

# **Addressing low self esteem and exclusion in disadvantaged adults**

**– Framework for guidance and workshop  
topics –**



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**“Addressing low self esteem and exclusion in disadvantaged adults – Alseeda” project** is supported by the European Commission, through Lifelong Learning Programme (LLP), Grundtvig Learning Partnership. The project was carried out from August 2009 until July 2011.

The aim of the Alseeda project is to develop a programme of intervention **aimed at parents**, in areas of high socio-economic deprivation, targeting disadvantaged families in an attempt to prepare for further education, training and work.

In targeting these individuals it aims to influence our most disadvantaged young people, about to leave school, who have little or no prospects for employment, are at severe risk of social marginalisation and of becoming ‘not in employment and training’. In targeting families it is intended to work with parents, our target group identifiable with the help of agencies and schools, by developing guidance materials, information sessions and role play, in an effort to understand and develop creative actions to engage and motivate the young persons. The intervention programmes will encourage and empower the adults to be pro-active in encouraging their children and at the same time, the parents themselves, to engage into an adult formal or non-formal education or training programme. The single pronged approach of engagement will have the consequence of targeting parents (adults) to return to education, equip them with the necessary skills to be able to inform their children as well as themselves and to act as role models in areas where they may have previously been ill-equipped.

The partnership is from 5 organisations in 5 countries. They and their contributions to the project are presented in the following pages.



*SWAPWest, Glasgow, Scotland, UK.*  
[www.swapwest.org.uk](http://www.swapwest.org.uk)

**SWAPWest** is a consortium of further and higher education partners in the west of Scotland with a remit to provide opportunities for under-represented and disadvantaged adults in further and higher education, and those young adults at risk of marginalisation and isolation. SWAPWest, as a consortium, works closely with its partners in: further education, higher education, Local Authorities, community education and volunteer organisations. This partnership is specifically with **East Ayrshire Council's Skills Development and Employment Service** working with adults who are considered 'disadvantaged' in terms of being unemployed, living in an area of high unemployment, do not have post school education and are likely to have children of school age i.e. are a parent.

The approach has been to work with these parents through a structured part-time programme, locally called an access course, to give the adults the confidence and skills required for returning to education and/or prepare them to enter full/part- time employment. The initial course lasts 6 weeks and includes the following topics: personal development, introduction to IT and computer skills, entry into further and higher information, training for work and skills in communication and time management. All of this is designed to build up skills and confidence to prepare adults for: continuing their studies, a work placement

opportunity or to start on their Scottish Vocational Qualification in Business and Administration. They are given a lot of tutor guidance, including one-to-one interviews, making presentations and support with family, childcare and financial issues.



***POE EDUCO, spol. s r. o. Nový Jičín,  
Czech Republic. [www.poe-educo.cz](http://www.poe-educo.cz)***

POE EDUCO, Ltd., based in North Moravia is private organisation providing range of education services to adult e.g. professional training and re-qualification of unemployed adult. The company has wide experience in co-operating with Labour Offices in the region and other organisations at a local and regional level. The main activities include: teaching of computer skills inclusive of ECDL tests, accounting and economy, motivation and job allocation for unemployed people. As part of their widening participation strategy we have established project, working in partnership with other agencies in order to encourage disadvantaged adults to return to learning (e. g. EQUAL KOMPAS II). They have worked in six regional projects which are funded from EU – UPGRADE I, II, III (PC skills + ECDL examine + motivating of learners), RESTART basic PC skills + motivating of learners + training in plants, SUPPORT – education of young enterpriser, SCROL - basic PC skills + motivating of learners + training in plants for young people from 16 to 25 years.. There are participated in these projects about 1.164 persons (RESTART =293 persons per 1 year, UPGRADE=581 persons per 2 years, UPGRADE II = 60 persons per 2 years, UPGRADE III = 60 persons per 2 years, SUPPORT = 307 persons per 2 years and SORC = 68 persons per 2 years).

In this project the target groups of disadvantaged adults has been focused on women, under the title of the "Business lady", which is designed for women who want their unfavourable situation (unemployment, financial dependence on a partner or relative, dissatisfaction in the current job) to be addressed through self-employment. A current lack of resources has led them to provide training and business start-up in a attempt to engage with women in the community. The project also provides financial support for some women they have difficulties in providing care for small children or the costs of fares in the course. The project, throughout its duration, provides free advice on finance, accounting, tax, legal issues and personal development.



*Istituto Comprensivo “F. Negri” –  
Casale Monferrato, Italy.*

[www.istitutocomprensivonegri.it](http://www.istitutocomprensivonegri.it)

*Centro Territoriale Per L’educazione  
Permanente Degli Adulti “Don Palena”*

### **What is the C.T.P. of Casale Monferrato?**

It is a state structure for lifelong learning open to people from the age of 16 and up.

Our C.T.P. activities deal with various pathways:

- Italian Literacy and Numeracy for migrant workers and their families in co-operation with local authorities, social services, the Trade Unions;
- CILS exam
- Courses for “scuola media” diploma;

- Computer courses level 1;
- Foreign Language Literacy (level 1 and 2): English, French, Spanish, Russian, German
- Courses for learners with special needs;
- The area of Casale Monferrato has an agricultural economy of high quality products and has a high technological industry. As the EU required every country to have at least 80% of its population graduates from high school with diploma by 2010, we have been organizing night courses for adults (P.O.L.I.S.) to obtain a diploma in various subjects to be completed in 3 years instead of 5 (the regular daily secondary high school years) concentrating on the essential contents of every subject since 2000. At the end of the third year, there is a state monitored exam to graduate. We offer tutoring outside of the school hours. These courses also include professional training during all three years of school.
- A permanent calling centre for women (with a psychologist, a gynaecologist, a lawyer who support women with problems) to **promote social inclusion**;
- Short Courses of Art: to play the piano and the guitar;
- Course for Carers

### **Who works for C.T.P.?**

The C.T.P. has a staff of 3 primary school teachers specialized in Italian Literacy for foreign learners and 6 secondary school teachers specialized in courses to obtain a state title: 2 Italian Language and Literature teachers, 2 Maths and Science teachers, 1 for Art and Technology and 1 for English and French.

## **How we work for C.T.P.**

Our teachers follow courses about andrology (pedagogy for adults) held by expert psychologists suggesting how to approach adult classes. These teachers make their learners competences, knowledge and culture stand out and aim to create an atmosphere of collaboration and mutual help among the class students. Everyone has the opportunity to express his/her skills for common enrichment and the friendly atmosphere everyday fights against social problems like exclusion, loneliness, discomfort.

We are part of a net of schools and local subjects for “Ginestra project” offering disadvantaged adults psychological support (to parents and learners).

## **Courses structure**

**Primary school teachers teach Italian Literacy to foreigners on three levels:**

- Basic level for foreign illiterates (they can't read and write in their own language)
- Level 1 for beginners (they can't speak Italian)
- Level 2 for learners who wants to improve their knowledge of Italian Language
- **Primary school teachers also prepare learners for CILS certification.**

The Certification of Italian as a Foreign Language (CILS) is the official title that denotes the degree of linguistic competency of Italian as a foreign language. The CILS is awarded by the University of Siena for Foreigners and is recognized by the Italian State on the basis of an agreement with the Italian Ministry of Foreign Affairs. The CILS covers four levels: ONE, TWO, THREE and FOUR. Each of these represents a progressively higher level of linguistic and communicative ability. Each CILS

level is autonomous and complete: the certification for each level represents a degree of communicative ability which is adequate for specific social, professional and scholastic contexts.

It is necessary to pass an exam composed of five sections with tests in listening comprehension, reading comprehension, analyses of the structures of communication, writing skills and speaking skills to obtain the Certificate in one of the four levels. All foreign citizens and foreign immigrants in Italy may request to take the CILS exam. There are no age limits and applicants are not obliged to possess educational certificates or degrees, nor is it necessary to have obtained lower levels of the CILS in order to attempt the attainment of a higher level. The CILS exams are not bound to the study of specific methods or forms of Italian language courses. Each candidate can prepare for the CILS exams in the ways deemed most appropriate and suitable in accordance with the demands of the level.

Correspondence of the Italian Certifications to the Common European Framework for Modern Languages.

In Italy, the exam takes place at the University of Siena for Foreigners and in other selected sites (at the Centri Territoriali di Educazione Permanente.). Our school is one of the selected sites. Our teachers hold courses to prepare learners for CILS exams.

### **Who are the Learners at C.T.P.**

Most of them are foreign adults and young adults, coming from Morocco, Africa, Brazil, Moldavia, Russia, China, Philippines, Albania, Rumania, Santo Domingo, Ecuador, who attend Italian Literacy courses. They can choose among morning, afternoon or night courses according

their needs and they can have make up lessons for particular needs. We also have Italian students (aged 16-18) who left school before the mandatory period.



***FORMARE STUDIA NGO, IASI,  
Romania. [www.formarestudia.ro](http://www.formarestudia.ro)***

NGO Formare Studia is an educational provider. The main activities are training courses, scientific events, educational projects at national and international level.

### **The activities organized by NGO Formare Studia in the Alseeda project**

- At the national level it was created a Club, called Alseeda, addressed to the parents of children enrolled in VII-XII forms and who are interested in their personal development and in improving the relationship with their children. The club's activities were carried out between February 2010 and April 2011 in two high schools from Romania: "Vasile Alecsandri" High School from Iași and "Vasile Sav" Technical School from Roman

- The activities that the target group participated during the Alseeda Club were: Interactive seminars on the topics: Knowledge and self-knowledge; How parents can help their children in the process of self-discovery; Which are the models of my child?; I can be a role-model for my child; Techniques to improve parent-child relationships; The values of a new European society; Family-school partnership; My assigned responsibilities within the school community; When and how we might access European funding - practical exercise of accessing European funding; Adolescence - a test for parents; Do we share the same values?

- Activities organized by pupils: Accept the challenge: The best trinket for my mother is the trinket made by me! I learn to give with love! To offer is the only way you can communicate your feelings;

- Activities organized with parents and their children: Parents and children in parallel mirrors; Family education. School education; „Adolescents, parents and Internet ”; „Lets discuss about the future career”; Creativity and innovation workshops such as QUILLING Technic, ORIGAMI, FIMO plasticine figurines, Christmas tree ornaments, making finger puppets.

- Visit at historical complex Miclăușeni with parents and pupils

- Thematic visit with parents and children from Roman at Iasi Universities

- At the international level, 6 members from the project team and 6 person from the target group participated at the project meetings that took place in Czech Republic, Italy and Slovenia. The whole project team and the target group were involved in organizing the project meeting in Iasi.

**Results:** improving the quality of the relationship parent-child; involvement of parents in the school life; developing a guide for parents and tutors

**Project products:**

- NGO Formare Studia’s flyer for promoting the project

- CD with examples of activities that were organized for parents in Alseeda Club

- Book : “Family and School in partnership for a quality education - guide for parents”, published in 2010

- Partnership guide: “Addressing low self esteem and exclusion in disadvantaged adults – Framework for guidance and workshop topics”.



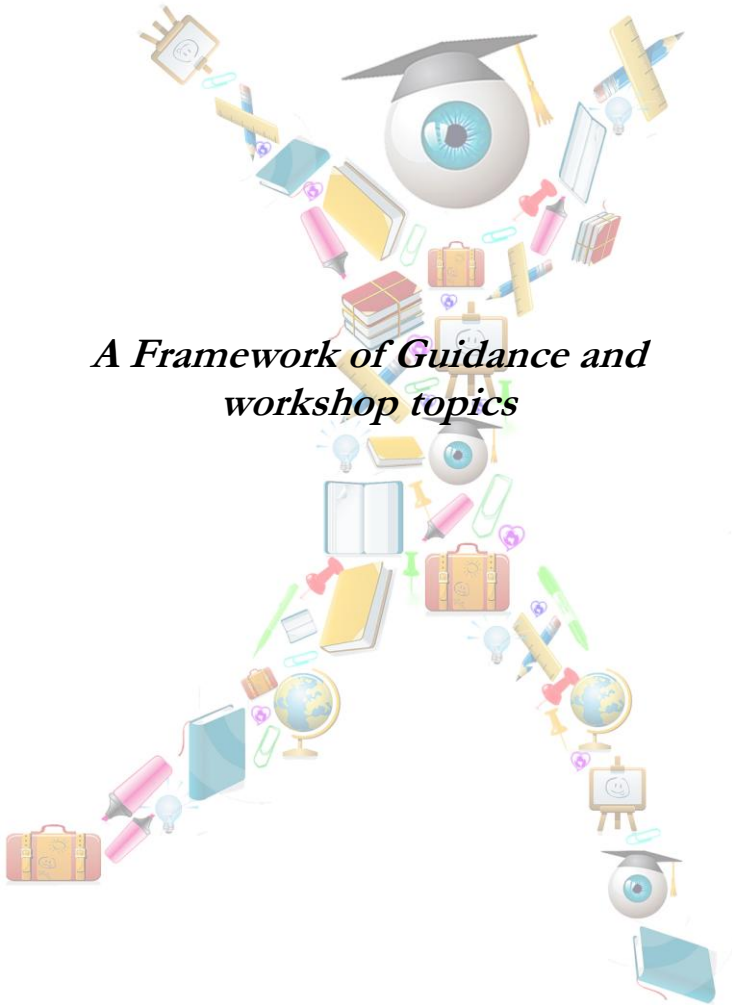
*Kadis d.o.o., Ljubljana, Slovenia*

[www.kadis.si](http://www.kadis.si)

Kadis is the main provider of training programs for unemployed regarding employability skills in central Slovenia. They have more than 10 years of experience with teaching employability skills, such as job searching, motivation, goal setting etc. Through international projects they have developed new programs, in particular ICTEM (Integrated counselling, training and employment methods) developed with the aim to help young people with no vocational qualifications to avoid social exclusion and to be more successful in the labour market. The program is now included in active employment policy program of the Employment service of Slovenia. Kadis also provides training programs for foreign languages, ICT and soft skills for individuals, jobseekers or not, and companies. In one of the projects (PHARE) a few hundred people were trained in ICT. Additional services are also giving lectures and workshops regarding career orientation for youngsters, parents and school counsellors. The team consists of psychologists, HR specialists, pedagogues, social workers and lawyers. They successfully cooperate with national and regional authorities (e.g. Employment service of Slovenia), training institutions and numerous consortium partners. Kadis has extensive experience in projects, both as partner and coordinator, mainly in Leonardo da Vinci and Grundtvig

Kadis provided workshops for parents whose children attend primary and secondary school in order to enhance their competence and to equip them to act as role models to their children plus a 'Train the Trainer Programme', a workshop with guidance practitioners (from schools) to equip them for their work with parents and children. Evaluation showed that progress was achieved. Feedback clearly demonstrated that parents gained greater confidence, felt empowered and supplied with supporting materials and information were able to play more active role within their families and communities.





***A Framework of Guidance and  
workshop topics***

## I can be a role-model for my child

### Objective

The aim of the workshop was to make the parents aware of the fact that they are the first role models their children choose and, therefore, they must represent true models as regard vocabulary, moral and civic conduct, respect for values and behaviour.

**Duration:** 2 hours

### Description

The workshop is interactive; the discussions are based on learners' responses to questions like: how to choose models in life? Who is an example for them and why?

The activities start from the fact that a child learns from his/her parents and the adults around them and learn how to relate and communicate with others. The parent's behaviour and attitude becomes a model most of the times followed by the child. This model offered by the adult influences the child's personality structure.

### Activity: "Parallel mirrors"

The parents were asked to write in turns on the flipchart one reason for which they are grateful to their parents. Everyone explained their choice.

Then the parents were presented with some answers, given by children close to their offspring's age, to the following questions:

- 1) What do you admire in your parents?
- 2) What don't you like about your relationship with your parents?



3) What role-model do you have? Why have you chosen this role-model?

Discussions followed on the topics:

- Parents were my first role-models.
- Am I a real role-model for my child?
- To what extent have I given my child the opportunity to really know me? (Know my work, my friends, my hobbies)
- How does my child see me?

### **Trainer's and participant's conclusions:**

**Parents are the first role models their children look up to.** The child will be able to show affection to others provided he/she feels his parents' affection. If often criticised, the child will be affected, self-confidence will suffer, the child tending to evaluate his/her own value according to other people's judgment.

Parents should show their children through personal example what they wish from them, to try keeping an atmosphere of trust, warmth and tolerance within the family. The child's personality should be respected and the child should be granted a certain degree of freedom. Parents should be positive models for their children. If parents are excessively judgmental with themselves, pessimistic or unrealistic as regarding their abilities and limits, children might do the same, but if parents have a high self-esteem, their children will have a role-model.

### **Supporting materials/references**

Flipchart, markers, analysis of questionnaires' given prior to children in different ages



## Techniques to improve parent-child relationships

### Objective

The aim of the workshop is to assist parents in valuing and in acknowledging the role of each family member within the family. Acknowledging mistakes they make in relationships with their children and to provide alternatives to avoid them in future.

**Duration** 4 hours

### Description

This workshop can help parents and children to improve their relationship.

The choice of this topic was based on the fact that good communication is the foundation of improving the parent-child relationship. Parents and children must talk openly on any subject and spend more time together. Parents should be more responsive to their children's needs, to support, love and be there for them anytime and children should respect parents, trust them and be aware they only want what's best for them.

### Activity: Making finger puppets.

The parents and the children are divided into four groups, each group received materials needed for making finger puppets representing children and adults.

After finishing making the puppets, each group creates a small play based



on the script given by the trainer about daily family situations.

Using the puppets, everyone expresses their own opinion, gives ideas or alternative solutions for the problems presented. The solutions reached by the parents and the children are written on the flip-chart and posted for everyone to see.

**Discussions:**

What parents can do to show their children that they love them unconditionally?

What parents can do to earn their children's trust and respect?

How they can share chores without children regarding them as burdens, but as proofs of trust and responsibility?

**Follow-up activity:**

Parents are encouraged to spend more time with their children.

Parents are requested to make finger puppets together with their children on the models presented at the workshop. After making them, they should act together different situations in which each will be in turns parent and child to find out the others' expectations as well as the common ground.

This activity will improve the relationship between parents and children; they will discover together areas of common interest. Besides spending more time together, they will lay the foundation for better knowledge, communication and trust in each other.

**Supporting materials/references:**

Pieces of cloth of different colours, string, knitting needles, needles, scissors, scripts



## Family-school partnership

### Objective

The aim of the workshop was to make parents realise the benefits of their involvement in school life.

**Duration** 2 hours

### Description

The workshop consisted of interactive discussions to find the best ways parents can help their children succeed in education at home and at school.

The topic was chosen because a genuine parent-school partnership will bring certain advantages like: identifying and developing the child's skills, improving parents' skills for supporting their child's education and growth, correlating parents' expectations with their responsibilities as educational partners along with educators and motivating parents for participating at school activities.

### Activity: Family-school partnership

The parents are divided into four groups. Each group receives a flipchart and marker pens.

The task is to make the SWOT analysis for the **family-school partnership**: **group 1**-identifying the strengths; **group 2**- identifying the weaknesses; **group 3** –identifying the opportunities; **group 4**-identifying the threats.

A delegate member of each group presents their SWOT poster.



## **Discussions:**

How we could get the most out of the existing strengths or identify new strong points? How we could minimise or eliminate weaknesses? How we could exploit some opportunities? How we could minimise the risks identified?

## **Conclusions**

A real school-family-community partnership can help students achieve success in school and later in life. When parents, students and the other community members consider themselves partners in education, a supportive community is created around the children which begins to function and provide the expected results.

The obstacles within the school-family relationship can be of behavioural or material nature (the school-family relationship requires a surplus of time and material effort). The difficulties can be the result of different opinions on: the responsibility of the school and of the family regarding children's education; parents' free choice of school; the impact of the family environment on the child's school performance; the pedagogical performance and parental duty; parents' participation in the management and decisional processes in school. It is generally accepted that the problem of school-family partnership is only an attitude problem.

**Follow-up activity:** The teams of parents are encouraged to become involved in an activity in school and share the experience in a future meeting.

## **Supporting materials/references:**

Flipchart and marker pens



## How parents can help their children in the process of self-discovery

### Objective

The aim of the workshop is to guide parents along their self-discovery process. This will enable them to be able to help their children do likewise.

**Duration 2 hours**

### Description

The most important thing in becoming a fulfilled and balanced person is the way in which we get to know or see ourselves. The image we have about ourselves can help or hinder us, lifting us up or creating overwhelming difficulties. The self-image is a very important issue for the parents to enable them to help their child in the process of self-discovery, development and creating a balanced self-esteem.

### Activity: “Coat-of-arms”

The parents are handed each a piece of paper and crayons to draw a “coat-of-arms” to represent themselves. The coat-of-arms must be suggestive, personal and have the following information:

1) a motto, a slogan, a drawing; 2) two personal traits; 3) three child’s personality features; 4) one personal shortcoming; 5) two of child’s shortcomings; 6) one very dear memory; 7) two wishes, aspirations; 8) signature.

At the end of the activity, each participant presents their coat-of-arms and then posts it on the wall. The others give



ideas of how a certain shortcoming written on the posts on the wall can be turned into a quality.

**Discussions:** What feelings did they have while making the coat-of-arms? Was it easier to identify the qualities or the shortcomings? Which of the negative traits would you most want to change? Is this thing possible? If so, how?

### **Conclusions**

Children with positive self-image have a lot more confidence in themselves, are optimistic and succeed in finishing the tasks and the activities they begin. However the ones with a negative self-image do not have confidence in their own abilities, are afraid of failure and have poor grades. The child can have a correct self-esteem only with the parents' help.

### **Follow-up activity:**

Parents are encouraged to organise a session of self-discovery in the family: the parents and the child write about the child: three qualities, three things he/she would like to change in him/her; three things he/she does right; three words he/she would like to be used by others when talking about him/her.

Compare what they have written with what their child has written and be able to have the opportunity to see how much they know him/her. This way it gives them the opportunity to discover himself/herself through your eyes as a parent.

### **Supporting materials/references:**

Flipchart, marker pens, glue, scissors, colour papers.



## Highlighting the Critical Situation / Problem Solving (“The Clinic of Concertation”)

### Objective

The aim of the workshop is to stimulate a discussion of the people involved in a problem (family, school, social services, etc.), who meet to analyse the case in order to identify the critical point with the help of a diagram (sociogenogram)

**Duration:** 3hours in the morning + 3 hours in the afternoon

### Description

The « Clinic of Concertation » is based on a method created by the Belgian psychiatric Jean-Marie Lemaire to help people solve some situations of multiple problems. If a lot of partners (family, social services, school, etc.) are involved and there are a series of actions in order to support a family which is in difficulty, it may happen that the actions lack coordination or become ineffective. In fact separate approaches cannot suit all of the various anxious families’ requests. Professionals are not often trained to work outside their physical environment, hence the necessity to create a space where experts can help professionals and work together. The experts are not supposed to participate in their own net-work but rather in the achievement of a task itself. The “Clinic of Concertation” offers a completely *open* place where a shared task can be achieved together with all the actors involved.



This practice also has important consequences for professions of health, care, education and control because it forces professionals to change their perception of the problem and to work in “recovery fields” together with families. It helps to identify “extra resources” before undertaking that of shortcomings and sources of problems.

### **The practice during a workshop session.**

Workshop begins in the morning and it usually goes on up to late afternoon. It begins with expert attributing a colour to each actor and when the dialogue begins, the expert starts to draw the “sociogenogram”, that is, a graphic description of the situation, using arrows corresponding to the different actors, without interfering in the dialogue. While the discussion develops, the expert plots the sociogenogram with the help of arrows, so that all the actions can be highlighted during its development. At the end of the discussion it is easy to see what the critical point is, the issue, where the work flow has been interrupted. The “actor” that is shown to be a crucial element is invited to correct what actions that are perceived as a problem and then the cycle of the actions begins again.

It is clear that the more the actors know each other and are in contact during their analysis the more they may obtain good results. Therefore the dialogue among the actors is of paramount importance in the running of their task.

### **Supporting materials/references**

Lemaire J.-M., Vittone E., Despret V. (2000) «Clinique de Concertation et Système: à la recherche d'un cadre ouvert et rigoureux»

Lemaire J.-M., Halleux L. (2005), «Service public et Clinique de Concertation: espaces habitables pour une psychothérapie inauthentique»

*L'inventivité démocratique*, Brausch, G., Delruelle E. (dir.), Editions du Cerisier, pp. 109-134.



## Parental Role

### Objective

A group leader helps the parents to reconstitute their parental career and relationship with their children by means of targeted questions. The parents' written answers will show the critical points and help find a solution.

**Duration** 4 hours

### Content/Description

The workshop is based on the method of biography/autobiography created by the pedagogue Duccio Demetrio of the Libera Università di Anghiari. He asserts that, after highlighting the double nature (educational and therapeutic) of autobiographic narration in its different forms. It is then necessary to reflect on the meaning of the memories including those which, in the present play a role in the rebuilding of affections or which, on the other hand, testify the experiences, natural or otherwise, of distancing from the original nucleus. This leads the subject to think or to think again about his/her own history in the light of the present and to narrate it. It derives from what Demetrio calls 'a cognitive bilocation' that leads to a salutary separation from 'a self that has lived' and 'a self that narrates'.

It is fundamental to manage speaking about oneself and one's singularity, give voice to one's experiences and capitalise on a baggage of knowledge that is very often underestimated, putting in words and accounting for one's own fears and expectations, desires and needs. In this workshop, particular attention should be given to language,



since “language, as a system, that reflects the social reality, but at the same time creates and produces it, becomes the place in which subjectivity is created and takes shape, since the subject can express him/herself only within language and language cannot be created without a subject who makes it exist”.

The dimensions of self-narration, merely biographic or in narrative form have marked the epistemologic approach of qualitative research in the last decades. Showing a great richness of scientific models which do not tend to objectify the object of a research but to relate to it, giving up neutrality of the researcher which is an abstract concept and the mere illusion of a positivist approach.

Therefore this method aims to make parents aware of the emotional origin of the difficulties.

In the workshop the leader present a small group of parents with some questions about their childhood (example. “what did you feel when your father did/tell this? Or “how did you feel when.....?)

Each parent writes down the answers, and the leader continues with further questions. After that, the papers, anonymous, are mixed and read in a loud voice, involving the entire group in order to find solutions.

It often happens that by hearing his/her own emotions read by others can help to discover where the problem is.

### **Supporting materials/references:**

**Demetrio D.:** L'età adulta. Teorie dell'identità e pedagogie dello sviluppo Carocci Editore, Roma, 2001

**Demetrio D.:** Pedagogia della memoria, Meltemi, Roma 1998 La scrittura clinica. Consulenza autobiografica e fragilità esistenziali



# Assertive Communication and Mediation of Conflicts

## Objective

The group leader teaches the main principles of emotional intelligence: recognising one's own emotions, labelling them, finding them out in other people, communicating them in a natural and correct way.

**Duration:** 10 workshops: 2 hours each

## Content/Description

Emotional Intelligence - EQ - is a relatively recent behavioural model, rising to prominence with Daniel Goleman's 1995 Book called 'Emotional Intelligence'.

According to Goleman's theory there are areas of Emotional Intelligence that enable how successful one is. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements.

EQ embraces two aspects of intelligence:

- Understanding oneself, one's own goals, intentions, responses, behaviour and all.
- Understanding others, and their feelings.

Goleman identified the five 'domains' of EQ as: 1.Knowing one's own emotions; 2.Managing one's own emotions; 3.Motivating oneself; 4.Recognising and understanding other people's emotions; 5.Managing relationships, ie., managing the emotions of others.

By developing one's Emotional Intelligence and the five EQ domains, the individual can become more productive and successful at what he/she does, and help others to be



more productive and successful too. The process and outcomes of Emotional Intelligence development also contain many elements known to reduce stress for individuals and organizations, by decreasing conflict, improving relationships and understanding, and increasing stability, continuity and harmony.

This is the essential premise to explain why the expert uses the above-mentioned theory in order to help people to manage and overcome family conflicts.

The following examples show exercises of assertive communication which reduces anxiety and stress often caused by misunderstandings and conflicts, train individuals to recognize their own feelings, enhance self-esteem and self-confidence so that people have better control over their own life.

**Action plan:** I am involved in the life skills' education because...; The obstacles I could encounter are...; I will try to overcome the obstacles by...; I need to talk to ... because he/she/they can help me in the following way:...

**Skills for parents and teachers:** I need to be able to express my feelings in a positive way; I need to be able to give suggestions; I need to be a good organizer; I need to be able to support and understand young people; I need to communicate with young people without judging them

During the other sessions the expert will use role and simulation play, self-evaluation exercises, proxemics, the writing of a theatrical performance with the corresponding role assignments, discussion about particular cases.



## Individual self-reliance and mutual reliance of the couple

### Objective

This workshop aims to offer parents opportunities of listening and reflection by means of role-playing, examination of situations etc, to take awareness of parental role and to achieve life skills fundamental to support children in their educational path. Groups of self-help are guided by an expert. In addition parents meet teachers and analyse cases (school malaise).

**Duration** 10 workshops, 2 hours each, once a week

### Content/Description

Groups of self-help (families at risk of social exclusion) are guided by an expert. In addition parents meet teachers and analyse cases (school malaise)

Methods:

method involve exposing the parents to parental views and practices in specific young people-rearing episodes and encouraging them to reflect on their own views and the consequences on young people development.

Film show about family problems (family relationships, childhood and school malaise, etc.) and about young people world.



Here we present some activities the expert uses in the first workshop

**GOAL:** presentation of one's personality; getting rid of inhibitions

**PARTICIPANTS:** families' parents at risk of social exclusion guided by an expert.

**SETTING:** large room, prepared to create a quiet and attractive atmosphere; circle of chairs.

**TIME:** 30/ 40 minutes

**WHAT HAPPENS:** The expert distributes a questionnaire. In addition to standard questions (first name, age, country of origin), this also contains questions on the job, hobbies, dislikes and the country in which the participants would most like to live. The participants have ten minutes in which to complete the questionnaire. At the end they place their sheet on the floor in front of them.

The expert asks one group member to introduce him/herself on the basis of the personal profile and supplementary questions from the group are allowed. All participants introduce themselves one after the other.

**TIPS AND EXPERIENCES:** the expert ensures that all the group have time to speak as long as they like and that personal attitudes are not commented on by the others. In this way, the participants learn to express praise and criticism and not be contradicted. So the participants and the expert learn how the others feel and can thus better assess what individuals or the group expect in the session.



**The session continues.....**

**GOAL:** presentation of one's own personality including wishes (including wishes to be different), knowing one's limits

**SETTING:** chairs and tables, envelopes with three divider cards each, worksheet "index cards"

**TIME:** at least 60/80 minutes

**WHAT HAPPENS:** the expert asks the participants to find a place where they won't be disturb and then distributes an envelope to each of them. He/she explains that the statements inside should be assigned to the three cards. When the participants are ready, the tables are pushed together so that everyone can look at each other. Before anything is read out, the expert asks how the participants feel, whether they found the task easy or hard, etc.

Then the expert asks a volunteer to read out how he/she has assigned the statements and to explain why. The expert and the group can help by asking questions. When "the presentation of the personality" is finished, the expert asks who would like to be next. All the participants read out their personal result. A second discussion round begins, in which the expert asks once more how they now feel, whether they found the task hard or easy, whether they profited from the exercise etc.

**TIPS AND EXPERIENCES:** The expert makes sure that all the participants listen to each other, that the supplementary questioning is not too lively, and that and spontaneous comments are not hurtful



## Supporting materials/references

**Bandura A.** (1986): Social foundation of thought and action. A social cognitive theory, Englewood Cliffs, prentice Hall, Inc.

**Caprara G.V., &Gennaro A.** (1999):Psicologia della Personalità. Seconda edizione. Il Mulino, Bologna



## Questions in communication with adolescents

### Objective

The aim of this workshop is to highlight the importance of good communication between parents and adolescent. What kind of questions are leading to constructive communication about career orientation and which external factors may have influence on the conversation?

**Duration** 8 hours

### Content/Description

“The biggest hurdle to good communication with children who are on the way to adolescence is our obsession to instruct and inform them, instead of talking and listening to them” (Evelyn Petersen).

Most parents can tell you that they talk with their adolescents' every day, but when you ask them to list the topics they cover, the conversations are mostly about school performance, reminders of chores, and parents' plans for the child's future and plans for family events. Very little if any time is spent listening to the child's interests, feelings, ideas or plans. For parents to play a role in their child's career direction, they have to have a broad understanding of their child's interests and wishes, to gain that understanding, parents have to actively listen (parents should listen for 90 % of the conversation) and try to uphold constructive communication with their offspring.

Engaging behaviour: holding eye contact, relaxed and open body language, vocal qualities and verbal tracking, help in communicating to the adolescents that their parents truly want to hear and understand what they are saying.

Reflective listening (paraphrasing): using encouragers (e.g., nodding your head, saying uh-uh, repeating the last word



of a teen's sentence in the form of a question to encourage additional elaboration), and summarising in their own words, to confirm they understood what they heard also demonstrates that they empathise and are interested. It is when an individual feels heard, that he/she is more likely to remain open and develop trust.

Once parents gain their adolescents trust they can start opening constructive communication by posing questions. When trying to obtain specific information, closed questions that begin with is, are or do, are most effective. On the other hand, when trying to encourage additional dialogue, it is a good idea to start with what, how, why or could. Parents should also realise, that posing a "why" question can make the adolescent feel attacked or judged and put them on the offensive. At the same time parents have to be careful not to flood the adolescent with questions, and make sure that the questions they pose are understandable, clear and specific.

Some questions that could lead to a constructive conversation about the adolescents path to a profession are: "What are your most pronounced good qualities?", "What is your ideal career?", "Why would you be good at that profession?", "Do you like working in groups/alone?".

It is also important that both the adolescent and the parent are in the mood to have a conversation. On the side of the parent this also means that they have to devote their full attention to the conversation. Parents also should be patient and accept the adolescent the way he/she is.

**Supporting materials/references** Željznov Seničar, Petersen, Whetten and Cameron, Michaels



## What can parents do to motivate their child?

### Objective

This workshop highlights the area of motivation. It raises awareness that motivation does change how to motivate with examples and techniques and evaluate the effectiveness of the outcomes of using these techniques.

**Duration** 6 hours

### Content/Description

Parents play a big role in their children's lives, which is why they can help them achieve their goals. It is highly important that parents differentiate between different stages in their adolescents' development, know what they mean, and approach their adolescent accordingly.

The interest of an **early adolescent (12 – 14 years)**, is focused on the present and the near future. Their rating of professions is based on how much they are respected, how well does it pay and how much respect it brings. Most adolescents turn to their parents when they need to decide on further education and choose their profession. The opinions of parents are therefore of extraordinary importance. A good idea may be for parents to sit their children down and have them write ten personality traits that they are proud of. Parents should then proceed to discuss the reasons why their children chose as they did, and try to brainstorm which professions would cover the most traits that the child has. Some additional questions that can help adolescents and their parents determine the right career path are: Which profession would you choose if time and money would not be limited? What do you dream about doing?

A teenager in the period of **middle adolescence (14 – 17 years)** values the opinions of his peers much more than



opinions of his/her parents. By the end of this period he can start deciding realistically which professions he/she is interested in and how much they are in accordance with his/her interests, experiences and values. Parents should take on a role of a consultant, with the access to information of education, finance and career plans. At this stage it is important that parents have their adolescents trust. Teenagers want to be treated like the man/woman they want to be, and giving a teenager the respect he/she deserves, will go a long way in earning their trust. At this age, parents may enquire on which professions their adolescent is contemplating, the reasons for their choices, and try to make some suggestions of some other professions. Together they can choose the top three and set a plan how to get there.

By the time an adolescent reaches the stage of **late adolescence (17 – 19 years)** his/her identity is fully developed, his/her interests are stable and career oriented and he/she is ready to make independent decisions, agreements and compromises. At this stage parents can ask the adolescent which profession they aspire to, and try to arrange a meeting with somebody who works in the same field – so that the adolescent can ask all the burning questions and find out, if the chosen profession is indeed ideal for them.

Regardless of which stage the adolescent is in, parents should encourage him/her to think about what they enjoy doing, at which activities they excel and what did they not enjoy. However, parents should take care, that they do not impose their wishes on their children, and really do help them find their own way. Teens are after all much more motivated to follow a plan they helped create.

**Supporting materials/references:** Željznov Seničar, Kozoderc, Nelsen



## Role of parents in developing concept “knowing myself” with their children

### Objective

Developing the concept of “knowing myself” with their children. Areas of this concept are: personal features, interests, skills and competences, and values.

**Duration** 8 hours

### Content/Description

The better you understand yourself, the better you are able to accept or change who you are. When you're planning for your future, it helps if you know more about your own thoughts, values, ideas, and personality. Knowing yourself is really important for a lot of things, such as making friends and understanding how you communicate best and also for successful planning of career, beside knowledge of environment and of other factors.

Getting to know who you are, your personality traits, values, and skills can take time. Knowing these things about yourself can help you to feel more confident and it can help you figure out what you have to offer others - like your family, friends, neighbourhood and employers.

Parents should discuss with their children the following topics. “What can I offer?” and beside that, “Who am I?”- my personal features, “What can I do?”- my knowledge, skills, experiences and competences, “What do I want?”- my values and interests, “What is that I don't want or I don't have?”- barriers.

Parents and youngsters usually aren't aware enough of the importance of informal knowledge and how informal knowledge is useful for finding a job position. Knowing what you do well can help identify things that you've



already accomplished. Youngsters should be asked to write down their knowledge, experiences, foreign languages, IT knowledge, holiday job, voluntary work, watching educational shows, hobbies and for everything that youngsters have done in their lives they should have a clear picture, what they have learned about and where and how this knowledge and skills can be used.

To gain experience and skills is important, but that is not everything. A lot depends on what kind of person you are. Answering the following questions will help young people to know their self better; they should focus on good, positive qualities: What am I? What do I differ from other people in? Whose good qualities I attribute to other people? What do I like to do? What don't I like to do? What am I good in? Which characteristics don't I have?

### **Values, motivation, interest**

Young people should be aware of their values, what motivates them and what their interests are. After conformation with own top values youngsters will learn what motivates them and will be able to search for their field of job easily.

One of the tools that is often use for “knowing myself” in the field of planning the career are

The **Holland Codes** which represents a set of personality types described in a theory of careers and vocational choice formulated by psychologist John L. Holland. Holland's theory argued that "the choice of a vocation is an expression of personality" and that the six factor typology he articulated could be used to describe both *persons* and work *environments*.

**Supporting materials/references** : The Holland Codes



## Resolving conflicts in relationship parent - child

### Objective

The workshop is dedicated to parents and how can they handle with conflicts that arise in this period. What is the deeper meaning of conflict and what techniques and methods (taken from mediation) to use in order to manage it successfully?

**Duration** 10 hours

### Description

Conflicts in family are normal part of maturing family as a whole entity. The question is how to handle them effectively and to gain new awareness out of it. One of the most useful approaches is mediation that can be carried out by the parents themselves. Mediation between parents and adolescents is one way to encourage and develop skills of moral and personal development of young people (parents as well) in atmosphere of tolerance. In the process of mediation at least two parties are involved, one (or both) parents, and one (or more) of adolescents, between whom there is disagreement, conflict or dispute.

### Positive aspects:

- mediation does not put parents in the role of champion, adolescents and the role of the loser
- adolescents' vulnerabilities (dependence on parents) are not exploited, but it compensates for and eliminates,
- creates the structure of constructive communication and cooperation between parents and adolescents
- mediation leads to individual solutions and takes into consideration the interests of both sides



- mediation detect and take into account the needs of adolescent and encourages parents to better understand his situation and the question of behaviour
- mediation is used to solve concrete issues that have to be decided
- in the successful mediation there is a great reduction of the possibility of further conflict, as participants are trained to independently negotiate
- successful mediation opens the way for better personal development of an adolescent

### **Example process of mediation (between two adolescents where parent is mediator)**

- **Starting the mediation:** parents suggest to adolescent to seek the solution to their conflict. They have to agree with some rules they will follow throughout the process of mediation.

- **Parents help with proper question detect where is the problem:** first child describes what is in his opinion the problem and then the other, both views are summarised. Both children are asked, how they feel in this situation. Then parents can start to mediate in order to seek the information.

- **Looking for solution:** both children are asked what would be the solution in their opinion, if they do not have idea, brain storm technique can be used, if that does not work either, parents can suggest some options.

- **Forming an agreement:** parent checks if both children agree with the solution, solution is written on the paper and both children sign under it. Parent congratulates both children.

### **Supporting materials/references**

Booklets, visual material (photography), exercise ...



## Caring for Yourself

### Objective

To provide all necessary information and advice to enable a return to the labour market, employment and business/commencement of business activity

**Duration: 6 hours**

### Description:

Having trouble finding a job? Would you like to increase your qualifications? Would you like to remember the knowledge that you've forgotten, and learn something new? Are you unemployed and you're stuck and need help and motivation to find another application

Many unemployed persons consider their negative attitudes, inappropriate course/s of action and adverse living conditions as something immutable. The unemployed lack confidence and have difficulty communicating, which often leads to a strong sense of powerlessness and the restraints that adversely affect their application for a job, especially in the first contact. Our basic advice is to:



- take your chance in your hand and start to believe in yourself
- admit to yourself you're not satisfied with your current situation
- accept the fact you're the only person who can change your life
- name the things you want to achieve

- look for a way out of this situation purposefully
- be emotionally excited for your own life and be motivated

We are focused on continuing to help those who failed to gain their qualifications, who because of prolonged absence from work and due to competing with the emerging generations are gradually lowering their self-esteem, which is reflected both in finding a job at the moment of returning to the labour market. Also, given the limited number of newly created jobs during the economic downturn, it's a threat to persons, who are now leaving their education, unemployment and periods of inactivity, which can damage their employability even in periods of economic recovery. Without basic skills much harder to find a job.

During this workshop individual assessment of each participant's personal aspirations is made, concluding with suggestions into which area they should concentrate, given their personal abilities and opportunities, when looking for another assert.

For job-seekers, who are currently unemployed, or think would like to start a business, they are helped to use their time not only for job search and information retrieval, but also opportunities in further education. Hobbies also benefit the mind, increase self confidence, and it may also be appropriate to find new social contacts. And it may happen that you will also find an interesting job offer.

Education and training must focus on the needs of the labour market. Participants will be guided to identify and develop need the right skills to seize the current job opportunities, and cross-cutting skills for adaptability in a rapidly changing labour market.



# Unemployment

## Objective

With the loss of the job, negative feelings come naturally. This workshop attempts to stifle those feelings and promote an active approach to win and get a new job.

**Duration: 8 hours**

## Description.

By unemployment we understand the existence of a group of unemployed working-age population, offering their work, but cannot find any use for it at the labour market. Unemployment has all the negative economic and social consequences, causing loss of goods and services and causes a decline in living standards of the unemployed

Loss of employment is for most of the people a very unpleasant experience. For most of the people employment is not only a way to get the necessary funding, but also a space for self-fulfilment. By working, people feel useful; can exercise their ambitions and aspirations. Jobs also help us to structure each day, to gain a position in society and establish social contacts with clients, colleagues or business partners. That is why unemployment is a very unpleasant experience for us - we lose social status, the main contents of each day and of the main source of money. Many people struggle with a feeling of inferiority and depression. It is a difficult situation, but not unsolvable. Nothing to wait for! On the contrary, start now and work primarily on yourself.

In our workshop we encourage that the loss of job needs to be taken with the right attitude: It is not to be looked on



as a personal fault. It is evident that the inherent nature of a lot of people is missed by the needs of industrial society.

### **Problems associated with job loss**

- financial and material security of individuals and families,
- Internal, psychological problems (fear, uncertainty, feelings of injustice, despair, anxiety, fear, lowered self-esteem and distorted self-defence generally, depression, etc.)
- family and social conflicts that may arise from the two previous

### **Five helpful tips on how to handle the period without work**

- tell to your neighbourhood about it
- unemployment is not a holiday
- educate yourself
- think positively and be active
- hobbies and interests will give you an energy

How to find work - is in crisis very topical issue for many unemployed, we answer the main part of the questions - **Where to look for work?** Use the main sources of where to find jobs: HR departments of companies, employment agencies, job search engines, advertising in newspapers or on Internet job boards, recruitment agencies, acquaintances.

With the job loss, a major change in life comes. Moreover, in the beginning, nobody knows how long would the unemployment situation take. It may last as long if we let it! You can always do something. **Most importantly:** positive thinking, Mental and physical balance, maintenance of the regime and the analysis of the financial situation.



## Elimination of inequalities between unemployed women and men

### Objective

A workshop developed with the aim is to show women that they can flourish, despite their family responsibilities, caring for children and other dependents. We want to encourage women who are just waiting for the right opportunity to be somehow useful

### Duration: 4 weeks

### Description

The fight against the persistent inequalities between women and men in all spheres of society is the long-term problem. Progress is slow and inequalities between women and men in terms of employment rates, wages, working hours, participation in positions of responsibility, caring and sharing household duties and the risk of poverty persist. Working women earn less than men even though they have the same education.

The economic activity rate of men in lifetime is higher than the rate of women.

Generally speaking, women perceive job loss differently to men. The possibility of reconciling work and family has a direct impact on women's employment and labour market status, earnings and economic independence throughout life.



Women are assessed as a 'risk group' especially when they have young children. They are often sick, and therefore women as mothers have frequent absence at work. So when employers choosing a new employee rather prefer a man who is not so burdened with family responsibilities. The mental pressure of job loss for women is therefore enormous.

### **The basic objectives of the project**

- eliminate inequalities between women and men
- to use the potential of women
- teach women the business
- reconciling work and family life
- free advice

The workshop is focused on a target group of unemployed women, starting a business, or would like to do business, but for various reasons are still hesitant. They are a highly motivated group, which is just waiting for opportunity and to be given the chance. Many women cannot reach fulfilment themselves because they are overloaded by family responsibilities. They are in significant disadvantage compared to men. This workshop just focuses on them.

### **Project content:**

- the economic environment of business and legal aspects of business
- industrial relations
- tax and accounting system
- cost and price calculation
- marketing and finance business plans



## Disadvantaged adults

### Objective

This workshop is an educational programme for people at risk of social exclusion, which allows the acquisition of new skills for the labour market and become involved in the life of the community.

### Duration: 4 hours

### Description

One of the biggest challenges for companies in Europe is to promote lifelong learning and open learning environments for adults, especially for disadvantaged social groups with low education, including ethnic minorities. We aim to support adult education and lifelong learning by improving the quality and European dimension, availability and accessibility of adult education and lifelong learning in the broadest sense.

**Who actually are "disadvantaged adults"?** A group of people in some way disadvantaged at the labour market: the long-term unemployed, not fully literate school leavers and young people without experience, people without qualifications or with low qualifications, people with limited mobility, national and ethnic minorities, children and youth at risk of delinquency and social exclusion.

The growth of these groups and the accumulation of problems in a situation where there is a relatively unfavourable unemployment is a serious problem.

Our goal is to help these people, show them the way and way out of this situation. These are programs supporting social and professional skills for the vulnerable and excluded people to facilitate their access to the labour



market. Programs focused primarily on education to increase the competence of the applicant for his subsequent job, and finding equivalent jobs. Interface with individual development planning process of an individual aimed at obtaining such competencies, increasing the likelihood of his employment. Also programs focused on motivation to obtain employment, psychological help to solve problems to enhance the integration into society and the labour market, supporting educational programs aimed at integrating into the labour market, linked to the individual client plans to integrate the labour market, and other activities.

An important step is to help people with social disadvantage to integrate as much as possible into normal life in order to ensure their direct or indirect return to work, in society, education, and ensuring the meaningful use of their leisure time.

Particular: mobilisation, promotion and development of capabilities, skills and work habits; supporting independence, sovereignty and independence; promoting dignity and sense of usefulness and belong; to ensure that people on the margins of society, and especially older people and people with basic education, have access to adult education; develop innovative practices in adult education and management and encourage their use in large-scale; promote such educational content, services and practices that are based on information and communication technologies.



# Confidence Building

## Objective

Raise levels of self esteem, self worth and confidence.

**Duration** 9.30am till 2.30pm with a half hour break for lunch

## Content/Description

A 4hr confidence building session which was tailored specifically to the client group.

It consisted of:

### Ice breaker:

Find out the favourite sports of 3 people in the group, record their names and answers.

Find 3 people who have a pet, record their names and pets names.

### Change and Challenge:

Encouraging clients to leave their past behind and to highlight the life skills they have gained that will serve them in the world of work.

### Positive under Pressure:

Take up the challenge of a new future focused on positive attitudes and positive outcomes. This session looked at getting rid of the luggage of life that clients carry with them and also at personal pride and personal power.

### The Wonder of You:

An opportunity to explore clients self image and measure how well they know themselves. This session looks at how other view us and asks us if that is the image we deserve.



The clients chose from a selection of hats and we discussed why they chose that particular hat and whether the group would have chosen differently for them.

#### The Future's Bright:

A practical exercise in goal setting and visualisation where clients plan and forecast the next stage in life and work. This encourages clients to take action and move out of the negativity spiral.

#### Relaxation & Recharge:

A guided journey to relax the mind and body and review the morning's events

#### 1<sup>st</sup> Impressions:

What sort of 1<sup>st</sup> impression do clients make - is it good or bad, this session looks at getting it right 1<sup>st</sup> time.

#### Personal Pride:

Session linked to values in life and life achievement. Chance to look at energy levels and thought processes to get best from each client.

If after completing this basic confidence building course a client wishes to continue with their personal development then we access the Steps to Excellence Course which is delivered in a group setting by a qualified facilitator who helps participants to develop their learning through a variety of methods. The programme has been implemented with success in a variety of settings and has been particularly effective in helping long-term unemployed people develop the motivation and self-belief to complete other training, find jobs and equip parents with better parenting skills

**Supporting materials/references:** Soul Success; Pacific Institute



## Advice & Guidance

### Objective

Helping clients make informed decisions by providing opportunities to discuss childcare and benefit issues

**Duration** 1 Day Session 9.30 – 14.30 1 hour break for lunch.

### Content/Description

A discussion and information session in a non threatening and non judgemental environment to allow participants to discuss the real issues and barriers which prevent them progressing, whether into education or employment.

### Background:

There is a fear that if a client approaches statutory organisations they may be pressured into doing something that they don't want to do or aren't ready to do that may not be in their best perceived interest. This is usually found in those furthest removed from the labour market.

The advice and guidance given is wide and varied but is commonly around issues surrounding benefits, childcare, training, further education and returning to work.

At the foremost of any clients mind when returning to work or education is how they can manage financially and how their children can be cared for.

Benefits system: We conducted a better off calculation in the first instance to show that financially they are better off in work. Information was given on the additional in work related benefits that they could receive Advice was given



on how to manage the transition period from coming off benefits until their first wage

**Childcare:** Discussion on childcare options within local communities, information on how childcare can be funded and also how to arrange the required childcare was provided. We also discussed how financial assistance with childcare can be accessed whilst a client is participating in training.

**Training:** Clients completed a Personal Development Plan with the assistance of a Link Worker in relation to their chosen career path. Suitable training was identified to meet the needs of each client which was then added to the personal development plan and will be progressed individually with their Link Worker

**Further education:** Information was provided by a representative from a Local College discussions surrounding funding and childcare took place. Those interested in exploring Further Education in more detail have been invited to attend a session at the college.

**Returning to Work:** Information was provided on assistance clients can access when they become employed.

## **Supporting materials/references**

East Ayrshire Works



## Next steps

### Objective

Maintaining the momentum and having opportunities to allow the clients to progress

**Duration** Half day Information session 9.30 – 12.00

### Content/Description

Information was given on how to maintain contact and how to access further information. Detailed activities were highlighted and a description given of each and contact details provided. A DVD of previous participants and their success stories, to show clients what can be achieved.

Job Clubs - in local areas weekly to allow clients easy access to assistance with employment opportunities.

Volunteering Agencies – registration can enable clients to gain skills and up to date experience, this also builds confidence to enable someone to take the next step.

Work Tasters - can also be arranged with local companies to allow clients get practical work in the industry of their choice.

Job Brokerage Service – can provide opportunities to match individuals with local companies.

Transitional Employment project - a 6 months waged opportunity to allow clients to gain their SVQ2 in Administration and to get practical up to date work experience by participating in a real work placement over 3 days, the remaining 2 days in a week are spent in centre working on their SVQ. An ECDL can also be achieved





## Employability skills

### Objective

Gives them tools (CV, interview skills) to use for the next step

**Duration** 4 hours

### Content/Description

A practical session, in which the client is given support to develop a CV, interview skills training and mock interviews.

This session was conducted in a local learning centre where clients had access to computers.

They were given handouts of a CV pack which gave advice on how a CV should be laid out, what information it should contain, lists of skills and qualities and examples of personal statements. There was also a blank CV template where they could fill in their details (qualifications, work history etc).

The clients then produced their own CV's with assistance from the staff if their IT skills were poor.

In the next session we provided interview skills training which focused on:

- Personal hygiene/appearance
- Body language
- Company research
- Different types of interviews (telephone, panel etc)
- Sample questions



