

2021-1-BG01-KA220-ADU-000033670



Low skilled women' empowerment through global competence and mentorship

Project Result 2

EXPERIMENTAL WORKSHOPS

Handbook
Initial Version



Contents

A Brief Introduction to UPCOMING WOMEN Project	3
Description of Experimental Workshops	4
Design of Experimental Workshops	5
Experimental Workshops: Creativity	6
Experimental Workshops: Problem Solving	13
Experimental Workshops: Critical Thinking	20
Experimental Workshops: Adaptability & Flexibility	26
Experimental Workshops: Entrepreneurial Skills	33
Experimental Workshops: Digital Skills	42
Experimental Workshops' Additional Resources	49



A brief introduction to UPCOMING WOMEN project

The project UPCOMING WOMEN started in November 2021 and is planned to be completed in November 2023. The project aims to empower and upskill low skilled women and in situations of vulnerability in order to become more globally competent and therefore to boost their social and labor inclusion. Also, the project targets to upskill professionals by equipping them with globally competent and gender-based digital tools and mentoring methodologies to improve their work with low skilled women and in situations of vulnerability and better support them. Furthermore, the project focuses on raising awareness about gender inequalities and advance gender equality. UPCOMING WOMEN project aims to promote a network of organizations from Bulgaria, Spain, Portugal, Italy, Greece, and Turkey to build innovation at a global level and ensure a broad transferability and sustainability of the project.

The Partnership



Description



UPCOMING WOMEN Experimental workshops is the second project result of the UPCOMING WOMEN project.

- It aims at equipping the **professionals working with low skilled women** and in situation of vulnerability with a compilation of global competency-based experimental workshops, to empower and upskill those women through the development of the transversal skills.
- It will address the specific needs of these groups to empower and upskilling them to **face their everyday challenge, to improve their employability and promote their social inclusion.**
- Workshops are expected to promote a **cooperative and dynamic learning system** among professionals in order to adapt continuously their methods and techniques to the needs of laws killed women and in situation of vulnerability.

The Experimental Workshops courses are structured around **6 transversal skills**, listed below.

Transversal Skill	Partner
<p>1. Creativity The ability to develop your ideas with the strategic and tactical know-how that brings them to life</p>	SSF
<p>2. Problem solving Consist of a set of skills that help you identify the problem, propose solutions, choose the best one, and implement it.</p>	IGEA
<p>3. Critical thinking A systematic approach to uncovering all the issues related to a particular challenge that will lead to its solution.</p>	RCF
<p>4. Adaptability and flexibility The ability to change (or be changed) to fit changed circumstances. Capacity to be bent, usually without breaking</p>	Mindshift
<p>5. Entrepreneurial skills Building good relationships with your team, customers, suppliers, shareholders, investors, and other stakeholders.</p>	CEIPES
<p>6. Digital skills The skills needed to “use digital devices, communication applications, and networks to access and manage information,” from basic online searching and emailing to specialist programming and development.</p>	EILD



Design

The workshops are designed to be accessed by professionals, dealing with low-skilled women or women insituation of vulnerability.

There are no logical sequences in the worder of the workshops. Users could choose on their professionalinterest.

Workshops are designed with the following scheme:

1. An overview.
2. Description of the purpose.
3. Who needs to come to this workshop?
4. List the tangible outcomes.
5. Location and space characteristics.
6. Workshop's outline
7. Detail the activities in each section.

Each workshop covers activities for 60 to 90 minutes.



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UPCOMING WOMEN project

Low skilled women' empowerment through global competence and mentorship

Experimental Workshops

Creativity



Drafted by SSF in October 2022

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Workshop “Alter egos”

1	An overview	<p>Name: Alter egos</p> <p>Framework: this workshop is designed to be implemented by professionals working with low skilled women in order to improve their employability, social inclusion and empowerment. The workshop is framed in the project UPCOMING WOMEN. It is complementary to other workshops designed in the project to work with concrete competences, in this case, creativity.</p> <p>Duration: 70 minutes</p> <p>Main objectives: the development of creative thinking and creativity in general in order to help professionals and low skilled women to face their everyday challenges, to improve the employability and to promote the social inclusion of those low-skilled women.</p> <p>Outcomes: acquire better understanding of creativity and explore creative thinking in different situations.</p>
2	Description of the purpose	<p>With this workshop, low skilled women and professionals will develop their creativity by imagining they are someone else. Participants can use this workshop to identify the aspects they need to strengthen in order to enhance their employability, identify those aspects they need to improve or to determine those positive personality traits that can help them to cope with different situations. The outcomes of this workshop will depend on the approach used by the professional, as they may want to focus more on employment or maybe on identifying strengths and weaknesses.</p>
3	Who needs to come to this workshop?	<p>Low skilled women in position of vulnerability; professionals</p> <p>This workshop is directed to professionals and low skilled women as it can be easily adapted to both groups.</p> <p>The number of participants can range between 6-8.</p>
4	List the tangible outcomes	<p>Knowledge</p> <ol style="list-style-type: none"> 1. To describe what creativity is <p>Skills</p> <ol style="list-style-type: none"> 2. To apply techniques that allow you to think creatively 3. To explore different alternatives that allow you to think out of the box <p>Attitudes</p> <ol style="list-style-type: none"> 4. To ensure you are open minded to new ideas 5. To propose creative ideas and solutions to a given situation or problem
5	Location and space characteristics	<p>This workshop can be done online but preferably it should be carried out face to face. The room only needs chairs and tables where people can sit and write. The room should have enough space to form a circle with the chairs for the discussion and the presentation of each solution.</p>
6	Outline	<p>This workshop is planned to be very interactive and reflective. The professional should ensure and promote the active participation of all participants.</p> <p>The following proposal of activities can be adapted depending on the group and the desired goal, as for example, if the final aim is to boost employability, the proposed situations can be more directed to this area,</p>



		<p>whereas if the aim is to promote creativity in general, we can use everyday situations.</p> <p>Introduction (10 minutes):</p> <ul style="list-style-type: none"> ▪ Introduction to the workshop ▪ Expectations regarding the workshop ▪ Goal of the workshop <p>Group dynamic (10 minutes):</p> <ul style="list-style-type: none"> ▪ Getting to know each other. <p>Core part (40 minutes):</p> <ul style="list-style-type: none"> ▪ Ask participants what they understand by creativity. ▪ Presentation about creativity, definition and main characteristics. ▪ Explanation of the alter ego's activity. ▪ The professional gives participants a situation, the idea is to have 3 different situations and divide the group in smaller groups per category, but they will work individually. The number of situations will depend on the number of participants. ▪ Each person will think of an alter ego and will propose different ways of solving the given situation. These solutions may be crazy or extravagant. ▪ Share up in a circle. <p>Closing session (10 minutes)</p> <ul style="list-style-type: none"> ▪ Group reflection on the activity of alter egos and the responses given ▪ Learning lessons ▪ Feedback on how the session went.
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Detailed Activity Plan "Alter egos"

Time	Activity	Detailed description	Format/Resources needed
10:00 – 10:10	Intro session	Introducing the project UPCOMING WOMEN and the participants' expectations regarding the workshop	Face to face. Whiteboard presentation
10:10 – 10:20	Group Dynamic	Warming up activity to get to know each other: Each partner is asked to bring one object with them that is symbolic for them (important to inform participants in advance). Participants will walk through the room and once the professional says "stop" they will stand face to face with the person they have closer and present themselves and the reason behind the object they have brought, the special meaning etc. They will do this a couple of times and they will sit after that.	Face to face. Objects participants bring with them - To be informed in advance!



		In case someone is missing their object they can draw it before the dynamic or pick another one they have with them in that moment.	
10:20 – 11:00	Core part	<p>Step 1: The professional will ask the participants what they understand by creativity. After a short exchange of ideas, the professional will do a presentation about creativity, definition and main characteristics.</p> <p>Step 2: The professional will give a short explanation of the alter ego's activity. He/she will give participants a situation, the idea is to have 3 different situations and divide the group in smaller groups per category, but they will work individually. The number of situations will depend on the number of participants.</p> <p>Step 3: Each person will think of an alter ego and will propose different ways of solving the given situation. Firstly, they will write those ideas down. The solutions may be crazy or extravagant, it does not matter.</p> <p>Step 4: After that, they will form a circle and will share in group their situations and ideas.</p>	Face to face. Papers, pens, chairs and tables
11.00 – 11.10	Closing session	<p>In order to finalize the workshop, participants will do a group reflection on the activity of the alter egos and the responses given.</p> <p>They will also share their Learning lessons and a will give feedback on how the session went.</p>	Face to face. Evaluation questionnaires



Workshop “Telling”

1	An overview	<p>Name: Telling</p> <p>Framework: this workshop is designed to be implemented by professionals working with low skilled women in order to improve their employability, social inclusion and empowerment. The workshop is framed in the project Up Coming Women. It is complementary to other workshops designed in the project to work with concrete competences, in this case, creativity.</p> <p>Duration: 90 minutes</p> <p>Main objectives: to develop creative thinking and creativity in general in order to help low skilled women to empower and to help them express themselves.</p> <p>Outcomes: develop creativity and positive thinking in everyday situations and different contexts.</p>
2	Description of the purpose	<p>This workshop will help low skilled women to develop their creativity. With this activity they will be able to express themselves and will bond with other women with similar or different contexts. Moreover, professionals will also learn new techniques and methodologies that will help them to work with these women. Creativity is not only an important skill to develop in the artistic area, it will also help participants to face challenges, to express themselves, to deal with difficult situations, to improve their inclusion and their employability.</p>
3	Who needs to come to this workshop?	<p>This workshop is directed to low skilled women, but it is also useful for professionals</p> <p>A maximum of 10 participants per workshop</p>
4	List the tangible outcomes	<p>Knowledge</p> <ol style="list-style-type: none"> 1. To list different creative ways to express <p>Skills</p> <ol style="list-style-type: none"> 2. To apply creative techniques to face problems 3. To compare alternatives and use creativity to choose the best solution <p>Attitudes</p> <ol style="list-style-type: none"> 4. To manage problems with a positive point of view 5. To propose creative ideas and solutions to a given situation or problem
5	Location and space characteristics	<p>This workshop is designed to be done face to face. Nevertheless, if needed, it can be adapted to an online format.</p> <p>The room or space in which we develop the workshop should be open to allow the movement of the group. After the first dynamic, we will use chairs, tables or participants can work on the ground.</p>
6	Outline	<p>This workshop is designed to help participants express themselves in a creative way. With this workshop, women will connect with themselves and the rest of the participants and will develop or unlock their creativity. The following activities can be easily adapted to the purpose of the professional, it can be used to empower women by helping them to tell their stories; it can be more focused on empowering women to find a job and how to present themselves in an original way.</p> <p>Intro (10 minutes):</p> <ul style="list-style-type: none"> ▪ Introduction to the workshop ▪ Expectations regarding the workshop ▪ Goal of the workshop



		<p>Group dynamic (15 minutes):</p> <ul style="list-style-type: none"> ▪ Getting to know each other. ▪ Connect with oneself ▪ Relaxation <p>Core part (50 minutes):</p> <ul style="list-style-type: none"> ▪ Ask participants what they understand by creativity. ▪ Presentation about creativity, definition and main characteristics. ▪ Explanation of the activity and its purposes. ▪ The professional gives participants different materials (fabrics, paint, paper, pens, wood, modeling clay, post-its...) and tells them that they have to tell their stories or an important moment for them by using those materials. ▪ Women can draw, paint, write, create a short play, they will need to use their imaginations and creativities to express their ideas. ▪ Share up in a circle presenting their situation or story to the rest and how they did it and why. <p>Closing session (15 minutes)</p> <ul style="list-style-type: none"> ▪ Group reflection on the activity and the responses given ▪ Learning lessons ▪ Feedback on how the session went.
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Detailed Activity Plan “Telling”

Time	Activity	Detailed description	Format/Resources needed
9:00 – 9:10	Intro session	Introducing the project UPCOMING Women and the workshop. Expectations regarding the workshop. Brief exercise of self- presentation. Each participant will say their name out loud in a circle and their spirit animal (the animal they feel more connected to them) in order to get to know each other.	Face to face. Whiteboard presentation
9:10 – 9:25	Group Dynamic	Warming up activity to get to know each other, relief and help participants to connect with themselves: All participants will stand in a circle and will follow the professional. He/she will play music and will ask participants to imitate his/her movements. At the beginning they will all stand in their places and will make small movements from the bottom to the top of their bodies, but as the people relax and start to warm up, the professional will tell them to move around the room letting each person move to the rhythm of the music as they wish. They can close their eyes if they want to feel more the music inside themselves.	Face to face. Music and an open space without obstacles.



9.25 – 10.10	Core part	<p>Step 1: The professional will ask the participants what they understand by creativity. After a short exchange of ideas, the professional will do a presentation about creativity, definition and main characteristics.</p> <p>Step 2: Then, the professional will give a short explanation of the activity. The professional gives participants different materials (fabrics, paint, paper, pens, wood, modeling clay, post-its...) and tells them that they have to tell their stories or an important moment for them by using those materials. Women can draw, paint, write, create a short play, they will need to use their imaginations and creativities to express their ideas.</p> <p>Step 3: After they all have finished; they will form a circle and will present their situation or story to the rest and how they did it and why.</p>	Face to face. Papers, pens, wood, paint, clay, fabrics, scissors... Chairs and tables
10.10 – 10.25	Closing session	<p>In order to finalize the workshop, participants will do a group reflection on the activity and the way they all expressed themselves. They will also share their learning lessons and will give feedback on how the session went.</p>	Face to face. Evaluation questionnaires



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Experimental Workshops

Problem Solving



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Workshop “Problem Solving Tools”

1	An overview	<p>Name: Problem Solving tools</p> <p>Framework: To increase low-skilled women's employment, social inclusion, and empowerment, this training is created for professionals working with low-skilled women. The workshop will be done in line with the Upcoming Women project.</p> <p>Main Objectives: the overall development of problem-solving abilities to help low skilled women in overcoming daily challenges, to increase employability, and to support social inclusion of those low skilled women.</p> <p>Outcomes: gain a better understanding of problem solving, and discover solutions to challenges in various settings.</p>
2	Description of the purpose	<p>To provide social workers, educators, trainers, mentors, counselors, and other staff members dealing with low skilled women and in vulnerable situations with a workshop to empower and upskill those women via the development of problem solving skills.</p> <p>To reinforce women's understanding of the potential future applications of this skill as they move into all areas of the world.</p>
3	Who needs to come to this workshop?	<p>low skilled women in situations of vulnerability; professionals (social workers, educators, trainers, mentors, counselors, and other staff members)</p> <p>This workshop is useful for professionals even if it is aimed for low-skilled women.</p>
4	List the tangible outcomes	<p>Knowledge</p> <ol style="list-style-type: none"> 1. To develop the understanding of problem solving <p>Skills</p> <ol style="list-style-type: none"> 2. To analysis situations and information <p>Attitudes</p> <ol style="list-style-type: none"> 3. To approach problems with a positive point of view and willingness to learn to solve problems
5	Location and space characteristics	<p>This workshop can be done online and face to face. Only seats and tables are required in the space so that participants can sit and write. For the discussion and the presentation there should be enough area in the room to arrange the seats in a circle. An internet connection, a computer, and a projector will be necessary for the presentations, videos and pictures .</p>
6	Outline	<p>Intro (5 to 10 minutes):</p> <ul style="list-style-type: none"> ▪ Introduction to the workshop by introducing the Upcoming Women project ▪ Goal of the workshop. ▪ Introduction trainer. <p>Group cohesion (10 to 20 minutes):</p> <ul style="list-style-type: none"> ▪ Getting to know each other. ▪ Sharing expectations. <p>Building understanding (40 – minutes):</p> <ul style="list-style-type: none"> ▪ Background info on the transversal skill. ▪ Presentations, research, group discussions. ▪ Work in small groups/case study/case examples



		<ul style="list-style-type: none"> ▪ Share up. ▪ Brainstorm/mind map. <p>Closing session (10-15 minutes)</p> <ul style="list-style-type: none"> ▪ Q&A session/quizz ▪ Reflection
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Detailed Activity Plan “Problem Solving Tools”

Time	Activity	Detailed description	Format/Resources needed
9:00 – 9:05	Intro session	Introducing the project UPCOMING WOMEN; Introduction to the workshop objectives and expectations.	Panel presentation
9:05 – 9:20	Group Warm up	In the group warm up everybody will introduce themselves first. Each participant writes her name and something that describes her personality on a blanked note. Each participant share it to the group in a circle	Blanked notes, color markets
9:20 – 9:30	Expectations	Participants are invited to write their personal goals and expectations from the workshop on sticky notes and to place them in a poster	Pencils, stickers
9:30 – 9:50	Presentation on the transversal skill	Powerpoint presentation on “ Problem Solving Tools” including Root Cause Analysis Process. In the presentation tools will be listed, explained, and exemplified.	Computer, projector and paper for taking notes
9:50 – 10:10	Work in small groups	All women will be divided into groups of 3. They will choose objective a problem. 1)Women in Education 2)Women at Workplace 3)Women in Social Life They are supposed to follow the Root Cause Analysis Process. 1. They will ‘define the problem’ 2. They are asked to ‘collect data’ 3. Participants will identify possible causal factors 4. They are supposed to recommend solutions	Paper, color marktes, pens, stickers, technological stuff for research
10:10-10:20	Group Presentation	Groups only have 10 mins to do presentations. Participants will present the topic (chosen as the problem) and their recommended



		<p>solutions.</p> <p>Each member in the group should have their space to talk. Here, they can learn together how to present an idea in public space and how their thoughts are worth listening to.</p>	
10:20 – 10:30	Closing session	<p>Reflection</p> <p>The women will explain their experiences in this learning environment and they will share their thoughts. They are asked to remove the sticky notes from the poster they placed them in and discuss if they were able to meet their expectations. There will be a circle made by all the women.</p>	<p>If the workshop is implemented face to face, participants will sit in a circle. So, chairs and enough space will be needed.</p>



Workshop “Problem Analysis”

1	An overview	<p>Name: Problem Analysis</p> <p>Framework: To increase low-skilled women's employment, social inclusion, and empowerment, this training is created for professionals working with low-skilled women. The workshop will be done in line with the Upcoming Women project.</p> <p>Main Objectives: the improvement of problem-solving skills to help low skilled women in overcoming daily obstacles and expressing themselves</p> <p>Outcomes: gain tips and methods that will be mentioned in the workshop can also be very helpful for women in dealing with complex problems.</p>
2	Description of the purpose	<p>Low skilled women will benefit from this workshop by improving their problem-solving skills. They will be able to express themselves through this activity, connect with other women and share experiences. Professionals will also acquire fresh methods and approaches that will facilitate working with these women. In addition, problem solving will also help participants overcome obstacles, express themselves, deal with challenging circumstances, and increase their inclusion and employability.</p>
3	Who needs to come to this workshop?	<p>Low skilled women in situations of vulnerability; professionals (social workers, educators, trainers, mentors, counselors, and other staff members)</p> <p>Although it is intended for low-skilled women, this session is also beneficial for professionals.</p>
4	List the tangible outcomes	<p style="text-align: center;">Knowledge</p> <p>1. To develop the understanding of how to analyse a problem</p> <p style="text-align: center;">Skills</p> <p>2. To use different problem solving skills to be effective at problem solving</p> <p style="text-align: center;">Attitudes</p> <p>3. To look at the problem from a variety of perspectives and come up with different solutions</p>
5	Location and space characteristics	<p>This workshop can be done online and face to face. Only seats and tables are required in the space so that participants can sit and write. For the discussion and the presentation there should be enough area in the room to arrange the seats in a circle. An internet connection, a computer, and a projector will be necessary for the presentations, videos and pictures .</p>
6	Outline	<p>Intro (5 to 10 minutes):</p> <ul style="list-style-type: none"> ▪ Introduction to the workshop by introducing the Upcoming Women project ▪ Goal of the workshop. <p>Group cohesion (10 to 20 minutes):</p> <ul style="list-style-type: none"> ▪ Getting to know each other. ▪ Sharing expectations. ▪ Group rules. <p>Building understanding (40 – minutes):</p> <ul style="list-style-type: none"> ▪ Background info on the transversal skill. ▪ Presentations, research, group discussions. ▪ Work in small groups/case study/case examples/role play. ▪ Share up. ▪ Brainstorm/mind map.



		<p>Closing session (10-15 minutes)</p> <ul style="list-style-type: none"> ▪ Q&A session/quizz ▪ Reflection
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Detailed Activity Plan “Problem Analysis”

Time	Activity	Detailed description	Format/Resources needed
9:00 – 9:05	Intro session	Introducing the project UPCOMING Women; Introduction to the workshop goal. Introduction the moderator/trainers	Panel presentation
9:05 – 9:20	Group Warm up	<i>Two Truth and a Lie</i> Each woman thinks of three statements about themselves. Two must be true statements, and one must be false. Sticky notes will be handed out with pens/pencils. They will write those statements to the sticky notes and stick the notes to their chest. The women will be moving around the room and meeting each other and talking about the statements.	Sticky notes, pencils/pens
9:20 – 9:30	Expectations	Participants are invited to write their expectations from the workshop on sticky notes and to place them in a poster	Pencils, stickers
9:30 – 9:50	Presentation on the transversal skill	Powerpoint presentation. The presentation is “Identification of the Problem Causes”. Regarding the presentation, problem analysis approaches including ‘Cause-and-Effect Diagram” will be presented. This diagram-based technique, which combines Brainstorming with a type of Mind Map	Computer, projector and paper for taking notes
9:50 – 10:10	Work in small groups	The participants will be divided into groups of 3. They are asked to determine a problem. Then, they are supposed to define a problem and find causes and effects of it. They can use “Cause-and-Effect Diagram” to identify the causes, or they can use some other tools. An initial Solution is a solution developed from brainstorming in the group.	Paper, color markers, pens, stickers, technological stuff for research



10:10-10:20	Group Presentation	<p>Groups only have 10 mins to do presentations. The groups will present their problem and "Cause and Effect Diagram" or other tools that they use to find causes and effects .</p> <p>Each member in the group should have their space to talk. Here, they can learn together how to present an idea in public space and how their thoughts are worth listening to</p>
10:00 – 10:30	Closing session	<p>Reflection</p> <p>Reflection will be for women to describe their learning, how it changed, and how it might relate to future learning experiences. They are invited to take out the sticky notes (that they placed in the poster) and talk over them whether they could fulfill their expectations. All women will be arranged in a circle.</p>



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Experimental Workshops

Critical Thinking



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Workshop “Critical Thinking I”

1	An overview	<p>Name: Critical thinking</p> <p>Framework: This workshop aimed at enhancing the ability of critical thinking of women in situations of vulnerability. Critical thinking is the analysis of available facts, evidence, observations, and arguments to form a judgement. The workshop is designed to deepen understanding about this transversal skill and to exercise it.</p> <p>Duration: 90 minutes</p> <p>Main objective: To help women in situations of vulnerability to be better in solving problems and decision making.</p> <p>Outcomes: Support and equip women in situations of vulnerability, to enhance and improve their critical thinking ability</p>
2	Description of the purpose	The purpose of the workshop is to help women in situations of vulnerability to be better in solving problems and decision making.
3	Who needs to come to this workshop?	Low skilled women and/or in situations of vulnerability. Minimum of 8 and maximum of 15 participants
4	List the tangible outcomes	To formulate and articulate ideas; To distinguish relevant from non-relevant data, fact from opinion; To evaluate information and its sources critically; To identify and define central and secondary problems.
5	Location and space characteristics	The workshop is designed for physical attendance. What is needed is a large room with enough chairs and space where paper boards can be hung. It is good to have a minimum of 1 and a maximum of 3 side tables. Projector, computer, and sound are needed for video projection.
6	Outline	<p>Introduction (10 minutes):</p> <ul style="list-style-type: none"> ▪ Welcome ▪ Brief introduction of the theme of the workshop <p>Ice breaker & Group cohesion: (10 minutes)</p> <ul style="list-style-type: none"> ▪ Sharing game <p>Building understanding (55 minutes)</p> <ul style="list-style-type: none"> ▪ Brainstorming ▪ Watching video ▪ Presentation ▪ Group work – ethical dilemma ▪ Group work – myths and fact <p>Closing session (5 minutes)</p> <ul style="list-style-type: none"> ▪ Share out



Detailed Activity Plan “Critical Thinking I”

Time	Activity	Detailed description	Format/Resources needed
9:00 – 9:10	Welcoming and introduction	Welcoming words plus brief presentation of the project, moderator, and the workshop goals. Round table presentation of the participants: Participants are invited to continue the sentence: My name is....and I’m here for..... (one word)	Participants are sitting on chairs in a circle.
9:10 – 9:20	Ice breaker & Group cohesion	M&M candies game: Pour M&Ms or any other multicolor candy into a bowl. Have everyone in the group grab as much or as little as they like from the bowl. Make sure that no one eats their candy right away. For each piece of M&M candy they took, they will have to answer a question, depending on its colour: <ul style="list-style-type: none"> ● Red candy: favourite foods ● Green candy: Are you a singer, a writer, or a dancer? ● Yellow candy: favourite cartoon character ● Orange candy: favourite places to travel ● Brown candy: what inspires you? ● Blue candy: tell us a secret. 	Resources/materials: Many multi colored candies, poured in a ball or cup.
9:20 – 9:30	Building understanding – part 1	The facilitator uses a blank flip chart sheet and splits it in two vertically. In one half it says, "What is critical thinking?" and in the other "What is not critical thinking?". Participants are invited to brainstorm on the two questions by giving as many answers and descriptions as possible. He/she writes the answers.	Resources/materials: Flipchart, markers;
9:30 – 9:40	Building understanding – part 2	Watch the movie (2:29') https://www.youtube.com/watch?v=HnJ1bqXUnIM	Resources/materials: Projector and sound; wi-fi or downloaded movie;



		Facilitator summarises the definition of critical thinking, gives additional examples and explanations.	
9:40 –10:00	Building understanding – part 3	<p><i>Form 3 small groups (e.g. 3 x 5 participants)</i></p> <p><i>Each group is given the same handout. printed from here: https://en.wikipedia.org/wiki/Trolley_problem#/media/File:Trolley_Problem.svg</i></p> <p><i>Groups are having 10 minutes to discuss on the question: “Should you pull the lever to divert the runaway trolley onto the side track? Why”. As a group they must come to a common decision and to prepare a group speaker to present their final decision and motives.</i></p> <p>Presentations of each small groups: maximum of 3’ per speaker</p>	<p>Printed handouts. Paper, markers</p> <p>Note: (for additional info of the facilitator – not obligatory!) The “trolley problem” dilemma is explained in here: https://en.wikipedia.org/wiki/Trolley_problem</p>
10:00 -10:25	Building understanding – part 4	<p>Participants stay in their same small groups. Each group is given the handout MYTH OR FACT with 10 statements. The task of the group is to decide if the sentence is myth or fact and to state how they know? In case the group could not make a common decision, they must explain what kind of information they need to make their statement.</p> <p>10 minutes for group work 15 minutes for sharing in the large group</p>	<p>Resources/materials: Printed handouts: Available at Experimental Workshops’ Additional Resources (page 50)</p> <p>Note: (for additional info of the facilitator – not obligatory!) https://developmenteducation.ie/wp-content/uploads/2021/03/Mythbuster-Womens-Rights-web.pdf</p> <p>All 10 statements are myth!</p>
10:25- 10:30	Closing session	Each participant is invited to continue the sentence: “I’m leaving this workshop with	Participants are sitting on chairs in a circle.



Workshop “Critical Thinking II”

1	An overview	<p>Name: Critical thinking II</p> <p>Framework: This workshop aims at enhancing the ability of critical thinking of women in a situation of vulnerability. Critical thinking is the analysis of available facts, evidence, observations, and arguments to form a judgement. It is recommended that participants who have passed the first workshop on critical thinking take part in this one.</p> <p>Duration: 90 minutes</p> <p>Main objective: To help women in a situation of vulnerability to be better in solving problems and decision making.</p> <p>Outcomes: Support and equip women in situations of vulnerability to improve their ability for problem solving.</p>
2	Description of the purpose	The purpose of the workshop is to help women in a situation of vulnerability to be better in solving problems and decision making.
3	Who needs to come to this workshop?	Low skilled women and/or in situations of vulnerability, who have passed the first workshop on critical thinking. Minimum of 8 and maximum of 15 participants
4	List the tangible outcomes	To identify and define central and secondary problems. To apply critical thinking skills to problem-solving scenarios. To access the needed information effectively and efficiently.
5	Location and space characteristics	The workshop is designed for physical attendance. What is needed is a large room with enough chairs and space where paper boards can be hung. It is good to have a minimum of 1 and a maximum of 3 side tables.
6	Outline	<p>Introduction (15 minutes):</p> <ul style="list-style-type: none"> ▪ Welcome ▪ Brief introduction of the theme of the workshop ▪ Participants’ introduction and sharing of expectations <p>Ice breaker and Build understanding: (25 minutes)</p> <ul style="list-style-type: none"> ▪ Game for communication ▪ Discussion <p>Building understanding (40 minutes)</p> <ul style="list-style-type: none"> ▪ Game for problem solving in small groups. ▪ Essential step in critical thinking – exercise ▪ Group discussion <p>Closing session (10 minutes)</p> <ul style="list-style-type: none"> ▪ Share out



Detailed Activity Plan “Critical Thinking II”

Time	Activity	Detailed description	Format/Resources needed
9:00 – 9:15	Welcoming and introduction	<p>Welcoming words plus brief presentation of the project, moderator, and the workshop goals.</p> <p>Round table presentation of the participants with their name and short expectations on the workshop: Each participant receives a paper flower, a small white sheet and a marker. He writes his name on the white sheet and his expectations on the flower. After each one introduces herself, she hangs her flower on a "field" - a pre-prepared poster (white or colored) and puts her name in an envelope or a box.</p>	<p>Participants are sitting on chairs in a circle.</p> <p>Resources/materials: Small sheets for writing names. Envelope or box</p> <p>Premade paper flowers cut from colored cardstock, large enough to write 2-3 words on them</p> <p>A large poster of cardboard, which can be white or green (like a meadow)</p> <p>Colored markers</p>
9:15 – 9:40	Ice breaker/Build understanding	<p>Game for teamwork and communication: The facilitator takes the envelope/box with the names of all the participants and begins to draw their names in pairs, if necessary - a triple.</p> <p>The one with the picture describes what they see in the picture, and the other draws it. This team-building exercise not only helps the participants build rapport but also shows how much depends on precise communication. – 15 minutes</p> <p>For the discussion participants are back in the big circle. The facilitator encourages discussion by alternately asking questions to the drawing group and the explaining group. Sample questions: What did you find difficult? What helped you? Was it easy to understand/explain? – 10 minutes.</p>	<p>Resources/materials: Pre-prepared sample paintings Colored markers/pencils Blanket paper</p>
9:40-10:20	Building understanding	<p>Form 2 or 3 small groups. You can allow participants to group themselves or use another grouping method. Each group is given a handout. The task is after reading the scenario the group reflects and discusses it by following the listed steps for critical thinking.</p> <p>Each group must choose a speaker, who at the end will make a card summary of the work within up to 5 minutes.</p>	<p>Resources/materials: Printed handouts: Available at: Experimental Workshops' Additional Resources (page 51) Blank paper and markers for the group speaker.</p>
10:20-10:30	Closing session	<p>Each participant is invited to give final feedback on the workshop and in case her expectations are fulfilled she could take her flower.</p>	<p>Participants are sitting on chairs in a circle.</p>



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UPCOMING WOMEN project

Low skilled women' empowerment through global competence and mentorship

Experimental Workshops

Adaptability & Flexibility



Drafted by Mindshift in October 2022

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Workshop “Adaptability”

1	An overview	<p>Name: Adaptability</p> <p>Framework: We now live in a linked culture where change can be quick, continuous, and unpredictable as a result of the significant changes that have taken place in the world over the last few decades. One’s ability to adjust to new conditions, has perhaps never been as relevant as it is presently. Therefore, it is important to help women to gain awareness of this ability, so they start paying attention to their willingness to confront or change their own ideas and preconceptions. This workshop was designed to be lightweight and fun in the beginning to somehow nurture and prepare these women for the conversations that will take place later.</p> <p>Duration: 82 minutes</p> <p>Main objectives: The aim is to create a safe environment for them to be open and receptive to assimilate and embody change.</p> <p>Outcomes: Support and equip women in situations of vulnerability, to develop awareness about adaptability so they can face their everyday challenges, to improve their employability and promote their social inclusion.</p>
2	Description of the purpose	<p>Flexibility and adaptability are often used without distinction. However, in terms of the work environment, there are some subtleties that will be explored throughout this workshop. This workshop will address the skill adaptability.</p> <p>Adaptability is a transversal skill that is relevant for women to thrive and live fulfilling lives as well as to contribute to their own process of growth in every work they might have. Thus, the purpose of this workshop is to give professionals facilitators a tool to explore this skill with their audience, so they can support and equip women in situations of vulnerability, to develop awareness about their own ability to change or be changed to fit changed circumstances.</p>
3	Who needs to come to this workshop?	<p>This workshop targets low skilled women and/or in situations of vulnerability and is designed to a public of up to 15 participants.</p>
4	List the tangible outcomes	<p>Knowledge</p> <ol style="list-style-type: none"> 1. To recognise situations that requires adaptability <p>Skills</p> <ol style="list-style-type: none"> 2. To discuss what adaptability is and how can be improved <p>Attitudes</p> <ol style="list-style-type: none"> 3. To carry out tasks with more adaptability
5	Location and space characteristics	<p>This workshop was designed to be facilitated face-to-face. Whenever possible, find a room with space that contemplates both situations: a space with chairs (as many as the number of participants) and a space to develop hands-on activities. You’ll need chairs in a number that equals the participants. Participants should be seated in a circle together with the facilitator. You will need to have internet, a computer, and a projector to share videos. Wi-fi is also useful for research when doing group works.</p>
6	Outline	<p>Introduction (15 minutes):</p> <ul style="list-style-type: none"> ▪ Welcome/Ice Breaker ▪ Brief introduction of the theme of the workshop <p>Group cohesion/building understanding: (35 minutes)</p> <ul style="list-style-type: none"> ▪ Spaghetti dynamic. hands-on activity that aims to introduce the topic of adaptability and all the skills involved to respond to change. ▪ Debriefing <p>Building understanding (15 minutes)</p>



	<ul style="list-style-type: none"> ▪ Background info on the transversal skills mentioned through a video ▪ Conversation/debate <p>Prepare to close (10 minutes)</p> <ul style="list-style-type: none"> ▪ <i>Connect the dots.</i> Connect adaptability skills with the map hanging on the wall <p>Evaluation (5 minutes)</p> <ul style="list-style-type: none"> ▪ Temperature <p>Closing session (2 minutes)</p> <ul style="list-style-type: none"> ▪ Share out
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Detailed Activity Plan “Adaptability”

Time	Activity	Detailed description	Format/Resources needed
9:00 – 9:05	Welcome /ice breaker	<p>Welcoming people</p> <p>As participants enter in the room, give them a pushpin to locate their birth location on the map. Remind participants to look at the map afterwards.</p>	<p>Resources/materials: World map Pin push (as much as the number of participants plus the trainer/s)</p> <p>Notes: before starting the session hang a world map on the wall. This is particularly interesting if migrant women are from different countries or even continents. If all participants come from the same part of the globe consider hanging a map of that region. Adapt if needed</p>
9:05 – 9:15	Introduction	<p>Brief introduction/aims of the workshop.</p> <p>This workshop will explore the skill adaptability. To be able to adapt to new circumstances is to possess adaptability</p>	
9:15-9:25	Group cohesion – Spaghetti dynamic	<p>Step 1: Create groups. Three groups of four participants + one group of three participants.</p> <p>Step 2: State the goal: <i>Build the tallest tower in 5 minutes</i> - don't explain further, just repeat this explanation, so as not to interfere with the process and result.</p> <p>Step 3: Give 5 minutes to complete the task +1 minute for each group to discuss strategy before the timer starts</p>	<p>Hands-on activity</p> <p>Resources/materials: Thick Spaghetti – ten strands Scotch tape Blu - Tack (Reusable Adhesive) Three Marshmallows Cotton twine/thread</p>
9:25-9:50	Group cohesion – debrief	<p>Debrief</p> <p>Step 1: Reinforce what adaptability is being able to adjust to the current situation or being able to deal with changes in the environment or the way other people work.</p> <p>Step 2: Ask direct and general questions in the beginning, and slowly move to questions more linked with the topic:</p>	<p>Resources/materials: Chairs</p>



		<p>Sample: <i>Did you enjoy? How was it for you to build a tower with spaghetti? What were the challenges? As a group, how was your performance –organised, disorganised, self-centred in one person, cooperative, collaborative? What failed? What went well? Then, individually, anyone felt discomfort? What type of discomfort? Was it easy to adapt to the way other people work? Why? Why not? How was your process? What about you? (Don't forget to include everyone.)</i></p>	
9:50-10:05	Building understanding	<p>Watch the video <i>What are Resilience and Adaptability Skills (3')</i> www.youtube.com/watch?v=IDPCPmBY4Pw</p> <p>Step 1: Conversation/debate around the subject. Integrate the experience of the hands-on activity and the talk that emerged from the debriefing</p>	<p>Plenary session</p> <p>Resources/materials: Chairs Computer Projector</p>
10:05-10:15	Prepare closing	<p><i>Connect the dots...</i> Link between adaptability skills and the map hanging on the wall.</p> <p>Step 1: Q&A Ask Simple questions <i>Where are you from? How much adaptability was needed to arrive here? To a different culture, routines, schedules?</i></p>	<p>Plenary</p> <p>Resources/materials: Chairs</p>
10:15-10:20	Evaluation - Temperature	<p>Use a <i>body thermometer</i> to collect feedback about the session.</p> <p>Step 1: Stand up. Step 2: Rise your arm and evaluate the workshop (where below waist means not so good, at waist level neutral and above waist good to excellent as much you rise your arm up. Same is valid to below waist). Step 3: Now rise your arm and <i>say</i> how was the workshop beneficial in terms of fun, contents – awareness to adaptability – and group work. (Say one at the time and observe the general temperature.)</p>	
10:20-10:22	Closing session	<p>Share out Attract the participants to look closer at the map before leaving.</p>	



Workshop “Flexibility”

1	An overview	<p>Name: Flexibility</p> <p>Framework: The work environment has evolved incorporating significant transformations over the past few decades. The technological advancements, and major world events added a sense of instability, danger, and unpredictability. The sense of certainty, security, and continuity that individuals were used to has been replaced by a condition of change. In face of this, flexibility is truly an important skill to possess and enhance. Whereas adaptability is a capacity to face or adjust people’s own beliefs and biases, flexibility is more a pragmatic readiness to compromise.</p> <p>Duration: 85 minutes</p> <p>Main objectives: This workshop is conceived to give participants a flipside to react to VUCA environment, and to bring clarity on how to proceed with ease and flexibility in face of uncertainty.</p> <p>Outcomes: Support and equip women in situations of vulnerability, to develop awareness about flexibility so participants can face their everyday challenges, to improve their employability and promote their social inclusion.</p>
2	Description of the purpose	<p>Although some individuals combine the terms adaptability and flexibility, there are actually differences between the two. This workshop focuses on flexibility, whereas another workshop will concentrate on adaptability. Hence, the purpose of this workshop is to help participants to understand what it means to be flexible in both work and life and how to build and strengthen their own flexible traits. It aims to look into how people might become more flexible by moulding their own behaviour.</p>
3	Who needs to come to this workshop?	<p>This workshop targets low skilled women and/or in situations of vulnerability and is designed to a public of up to 15 participants.</p>
4	List the tangible outcomes	<p>At the end of this workshop, participants will be prepared to:</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Comprehend what flexibility is 2. Distinguish flexibility and adaptability skills <p>Skills</p> <ol style="list-style-type: none"> 3. Use some tools in order to become more flexible 4. Identify their own trigger points that don’t allow them to bend <p>Attitudes</p> <ol style="list-style-type: none"> 5. Be responsible for bringing more flexibility to their work and life scope.
5	Location and space characteristics	<p>This workshop was designed to be facilitated face-to-face. Whenever possible, find a room that contemplates both situations: a space with chairs (as many as the number of participants) and a space to develop hands-on activities. Participants should be seated in a circle together with the facilitator. You will need to have internet and a projector and computer to share videos. Wi-fi is also useful for research when doing group work. A set of tables to be grouped so that participants can work in groups in different numbers.</p>
6	Outline	<p>Introduction (25 minutes)</p> <ul style="list-style-type: none"> ▪ Introducing this workshop (10 minutes) ▪ Warm – up <i>I chose this photo because...</i> (15 minutes) <p>Group cohesion (10 minutes):</p> <ul style="list-style-type: none"> ▪ Getting to know each other <p>Building understanding (40 – minutes):</p> <ul style="list-style-type: none"> ▪ Background info on the transversal skill mentioned through a video ▪ Work in small groups



		<ul style="list-style-type: none"> ▪ Debriefing <p>Closing session (10 minutes)</p> <ul style="list-style-type: none"> ▪ Evaluation/feedback of the workshop ▪ Close the workshop
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Detailed Activity Plan “Flexibility”

Time	Activity	Detailed description	Format/Resources needed
9:00 – 9:10	Introduction	Introducing the project UPCOMING Women as well as the main goal of the workshop.	
9:10 – 9:25	Warm up	<p>Step 1: To be prepared before the beginning of the workshop. Scatter the images at random on a table or even on the floor.</p> <p>Step 2: Invite participants to silently choose an image with which they identify.</p> <p>Step 3: Ask the audience: present yourself and say your name and why did you choose that particular photo</p> <p>Step 4: After everyone introduces themselves, ask questions.</p> <ul style="list-style-type: none"> ▪ Where do you see flexibility in that photo? <p>Give 3 minutes to look at the photo in depth and then ask:</p> <ul style="list-style-type: none"> ▪ Do you consider yourself a flexible person? ▪ In the same way as the picture or differently? <p>If needed, suggest another round and ask participants to place the image back on the table/floor.</p> <p>If people are too shy or demonstrate signs of having struggles with their photo suggest another round. Ask participants to place the image back on the table/floor and now each one chooses an image that signifies flexibility or that they can relate to flexibility.</p> <p>Close the warm-up with a brief definition of flexibility stating that throughout this workshop you will explore this more in depth this skill.</p>	<p>Resources/materials: 15 to 25 images (to be prepared previously to the session)</p> <p>Collect images from the internet and magazines that you find relevant considering the profile of your participants. These images do not obey to any criteria but situations that you can relate to flexibility (e.g., a girl surfing a wave, a river skirting the banks, a flower bending slightly, an athlete forcing himself to push something through,) try to cover a variety of genres (flowers, landscapes, objects, people, etc.) You can repeat them: three to five landscapes, three to four flowers, five objects, and so on. The important is to choose nice photos and varied.</p>
9:25 – 9:35	Group cohesion	<p>Getting to know each other Create three to groups of five participants.</p> <p>Step 1: Each group has to find five things’ women have in common</p> <p>Step 2: Ask each spokesperson group to share</p>	<p>Resources/materials: Tables Chairs</p>



		Step 3: Highlight the similarities between groups, as well as the distinctions.	
9:35 – 9:50	Building understanding	<p>Step 1: Prompt the question: Why is flexibility a skill most appraised in work environment? Why do you think it is? Any ideas?</p> <p>Step 2: Watch the video: Habits of Mind Animations: Thinking Flexibly 1'23" www.youtu.be/cfDe5mYWlky</p> <p>Step 3: After watching the video discuss and systematize what is flexibility and reinforce why it is important for employment.</p>	<p>Resources/materials: Computer Projector Online connection</p>
9:50 –10:10	Group work	<p>Step 1: Create new groups. Three groups of four participants and one of three.</p> <p>Step 2: Distribute a set to each group</p> <ul style="list-style-type: none"> ▪ print of the article ▪ a set of word cards <p>Step 3: In groups, read the article.</p> <p>Step 4: Create pairs of cards like “this versus that” with the words you have in your hands.</p> <p>Step 5: Debrief Imagine yourselves in a <i>complex</i> situation, as a team how could you react? (Solution: complexity reacts with clarity) When you perceive <i>instability</i>, what can you embrace? (Solution: fight instability with vision) What can you bring to cope with <i>uncertainty</i>? (Solution: understanding) How/or with what can you fight <i>ambiguity</i>? (Solution: agility)</p> <p>Step 6: In the end elaborate on the subject and invite participants to ask questions.</p>	<p>Resources/materials: Computer Projector Online connection Four prints of the following article / Alternatively, you can consider projecting the article www.mindtools.com/pages/article/managing-vuca-world.htm Four samples of a set of cards with words: complexity, clarity, instability, vision, uncertainty, ambiguity, agility</p>
10:10 – 10:20	Evaluation/Feedback	<p>Ask for feedback on how the session was. Use the images from the warm-up.</p> <p>Prompt question: If you could choose an image from those present in the table to sum up the session/your feelings which one would be? And why?</p> <ul style="list-style-type: none"> ▪ one at the time participants speak <p>Close the workshop</p>	<p>Resources/materials: 15 to 25 images</p>



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UPCOMING WOMEN project

Low skilled women' empowerment through global competence and mentorship

Experimental Workshops

Entrepreneurial Skills

CEIPES

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Workshop “Think out of the box!”

1	An overview	<p>Name of the workshop: Think out of the box!</p> <p>This workshop is meant to lead the low skilled women through a path of self-awareness on several transversal skills, which are fundamental in the entrepreneurial field.</p> <p>Communication, teamwork, leadership and group dynamics are such important aspects to work on, in order to let the participants reach those competences for a successful business plan; indeed, these transversal skills are the ones that ensure a good work environment and successful management.</p> <p>The activities of this workshop cover 90 minutes</p>
2	Description of the purpose	<p>The workshop will lead low skilled women to acquire good management skills through the improvement of their communication and leadership abilities, the foster of self-awareness and the improvement of group dynamics.</p>
3	Who needs to come to this workshop?	<p>The workshop is aimed at low-skilled women in positions of vulnerability.</p> <p>It can be adapted to every group - small or big ones - but having a group of 12 participants can ensure good group work in terms of facilitating.</p>
4	List the tangible outcomes	<ol style="list-style-type: none"> 1. To be aware of their own personalities, through the analysis of their fears and goals; 2. To develop good communication skills; 3. To understand what is leadership about and how it is declined, according to different perspectives; 4. To know how to recognize critical aspects within a group and to know how to deal with them;
5	Location and space characteristics	<ul style="list-style-type: none"> - Big room with a number of chairs to allow all the participants and the facilitator to sit. - The chairs must form a circle - Some tables must be available for specific activities - Wi-fi connection;



6	Outline	<p>The workshop is designed to be interactive, and the facilitator should involve the group as best as possible. Moreover, everyone should feel free to express their opinions and ideas and must be given time to do so.</p> <p>Introduction (10 minutes)</p> <ul style="list-style-type: none">• Introduction to the workshop (goals and objectives)• Brief presentation of the facilitator <p>Group cohesion (15 minutes):</p> <ul style="list-style-type: none">• Ice-breaking activity• Group rules <p>Expectations (10 minutes)</p> <ul style="list-style-type: none">• Expectations and fears <p>Teambuilding activity (35 minutes)</p> <ul style="list-style-type: none">• Discussions in small groups• Presentation in plenary <p>Debriefing (15 minutes)</p> <ul style="list-style-type: none">• Questions from the facilitator• Questions from the participants <p>Closing session (5 minutes)</p> <ul style="list-style-type: none">• Feedback on the session
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Detailed Activity Plan

“Think out of the box!”

Time	Activity	Detailed description	Format/Resources needed
9:00 – 9:10	Introduction	<ul style="list-style-type: none"> • Introduction to the workshop and its goals; • Introduction of the facilitator 	Whiteboard and markers
9:10 – 9:20	Ice breaking	<ul style="list-style-type: none"> • The group stands in a circle and the facilitator hangs a wool ball: <ul style="list-style-type: none"> ○ The facilitator introduces himself/herself by saying the name and a word that describes him/her; the facilitator passes the wool ball to a participant and keeps on holding a thread; ○ Each participant, one by one, once catching the wool ball, introduces himself/herself as the facilitator has done and pass the ball to another participant in the circle; ○ By the end of the activity, the group has created a net. 	e.g. Wool ball.
9:20 – 9:25	Group rules	<p>The facilitator explains to the group the rules of the workshop:</p> <ul style="list-style-type: none"> • Keep an open mind • Be engaged in the activities • Ask questions to the facilitator for clarification • Listen respectfully to others without interrupting them • Respect others’ opinions 	Paper and tape
9:25 – 9:35	Expectations and fears	<ul style="list-style-type: none"> • The facilitator shows the group a flipchart split into 2 parts: expectations and fears; ○ The facilitator asks the participants to write down, on 2 notes papers (post it) his/her expectations and fears about the workshops; ○ Once the participants have finished, the facilitator asks them to put the notes papers in each section of the flipchart; 	Coloured notes; pens and markers; flipchart;



		<ul style="list-style-type: none"> ○ The facilitator asks one volunteer within the group to read the expectations and another one, the fears; <p>NB: keep the flipchart till the end of the 2nd workshop, in order to go back to them and assess this aspect;</p>	
9:35- 10:10	Teambuilding activity	<ul style="list-style-type: none"> ● The participants are divided into 2 groups and each group receives an envelope; ● Each envelope contains a task to be done: <ul style="list-style-type: none"> ○ Group 1: choose an object in the room and create a thirty-second commercial spot (interesting, funny, etc.) ○ Group 2: Think of 2 alternative ways to use an object in the room ● Within each group, it's asked to select one person who's in charge to take notes of each step. ● Once the groups have finished, one by one a spoken person will present the ideas; 	Envelopes; papers; pens;
10:10– 10:25	Debriefing	<p>The facilitator leads the group in reflecting on the activities done so far, by asking some questions:</p> <ol style="list-style-type: none"> 1. How was the activity? Which obstacles have you faced? 2. How was the group dynamic? 3. Which role do you think you've played within the group? Are you a leader? 4. Do you think the group has worked smoothly? If not, why? <p>NB: these questions are just some examples for the facilitator to lead the group through a deep reflection on the day, but keep in mind that the participants talk on behalf of themselves and not for the group!</p>	
10:25 -10:30	Closing session	<ul style="list-style-type: none"> ● Closing the activity <ul style="list-style-type: none"> ○ The participants give feedback on the session ○ The group stands in a circle, and one by one, complete the sentence "I thank the group for...." 	



Workshop

“Develop new ideas”

1	An overview	<p>Name of the workshop: Develop new ideas</p> <p>This workshop is meant to give the low skilled women knowledge and tools to create their own projects and to understand how the Business model Canvas works.</p> <p>This tool makes it possible to understand complex elements that affect the functioning of an entire company simply and intuitively. This is thanks to Canvas which is based on a visual language that is quick to learn and accessible beyond the professional background.</p> <p>The activities of this workshop cover 90 minutes.</p>
2	Description of the purpose	The workshop aims to grasp an overview of the Business Model Canvas and strategic management and to improve and optimize specific processes during the company's life.
3	Who needs to come to this workshop?	<p>The workshop is aimed at low-skilled women in positions of vulnerability.</p> <p>The workshop can be adapted to every group - small or big ones - but having a group of 12 participants can ensure good group work in terms of facilitating.</p>
4	List the tangible outcomes	<ol style="list-style-type: none"> 1. To know what strategic management is about 2. To know the Business Model Canvas 3. Time management 4. Analysis of customers' needs
5	Location and space characteristics	<ul style="list-style-type: none"> - Big room with a number of chairs to allow all the participants and the facilitator to sit. - Wi-fi connection;



6	Outline	<p>The workshop is designed to be interactive, and so the facilitator should actively engage participants to allow mutual exchanges among them and learning through non-formal education.</p> <p>A sample for workshop outline:</p> <p>Introduction (10 minutes)</p> <ul style="list-style-type: none">• Introduction to the workshop (goals and objectives)• Brief presentation of the facilitator <p>Group cohesion (20 minutes)</p> <ul style="list-style-type: none">• Ice-breaking activity• Group rules <p>Business model canvas (15 minutes)</p> <ul style="list-style-type: none">• The facilitator uses a “guided” business model canvas (PPT is provided; available at Experimental Workshops’ Additional Resources, page 52) and goes through all the sections to explain to the low skilled women the content and how to develop it <p>Create your project (25 minutes)</p> <ul style="list-style-type: none">• Discussions in small groups• Presentation in plenary <p>Debriefing (15 minutes)</p> <ul style="list-style-type: none">• Questions from the facilitator• Questions from the participants <p>Closing session (5 minutes)</p> <ul style="list-style-type: none">• Feedback on the session
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Detailed Activity Plan

“Develop New Ideas”

Time	Activity	Detailed description	Format/ Resources needed
9:00 – 9:10	Introduction	<ul style="list-style-type: none"> • Introduction of the workshop its goals and the skills that will be developed through it • Introduction of the facilitator 	Whiteboard and markers
9:10 – 9:25	Ice breaking	<ul style="list-style-type: none"> • The group stands in a circle; the facilitator gives each participant a piece of paper and a pen/marker., • Each participant has to write down 3 things about him/herself - 2 true and 1 false • Once the music starts, the participants go around the room, talking to each other and making questions about what is written on each one’s paper; • They have to find out which one is the false statement; • When the music stops, the group stands again in a circle; 	Music;papers, markers, tape
9:25 – 9:30	Group rules	<p>The facilitator explains to the group the rules of the workshop:</p> <ul style="list-style-type: none"> • Keep an open mind • Be engaged in the activities • Ask questions to the facilitator for clarification • Listen respectfully to others without interrupting them • Respect others’ opinions 	Paper, markers and tape
9:30 – 9:45	Business Model Canvas	<ul style="list-style-type: none"> • The facilitator presents the sections of the Business Model Canvas 	Laptop; flipcharts; markers



9:45 – 10:10	Create your project	<ul style="list-style-type: none"> ● The participants are divided into two groups: each group receives a dossier in which is reported a specific issue related to the labour market. These are two examples: <ol style="list-style-type: none"> 1) the need for a multiservice spot for the families in the neighborhood 2) the call from the municipality to apply for projects related to the requalification of public areas ● Each group is asked to develop an analysis and a strategy for their project, using the Business Model Canvas ● Once done, each group presents its project to the other. ● Each group gives feedback on the other's project 	Envelopes; papers; pens;
10:10 – 10:25	Debriefing	<p>The facilitator leads the group in reflecting on the activities done so far, by asking some questions:</p> <ol style="list-style-type: none"> 1. How was the activity? Which obstacles have you faced? 2. How was the group dynamic? 3. Which obstacles have you faced in using the Business Model Canvas? <p>NB: these questions are just some examples for the facilitator to lead the group through a deep reflection on the session, but keep in mind that the participants talk on behalf of themselves and not for the group!</p>	
10:25 – 10:30	Closing session	<ul style="list-style-type: none"> ● Closing the activity <ul style="list-style-type: none"> ○ The participants give feedback on the session ○ The group stands in a circle, and one by one, complete the sentence "I thank the group for...." 	



2021-1-BG01-KA220-ADU-000033670



UPCOMING WOMEN project

Low skilled women' empowerment through global competence and mentorship

Experimental Workshops

Digital Skills



Drafted by EILD in October 2022

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Workshop “Enhancing Digital Skills”

1	An overview	<p>Name: Enhancing digital skills</p> <p>Basic framework: This workshop aims to help the participants, meaning the low-skilled women, enhance their digital skills. This process will function supplementarily to the other conducted workshops, as its impact will have equal significance.</p> <p>Duration: 90 minutes</p> <p>Main objectives: Cultivate the process of providing information related to the use of digital devices, communication applications, as well as information networks.</p> <p>Outcomes: Develop the digital skills of low-skilled women as well as raise awareness of issues related to this field.</p>
2	Description of the purpose	This workshop will contribute to boosting the digital skills of low-skilled women. In this way, they will be able to improve their employability chances, as the enhancement of their digital skills will allow them to be more well-qualified and prepared in a competitive labor market and environment. Furthermore, strengthening their digital skills will also help them become more adaptable regarding every-day activities, as knowing how to use digital devices is an indispensable part of today's society and workplace.
3	Who needs to come to this workshop?	This workshop is addressed to low skilled women that are in vulnerable place. A minimum of 5 participants and a maximum of 15 participants are allowed per workshop.
4	List the tangible outcomes	<p>The workshop will have succeeded in</p> <ol style="list-style-type: none"> 1. Enhancing the digital skills of the participants 2. Providing essential information regarding digital devices, platforms, and tools 3. Raising awareness of low percentage of women in the ICT sector
5	Location and space characteristics	The workshop is designed to be conducted in person. However, there is also a provision to be conducted online, in case of some unexpected event. The room must include a maximum of 15 chairs. Furthermore, Wi-fi connection is essential, as the share of presentations regarding digital skills will be implemented. The workshop will, also, have an interactive dimension, as the engagement of the participants is the main core of the process.
6	Outline	<p>Introduction Session (10 minutes):</p> <ul style="list-style-type: none"> ▪ Introduction/Goal of the workshop/Warm-up Activities <p>Group cohesion (25 minutes):</p> <ul style="list-style-type: none"> ▪ Getting to know each other/ Ice breaking stories from the participants (where they are from, what they hope to achieve and learn etc.) ▪ Establishing some vital and essential group rules <p>Building understanding (40 minutes):</p>



	<ul style="list-style-type: none"> ▪ Presentations and group discussions using 2 models: 1. Strict form of questions and answers 2. Free discussion ▪ Sharing their thoughts concerning digital devices. <p>Closing session (15 minutes)</p> <ul style="list-style-type: none"> ▪ A brief recap of the workshop’s objectives and what was said ▪ Feedback from the participants regarding the workshop
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Detailed Activity Plan “Enhancing Digital Skills”

Time	Activity	Detailed description	Format/Resources needed
9:00 – 9:10	Introduction Session	<p>A. Introduction of the project UPCOMING Women & Introduction of the goal of the workshop.</p> <p>The presentation of the project and that of the goal of the workshop will be conducted through a projector in which a PPT will be presented.</p> <p>B. Introduction of the moderator/trainers</p> <p>The moderator will stand in front of the participants, in order to introduce themselves.</p> <p>C. Warm up activities:</p> <p>Each participant will (verbally) share their expected outcomes for this workshop using just a sentence.</p>	Projector
9:10 – 9:35	Group cohesion	<p>A. Each participant will write their name in a piece of paper using creative designs.</p> <p>B. The participants will share their stories regarding their country of origin as well as their interests.</p> <p>C. Some group rules will be established regarding the smooth process of the workshop, such as the prohibition of strong language.</p>	Blanked notes and color markers Whiteboard
9:35 – 10:15	Building understanding	<p>A. A PPT will be presented that will be focusing on the benefits of digital skills in the social and professional life of women.</p>	Projector



		<p>B. Then, the participants are invited to ask questions to the moderator, following a strict format.</p> <p>C. Moreover, the participants will have the chance to conduct a free discussion and provide feedback based on the presentation.</p> <p>D. After that, the participants will provide 6 positive characteristics (3 for each dimension) about digital devices regarding their impact on the social and professional life of women. They will be encouraged to record them on a piece of paper.</p>	<p>Digital device (that will be displaced in front of the participants)</p> <p>Blanked notes and color markers</p>
<p>10:15 – 10:30</p>	<p>Closing Session</p>	<p>A. The moderator will give a brief recap of what was said during the workshop, while also asking questions in order to ensure that the participants have understood the workshop’s objectives.</p> <p>B. Each participant will provide feedback for the quality of the process, as they will write a word on the whiteboard that will be describing the workshop.</p>	<p>Whiteboard & Color Markers</p>



Workshop

“Use & Application of Digital Tools for Professionals”

1	An overview	<p>Name: Use & Application of Digital Tools for Professionals</p> <p>Basic framework: The goal of this workshop is to assist the participants—professionals—in improving their knowledge of how to utilize and apply digital tools in the context of their interactions with low-skilled women. The influence of this procedure will be equally important to the other conducted workshops; thus, it will work in addition to them.</p> <p>Duration: 90 minutes</p> <p>Main objectives: Develop the process of educating professionals on how to use and apply digital technologies, as well as communication applications, in their attempt to deal with low-skilled women or/and women in vulnerable situations.</p> <p>Outcomes: Enhance participants’ knowledge in relation to the use of digital tools, and improve their skills when it comes to these tools’ application.</p>
2	Description of the purpose	<p>This workshop will contribute to boosting the knowledge and skills of professionals with respect to the use and application of digital tools in the context of their interaction with low skilled women or/and women in vulnerable place.</p> <p>Through this workshop, professionals will improve their knowledge of digital tools, both in terms of their use and application. They will be able to use appropriate digital tools in the context of interacting with women beneficiaries under different prisms; monitoring, training and communication. Beyond the professional context, this knowledge of the use and application of digital tools can be very useful in their everyday life, considering the importance of technology in our lives.</p>
3	Who needs to come to this workshop?	<p>The professionals working with low skilled women who are in vulnerable situations are the target audience for this workshop.</p> <p>Each workshop is limited to a minimum of 5 and a maximum of 15 participants.</p>
4	List the tangible outcomes	<p>The workshop will have succeeded in</p> <ol style="list-style-type: none"> 1. Improving participants' ability to use digital tools in their working environment 2. Providing participants (professionals) essential information regarding digital devices, platforms, and tools that could be used when it comes to their interaction with the beneficiaries (low-skilled women/women in vulnerable place) 3. Contributing to the suitable selection of appropriate digital tools on a case-by-case basis
5	Location and space characteristics	<p>The workshop is intended to be delivered face-to-face. In the event of an unforeseen circumstance, there is also an option for conducting the transaction online. The number of chairs in the room must not exceed 15. All participants should have a direct view to the whiteboard, and to moderator as well. Furthermore, tablets (approximately 15; one per participant if the maximum number of them is reached) will also be needed, as they will be used by participants for a number of activities. Additionally, Wi-fi access is necessary because presentations and videos about digital tools will be shared. Since participant interaction is the main focus of the process, the workshop will also contain an interactive component.</p>
6	Outline	<p>Introduction Session (10 minutes):</p> <ul style="list-style-type: none"> ● Introduction/Goal of the workshop/Warm-up



		<p>Group cohesion (25 minutes):</p> <ul style="list-style-type: none"> • Introductions and icebreakers provided by the participants (where they are from, what they hope to achieve and learn etc.) • Setting established a few crucial and necessary norms in relation to the group. <p>Building understanding (40 minutes):</p> <ul style="list-style-type: none"> • Presentations and group discussions using 2 models: 1. Strict form of questions and answers 2. Free discussion • Share your thoughts, concerns and anxieties. <p>Closing session (15 minutes)</p> <ul style="list-style-type: none"> • A brief recap of the workshop’s objectives and what was said • Feedback from the participants regarding the workshop.
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Detailed Activity Plan “Use & Application of Digital Tools for Professionals”

Time	Activity	Detailed description	Format/Resources needed
9:00- 9:10	Introduction Session	<p>Introducing the project UPCOMING Women; Introducing the goal of the workshop.</p> <p>Introduction of the moderator/trainers</p> <p>Warm up activities: Participants will be encouraged to record their expectations for this workshop by using 10 words at most.</p>	<p>Whiteboard</p> <p>The moderator will stand in the center of the circled chairs to introduce themselves as well as the goal of this specific workshop by projecting presentations.</p> <p>Tablets</p>
9:10-9:35	Group cohesion	<p>Each participant will create a unique design for their name on their tablets. Furthermore, while seated in a circle, they will share their stories about their jobs, duties, and interactions with low-skilled women or/and women in vulnerable positions. A number of group rules will be established to ensure the workshop runs smoothly, such as the prohibition of foul language.</p>	Tablets
9:35-10:15	Building understanding	<p>Participants are encouraged to ask the moderator questions as well as answer their own in order to boost their confidence in a strict format. Furthermore, participants will have the opportunity to engage in a free discussion, express themselves, and to share a number of professional practices that could be implemented using the featured digital tools for a variety of</p>	<p>Tablets</p> <p>Whiteboard/Projector/Tablets</p>



		<p>different case studies of beneficiaries that will be shared. More specifically, this stage includes the following steps:</p> <ul style="list-style-type: none"> A. The moderator will share a presentation which will show a number of digital tools and apps. Simultaneously, their use and application details will also be shared from the moderator. B. A short session will be followed, including responses and clarifications to professionals' questions. C. Brief videos including details at least 5 cases of low-skilled women will be shared. D. Then, each participant will have the chance to develop a 5-points strategy tailored to the shown low skilled women cases by using digital tools and apps which were previously presented. E. Last but not least, each participant's strategy will be shared in a free discussion format, while moderator's feedback will also be provided. 	
10:15-10:30	Closing Session	Each participant will offer feedback on the workshop's effectiveness. The moderator will also ask questions to make sure the attendees have comprehended the workshop's goals while providing a brief summary of what was stated during the workshop.	Each individual will write a word that describes the workshop on a whiteboard.



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Additional Resources



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MYTH OR FACT?

1. Women are now in more positions of power than ever before, and women's voices are now being finally heard. M F
2. Laws have been established to guarantee women's rights. M F
3. Feminism is for white, wealthy women. M F
4. Recent women's rights campaigns such as #Metoo reflects western concerns and are not relevant elsewhere in the world. M F
5. The impact of Covid – 19 is shared equally by women and men. M F
6. The gender pay gap is a fiction that manipulates statistics and a false agenda for change.
M F
7. Men experience violence in their lives just as much as women. M F
8. Men get sick too, often with similar conditions. There is an overemphasis on women's health. M F
9. There isn't much one person can do to change the state of women's rights. M F



Scenario

Maria has been unemployed for almost a year and is looking hard for a job. Ten days ago she went for an interview for her dream job – it was exactly what she was looking for! Everything went well and she was offered the position. The company asked her to have a meeting with Mr. Wladstock, the personnel officer, in order to sign her contract. She had already discussed her duties and other job-related issues at the interview. Just as Maria was about to sign the contract, Mr. Wladstock said that a condition of the job was that she signs a declaration that she will not have a baby for the next two years.

Seven steps to critical thinking

1. Identify the problem: Ask yourself questions as:
 - What's happening?
 - Why is this happening?
 - What assumptions am I making?
 - At first glance, how do I think we can solve this problem?
2. Research: collect information relating to the problem, including data, statistics, historical project information, team input, and more. Make sure you gather information from a variety of sources, especially if those sources go against your personal ideas about what the problem is or how to solve it.
3. Determine data relevance. Ask yourself:
 - How reliable is this information?
 - How significant is this information?
 - Is this information outdated? Is it specialized in a specific field?
4. Ask questions:
 - Am I making any assumptions about this information?
 - Are there additional variables I haven't considered?
 - Have I evaluated the information from every perspective?
 - Are there any viewpoints I missed?
5. Identify the best solution: To identify the best solution, draw connections between causes and effects.
6. Present your solution. Communication is a key skill for critical thinkers.
7. Analyze your decision. After you've implemented your decision, evaluate whether or not it was effective. Did it solve the initial problem? What lessons—whether positive or negative—can you learn from this experience to improve your critical thinking for next time

Business Model Canvas

Designed for:

Designed by:

Date:








Version:

Startup Name

Name1, Name2, ...

DD/MM/YYYY

X.Y

<p>Key Partners </p> <p>Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform?</p> <p>MOTIVATIONS FOR PARTNERSHIPS: Optimization and economy, Reduction of risk and uncertainty, Acquisition of particular resources and activities</p>	<p>Key Activities </p> <p>What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams?</p> <p>CATEGORIES: Production, Problem Solving, Platform/Network</p>	<p>Value Propositions </p> <p>What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying?</p> <p>CHARACTERISTICS: Newness, Performance, Customization, "Getting the Job Done", Design, Brand/Status, Price, Cost Reduction, Risk Reduction, Accessibility, Convenience/Usability</p>	<p>Customer Relationships </p> <p>What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?</p>	<p>Customer Segments </p> <p>For whom are we creating value? Who are our most important customers? Is our customer base a Mass Market, Niche Market, Segmented, Diversified, Multi-sided Platform</p>
<p>Cost Structure </p> <p>What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive?</p> <p>IS YOUR BUSINESS MORE: Cost Driven (leanest cost structure, low price value proposition, maximum automation, extensive outsourcing), Value Driven (focused on value creation, premium value proposition).</p> <p>SAMPLE CHARACTERISTICS: Fixed Costs (salaries, rents, utilities), Variable costs, Economies of scale, Economies of scope</p>		<p>Revenue Streams </p> <p>For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?</p> <p>TYPES: Asset sale, Usage fee, Subscription Fees, Lending/Renting/Leasing, Licensing, Brokerage fees, Advertising FIXED PRICING: List Price, Product feature dependent, Customer segment dependent, Volume dependent DYNAMIC PRICING: Negotiation (bargaining), Yield Management, Real-time-Market</p>		