Project:
Participative Training
of Domestic Violence Victims
in Textile Rewarding Recycling and Reuse
reMade and reLive!

Empowerment toolbox

April 2014

Partners involved:

- **Research Centre of Women's Affairs, Greece**

- **Bundesverband der Migrantinnen in Deutschland e.V., Germany**

- **ASSOCIAZIONE IRENE _Iniziative Ricerche Esperienze per una Nuova Europa, Italy**

- **Moterų informacijos centras, Lithuania**

- **Federatie van Uit Turkije Afkomstige Vrouwen in Nederland (HTKF), Netherlands**

- **BUCA EVKA-1 KADIN KÜLTÜR VE DAYANIŞMA DERNEĞİ EVİ, Turkey**

- **DAY-MER TURKISH & KURDISH COMMUNITY CENTRE, United Kingdom**

CONTENTS

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Introduction

The empowerment toolbox gathers a set of practical instruments and activities to implement an empowerment program for women.

The toolbox's content is organized in 4 meetings. Each partner can choose a set of activities for its group.

The logic behind the empowerment set of activities is to identify and systematize the key competences of each woman that participates in reMade and Relive! project in order to support her to actively deal with employment.

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MEETING 1
Introduction of participants

Participants	Women, facilitator
Suggesting timing:	around 20-30 minutes each activity
Material and resources:	Paper, markers, pen, pencil, glue, scissors, several magazines

Aims
- To allow participants to present themselves
- To create good atmosphere into the group
- To ice-breaking
- To introduce the competences of self-knowledge and communication

Description/methodology

1. first introduction

The facilitator asks the participants to create a circle and to introduce themselves using movement: they assign a gesture to their names and one by one they make this move while saying their name.

After assigning a gesture to their names, participants will be given a blank paper to write down or draw their names in the way they want the rest of the group to remember them. The facilitator will give them markers, pens and scissors to personalize their name. Once they have done it, participants will explain to the rest of the group how they liked to be called.

2. How am I? With what do I identify myself?

The facilitator gives the participants some magazines reflecting several aspects of life participants can relate to (women in daily life situations, carrying out various activities, alone or with other people).

Participants will then choose images that they feel are most related to their own life, what they like, how they are, past or present experiences, future wishes, etc. once they have chosen, they create their own collage, they can also add different phrases or expressions. When the collage is finished, participants will explain it to the rest of the group.

3. Who am I?

The facilitator will give each participant a blank paper and a pencil to write down their names and five abilities they consider they have answering the question *Who Am I?*

The facilitator asks the participants to create small groups to introduce themselves and their abilities.

At the end the groups will share comments on the important aspects discussed and will reflect on the similarities of the abilities.

4. A place, an ideal moment

Participants lie down separately and lights are turned down.

The facilitator asks the participants to think and visualize an ideal place or moment lived or to live in the future. Then the facilitator asks them with soft voice: *where would they be? With whom? What would they be? What music should they put? How do they feel? Etc.*

Little by little lights in the room are turned on.

Participants are then asked to draw on a piece of paper what they had in mind. To conclude the activity, participants will share their emotions and how they felt, whether the activity was easy or not, if they were surprised at some point, etc.

MEETING 1
What will we do here? Setting expectations

Participants	Women, facilitator
Suggesting timing:	around 1 hour
Material and resources:	Blackboard, pens, paper

Aims
- To introduce participants to the program
- To promote participants stance toward the group and what they expect from it
- To confirm the participants compromise to participate
- To allow participants to reflect on their own expectations.

Description/ methodology
The facilitator presents the contents, aims and expected outcomes of the program (especially the portfolio) to the participants.
After this general information the facilitator can explain the phases of the empowerment program to participants by drawing a map on blackboard.
Phase 1: introduction, individual commitment and group cohesion
Phase 2: awareness of personal competences and resources, gender and diversity, defining a personal project
Phase 3: competence portfolio
Participants recall the explanation of the process presented and reflect of what they expect from workshop. Each participant makes a list and shares her expectations in the group.

MEETING 1
Establishing rules

Participants	Women, facilitator
Suggesting timing:	around 1 hour
Material and resources:	Blackboard, pens, paper

Aims
- To define and establish the behaviour standards
- To obtain the individual compromise

Description/methodology
1. *the rules of the group*
Participants are divided in small groups and are asked to do a 10 minutes brainstorming to reflect on what rules they think are necessary. Then the groups shared their ideas to the whole group and write them down on the blackboard.
The aim is to create a table of shared rules. The facilitator should make sure that aspects such as punctuality, attendance, respect and tolerance of people's opinion, involvement and cooperation come out.
2. *the compromise contract*
After the table of rules is set and participants have agreed on it, a copy of these rules is signed by each participant and each participant will be given a copy.

MEETING 1
Competence diary

Participants	Women, facilitator
Suggesting timing:	around 1 hour
Material and resources:	pen, paper, printed Competence Diary

Aims
- to systematise the identification of competences
- to allow for further elaboration to the portfolio

Description/methodology
This tool is intended to provide women with an individual self reflecting tool that they can keep along the course, as a tool to support their competence identification process.
Participants are asked to complete the diary on the basis of the previous activities, and reflections on competences, abilities and strengths.
This file will provide useful insight to elaborate the final version of the woman's portfolio.

Competences I identify		
Name of competence	Description	How can I demonstrate it?

MEETING 2
Resource walk

Participants	Women, facilitator
Suggesting timing:	around 1-2 hours
Material and resources:	none

Aims

- to support women to recognize their own skills and strengths and talk about them
- to train the communication, self-knowledge and self-confidence competences

Description/ methodology

The facilitator asks women to go for half an hour long walk and find three symbols for things giving them strength in their life.
Then women should introduce themselves and talk about these things in the group.

MEETING 2
Talent exchange market

Participants	Women, facilitator
Suggesting timing:	45 minutes
Material and resources:	pen, paper, blackboard

Aims
- to support women to recognize their own skills and strengths and talk about them
- to train the communication, self-knowledge and self-confidence competences

Description/ methodology
The facilitator asks participants: "if there was no money and you could buy everything you need and pay only by donating work, which work would you offer to others?"
Facilitator should give examples and name the greatest possible range of activities and skills.
Work offers are written on scraps of paper by each woman. Then all women "exchange their talents" with others, which means that each woman should talk about her offers or proposals.
The talents that appear in discussion are pointed out in group.

MEETING 2
Gift of notes

Participants	Women, facilitator
Suggesting timing:	45 minutes
Material and resources:	pen, post-it notes, paper

Aims
- to support women to recognize their own skills and strengths and face the external perception of other people concerning them
- to train self-knowledge and self-confidence competences

Description/methodology
The facilitator writes on blackboard the question "Why do I like you?"
Each woman replies it with relation to each other of women in the group.
Each woman has a blank paper stuck on her back. Then all women walk through the room and stick Post-it notes on the back of the other women with an answer to the question posed. Then, women take their poster and read the answers given and reflect on them.

MEETING 2
Me and what I am capable to do

Participants	Women, facilitator
Suggesting timing:	1,5 hours
Material and resources:	Newspapers, magazines, scissors, pens, glue

Aims
- to support women to recognize and symbolise their own resources and learn to talk about them
- to train self-knowledge and self-confidence competences

Description/methodology
The activity consists in creating a personal photo collage. Each woman takes cuttings from newspapers and magazines which they identify with, and stick them in a paper to symbolize their abilities, skills and strengths.
Once completed, all posters are hanged out in room and the participants present them to group.

MEETING 3
The successes tree

Participants	Women, facilitator
Suggesting timing:	3,5 hours
Material and resources:	Newspapers, magazines, scissors, pens, glue

Aims
- to value the experience in formal, non-formal and informal contexts of women
- to recognize the elements of competence
- to learn to label competences
- to label the activities as own successes
- to identify their key competences

Description/ methodology
The activity has three parts: first the reflection around the term success, secondly participants will work on the file of the success tree and thirdly will share their files and experiences.
1st part (15 minutes)
Participants sit down forming a U in the class and are asked to jointly discuss what success means to them. Then participants are asked to voice some key words to define success, the facilitator writes them in blackboard. If words, such as personal achievement, fulfilment, goal, challenge, effort, etc. have not being included, the facilitator will add them in the list.
2nd part (2 hours)
Participants are asked to remember 3-4 successful experiences of their life and labour process. It's mostly a question that she has been satisfied with herself, and not necessarily received a good grade of an award.
Participants will choose 3 successful experiences that adjust to the statement "I have achieved something important to me".
Then participants are asked to draw their Success Tree. The facilitator can draw a tree in blackboard. The branches represent the successes. The fruits of the branches represent the benefits obtained with the experience. The trunk of tree will represent the abilities that contributed to achieve the success. The roots will represent what was indispensable to reach the success in terms of knowledge and attitudes. The tree can be drawn freely, but should have 3-5 branches, each one representing a success.
3rd part (1 hour)
Once all participants have finished their success trees, each one will have 5 minutes to present it.
The facilitator will explain that these trees are alive and can grow and be nourished by new experiences.
The group can ask questions about the trees. They should pay attention to the skills and knowledge that they hear in each story (what should a woman be able to do, so that she can experience this story?). The woman receiving feedback, listens carefully and does not reject any positive comment about her knowledge, attitude and abilities. She may use feedback to decide which attributed strengths she wants to accept and make part of her identity and self-description.
The facilitator will empower the participants by explaining that when some abilities, knowledge, and competences appear several times in one

particular tree, it means that these elements are woman's "anchors", the one that will help them to develop their competences.

To end the activity, participants will choose 1-2-3 success experience and write on a paper sheet "My competences for success are…". This sheet will be kept in each woman's dossier.

In parallel, the facilitator can ask participants to recover what elements of the tree can be transferred to the portfolio.

MEETING 4
Portfolio

Participants	Women, facilitator
Suggesting timing:	5 to 10 hours
Material and resources:	Printed portfolio templates, paper, pen, PC, digital portfolio template

Aims
- to support women in the elaboration of their own individual portfolio (speciall their competences)

Description/methodology
This activity can take place in one or more meetings at the end of the course.
The facilitator starts handing out a printed version of the Portfolio to each woman. The aim of the Portfolio is to gather in one unique document and in organized way the most significant women's experiences and competences together with evidences. The competence portfolio is not a CV but a reflection instrument for women to identify and gather all their experiences, competences and documentary evidence. Main sections of the portfolio are: Personal information, Experience, Education and Training, Competences, Languages and Evidence.
Then each woman individually fills in her own portfolio in paper with the support of facilitator. The Competence Diary and Successes Tree can be used as supporting material.
The facilitator also supports women in the systematization of the information and the collection of evidences.
Once portfolios are filled in, women can elaborate an electronic copy of it.

COMPETENCE PORTFOLIO

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SECTION 1 - Personal information	
Surname(s) First name(s)	
Address(es) Telephone(s) E-mail	
Nationality	
Date of birth	
Gender	

SECTION 2 - Experience	
Dates	
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	
Type of business or sector	
Dates	
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	
Type of business or sector	

Dates	16
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	
Type of business or sector	

Dates	
Occupation or position held	
Main activities and responsibilities	
Name and address of employer	
Type of business or sector	

SECTION 3 - Education and training	
Dates	
Title of qualification awarded	
Principal subjects or skills covered	
Name and type of education or training organisation	
Level in national or international classification	

Dates	
Title of qualification awarded	

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Principal subjects or skills covered	
Name and type of education or training organisation	
Level in national or international classification	

Dates	
Title of qualification awarded	
Principal subjects or skills covered	
Name and type of education or training organisation	
Level in national or international classification	

Dates	
Title of qualification awarded	
Principal subjects or skills covered	
Name and type of education or training organisation	
Level in national or international classification	

SECTION 4 - Competences

Basic competences

Competence	Context where it was acquired
Communication	
Mathematical competence	
Digital competence	

Awareness of the host country environment and use of services	
Job and information search	
Civic competence	

Personal competences

Competence	Context where it was acquired
Change management	
Self-confidence	
Acting with autonomy	
Self-knowledge	
Sense of initiative	
Responsibility	
Perseverance and resilience	
Analysing and synthesising information	
Organisation and management	
Management of emotions	

Social competences

Competence	Context where it was acquired
Team work and cooperation	
Grabbing opportunities	
Negotiation and conflict management	
Establishment of useful relationships	

Meta-competences

Competence	Context where it was acquired
Capability to project	
Intercultural competence	
Management of bicultural identity	

Learning to learn	
Interpretation and situation in context	

SECTION 5 – Languages passport[1]

Mother tongue	

Self-assessment of language skills:
mother tongue _____

Understanding		Speaking		Writing
Listening	Reading	Spoken interaction	Spoken production	

Diploma(s) or certificate(s)

Title of diploma(s) or certificate(s)	Awarding body	Date	European level (if specified on diploma)

Linguistic experience(s)

Description	From	To

Language	

Self-assessment of language skills: language _____

Understanding		Speaking		Writing
Listening	Reading	Spoken interaction	Spoken production	

Diploma(s) or certificate(s)

Title of diploma(s) or certificate(s)	Awarding body	Date	European level (if specified on diploma)

Linguistic experience(s)

Description	From	To

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[1] Based on the European Language Passport © European Union and Council of Europe (http://europass.cedefop.europa.eu and http://www.coe.int/portfolio).

Language

Self-assessment of language skills: language _____

Understanding			Speaking		Writing
Listening		Reading	Spoken interaction	Spoken production	

Diploma(s) or certificate(s)

Title of diploma(s) or certificate(s)	Awarding body	Date	European level (if specified on diploma)

Linguistic experience(s)

Description	From	To

Language

Self-assessment of language skills: language _____

Understanding			Speaking		Writing
Listening		Reading	Spoken interaction	Spoken production	

Diploma(s) or certificate(s)

Title of diploma(s) or certificate(s)	Awarding body	Date	European level (if specified on diploma)

Linguistic experience(s)

Description	From	To

SECTION 6 - Evidence

Name	Brief description	Competences

		21

SECTION 7 - Additional information
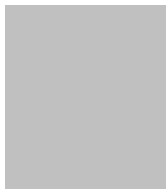
SECTION 8 - Annexes

- ✓ Annex 1: _____ _____
- ✓ Annex 2. _____ _____
- ✓ Annex 3. _____ _____
- ✓ Annex 4. _____ _____
- ✓ Annex 5. _____ _____
- ✓ Annex 6. _____ _____

MEETING 4
CV template and instructions
Source: http://europass.cedefop.europa.eu/en/documents/curriculum-vitae

PERSONAL INFORMATION — Replace with First name(s) Surname(s)

[All CV headings are optional. Remove any empty headings.]

📍 Replace with house number, street name, city, postcode, country

📞 Replace with telephone number 📱 Replace with mobile number

✉ State e-mail address

🌐 State personal website(s)

💬 Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

JOB APPLIED FOR
POSITION
PREFERRED JOB
STUDIES APPLIED FOR

Replace with job applied for / position / preferred job / studies applied for (delete non relevant headings in left column)

WORK EXPERIENCE

Replace with dates (from - to)

[Add separate entries for each experience. Start from the most recent.]

Replace with occupation or position held

Replace with employer's name and locality (if relevant, full address and website)

▪ Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

EDUCATION AND TRAINING

Replace with dates (from - to)

[Add separate entries for each course. Start from the most recent.]

Replace with qualification awarded

Replace with EQF (or other) level if relevant

Replace with education or training organisation's name and locality (if relevant, country)

▪ Replace with a list of principal subjects covered or skills acquired

PERSONAL SKILLS

[Remove any headings left empty.]

Mother tongue(s) — Replace with mother tongue(s)

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				

Replace with language (rows in left column)

Levels: A1/2: Basic user - B1/2: Independent user - C1/2 Proficient user
Common European Framework of Reference for Languages

Communication skills — Replace with your communication skills. Specify in what context they were acquired. Example:
▪ good communication skills gained through my experience as sales manager

Organisational / managerial skills — Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:
▪ leadership (currently responsible for a team of 10 people)

Job-related skills	Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example: ▪ good command of quality control processes (currently responsible for quality audit)
Computer skills	Replace with your computer skills. Specify in what context they were acquired. Example: ▪ good command of Microsoft Office™ tools
Other skills	Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example: ▪ carpentry
Driving licence	Replace with driving licence category/-ies. Example: ▪ B

ADDITIONAL INFORMATION

Publications Presentations Projects Conferences Seminars Honours and awards Memberships References	Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column. Example of publication: ▪ How to write a successful CV, New Associated Publishers, London, 2002. Example of project: ▪ Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).

ANNEXES

Replace with list of documents annexed to your CV. Examples:
▪ copies of degrees and qualifications;
▪ testimonial of employment or work placement;
▪ publications or research.

NOTE:
Examples of Europass CV:
http://europass.cedefop.europa.eu/en/documents/curriculum-vitae/examples

Bibliography

Europass CV:
http://europass.cedefop.europa.eu/en/documents/curriculum-vitae/examples

Forward-a competence-based approach to improve the social inclusion of migrant women, handbook for professionals, http://forwardproject.eu/products/

Forward-a competence-based approach to improve the social inclusion of migrant women, toolbox for professionals, http://forwardproject.eu/products/

Forward-a competence-based approach to improve the social inclusion of migrant women, competence portfolio, http://forwardproject.eu/products/