

From resources to competences, from dreams to goals and plans

Tool 5. Speaking for me...¹

OBJECTIVES

- ✓ To support women to express thoughts and discover emotions, desires and personal concerns.
- ✓ To help women obtain a better understanding of themselves, based on their statements.

STEP-BY-STEP IMPLEMENTATION

The facilitator distributes the handout and asks participants to finish 16 open statements spontaneously.

We are interested in:

- Giving the participants the chance to express herself through writing realizing things about herself she may not have discovered until now.
- Having the participants express thoughts and discover emotions, desires and personal concerns.

All these ideas will help them define what is important for them in their job search.

The facilitator explains that it is important to fill the proposals as quickly as possible, writing the first thought that comes to mind, and that there are no right or wrong answers.

After 15 minutes, the facilitator invites participants to share their statements and highlight the points they consider to be most important.

TIME AND RESOURCES

TIME	30 minutes
MATERIALS AND RESOURCES	Handout

Adaptation to individual use: It can be used individually in counselling sessions or in groups.

¹ TAKEN FROM WCK Step A / Tool 2: Speaking for me..... (Source: Research Centre for Gender Equality –KETHI)



Handout Speaking for me

Please finish the following sentences. You will hopefully find useful things for yourself.

There are no right or wrong answers.

It is important to answer as quickly as possible, writing the first thought that comes to your mind.

I want...

I can't ...

I like ...

I am good ...

I wish ...

My appearance ...

It is fun ...

I find it easy ...

The others think that ...

I am worried ...

I often deal with ...

I hate ...

It always happens that...

The others say about me...

I find it difficult...

I wish...

I often fear...

Sometimes I feel...

If I could I would ...

Tool 6. Super powerful

OBJECTIVES

- ✓ To foster self-esteem
- ✓ To recognize one's own values
- ✓ To stimulate the achievement of one's own desires
- ✓ To support women to start believing in their own skills and opportunities, rediscovering their own creativity and talents, getting out of the "victim" shoes and mobilizing creativity

STEP-BY-STEP IMPLEMENTATION

1. Our superpowers

Group session aimed at transferring what we imagine we can be to what we already are.

Chairs are placed in two rows, one in front of the other, in such a way that each participant will talk to the woman in front of her.

Once participants are seated facing one another, they are asked to write on a card three superpowers that they would like to have.

Each woman talks to her companion, says which is her first superpower and explains why she chose it. Then her companion explains her choice. The exercise is repeated, switching chairs to another companion. This is done three times, to comment on each superpower.

When dialogues in pairs are finished, chairs are placed in circle and the facilitator invites participants to share with the rest of the group what they wrote in the cards.

On a large piece of paper on the wall, the names of all the participants are written. When each woman explains her superpowers she approaches the paper and places her superpower cards under her name.

It is noted that most of the superpowers that they wish they had they already have in some way because they are related to their personality traits or things that they already do to some extent.

When a woman does not recognise that they are half way into having the superpower they dream of, the facilitator and the rest of the group help her to see why they consider that she is. This way their own identity and competences are reinforced.

2. Mobilising creativity

The facilitator may use the session to explain the following regarding creativity:

Everyone has her inner creativity, but why it is so hard to be creative and why do some people seem more successful than others in their lives? Our upbringing and education teach us to comply with the rules, customs, and standards; doing what "must be done" in a way that society defines as appropriate. We were given descriptions of duties, rules and schemes which to use in our work in a specific and structured environment, and this hinders the development of our creativity and ability to take unconventional, even - bold decisions.

There are some inner barriers to activation and creativity that facilitators can discuss with the women:

- believing that we are not creators
- we are in the loop of logic
- conservative thinking and behaviour

- afraid not to look stupid
- follow stereotypes and prejudices
- strictly follow the "rules"
- fear of failure
- have negative attitudes and behaviour towards things

Often we are confined to a specific way of thinking, making one and the same assumptions and applying the same rules when searching for the right solution or answer. Using a logical approach may be useful and effective in what we do, but it will not help us to be creative and inventive.

The facilitator asks women to write or say out loud the answer the question: "How much is half 12?". Then she explains: "Probably you have written "6". This is the logical answer to which we come automatically, because 12 is a number, and we are taught to think with digital concepts and to use mathematical rules. But "6" is not the only answer: the answer could be: 1 and 2; or 2 X 3 and so on".

She explains that the foundation of our personal activation stands in our decision to: challenge the established norms; to seek new perspectives; to create new connections; to find new approaches for solving old problems.

TIME AND RESOURCES

TIME	1.5 hours
MATERIALS AND RESOURCES	Paper boards, markers, chairs

:



Tool 7. The successes tree²

OBJECTIVES

- ✓ To identify and value competences from the women' experiences.
- ✓ To label the achievements as own successes, arisen from their own capacities and strengths.
- ✓ To identify those competences repeated in each woman's case as their key, "anchoring" competences.

STEP-BY-STEP IMPLEMENTATION

The activity has three parts: first, the reflection around the term success; secondly, women will work on the file of the success tree and thirdly, women will share their files and experiences.

1st part

1. The facilitator asks women to sit forming a U in the class and starts discussion on what success means to them. To help and promote their reflection, the facilitator can use support materials as videos (e.g. a video of a team success, of an individual achievement in any area: leisure, home, sports, work, etc.).
2. Women are asked to voice some key words to define success. The facilitator writes them in the blackboard. If words such as *personal achievement*, *fulfilment*, *goal*, *challenge*, *effort*, etc. have not been included, the facilitator will add them in the blackboard.

2nd part

1. The facilitator asks women to remember and recognise 3 successful experiences of their life. Women will choose three successful experiences that adjust to the statement "I have achieved something important to me".
2. The facilitator asks women to draw their "Successes Tree". In order to ease the process, the facilitator can draw a tree in the blackboard as an example. The branches represent the successes. The fruits of the branches will represent the benefits obtained with the experience and the trunk of the tree will represent the skills or 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 it needs to have 3 branches, each one representing a success. The facilitator will support women along their process to develop and organise their ideas.

3rd part

1. Once all women have finished their "successes tree", one by one they will have 5 minutes to present it to the group. The facilitator will explain that these trees as alive and can grow and be nourished by new experiences.

² Taken from: Camarasa, M., Sales, L., 2013



2. The group can ask questions about the trees. They should pay attention to the skills and knowledge that they hear in each story. The woman receiving feedback listens carefully and does not reject any positive comment about her knowledge, attitudes and abilities. She may use feedback to decide which attributed strengths she wants to accept and make part of her identity and self-description.
3. The facilitator will empower the women by explaining that when some abilities, knowledge and competences appear several times in one particular tree, it means that these elements are this woman's "anchor", the ones that will help them to develop their competences.
4. To end the activities, women have to choose one, two or the three success experiences and write on a paper sheet "My competences for success are...". In the centre of the sheet they have to include the success experience and around it they have to add the competences associated to achieving this success.

TIME AND RESOURCES

TIME

120 minutes

**MATERIALS AND
RESOURCES**Cardboard, pen, coloured pens, post-it notes, blackboard.



Tool 8. Talent exchange market³

OBJECTIVES

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

STEP-BY-STEP IMPLEMENTATION

1. The facilitator asks women the following question: “If there was no money and you could buy everything you need and pay only by donating work, which work or activity would you offer to others?”
2. The facilitator gives examples to make the exercise understandable and name the greatest possible range of activities and skills (e.g. *earrings making, translating of another language, cheering up, dancing.*).
3. The facilitator writes the work offers on scraps of paper by each woman. Then, all women “exchange their talents” with the others, which means that each woman should talk about her offers or proposals.

TIME AND RESOURCES

TIME	40 minutes
MATERIALS AND RESOURCES	Papers, pens, flipchart, markers

Facilitation tips: It is suggested that in the next session of the program there is a follow-up of this activity recovering the talents that appeared in the discussion.

³ Taken from: Camarasa, M., Sales, L., 2013

Tool 9. Gift of notes⁴

OBJECTIVES

- ✓ To support women recognize their own skills and strengths
- ✓ To train the self-knowledge and self-confidence competences

STEP-BY-STEP IMPLEMENTATION

1. The facilitator writes on the blackboard the question: “Why do I like you”. The purpose of this question is that each woman thinks and replies it with relation to each one of the other women in the group.
2. 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 “Why do I like you”.
3. Once all women have written their responses to each other woman’s back, each woman takes her poster (the Gift of notes). Each woman reads the answers given in the post-its referring to herself and reflects on them.
4. Then the facilitator asks women if they agree on the positive things that are written on the paper, if they see themselves in a similar way or not and if they think that something is missing.
5. Each woman can keep her paper as a Gift of notes.

TIME AND RESOURCES

TIME	40 minutes
MATERIALS AND RESOURCES	Adhesive tapes, sheets of paper, post-it notes, pens

Facilitation tips: It is important that the facilitator gives some examples as some women may find difficult to find positive skills of all the other women.

⁴ Taken from: Camarasa, M., Sales, L., 2013



Tool 10. Let's use our inner resources

OBJECTIVES

- ✓ To introduce women with the concept of leadership
- ✓ To support women's imagination in relation to job opportunities: vision development
- ✓ To start thinking about our problem as an opportunity
- ✓ To present them the process of transforming an idea into action

STEP-BY-STEP IMPLEMENTATION

1. Presentation of the concept of leadership

The facilitator may explain the following regarding the concept of **leadership**.

Leadership is based on several basic principles:

- the ability to develop an idea
- to attract and lead the people towards its implementation, helping them to develop their qualities and
- directing them to reach their goals

Elements:

- Vision development - participants learn how to specify their ideas, taking into account intermediate goals they set up and the resources at their disposal
- Communication - participants explore opportunities to influence and experiment with different types of relationships to feel more confident among different people, roles and environments.

It is an essential tool for building trust with the team, directors, customers, colleagues. The communication effectiveness is improving through active listening, quality and accurately raised questions and clear messages

- Decision making – participants will have to take difficult decisions in their life and need methods and tools to help them. The ability for decision-making is closely related to the concept of "problem solving" and systematic thinking, but turns into action when added determination and responsibility.
- Execution/ implementation/action - it is important to understand how the planning, control and the organization can help or hinder the achievement of the objectives / results

Today the concept of leadership requires *more listening, emotional balance, integration of diversities, support, mentoring/coaching*. Through the partnership with the mentor/coach, the women find their own solutions, take responsibility and motivation to begin to realize them.

2. Let's use our inner resources

In order to put into practice several elements of leadership, the facilitator proposes the following tool.

The facilitator invites everyone to consider and write on a sheet of paper the resources they might have, and which can help them to start their own business – e.g. free room, land, computer, special knowledge about something and so on.

The next question for women is “Can you use the resources of other people - your friends, acquaintances or neighbours to create your own business?” For example, waste materials, obsolete stocks of something, backup car, church kitchen, a specific skill or experience

Question: What about resources in your area / village, e.g. interesting places, beautiful and unusual places, local people with specific skills or habits?

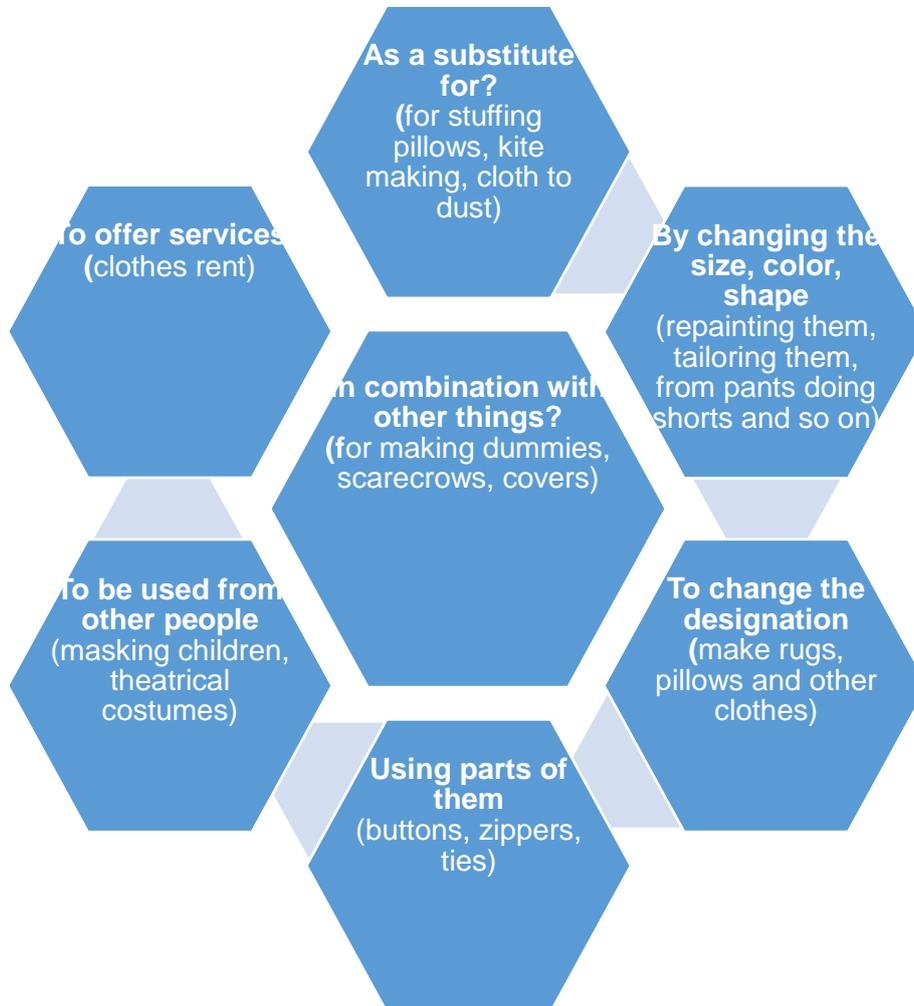
After each woman describes her resources the facilitator offers a common exercise for developing a business using old, outdated or unwanted already clothes, that everyone have at home. As a brainstorming every woman is invited to share her answers of the following question: **What can I do with the unwanted already clothes?** The facilitator writes the answers on the flipchart. After the last answer she distributes the handout, which shows some possible ideas

After examining the example, the facilitator asks women to return to their resources and to pick up one idea for their own business; to write it in the middle of the sheet and put around a conceptual map of all they think as a possible activity.

TIME AND RESOURCES

TIME	1 hour
MATERIALS AND RESOURCES	Sheets of paper, pens

Handout Let's use our inner resources: What can be done with unwanted clothes



Tool 11. The Bus

OBJECTIVES

- ✓ To foster the identification of the external and internal resources available for the achievement of one's own life project.
- ✓ To value one's own identity through one's origins, birth, name.
- ✓ To get to know and/or identify the people one can rely on and provide support in one's life.
- ✓ To identify one's own needs, objectives and projects
- ✓ To identify obstacles in one's life project
- ✓ To get to know and/or recognize one's strengths, values, competencies.

STEP-BY-STEP IMPLEMENTATION

This activity allows women to reflect on their current situation and their future plans, to identify key people in their social networks, the obstacles they face and the facilitating elements in their journey. It also allows women to imagine themselves taking charge of traditionally male jobs.

1. The facilitator explains the objectives of the activity and gives one handout to each participant. Then she gives each one a sheet of paper, pens and markers.
2. Women answer the questions on the handout by drawing their bus, as the vehicle that will take them to their goals (the bus engine is made up of their personal strengths and moves with the help of those people support her in their life). Women write their name on the bus's license plate and draw a signal where they will write the destination (or destinations) they want to reach. In this way each question can be answered through a drawing. If women prefer, they can write instead of drawing.
3. Once they finish, they share with the group how they felt.
4. In the discussion, the facilitator puts special emphasis on the recognition of strengths and competencies each woman has to carry out her projects.

TIME AND RESOURCES

TIME	2 hours
MATERIALS AND RESOURCES	Big poster boards, colour markers, pens



Handout The Bus



Draw a bus.

This bus has the mission to take you to the destination that you decide.

You just have to write the technical specifications of your bus, including the following information:

1. Place of departure of the bus and license plate (place and date of birth)
2. Characteristics of the vehicle, brand and type (name, surnames, self-identification by choosing one or two adjectives that describe you)
3. Who drives the bus? You? Other people
4. What important people are traveling with you? Where are they seated: before you, behind you, next to you?
5. How fast is your bus going?
6. Where is your bus going? (What are your goals, goals, dreams)
7. Are there obstacles on the road? (What do you think are now the difficulties to reach your goals)
8. How much traffic is on the road? The traffic lights are in red (stop!), in amber (alert!) or in green (forward!)
9. What fuel will you use? How much is your energy now to keep going?
10. What do you have in the trunk? (Everything that you have learned, which is yours and was useful for you to keep going: values, strengths, competencies)



Tool 12. My professional interests

OBJECTIVES

- ✓ To support women in the transference of life skills into professional competence
- ✓ To support women in the definition of their professional plan
- ✓ To reinforce motivation to work

STEP-BY-STEP IMPLEMENTATION

1. The facilitator distributes among participants cards with the words on handouts 1, 2 and 3 and asks participants to choose the activities that they like to do the most, where and how. There must be enough copies so that they are able to choose.

2. Participants share their choices with the group. The following questions can be used for reflection:

- Why did you choose these activities and not others?
- Are all you equal in terms of your goals and preferences?
- Being a woman has conditioned your choice? How?
- Is it possible or easy to choose other activities that are not typically associated to being a woman?

TIME AND RESOURCES

TIME	1 hour
MATERIALS AND RESOURCES	Handouts, pens

Handout 1 My professional interests: What I like to do

TO ADVISE	TO READ
TO BUY	TO RESEARCH
TO CATALOGUE	TO SEARCH FOR INFORMATION
TO CLEAN	TO SELL
TO COMB	TO SING
TO COMMUNICATE	TO SOW
TO COOK	TO SPEAK
TO COOPERATE	TO STUDY
TO DECORATE	TO TAKE CARE
TO DEFEND	TO TALK TO CUSTOMERS
TO DESIGN	TO TALK TO PEOPLE
TO DRAW	TO TEACH
TO DRIVE	TO TRANSLATE
TO ENTERTAIN	TO TRAVEL
TO FILE	TO USE THE COMPUTER
TO FIX (things)	TO WRITE
TO GROW	TO
TO HEAL	TO
TO HELP	TO
TO INTERVIEW	TO
TO MANAGE	TO
TO ORGANIZE	TO

Handout 2. My professional interests: Where I would like to do these activities

A LARGE COMPANY	OFFICE
A PRIVATE COMPANY	OTHER
A SMALL COMPANY	OUTDOORS
ARTIST WORKSHOP	PHARMACY
CONSTRUCTION SITE	PRINTING HOUSE
COOPERATIVE	PUBLIC ADMINISTRATION
DEPARTMENT STORE	RESTAURANT
FACTORY	SCHOOL
HOSPITAL	SMALL SHOP
HOTEL	STORE
HOUSE	
INDOORS	
KINDERGARTEN	
LABORATORY	
LIBRARY	
MEDIA	
MY OWN COMPANY	
NEWSPAPER	
NGO	

Handout 2. My professional interests: How I would like to do these activities

WITH PEOPLE IN GENERAL	FULL TIME
WITH CHILDREN	PART TIME
WITH YOUNG PEOPLE	SOME HOURS
WITH ADULTS	MORNINGS
WITH ELDERS	AFTERNOONS/EVENINGS
TALKING TO CUSTOMERS	SHOPPING HOURS
NOT TALKING TO CUSTOMERS	FLEXIBLE WORKING HOURS
WITH ANIMALS	FIXED WORKING HOURS
WITH MACHINES	SHIFTS
WITH VEHICLES	FROM MONDAY TO FRIDAY
USING LANGUAGES	FREE DAYS DURING THE WEEK INSTEAD OF WEEKENDS
WITH RESPONSIBILITY	A MINIMUM SALARY OF..... € / MONTH
FREELANCE OR ON MY OWN	NIGHTS
WORKING AT HOME	AVAILABILITY TO TRAVEL
TELEWORK	AVAILABILITY TO MOVE TO ANOTHER TOWN
FAR AWAY FROM HOME	AVAILABILITY OF MY OWN CAR
ONE FIXED PLACE OF WORK	
SEVERAL PLACES OF WORK	



Tool 13. Incentives to work⁵

OBJECTIVES

- ✓ To support women in the definition of their professional plan
- ✓ To reinforce motivation to work

STEP-BY-STEP IMPLEMENTATION

The Facilitator asks participants to finish the sentence “It is important for me to work because...”.

The facilitator writes the list of suggested reasons. Some of the ideas that may come up are:

- It is important for me to work so I can have my own money.
- It is important for me to work because I have to support my family.
- It is important for me to work in order to avoid unpleasant consequences.
- It is important for me to work to realize some of my desires.
- It is important for me to work to learn new things.
- It is important for me to work to feel useful.
- It is important for me to work because I will develop my skills further.
- It is important for me to work to meet people.
- It is important for me to work to have something to do.
- It is important for me to work to recognize my skills and my value.

Then participants decide individually which reasons are the most important for them and share the results with the group.

The tool may be used individually by giving the list of reasons to the survivor and asking her to rank the options from 1 to 6, from most important to least important for you.

TIME AND RESOURCES

TIME	30 minutes
MATERIALS AND RESOURCES	Blackboard, handouts

⁵ ADAPTED FROM WCK - Step A / Tool 3: Exercise incentives to work (Source: Equal ANDROMEDA)



Tool 14. Personalized competence-based CV for the empowerment of women

TIME	3 hours
MATERIALS AND RESOURCES	Handouts, pens

OBJECTIVES

- ✓ To explore systematically women's work and life experiences in order to identify competences and start thinking about CV preparation and job search.
- ✓ To support women, especially those with a low educational level and no working experience, to find out their informal and non-formal skills and knowledge, identify their interests and empower them to make a next step in the definition of their professional plan.
- ✓ To empower women who do not have a long working experience or gaps in their work experience (for example, during situations of violence) and lack information on how to write a "standard CV" for eventual career change.

STEP-BY-STEP IMPLEMENTATION

The "standard" CV format that is usually used for interview preparation tends to include the following elements:

1. Personal Profile
2. Aim
3. Education
4. Work experience
5. Non-Profit Works / volunteer works
6. Language Skills
7. Interests / hobbies
8. References.

Women with a low level of education, little working experience, gaps in their experience or no working experience at all usually lack information on elements 3, 4, 5 and 6. Seeing these missing elements in their CV can be rather de-motivating. So the job of the counsellor/facilitator is to motivate participants by making visible the qualities and skills they already have. By this the counsellor not only gives women a stronger self-esteem but also raises their motivation for further learning or volunteer work.

An adapted form of competence-based CV can be later used for job search.

The facilitator distributes the handouts and asks participants to write their CVs. The facilitator provides support. A second professional (note-taker) will be helpful to help the facilitator to systemize information after each workshop.

TIME AND RESOURCES

TIME	3 hours
MATERIALS AND RESOURCES	Handouts, pens

Handout Personalised competence-based CV

To get a job you need to know what knowledge, experience and proficiency you have. (Proficiency means the abilities, talents, skills to do something) It helps you find a job that suits you. Sometimes it is hard to see your own strengths with a critical eye. In this exercise, you together with your supervisor, identify all of your knowledge, experience and skills.

1.1. You have many roles in your life. You might be the mother, sister, daughter, aunt, grandmother... In these roles you do different tasks. Think about what you do, what things / tasks you perform, and write them down.

Write down the roles that you have in your family:

Your name: _____

Role 1 (Daughter)

Role 2 (Mother)

Role 3
(Sister/grandmother/aunt/relative)

Write down the tasks you do in the different roles:

Task 1:	Task 1:	Task 1:
Task 2:	Task 2:	Task 2:
Task 3:	Task 3:	Task 3:
Task 4:	Task 4:	Task 4:
Task 5:	Task 5:	Task 5:

Write down what knowledge, skills and attitudes are necessary to be able to perform / do tasks:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:



1.2. You may have some free time, a hobby. What hobby and interests do you have? What knowledge and skills are required for your hobby?

Write down your favourite hobby or your main interest.

Your hobby: _____

Task 1

Task 2

Task 3

Write down what knowledge and skills are necessary to be able to perform / do tasks:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:

1.3. What skills did you get in school?

Write down which schools and programs you have gone for:

Level of education: _____

School 1

School 2

School 3

Write the knowledge you have gained in school:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Knowledge 3:	Knowledge 3:	Knowledge 3:
Knowledge 4:	Knowledge 4:	Knowledge 4:
Knowledge 5:	Knowledge 5:	Knowledge 5:

Write the skills you have gained in school:

Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:
Skill 4:	Skill 4:	Skill 4:
Skill 5:	Skill 5:	Skill 5:

1.4. What knowledge and skills have you gained on other courses?

Write what other courses you have studied

Level of education: _____

Course 1

Course 2

Course 3

Write the knowledge you have gained on courses:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Knowledge 3:	Knowledge 3:	Knowledge 3:
Knowledge 4:	Knowledge 4:	Knowledge 4:
Knowledge 5:	Knowledge 5:	Knowledge 5:

Write the skills you have gained on courses:

Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:
Skill 4:	Skill 4:	Skill 4:
Skill 5:	Skill 5:	Skill 5:

1.5. What knowledge, experience and proficiency has your previous job given you?

Write down your previous jobs:

Sphere: _____

Job 1

Job 2

Job 3

Write the tasks (duties) that you have had on your previous job:

Task 1:	Task 1:	Task 1:
Task 2:	Task 2:	Task 2:
Task 3:	Task 3:	Task 3:
Task 4:	Task 4:	Task 4:
Task 5:	Task 5:	Task 5:

Write the knowledge you have gained on your previous job:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Knowledge 3:	Knowledge 3:	Knowledge 3:
Knowledge 4:	Knowledge 4:	Knowledge 4:
Knowledge 5:	Knowledge 5:	Knowledge 5:

Write the skills you have gained on your previous job:

Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:
Skill 4:	Skill 4:	Skill 4:
Skill 5:	Skill 5:	Skill 5:

1.6. You may have also worked as a volunteer (unpaid and voluntary work). What knowledge, experience and proficiency you have gained by working as a volunteer?

Write about your experience of volunteering (if you have):

Sphere: _____

Job 1

Job 2

Job 3

Write the tasks (duties) that you have had while volunteering:

Task 1:	Task 1:	Task 1:
Task 2:	Task 2:	Task 2:
Task 3:	Task 3:	Task 3:
Task 4:	Task 4:	Task 4:
Task 5:	Task 5:	Task 5:

Write the knowledge you have gained while volunteering:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Knowledge 3:	Knowledge 3:	Knowledge 3:
Knowledge 4:	Knowledge 4:	Knowledge 4:
Knowledge 5:	Knowledge 5:	Knowledge 5:

Write the skills you have gained while volunteering:

Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:
Skill 4:	Skill 4:	Skill 4:
Skill 5:	Skill 5:	Skill 5:



Tool 15. Competence analysis and action plan

OBJECTIVES

- ✓ To support women in summarising their competence analysis
- ✓ To support women in taking decisions regarding their professional goals.

STEP-BY-STEP IMPLEMENTATION

The facilitator asks participants to think about what they worked on the previous sessions on competences and professional interests.

Then she distributes the handout and asks women to write the competences they have, those competences that they think they could improve to integrate in the labour market and the steps they could take to achieve this improvement.

After individual work, participants share the results with the group.

The facilitator helps participants to match their competences to specific jobs, according to their interests.

The results of this activity will be included in each woman's personal file in order to carry out a more precise analysis of job offers and support her in job search and further training.

TIME AND RESOURCES

TIME	2 hours
MATERIALS AND RESOURCES	Handouts, pens



Handout Competence analysis and action plan

WHAT DO I HAVE?	WHAT COULD I IMPROVE?	HOW CAN I DO IT? Steps I should take
Training		
Work experience		
Competences		