be fruitful. However, never put any pressure on the women to talk about their experiences. A meditation is a very private process, which can of course be shared, but doesn't have to be.

Important

This module is about growing in a group of women. It is important to allow plenty of time for the women to just “be together”, to talk, share feelings and stories. Realising that you are not alone, that you have “sisters” who have felt and experienced just like you, and at the same time that you are very special, unlike anyone else, is often the most important result of such a program.

Appendix 5. Methodical material for trainers on sub-module “*The Importance of Creating Self- Image.*”

Strategies of creating an image

Ingratiation strategy

This strategy makes one look attractive and liked by others. It is achieved by being supportive, attentive, friendly, conforming. Such an introduction hides true intentions of a person while creating a frank and friendly vision of one, says Jones.

Intimidation strategy

The aim of this strategy is by intimidating another person to gain power and superiority. According to this strategy, one does not care if he or she will be liked. One just seeks bold domination over others.

Self- promotion strategy

According to this strategy, an impression is made by demonstrating self- competence, powers (real or virtual). The effect will depend on to what extent the listeners will hold the information received reliable.

Exemplification strategy

This strategy is used to create an impression of an outstanding person. Aim- to demonstrate honesty, loyalty or sacrifice. A typical representative of such a strategy is a non- sincere, manipulative person, says Jones. But one should not make very abstract conclusions. Demonstrating of pro-social behavior is common for Exemplification Strategy. Diligence, punctuality, carrying out the orders, worshiping on Sundays may be just for making impression, but as well a natural behavior caused by one’s virtues.

Supplication strategy

According to this strategy one demonstrates his or her vices, dependence, disability. There are various aims- to get someone’s attention, to receive compassion, or help. One tries to punish or make others feel guilty by using Supplication Strategy. Sometimes one creates an artificial impression of pain, tries to hurt oneself, imitates a suicide. This is a way of punishing those who care about that person. That is a function of sadomasochism.

Suffering may be the only strategy for those who have no opportunities to use the above mentioned strategies. By demonstrating and stressing weaknesses, dependence, disability, one appeals to a certain social standards, such as help in a critical situation. An effect while trying to appeal these standards is the biggest, when the opinion is that the reasons of suffering do not depend on personality (for example, car accident, physical disability). If one thinks that a person could influence a reason of suffering, then a chance of receiving help decreases (for example, alcoholism, drug addiction).

Feedback

It is impossible to stay anonymous while looking for feedback. At least one person (the source of feedback) knows about the receiver of the feedback, and that makes the later feed uncomfortable. Sometimes the feedback may be received form a non- personal source, such as computer. While creating a public image, it is important to know if the source of feedback is one’s coworker, people of the same age, of what status in hierarchical structure. False feedback is used while researching especially the influence of a failure on future activities of a person. In this case, person being researched gets the information that was planned by the inquiry, not the real data.

Individual Differences while searching for feedback

Realizing the research

According to Levy, this quality is part of feedback that motivates searching for it. The more person realizes that he or she is being watched, the more one depends on evaluation by others, so the feedback becomes essential.

Self Evaluation

The research results are contradictory. According to Tice and Baumeister (1990), people who have a high opinion about oneself tend to create more obstacles that would justify the potential failure. This is especially obvious in public situations. Such people tend to refuse the feedback, says Levy (1995). This is explained by a will to defend one's ego.

Social Anxiety

According to research, there is a tight relationship between public self awareness and social anxiety. People who are especially sensitive about their public 'ego' and are socially very anxious are those who tend to usually look for feedback. Feedback is important in case there is some uncertainty that may be eliminated by using feedback, say Fisher and Taylor (1979). The most effective elimination of uncertainty is looking and getting the right information.

Study Case

In groups create:

- An impression of reliable employee;
- An impression of a well-informed employee.

Discuss the importance of using different strategies. Why one needs to alternate strategies? Try to involve all the trainees.

Appendix 6. Methodical material for trainers on sub-module “Creativity.”

Prerequisites for the training

Creative artistic activities should be up to one third of the curricula. It is not important to have all the above activities, but to give every participant a fair chance, there should be a good range in tasks. Some find their power in creating images or things, others in moving their body and still others in creating sounds.

The trainer should have an education and/or working experience in relation to communication with adults, individuals and groups, as well as an artistic education and practice. As mentioned above the trainers task is to provide inspiration and guidance as well as a safe space for creating. Giving natural encouragement and feed-back, the trainer must never put professional pressure on the students. They are not learning to become artists, they are learning to express themselves freely.

Activities can be

- Drawing and painting* - with open and shut eyes, left and right hands, mouths and bodies, with silence or music, formal and informal instructions etc.
- Creative dance* – working with movement in frames of space, by mirroring, sharing, ideas, emotions, forms, relations, rhythm, material
- Crafts* – working with a multitude of materials and forms, local and foreign traditions, history, ideas, emotions, practicalities, individual and group approaches and pieces of work.
- Creative writing* – poems and stories are created inspired by other writers, by music, own paintings, movements, emotions and ideas, humour and pain.

Art

A relaxed relationship between the trainer and trainee is important in the art-lessons. The basic task for the trainer is to help the trainee to get rid of all thoughts of “being able to perform” or “being skilled” or artistic or any other pressure which might become an obstacle in a free flowing process. They will learn critical thinking and observing, towards their own work as well as their colleagues and others, but not to judge. They will learn to see the difference between art and expression, to find where they will draw the line between the two. Visits to art galleries are an important part of the lessons.

Basic techniques in drawing and painting are introduced, as well as the first steps into chromatics (the science of colour) and shape.

The different art- forms can be linked. A poem can be an inspiration for a painting, or a common group painting on a huge piece of paper can be a source for many short stories or a dance.

Emphasis is placed on linking emotions to artistic expression, more than expressing thoughts or copying objects, although that can be done as well.

Appendix 7. Methodical material for trainers sub- module “Job Application Training.”

The trainer needs to set the following goals

1. Every participant has prepared his or her own curriculum vitae (c.v.).
2. They are more aware of their possibilities on the job market.
3. They have improved their self-confidence.
4. They are more aware of their strengths.
5. They are aware of their weaknesses and how those weaknesses might prevent them from being employed.
6. They learn how to analyse internal and external obstacles in order to overcome them.
7. They are ready for a job interview.

Exercises

During and after those exercises it is very important to allow time for discussions among the participants so they can really share their opinions and experiences with the instructor and the rest of the group.

The job market

Here are some questions that are good to begin with by discussing and answering.

- What kind of job do you want?
- Are you qualified for that job?
- What are you good at?
- How many hours can you spend on the job each day?
- Are you looking for a permanent job or just temporary one?
- What are your likes and dislikes?

Strengths

Most people find it difficult to talk about their strengths, but it is very important to always be well aware of your strengths. To help people accomplish this it is good to hand out a list of possible strengths and have them mark off what applies to them. Here are some examples:

Punctuality	
Quick learner	
Work well alone	
Work well with others	
Almost always in a good mood	
Work well under pressure	
Relaxed	
Good sense of humour	
Focused	
Wide range of interests	

Patient	
Hard working	
Reliable	
Independent	
Creative	
Trustworthy	
Good self-esteem	
Experienced	
Other strengths	

Hobbies

Our hobbies can say a lot about us, and it is important for every individual to have something else in their lives besides work and sleep. Talking about something we really like has a relaxing effect on people, for example in a job-interview.

Here is a list of some hobbies. Participants mark off the hobbies they want to name in his or her c.v.

Sewing	
Jogging	
Walking	
Watching television	
Cleaning up	
Washing up	
Computers	
Singing	
Dancing	
Sailing	
Being with friends	
Fishing	
Skiing	
Charity work	

Play an instrument	
Theatre	
Evening-courses	
Talk foreign languages	
Crafts	
Driving	
Reading	
Sport	
Photographing	
Chess	
Collecting things	
Cycling	
Playing cards	
Other hobbies:	

Curriculum Vitae (C.V.)

I recommend that the CV does not cover more than one page.

It must include some important information, such as:

Name:

Social security number:

Address:

Telephone:

Mobile-phone:

E-mail:

Education:

Carrier:

Courses:

Personal information (about the family, hobbies, strengths):

Letters of recommendation:

Body language

Physical appearance is important when you are being interviewed for a job. We need to think about what kinds of messages we are sending with our body language.

Example:

Standing straight	> self confidence
Standing with hands on hips	> aggression
Hands on the chest	> defensive
Hand under chin	> thinking
Biting nails	> nervous

The job interview

I use approximately forty questions which have already been used in real job-interviews. We read them together and talk about the best way to answer each and every one of them.

Here is a list of some of those questions:

1. Why do you want to work with us?
2. What are your hobbies?
3. Tell me about your strengths.
4. Tell me about your weaknesses.
5. Why did you quit your last job?
6. Do you smoke?
7. Do you drink regularly.
8. Tell me about your previous jobs.
9. How old are you?
10. Are you married.
11. Are you healthy.
12. Tell me a little bit about you.

Appendix 8. Methodical material for trainers on sub- module “*Networking and Job Market Orientation.*”

Start of the lessons

You can take the rest of the year to complete this assignment. Take your time. Use time planning to complete all your assignments. The entire assignment will be judged for your final assessment of the Mobility training.

Activity 1

The following activities are performed together and in consultation with each other:

- a) Interview as many people as possible, a number of which are female, who occupy the profession or position you aspire to.
- b) Interview employees of an organisation responsible for the recruitment and selection of personnel, regarding your future occupation.
- c) visit a temporary agency as well as an job center
- d) Interview a number of labor consultants of the mentioned institutions.

Instruction

Try to conduct the interviews in pairs, dividing the tasks first. After a few times you can go alone. After all, you are also alone when you apply for a job. Make a report on each activity.

The student will also collect:

- Articles from professional magazines, newspapers and other magazines that give a picture of the labor market, articles that feature the developments of branches and sectors, or articles that indicate new trends, all in relation to your future professional field.
- Company information.
- Information on the products made/delivered by the company.
- Personnel advertisements.

Select and publish the most relevant information as well as the interview reports in a self-designed newsletter.

This newsletter, or labor market newspaper will be published twice per training year and is intended for your fellow students.

The newsletters are also presented to your fellow students.

Newsletter requirements

- summarize the interviews
- think of introduction and conclusion
- try to divide the text in such a way that the reader can retrace something quickly
- mention only relevant information
- mind the facts and be accurate and complete with regard to company name, contact person, address, city/town and phone number

Newsletter presentation

- think of a way in which all activities can be presented to the group.
- think of something playful that will stay in the listeners' minds to help them remember the presentation.
- transfer relevant information with regard to contents.
- choose the medium/media you will use for your presentation, i.e. video, flip-chart, etc.
- clearly state how your future profession and the preferred branch are currently thought of; conclude the presentation with this.
- pay attention to what you say and how you say it, because you will get feedback from other students and lecturers.
- give an account of how you cooperated with your fellow students

After each interview, you should complete a company contact form and submit it to the lecturer. This form follows on the next page.

Company contacts with regard to job market orientation

Date: _____ Student name: _____

Company / institution name: _____

Address: _____

Postal code / city/town: _____

Phone: _____

Contact person's name: _____

Position: _____

Department: _____

Subject matter of the meeting:

Agreements made:

Exploratory networking

The purpose of exploratory networking is to learn more about a certain profession or position. By holding various exploratory branch interviews you are able to investigate whether a certain career suits your background or interest. In this way, you can also find out what a certain position entails.

Networking: a part of job or trainee- ship hunting

A condition for this method of networking is that you must be capable of indicating the career(s) to which you aspire and the position you wish to fill.

The purpose of the interviews is to get to know as many people as possible from the sector in which you would like to work. But this method does deserve a warning: Take care that you have no 'hidden agenda' during these interviews. Although you are in fact looking for a job, it is not wise to explicitly say so, as it may feel threatening to the person you are interviewing. He or she will feel hindered in speaking freely with you, knowing or sensing that the interview is a disguised job application. The result is that the interview may not yield what you had hoped for. You must make clear to your discussion partners that you are only exploring your possibilities in this sector or position.

How do you find network contacts?

Amongst the people you know fairly well, there must be a number who are able to help you with your job market orientation. For example, think of your family, acquaintances, (former) colleagues and fellow students, friends, and people you have met such as other students and guest lecturers. There must be quite a few amongst these acquaintances who are working or who have worked, and thus will be able to give you the required information. These are the contacts you already have.

Through these people you will be able to get new names of people who are not part of your own circle of friends or acquaintances.

It will become evident that it requires more personal initiative to contact people you do not already know indirectly.

Advertisements

Personnel advertisements often mention the names of contact persons. If the organisation or function description suits your objective, you can contact such a person for information.

When you respond to an advertisement, you are at least sure that the company has a vacancy. But an advertisement can tell you more. When you carefully analyze the advertisement, you can get a great deal of information about the company and position. Therefore, always subject an advertisement to a thorough analysis. An analysis outline appears on the next page.

Activity 2

The advertisement analysis outlined

INFORMATION FROM THE ADVERTISEMENT

Function contents	Function requirements	Personal 'selling' points
<i>The company and the department:</i>	Experience	Experience
	Education	Education
	Personal characteristics	Personal characteristics
	Other	Other
<i>Motivation</i>		
why position:		
why company:		

Outcomes

- You know where to find advertisements.
- You know the elements of the average advertisement, and what these elements contain.
- You can perform an advertisement analysis and know how to use its results to support your decision whether to approach this company.

Duration of this training module

- Introduction and instruction 10 hours
- Self-activation varies

Didactic methods/materials

tutorials
 visiting companies
 role play
 excursions
 interviews
 newspapers, magazines
 feedback and de-briefing
 case studies
 presentation

Trainer's profile

The trainer should have knowledge of "meta communication". He/she should have a clear insight into group dynamics and the ability to recognize and administer any necessary guidance on an individual or collective basis. The trainer should be receptive to individual and group needs, be able to identify strengths and weaknesses, and be able to promote and stimulate positive outcomes.

Appendix 9. Methodical material for trainers on sub-module “*The Importance of Self-help Approach.*”

Practical Dimension

In addition, the self-help support group can provide training in job search skills. Often, presentations are made by the members, drawing on their experiences. The unemployed, skilfully led, share their skills, job leads, and contacts. The group becomes their own, as it must, and they bring in flyers on job fairs, notices of jobs, information about posted bulletins, etc. The self-help group works because the members make it their own, and make it work. The best group leaders guide unobtrusively to make this happen!

Knowledge of the job market is the essential ingredient of the job search. What you know, whether you know how to get information, and whether you have access to it may be the most important reasons for someone to hire you. Of the United States in the seventies, but ninety percent were in the information exchange.

The Network

It is of paramount importance to help the unemployed know a network of people who know where the jobs are. Self-help the support groups create the nucleus of such a network. Very often the jobs are taken by people “who know somebody.” Everyone knows someone. Most people don’t know how to turn that to advantage.

The added dimension of connecting all the self-help support groups with each other and adding other people in related fields creates a substantial network that could be duplicated in other cities.

The practical dimension of networking is still new and strange to many people. Networking depends upon co-operation, and our economy is built upon competition. Many economists, politicians, business people, and organisers think that more can be accomplished by co-operation than competition. However, vested interests disagree. Yet the philosophy of self-help and networking have gripped the country as an unstoppable grassroots movement. There is no turning back.

Group leaders (or facilitators)

Two or three people accept the task of being group leaders. This places them on the “front line,” moderating the meetings and taking responsibility to see that things run efficiently. They must delegate a variety of duties and should have strong leadership ability. Their efforts have a strong influence on the atmosphere of each meeting. Group leaders are responsible for the following:

- Moderate meetings.
- Act as hosts and hostesses at each meeting.
- Arrange for programs and speakers (delegate this task to others).
- Make newcomers feel comfortable, introduce people to each other, start conversations as people arrive, etc.
- Show real interest in each participant of the group.
- Look for those who need extra counselling or other help, and arrange meetings with appropriate persons.
- Call the unemployed during the week to pass along job leads or to encourage them in their job search (or delegate this task to volunteers or unemployed peers).
- Encourage participants to share job leads and contacts, as well as job-search information and experience.
- Read books and other employment resources and share them with group.
- Collect lists of resources and share them (or delegate the collecting task).
- Collect information on training programs and vocational guidance (or delegate this task) and share the results with group.
- Seek employers, counsellors, and others who can give presentations to the group on relevant topics.
- Encourage group members to give presentations based on their job search experiences and knowledge or related topics.

Facilitate meetings in such a way that participants assume the responsibility of making meetings function for themselves and each other.

Study Case

Divide a group into smaller groups of 4 or 5 persons. Tell the members of the group to reflect on their life and find some examples in their family or from their circle of friends about overcoming the unemployment barrier with the help of community. Then ask the members to share these success stories with the rest of the group. This should give a more positive approach to the self-help method.

Appendix 10. Methodical material for trainers on sub- module “*The Importance of Information Technology Skills for Job- Hunting and Increasing of Self-Confidence*”.

The following article can be used as an inspiration for the trainer or it can be used as a hand-out and discussion paper for the students. The subjects under ‘practical’ can be discussed in small groups or in a plenum.

Computer skills – what is the big deal?

In a modern society possessing computer skills is a necessity. It is almost impossible to live and work without being in touch with a computer in some part of your life. Moreover nothing points in the direction that this development will change in the near future.

Practical

Think about all the areas where computers are a part of our daily life that we don't really notice.

- All new cars are full of computers today, there is more to being a mechanic than greasing and oiling a motor.
- If you have a credit card, you can take out money from an automatic machine. This is only possible because of computers.
- Simple shopping in a supermarket also involves computers in our day and age. When we buy something it is marked with a European Article Number, which is scanned by a machine. When the number is scanned into the computer, the system registers that e.g. a carton of milk has been sold and the information about the stock-in-trade is updated.
- The libraries are starting to register all their materials in computerised databases. To find a book you can still ask a librarian, but if he or she is nowhere to be found, you could be forced to try yourself.
- A lot of public offices are ‘online’ in the sense, that information concerning the citizens can be accessed on the Internet. Communication between authorities and the individual citizen is evolving towards an indirectly one, not face to face as it used to be.

The demand for people with computer skills is growing. Most jobs today involve some level of computer knowledge. There are many degrees of knowledge. You may well have worked with computers in a bank for 20 years, but never learned how to write a letter in a word-processing program or even how to turn on the machine. Some jobs require only occasional pushes on a button, others an intensive knowledge of every function in a computer programme or several programmes.

When it comes to extending your competence in order to get a job, information technologies is one of the most important areas to do it in. That is why the market of computer-courses has exploded the past few years, and a great number of these courses are directed towards unemployed people. The community as well as employers has realised, that computers are here to stay, and knowing how to use them is a necessary skill to possess.

Practical

Possessing computer skills can make a difference.

- If you have the knowledge of a particular program in advance, you are more likely to be employed than someone without these skills is. Obviously because you can start work right away and not need a training period.
- Any form of computer skill is better than no skill at all. A lot of people have a great fear of computers, which is rooted in the fact, that they don't know anything about them. Computers

seem mysterious and dangerous to them. They feel insecure – as do we all, when entering into a new area. If you are used to working on a computer, you will not be afraid to try new programs or new technologies, because the computer has been ‘demystified’.

- Learning about computers and information technology can sometimes open up to other aspects of your competence. Some people might find that they have a talent, that they didn’t know they had, and maybe start to pursue a whole new career. Others gain more confidence, if they learn to handle a computer, because they never expected to succeed in this area. This positive feeling could ‘rub off’ on other aspects of life, and may make them realise, that it is all a question of training. This positive experience can be very important for your self-esteem, if you are unemployed and have been so for a long time.
- Using the new technology might put you right back in your field, even though you haven’t worked in it for a long time. The technology gives you an opportunity to upgrade your professional skills.

Computer skills are also very important, when you are trying to get a job. In Denmark, for example, a growing number of jobs are only offered through the Internet, either in large job databases or by the companies looking for workers.

This means that unemployed people have to master the use of the Internet. Being able to work a computer and the Internet becomes a tool to increase your possibilities of getting a job, not only to look for a job, but also to find information about a particular firm or organisation.

Practical

You can use the Internet for all kinds of information search in connection with job hunting.

- Searching the job-databases on the Internet gives you a head start. The Internet has the potential of always being updated with the most recent information (it isn’t always the case, but the potential is there!).
- Maybe the corporation, in which you want to apply for a job, has a homepage on the Internet. Having just the slightest information about them increases your chances.
- Other homepages have special job-guides, which describe the process of writing job-applications and going to job-interviews, different tests and much more.
- You can send job-applications directly to the firm in question (this is just as reliable as ‘snail’ mail), thereby showing that you master this technology.

The information-society has given us a lot of possibilities we didn’t have before. The computer has become a tool to make use of these new possibilities, e.g., in communicating with authorities and access to new forms of education. Because of computers we are now able to attend courses from our own living room. We don’t have to sit in the same room as the teacher anymore. On the other hand we need to be good at finding out things ourselves and studying on our own, and keep on learning new thing all of our lives.

Computers have made the development of the information society possible, and also made the development faster.

Basic computer skills

Integrating IT in the mobility course as a tool is the optimal solution, but maybe difficult access to computers makes it very difficult. If it is not possible to use the computers when needed, it should at least be possible to use the computers for writing CV and job applications and finding information on the Internet.

But even if the access to computers is very good during the course, some basic computer training will be necessary - maybe not in the very early days of the course, but in the beginning.

As to what is considered to be basic computer skills vary from country to country, it can be difficult to choose which programmes should be taught. The level could be as the European Drivers License, but

that would demand a very long course. We consider word processing and Internet skills as most important – knowing that access to the Internet is still very expensive for the course centres.

When training in the use of computers, exercises are a good tool. The participants can work in their own pace, they can make an exercise twice if needed and the training can be based on more individual training.

Only the basic skills are necessary to give beforehand. When the participants for example have to use a special effect for their personal application, they are more motivated. It could be how to scan a photo, how to make a folder instead of a traditional application on an A4-sheet. But remember – the balance must be there: if the participant has technical problems, she cannot work with the content of the job application!

The use of IT in the mobility course

The computer is a possible tool every time the participants have to write, calculate, communicate, gather information and send letters etc. in the course. Some times it is better not to use the computer, as it is important for the participants to express themselves by various means. Some people write and think very well using a computer, others when using pen and paper. So as a trainer, you must be very aware of the different learning styles of the participants and the different situations and aims with the training. It should be a target to integrate IT in a natural way, so it helps the participants to obtain their wishes and at the same time give them additional job qualifications. IT is as well a useful tool as a communication media and a mean to express yourself.

We have described how IT can be used in mobility training and job hunting. It complements the articles written on the different subjects and it is only meant as a proposal.

If the participants are not afraid to use a computer, there are several other possibilities than mentioned in the next article. And maybe we should add: if the trainer is not afraid of the computer? To integrate IT in mobility training programme means that the trainer must be able to use the computer herself – not as an expert, but more as a coach. Remember, the trainer is also a role model – show the participants how you handle your problems.

Examples

- Working with non-verbal communication and body language it is useful to enter a chat room to see, what happens, when the body is not there!!! People chatting are actually trying to replace body language with descriptions, they are using emoticons such as ☺ ;-) ☹ 8:) and they are trying to express with words, what you can usually read in a face or in the body language: ***angry*** ***grrrrr*** ***smiling*** ***SSS*** ***jumping*** ***blushing*** etc. Using capital letters means yelling. Very often the gender and age is expressed in the nick-name, the chatters are using, e.g. Rosa37, Man45, Superman, Madonna.
- In a course it can be a good idea for the participants to write a diary: what did I learn today? What was good? What was bad? A diary can be written in a word processing programme and is a good practice in writing and typing
- Free writing can be used to write down the actual emotions and feelings: Where am I? What are my wishes and goals? My obstacles? If the writing is to be liberating it is necessary that the participants have confidence in using the tool
- Computer based training such as CD-ROM's with English lessons etc. could be a part of the training
- Word processing is a useful brainstorm tool. After the brainstorm the input can easily be organised differently or the words can be re-written in a language more suitable for job applications (see later). Tables could also be useful here – for example working with your personal qualifications.

Sometimes it is very difficult to find the right word, and some words have a negative value:

Words I think tell something about me:	Remarks:	Another word instead:
Aggressive	I always want to reach my goal, The word is negative	I am persistent

- A table can also be used in analysing a job ad:

The job ad ask for:	My qualification or experience	Good words/ other remarks
Telephone operating	Telephone operator in NN company in 1997	I have a good telephone voice
A person with a high stress barrier	In NN company I was telephone operator, wrote letters and took care of xx things at the same time	I like jobs with many tasks I can handle many jobs at the same time I am an octopus!!
Patience	I am married and have 6 children!	?

- A table to have an overview of competence:

Computer programme	I know the programme	I have basic skills	I am an expert
Word			xxxxx
Excel	xxxx		
Access		xxxx	
Internet		xxxx	

IT integrated in mobility training and job-hunting

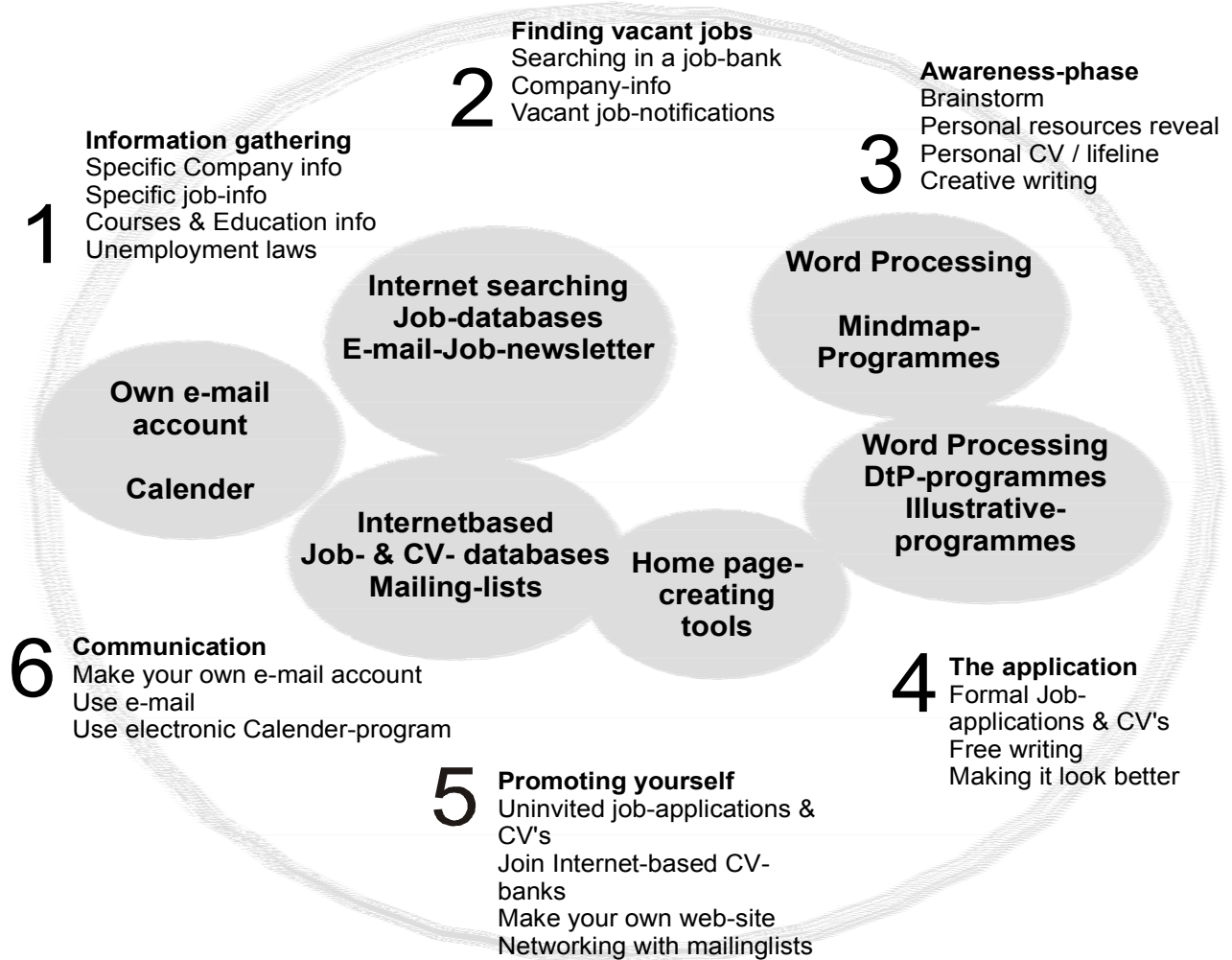
When using IT as a tool in job-hunting, you can achieve some extra benefits like gathering updated information and flexible communication. IT-competence is a possible way to automate some of the job-hunting tasks.

The basic IT skills required in job-hunting aspects are:

- Word processing
- Internet search
- Communicative skills like e-mail

It is important that the job seeker uses IT as an integrated tool in the job-hunting process. The job seeker should not see IT as a limiting element but rather as a helping tool.

IT integrated in Job-hunting



Activity 1

Information gathering

Use the Internet to find information about a specific company, course or education. You can also find useful information about unemployment such as rules, laws and unions. You can use a search engine to search for your specific topic.

Specify the information you want to find such as:

- Find the number of employees
- Find a contact-person or the information desk and ask them to send/e-mail you further information on the company or a specific product from the company
- If you are a member of an organisation/society or a union – then try to find them on the Internet

Activity 2

Finding vacant jobs

Many jobs are only advertised on the Internet. So 'hunting' jobs on the Internet is a MUST if you want to be up front. You can find jobs on a company's own web-site or in Internet-based job-banks. In the job-banks you decide which jobs you want to search for by entering your criteria, you can read the job-advertisement and if possible, you can apply by e-mail. Some job-banks offer free notification when a relevant job comes up. This way you automatically get the latest job-ads in your mailbox.

- Find a job-bank on the Internet e.g. 'www.stepstone.com'
- Specify your job-criteria e.g. job-category, geographical area, part-/fulltime
- Choose a job from your job-list and see the job advertisement
- Check if the company has a web-site and read more about the company there
- Check if you can sign up for an e-mail job-notification at the job-bank. The job-bank will then send you an e-mail every time a new job, that fulfils your criteria, is advertised.

Activity 3

Awareness phase

This phase is very important to dwell on before writing the actual application. In this phase you will get aware of your own potentials and qualifications. Is this job what you want? Do you have the right qualifications? Can you achieve the right qualifications? Which of your qualifications are most important in connection with this job? In this handbook you can find examples and exercises on mobility-training and in some of these you can use IT with great advantage.

Brainstorm

- Use a word processing programme or a special Mind Map-programme (e.g. <http://www.mindman.com>) and write just anything coming to your mind about yourself, this job and your qualifications. Do not take notice of spelling, layout, order etc. Just go ahead and write. Save your brainstorm in a file.
- Sort the outcome of the brainstorm and find useful skills and qualifications relevant to this job. Rephrase into useful 'application'-sentences. Save in a new file.

Personal CV/Lifeline

- Use a Word processing programme to write your own curriculum vitae (CV). This CV is *not* to enclose with your application, but is a CV you can use to get aware of qualifications that might have been hidden to you. Put down all things you have done in your life, not only on job- and educational- basis but also all informal things e.g. having children, planning a sports event, participating in a local organisation. It is OK for this CV to cover several pages, remember this is only for your own use.
- Try to make some notes on each event about the knowledge, experience and skills you achieved doing this and that. Save your gross CV in a new file.

Activity 4

The application

- Use your brainstorm and personal CV as an inspiration and support, when you are writing your application and CV
- Start writing your application in a word processor, and try to write as if you were telling a good friend about this job – it does not matter how the text is formatted – just concentrate on why you want this job and your qualifications relevant for this job ('Free writing')
- After the 'free writing' process organise and rephrase your application until you are satisfied (Remember writing good applications takes time!)
- Try to make someone who knows you read and correct your application, what is his or her response?
- Try to make someone who does not know you read your application
- Look at your application and CV - is it possible that you could make your application look even better? Make sure that you are consequent in your choice of fonts, sizes, colours etc. Make better-looking applications by using graphic computer software, such as a DtP-programme (Desktop Publishing (DtP): Layout of pages). Maybe a photo would be appropriate in the C.V.?
- Make sure that the application fulfils the 'unsaid demands' regarding looks and culture in this/your working-field

Activity 5

Promoting yourself

Here are different ideas on how you can promote yourself in order to get a job:

- Send uninvited job-applications to relevant companies, use the information you have found on the Internet
- Sign up your CV in a CV- & Job-bank on the Internet e.g. stepstone.com, unions. This way, a company looking for employees with certain qualifications, can find your résumé when they are searching with their criteria. Maybe you can get a job this way.
- Make your own web-site. Here you can present yourself and your qualifications in different ways. Refer to your web-site in your applications for further information on you. Make sure to add your web-site to the search-engines so that your site can be found.
- Do some active networking, e.g., join an interest group

Activity 6

Communication

Being able to communicate fast and effective is essential in the Information Society. Being able to use E-mail-programmes, knowing how to attach files etc. are considered basic-skills in this Society. Many companies accept applications sent by e-mail.

- Find an Internet-service that provides free e-mail accounts (e.g. www.hotmail.com).
- Create your own free e-mail account. Having a mail-address on the Internet is very practical since wherever you are, you can check your mailbox - you just need a computer with Internet access.
- Learn how to send e-mails and how to attach files (e.g. an application) to the mails
- Use your e-mail address on your applications – this way the company can mail you.
- Use your e-mail-address to receive information on vacant jobs from the job-banks, where you have asked to be notified whenever new jobs appear in the databases.
- Use your e-mail-address to communicate with your network for instance by a mailing list.
- Try to use some newsgroups on the Internet. In a newsgroup you can find information on just about anything and you can contribute with your own knowledge.
- Try to chat in a chat-room – you can choose different rooms chatting about different subjects. When you chat, you communicate instantly with other people contrary to e-mail- & newsgroup-communication, where you can check your mailbox, whenever you want. In chat rooms you often see people asking for help to find a job.