

# **Facilitator's Guide: Training Plan and Curriculum**

## **MOM**

### **Maternity Opportunities and Mainstreaming**

**Developed by Inova Consultancy with input from Piano C**

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## 1. UNIT 1. Background

MOM is a consortium of skilled and experienced organisations from 6 countries (Bulgaria, Italy, Norway, Greece, Spain and UK) who all work in the field of gender and Vocational Education and Training. The MOM project focuses on the many skills women develop as mothers and how these skills can benefit the workplace. Many women are unaware of the skills they have developed as mothers and the MOM training will explore this with the unemployed mothers.

Women are often disadvantaged in the labour market when they take a break from employment due to maternity and child rearing and this can lead to a lack of confidence and low self-esteem. Mothers do not always realise the additional skills they have acquired during pregnancy and through parenting. This means many women do not reach their full potential in the job market. The new MOM curriculum has been designed with this in mind. It focuses on soft skills that are needed by employers and that mothers have in abundance. Exploring this through training will support the mothers in returning to work. The programme will also have a strong emphasis on building the confidence, self-belief and self-esteem of participants.

The Training Package/curriculum is a set of guidelines and methodologies on how to deliver the training and includes a collection of tools and topics to meet the agreed MOM training guidelines that were discussed at the Design Meeting in February 2018. The Training Package will be used for the pilot training in each partner country. The contents of the curriculum were discussed in detail at the Design meeting which took place in Sheffield and was hosted by Inova. The information gathered from the Focus groups and from the sharing of best practice feeds in to the training programme and the MOM pilot training which will have developed in to 3 half day taught sessions to be delivered by all partners. All partners will aim to engage 20 unemployed mothers on the pilot training. The curriculum aims to be inclusive and a decision to adapt the training to meet the needs of low skilled unemployed mothers as well as high skilled unemployed mothers was made.

The MOM training will be delivered as 3 x 4 hour sessions with a total of 12 hours face to face training. In addition the tutor/facilitator will provide homework in between sessions, equating to a further 8 hours. The total training as stated in the MOM application will be for 3 days. Following the pilot training, feedback will be collated and the curriculum for the MOOC will be agreed. Inova with support from Piano C has prepared the training units for the pilot curriculum, including lesson plans. Each session is for 4 hours. There will be some flexibility with some of the exercises/worksheets to allow for the needs of learners in the participating countries and taking in to account diverse cultures. The main content of the curriculum was agreed by all partners at the Design meeting.

Making the session's fun and creative will be important for engaging the participants and group discussion will be imperative as peer learning will support the group to move forward. Talking about their life experiences and experiences of mothering will help them to recognise their skills and it will also help them build confidence and self- esteem, **important for any job search.**



## 2. UNIT 2. Scientific Evidence and Background to MOM prepared by Piano C

### MAAM RESEARCH- papers and research

MAAM is born as an intuition: *“parenting can provide skills and resources that make mothers (and fathers) stronger, more independent and determined. They can become real leaders, at home as well as in the office. Motherhood is an added value that has potential for multiplying skills and energies; companies should learn to exploit it. Maternity could be seen as a period of personal and professional growth for both women and employers.”* (from MAAM corporate presentation)

In fact, MAAM comes from the personal experience of Riccarda Zezza, co-founder and CEO of MAAM. A career as CRS and communication manager for big international and Italian companies, when she experienced maternity, Riccarda saw a huge gap between what was happening to her “at home” and what was perceived “at work”. She felt that her experience as a mother was providing her with greater energy, strength and skills: but none of this was “used” at work, because it wasn’t seen.

This is MAAM’s starting point.

Years of research and studies have followed.

#### MAAM’s Research

- Since 2012, the team at MAAM has been conducting research on the potential of the maternity experience for developing these skills. An overview of the research and MAAM’s theory is presented in the book “MAAM – Maternity is a Master” (Bur, 2014), which is empowering for both men and women.
- Studies based on research in neuroscience and behavioural sciences confirm that maternity is a window for brain development, similar to that of a child going to elementary school. The experience of playing multiple roles constitutes a unique opportunity for skill development and increased inner balance.
- Over 2,000 women participating in surveys and focus groups have confirmed the development of competencies as a result of the childcare experience.
- Over 1,000 managers involved in company workshops have confirmed the effectiveness of MAAM’s method, based on transilience.
- A scientific paper on the first 19 months of the MAAM program have been presented to the 11th Colloquio Scientifico sull’Impresa Sociale held by IRIS network (the researchers’ network on social enterprises) and reveals how maternity unleashes energy, strength and competencies in the women who live it.
- MAAM has received validation from Italian and European institutions. It is connected with the New America Foundation with Richard Boyatzis and Ca’ Foscari and Cattolica University; was presented at a conference at Presidenza del Consiglio dei Ministri; counts a collaboration with Valeria Fedeli and Titti Di Salvo for paternity matters; it’s mentioned in the Volta paper on Italian fertility.
- The research continues today with the ongoing experience of more than 2,500 active users from more than 30 companies, including Poste Italiane, Unicredit, Coca, Unipol, Enel.



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## Scientific Roots of MAAM

The main theories on which MAAM's method comes from are based on these key concepts:

1. Role accumulation
2. Breaking the stereotypes
3. Generativity
4. Experiential learning

### **1) FOM ROLE SCARCITY TO ROLE ACCUMULATION**

"(Those who the experience of feeling drained of their energy seem to be) faced with a clear choice: between being a good mother who is present and responsible, and being a woman with her own identity, with time and attention for more than just her child. This imposed choice is backed up by the old "scarcity of roles" theory, where someone with multiple roles lives in constant conflict about how to allocate her time and energy. According to this theory, when we add a new role (motherhood, for example) to an existing one (that of a working woman) the cake is divided into more, smaller slices. If a woman doesn't want her children to get a smaller slice, she must sacrifice some other role, limiting herself to just being a mother.

But starting in the 1970s, various studies began exploring the theory (later proven) that assuming several roles actually has a "cumulative" effect. What does this mean, exactly? (...) *It* means that people who play more roles enjoy a greater store of psychological resources, because they feel more gratified and validated in their own lives"

(translation from Vitullo A., Zezza R., Maam. La maternità è un master che rende più forti uomini e donne, BUR, 2014)

### **2) BREAKING THE STEREOTYPES**

"Unfortunately, there's a great deal of stereotypes about gender. To whom of us has not happened to hear, or even to say, that a man is incapable of cooking and managing a house and a woman to drive the car? (...) Gender stereotypes ... are sneaky, pervasive and very numerous. (...) Stereotypes trap, acting like a cage: not only do they trap those who are victims, but they also trap, indeed above all, those who use it to "understand" their relation with others (condemning them, involuntarily, to failure) ".

(translation from Vitullo A., Zezza R., Maam Maternity is a master's degree that makes men and women stronger, BUR, 2014)

The stereotype is a cage and you want to get out of the cages. Saying that being a mother and a worker are two conflicting roles, saying that "now that she is a mother, she doesn't care about working", well, this is a stereotype.

But you can get out of the cages.

"Therefore, the tales are overturned, the princesses become Prince Charming and the princes fall asleep. Sleeping princesses no longer wake up from deep sleep with the kiss of the prince on duty, but they are rescued from a kiss of sincere affection given by the no-longer-an-evil-witch (Angelina Jolie in Disney's Maleficent) ".

(translation from Vitullo A., Zezza R., Maam Maternity is a master's degree that makes men and women stronger, BUR, 2014)



### 3) GENERATIVITY: a new kind of leadership

Generative leadership, the model of leadership that develops through caring activities, enables and entitles others in their own self-development, lets delegating to be spread, grows others' autonomy in decision making – especially peers and co-workers.

“GENERATIVITY is primarily the interest in establishing and guiding the next generation, although there are people who, from misfortune or because of special and genuine gifts in other directions, do not apply to drive to offspring but to other forms of altruistic concern and of creativity, which may absorb their kind of parental responsibility (...). The mere fact of having or even wanting children does not itself attest to generativity; (...) Only he who in some way has taken care of things and people and has adapted himself to the triumphs and disappointments of being, by necessity, the generator of others and the generator of things and ideas – only he may gradually grow the fruit of the seven stages. I know no better word for it than INTEGRITY.” (from Erikson, “Identity and the life cycle”)

### 4) EXPERIENTIAL LEARNING

“Experiential learning (or experiential learning) is “a circular and recurrent process of 4 phases: experience; observation; abstraction; experimentation. Concrete experiences are the basis for observations and reflections. These are distilled into abstract concepts from which to draw inspiration for new actions. In turn, the ideas are actively tested and are a guide for new experiences and new solutions.” (from Staron et al., “Life Based Learning. A strength-based approach for capability development in vocational and technical education, Research Project ‘Designing Professional Development for the Knowledge Era”)

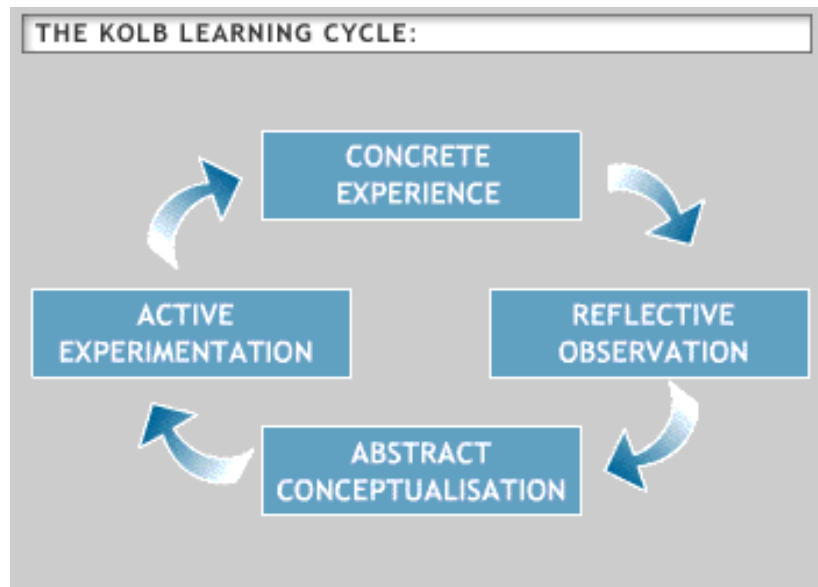
“Experiential learning is the process of learning through experience, and is more specifically defined as ‘learning through reflection on doing’ “

(from the Wikipedia page on Experiential learning: [https://en.wikipedia.org/wiki/Experiential\\_learning](https://en.wikipedia.org/wiki/Experiential_learning))

The founder of the Experiential Learning Theory (or ELT) is David A. Kolb, who in 1984 published a book called entitled “Experiential Learning: experience as the source of learning and development” (Englewood Cliffs, Prentice Hall, 1984).

Starting from the experiential work of Piaget, Dewey and others, Kolb provides a holistic model where the person passes from concrete experience to reflective observation, then to abstract conceptualization and to active experimentation. Experience and observation are the key actions to practice this way of learning.

The good news? This is one of the most effective learning methods, as we can see by the statistics. A further evolution of experiential learning is what MAAM calls “Life based learning”: life itself as a source of learning. In life based learning life transitions - such as motherhood – are the experience that unleashes skills and resources.



### **MAAM PLATFORM**

MAAM is a digital program that companies buy to transform the parental experience of their employees in an opportunity to develop soft skills that are key for productivity and success. New mothers and new fathers, by accessing the platform (before, during and after parental leave), develop relational, organisational and innovation skills and go back to work feeling stronger and being more connected to each other.

This way, companies leave the “work life balance” era and enter the “work life synergy era”, where their pool of talents and resources gets broadened thanks to a “Life based learning” model. More women will get back into the workforce after maternity leave, and they will be stronger. The new mother can now experience maternity leave as a moment that is fully recognised by her employers and considered useful from a professional point of view, as she develops more skills and enriches her whole identity.

### **MAAM'S soft skills portfolio**

MAAM'S learning path is based on a soft skills portfolio, which includes competences divided in 3 areas:

- relational competences,
- organisational competences
- innovation competences



### RELATIONAL SKILLS

Managing relationships with others, understanding their needs in the various relational dynamics, and knowing how to weave alliances.



### MANAGEMENT SKILLS

Organize activities effectively, with a fundamental ability to time and resources management.



### INNOVATION SKILLS

Simplify, grasp the essential to the advantage of effectiveness, governing the unexpected creatively and with new eyes.

## FIRST RESULTS

### WHAT WOMEN SAY?

The message helps mothers in changing their **PERSPECTIVE** about themselves as women, mothers and workers  
*“I’m glad to be part of this project where maternity becomes for the first time an opportunity for personal and professional growth. “*

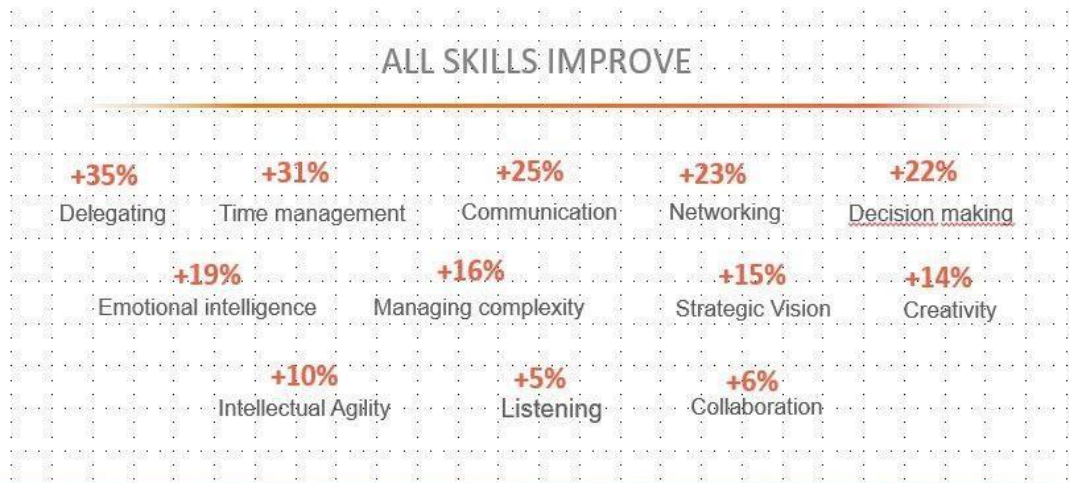
*“Now I feel my “muscles” are stronger. If you think about it, we actually don’t need to live different roles in a different way; my unity and individuality can be (almost!) effortlessly “well spent” in all the areas of my life. And that’s the real power”*

*“Having more clarity and visibility on how maternity and managing the family actually helps me also in my daily work and formulating more clearly the skills I acquired with my kids. “\**

*\*All the statements come from real statements of real participants to the MAAM program; some words have been changed to communication and privacy purposes*

There is an increase in **COMPETENCES: all skills improves.**





*“Thanks to this experience I’m training my capability of networking with my team members. “*

*“ (I have seen) many areas of improvement in these weeks: intuition, understanding nonverbal language, identification, empathy, mental and physical endurance, stress control. “*

*“Employ a mother...it is worth it, yes, because she finds creative solutions - thinking out of the box with a bit different mind influenced by the kids mindset. Because mothers are always the equilibrium point in their families as in their teams.”*

There are also more **AWARENESS** and **MOTIVATION**, as participants say...

## APPENDIX | highlights 2016

**PARTICIPANTS SAY THAT, THANKS TO MAAM...**



**“I’m better in organization and engagement”.**



**“I am more aware of my resources and skills”.**



**“I’m more motivated”.**

Source: Survey on the active participants in the program





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### 3. UNIT 3. Notes for the facilitator/trainer

Your role as the trainer is to facilitate the involvement and learning of the MOM participants. As a reminder, you will be expected to share the values of effective facilitation which include:

- \* Listening – effective and active listening
- \* Asking - Ensuring each stage is introduced and that learners are ready for the next stage
- \* Challenging – challenging stereotypes and discrimination
- \* Sharing – encouraging discussion, sharing of experiences and group dynamics
- \* Valuing – appreciating each participant and valuing what they bring to the group

There needs to be consistency with the training with some flexibility given to certain exercises, for example the icebreaker exercises. The learning outcomes for the 3 sessions and the competences covered should be the ones agreed at the partnership meeting in Sheffield. The programme will incorporate key elements of the MAAM curriculum along with best practice exercises shared amongst partners and new worksheets developed as a result of issues raised in the MOM Focus Groups. The sessions are a mix of written work, creative tasks and the use of technology. All sessions will end with learners being given additional tasks as homework. Some of the homework tasks will require learners to access online materials, linked to a particular topic, other homework exercises could be worksheets to be completed before the next session. The homework can also be linked to the job search and may involve learners identifying and applying for suitable job vacancies. “*Creativity*,” “*Communication*” and “*Identity*” are just 3 of the key competences attached to the programme and research carried out shows these are important in supporting employability skills.

**The list of the competences agreed (some of which come from MAAM’s portfolio of skills, with addition of new skills) are as follows:-**

- **Relational Skills** – including *empathy, listening, communication*
- **Organisational skills** – including *Decision making, time management, delegating and complexity management, Effectiveness*
- **Innovation Skills** – including *Creativity, Problem Solving, Innovation, Mental Agility*

**All of these collectively improve an individual’s work life balance.**

**Within the above a range of additional competences will be covered including** Cognitive flexibility (or intellectual agility), Taking risks, Self-awareness, Resilience, Courage, Storytelling and Negotiation.

**Sample resources are included in the training pack. The icebreaker examples can be used or as agreed in the design meeting alternative suitable icebreaker exercises can be used.**

“Icebreakers” can also be called warm up exercises. The ones given are for guidance. A range of suitable



warm up exercises can be found online and many suitable free resources are available. The icebreakers chosen by the tutor/facilitator should link to the learning outcomes and to the needs of the group. Week 1 should give an overview of the MOM project and how it has developed from the MAAM curriculum. Share the course outline with all participants and check for any individual requirements. **The main exercises which relate to the competences should be used by all partners.**

**The following pages include 3 lesson plans, followed by tutor notes to support delivery of the individual sessions.**



## 4. UNIT 4. Session 1 LESSON PLAN - MOM training for Unemployed Mothers

### Session 1 to include: - Relational skills – collaboration, listening, communication and empathy

- Icebreaker exercise
- Benefits of working in a group. Group Agreement
- Self-Assessment ex
- Introduction to the MOM curriculum and background including the scientific background of MAAM
- Soft skills that you ALREADY HAVE as a mother – and that are needed for employment
- Barriers that are usually felt to being a Working MUM – some awareness on the “stereotype threat” and the 4 ways to overcome it: 1) self-affirmation (shifting the thoughts from the stereotype to a wider view – your dreams, your identity...) 2) presentation of role models (that overcome the stereotype – i.e. a manager mother 3) reducing boundaries through a community – that will be done through the e-campus 4) adding new information that make the person aware of the stereotype)
- Recognising our existing skills, qualities and achievements
- Recognising our skills as mothers. Which of the previous skills did you specifically gained through motherhood?
- What is confidence and what do you need it for?
- Maternal instinct, confidence as a mother
- Recognising our skills as mothers
- Importance of Communication skills
- Mind mapping – What is important to you?
- Recognising what makes us happy
- Homework/additional work to be agreed – linked to time management
- Session evaluation and feedback

### Learning Outcomes

After the end of this unit participants will:-

- Contribute to a group agreement and collaboration with peers
- Engage in group discussion and active listening
- Have been introduced to the MOM curriculum
- Understand the purpose of the training and the benefits
- Understand the skills needed for employment
- Recognise the skills gained as mothers
- Complete own soft skills assessment
- Understand the barriers to being a working mum



- Explore own creativity
- Create a basic mind map
- Explore and share own confidence level
- Explore own resilience
- Explore decision making as a skill
- Develop communication skills

**Resources needed:** Attendance list (learners must sign in as evidence), Application forms, Projector, Laptop, PowerPoint presentation, Flipchart/flipchart paper Flipchart pens, pens and paper for learners, A4 Card, coloured pens, magazines, glue, scissors, Evaluation forms. Agreed worksheets

Session 1 will look at the multiple roles of the mother - being a mother and a friend, a daughter, a woman, a person that is looking for a new step in her career or is seeking job for the first time) provides the person with ENERGY and COMPETENCES;

programme > main message is: 1) having multiple roles (that is, 2) more specifically, being a mother, through the daily care of the children, is a daily training of soft skills 3) observing yourself makes you aware of your skills, and being aware of your skills is a great way to fully activate the potential of experiential learning

## Session 1 Lesson Plan \*\*\* TUTOR – REMEMBER TO COMPLETE A SESSION EVALUATION\*\*\*

Time	Training	Content	Timing (in minutes)	Resources/Comments
9.20 9.30 – 9.40 9.40 – 9.50	Registrations   Introductions	<b>Set up and prepare room</b> application forms and attendance sheet Tutor and learner introductions. How do you feel today? (e.g. excited, anxious)	10   10	Flipchart/flipchart paper/pens Application forms and attendance sheet, pens  This is to help learners feel at ease in the learning environment. It is not meant to be a big discussion. Just go round and the learners say their name and how they feel...so 2 sentences (timings can be adjusted dependent on numbers on the group)
9.50 – 10.05	Assessing confidence levels <b>Why is confidence important?</b>	Jelly baby exercise	15	This follows on the group discussion/group bonding. Before introducing the training for MOM let learners know that we are going to do a quick icebreaker exercise to assess levels of confidence as this is an area/subject we want to cover. Where do you see yourself on the confidence tree? Colour in one of the jelly babies to show your confidence level, bottom? middle? top? You choose. Coloured pens Key area - <b>confidence</b> to engage in discussion and <b>work in a group, collaboration - link to previous</b>
10.05 –	PowerPoint	Information about The	20	Projector, laptop, presentation Open



10.25	presentation	MOM project is introduced, with the MAAM video, background, partners, organization of training modules etc. History of the MAAM project and		PowerPoint presentation to use for reference and introduction of project. <b>Show the MAAM video and discuss the scientific evidence behind the training.</b> <a href="https://www.youtube.com/watch?v=ObFg2Wl_dLOM&amp;t=13s">https://www.youtube.com/watch?v=ObFg2Wl_dLOM&amp;t=13s</a> Also as part of the discussion, tutor to mention the focus groups and how the
		how the new MOM curriculum is being developed. Importance of maternal instinct. Follow with discussion, Question and Answers and some shared experiences		MOM project has consulted with mothers in the partner countries. Discuss some of the results, for examples feelings of guilt with regards to leaving children if a working parent. Difficulties in finding suitable flexible work or part time work.
10.25 – 10.35	Rules & learning agreements	The group makes the rules, agreements. E.g. Mobiles on silent, being respectful etc.	10	Flipchart common rules or prepare one in advance, see the one added to the curriculum.
10.35 – 11.00	Discussion around the skills needed for employment Discussion around skills we have in the group already as mothers Encourage learners to start to match the skills	<b>Group discussion.</b> Split in to 2 groups and give learners flipchart paper with the words “Skills you already have as a mom on one side and Skills for Employment on the other (or one title with “Soft skills you already have as mothers that actually help your employability”)” in the middle. As a group they need to think about the key skills needed and write them on the flipchart paper.	25	Flipchart paper Flipchart pens Tutor Suggestion – show the following video at the end of the exercise as it will be interesting to see what the women themselves come up with. <a href="https://youtu.be/_Fcd2Vw39po">https://youtu.be/_Fcd2Vw39po</a> The video from the WEF (World Economic Forum WEF VIDEO, which makes a shift through images from World Economic Forum’s skills into caring images, providing the message: <b>THEY ARE NEEDED IN THE WORKFORCE! AND YOU ARE ALREADY TRAINING THEM AND MAYBE YOU DIDN’T KNOW IT (because the usual message is SO different)!</b>
11.00 – 11.15	Feedback	Volunteer to feedback from each group	15	
11.15 – 11.30	Discussion around soft skills	<b>Soft skills assessment</b> Importance of Recognising our skills as mothers. Individual soft skills ex. We can use the list we have already agreed on, see first comment on that document	15	Worksheet  Find the skills exercise <ul style="list-style-type: none"> <li>• Example of a skill – using the WEF video</li> <li>• Find an episode that, in your mind, expresses you using that skill (like empathy. Question: I felt I have used empathy when...).</li> <li>• Which are your personal tricks that help you using that competence?</li> <li>• How about reproducing the same tricks in a different context?</li> </ul>





11.30 – 11.40	Being <b>creative Mind mapping</b> Discussion about what makes us more confident and how we present ourselves positively	Draw yourself in the middle of the card and using magazines to find things that make you feel confident and how you can present yourself positively for employment.	10	Card, coloured pens, magazines, glue, scissors  Presenting yourself positively – Focus on the creativity you daily use with your children and how you use it FOR YOU. Think of the skills you use.
11.40 – 11.50	Feedback	Learners to feedback on previous ex	10	
11.50 – 12.05	Importance of <b>communication skills</b> Group discussion	How we communicate with our children, how we communicate with the outside world.	15	<b>Worksheet communication skills</b>  The 4 elements of communication: Words (icon: alphabet) Tone of voice (icon: mouth) Gestures (icon: hands) Facial expression (icon: face) Focus on the powerful ways you train each of them with your children (for instance with a baby you use the look, the gestures, also the voice, but he cannot speak so you train other channels) – write them down Then think about how to present yourself to the world Instructions for trainers Draw the icons on one page of the flipchart paper: hands, eyes, mouth, face Use them to guide discussion
<b>12.05 – 12.20</b>	<b>Break/lunch</b>		<b>15</b>	
12.20 – 12.30	Barriers you feel to being a Working MUM	Barriers you feel to being a Working MUM and overcoming barriers. List own barriers	10	>>> using it as a “turning negative into positive exercise”. Give a practical exercise – i.e.: write down the barriers. Then rewrite them, as if there are no more barriers. >> If we provide a practical example of rewriting, it’s easier.
12.30 – 12.45	Overcoming barriers Resilience	Barriers shown in the MAAM video. <b>Resilience</b>	15	Discussion and how to move forward to make career breaks a positive and to show the many skills that motherhood brings – sharing this with the world.



12.45 – 12.55	Homework ex – link to time management	<b>Discussion about Homework</b>	10	Worksheets and individual homework log - <b>why this is important part of the MOM training. Encouraging participants to be proactive in their employment search. This week is about reflective practice and storytelling. Ask learners to write a reflective journal between now and the next session to show the skills they are using as mothers. Creating self-awareness, learners to think about these as they happen.</b>
12.55 – 13.15	Reflective practice – circles ex	Circle of life exercise (or the “flip the perspective” exercise we have).	20	Circles of life exercise worksheet or circles worksheet from Piano C Using reflective practice think of all the skills you have developed over your life and put in the circle. This can include skills, qualities and achievements and also include skills as a mother. Ending the session by celebrating the diverse skills in the room. <b>FROM ROLE SCARCITY TO ROLE ACCUMULATION</b> Role scarcity > “The old “scarcity of roles” theory (said that) someone with multiple roles lives in constant conflict about how to allocate her time and energy. According to this theory, when we add a new role (motherhood, for example) to an existing one (that of a working woman) the cake is divided into more, smaller



				<p>slices. If a woman doesn't want her children to get a smaller slice, she must sacrifice some other role, limiting herself to just being a mother".</p> <p>(translation from Vitullo A., Zezza R., Maam. La maternità è un master che rende più forti uomini e donne, BUR, 2014)</p> <p>Is that the right perspective? NO.</p> <p>"Starting in the 1970s, various studies began exploring the theory (later proven) that assuming several roles actually has a "cumulative" effect. What does this mean, exactly? (...) It means that people who play more roles enjoy a greater store of psychological resources, because they feel more gratified and validated in their own lives"</p> <p>(translation from Vitullo A., Zezza R., Maam. La maternità è un master che rende più forti uomini e donne, BUR, 2014)          Message: changing the perspective changes everything, and what you thought as obstacles, like your many roles as a woman, as a mother, as past or future worker, are indeed one of the most precious sources of your hidden power and energy.          Whichever exercise is chosen, the other should be included in the homework.</p>
13.15 – 13.25	Evaluation and feedback of session. What have you learnt?	Individual evaluation using agreed forms.	10	Printed evaluation forms. Filling in evaluation forms. Tutor support as needed.
13.25 – 13.30		Reminder of next session	5	Reminder of next session and confirmation of homework
<b>13.30</b>	<b>Class close</b>	<b>Total 4 hours =240 minutes</b>		

## Session 1 – Tutor notes to support delivery

Prepare room and set up PowerPoint for back up to show specifics relating to the session. For this session you will also need the MAAM presentation/video and the scientific evidence from the MAAM project (which is available at the beginning of the facilitators guide).

During the first session, participants should introduce themselves to break down nerves and to begin to engage in the group dynamics. It will be good if they can share details with each other of how many children they have, ages. This will help connect them and it will cover the learning outcome of working in a group. It will aid discussions which will form part of the overall delivery of the sessions. The tutor/facilitator should introduce self and give details of work experience or interests. After introductions, **registration forms** should be completed, followed by the **Jelly**



**Baby exercise** to help establish the level of confidence in the group. Discuss why confidence is important in the workplace. Share experiences along with ideas on exploring how to improve own confidence.

The first session will introduce the programme, let participants know that it is a pilot course with a view to develop the MOM Curriculum. Give the background and history of MAAM and how the MAAM curriculum was developed. Show the agreed video and each tutor could give some data or statistics regarding unemployment for their country and information from the Focus Groups that each partner has conducted. The MAAM video should be followed by a group discussion.

This is followed by the **Ground Rules** or **Group Agreement** which should be carried out as a discussion with the tutor listing the suggestions on flipchart. They should include things like mobile phones on silent, commitment to attend all sessions, respect for each other etc. A big part of the first session is about being part of a group, engaging in group discussion, group decision making (for example the group agreement). The self-evaluation and skills attributes worksheet can be used on week 1 to assess where learners see themselves. If required it can also be used at the final session to check if there has been any change.

Barriers to employment can seem insurmountable and many women may not recognise the skills they have developed as a mother. They may feel unemployable and feel that it is easier to stay in this zone. Breaking down these barriers and negative feelings should be a key focus in week 1. Breaking down the belief that “I am just a Mom” or “I am just a housewife” will be key. The exercise “**Skills for Employment**” is conducted as a group exercise and supports the learners to collectively think about the skills that are needed for employment. If time allows an additional individual worksheet could be created. The next group exercise is “**Recognising your skills as a mother**” which again should be carried out as a group exercise. If the group is large it can be done in two or three groups, with each group given flipchart to discuss and log the skills they have developed as mothers. Following this with the “**Soft Skill**” **self-assessment exercise** which will help learners begin to see how they are developing a range of skills as mothers (the soft skills exercise can be conducted again at the end of session 3 – with a view to check for any changes as a result of the course). Alternatively the soft skills exercise could be done before the group exercises.

**Creative exercise** – using magazines learners look for pictures that relate to what makes them feel confident and look at how they present themselves. The learners will create a mind map by cutting out key words, phrases or pictures to show how they would like to present themselves more positively to the world. It could include things they enjoy doing, hobbies, things that make them happy. They will stick them on a card and create a collage (see example. This exercise can be covered with or without magazines. However the emphasis is on the learners being creative. Each learner will then feedback on their mind map and their choice of images. This covers the learning outcome of talking in a group, participating in group discussions, presentation skills, communication and creativity. Individual and group feedback are an important aspect of the course for self-development of learners.

For homework, if required we could create a worksheet asking things such as “Why did you choose that image?” “What were you thinking?” “What was your point?” etc. and this could then link to the next part of the lesson plan on communication skills.

Follow this with the MAAM video and then group discussion and tutor discussion about resilience. (Could use PowerPoint to reinforce key points).



Communication worksheet – Questions. How do we communicate? There is a Communication worksheet included in this pack. There are a multitude of worksheets available free online and depending on the level of the learners, this exercise can be adapted but to include the 4 elements of communication as suggested by Piano C.

The turning negatives into positives exercise can be used to reinforce discussion in class. So for example what are the barriers to finding employment? What are the solutions? Help learners to come up with their own solutions (see worksheet included in this curriculum).

Each partner could create a Handout regarding homework. The importance of it, what it will involve and explanation that this is a course requirement. Week 1 homework could link to time management, resilience, creativity and reflection. Ask them to keep a reflective log about the skills they are using each day as mothers. How they manage their time. How have they become more resilient? Ask them to create an additional mind map at home using the tips and tricks learnt in class regarding creativity. They can use newspaper cuttings etc. Ask them to start thinking about how they can portray their skills as mothers in a positive light when applying for jobs.

**Ensure all learners complete the session 1 evaluation.**



## 5. UNIT 5. Session 2 LESSON PLAN - MOM training for Unemployed Mothers

### Session 2 to include:-

- Icebreaker Exercise
- Better understanding and recognition of own strengths and weaknesses (With a view to strengthen weaknesses)
- Using magazines/collage to think about what would be your perfect job.
- What would you wear for the interview? Be creative
- What you already have that makes you feel empowered? When do you feel empowered?
- How to turn negatives in to positives. > Creativity to turn negatives into positives?
- Thinking about the skills exercise last week, what things would you put on your CV? > When do we put decision making? Like: think about the decision making you already do as a mother. Focus on the mechanism you activate. Then make a shift and try the same mechanism to one of the decisions you feel you need to take to find yourself a job.
- Curriculum Vitae (CV) writing – draft (use a template)
- Importance of being creative – making gift bags and sending self a positive message.
- Explore the change process of being a mum and the changes that it brings to life perceptions etc.
- Mock Job Application Form Process – Matching skills to job specification
- Applying for Jobs, support available that you can access
- How to be more resilient
- Mock Job Interviews – role play
- Homework/additional work to be agreed
- Session evaluation

### Learning Outcomes

After the end of this unit participants will:-

- Explore feeling empowered
- Explore what job is right for them
- Match skills to job specification
- Be able to produce a basic CV or euro CV (dependent on current level)
- Explore their own creativity
- Explore change and the fear of change
- Explore decision making
- Develop presentation skills
- Present yourself positively
- Explore preparation for job interviews
- Exploring own resilience

I'm not sure it matches the skills we have agreed on, some seem missing. I'm not sure about the match between these skills and the session 2, for instance about decision making?

**Resources:** Attendance list (learners must sign in as evidence), Projector, Laptop, PowerPoint presentation, Flipchart/flipchart paper Flipchart pens, pens and paper for learners, Worksheets and Evaluation forms



Session 2 Lesson Plan \*\*\* TUTOR – REMEMBER TO COMPLETE A SESSION EVALUATION\*\*\*

Time	Training	Content	Timing (in minutes)	Resources/Comments
9.20 9.30 – 9.35	Introduction	<b>Set up and prepare room</b> Sign in forms/register introduction to session and learning outcomes	5	Open PowerPoint presentation to use for reference and introduction of project.
9.35 – 9.40	Tutor to lead discussion	Touch base with homework. Tutor to go round and check what has been done.	5	Discussion regarding additional work. What has each participant completed
9.40 – 9.50	Icebreaker	How do you feel today? One truth, one lie or if you were an animal what would you be and why?	10	Pictures of animals Coloured pens
9.50 – 10.00	Barriers to being a Working MUM	Barriers to being a Working MUM and overcoming barriers. Group discussion to focus on overcoming the Barriers. This follows on from the exercise covered in week 1 but now after further training the learners themselves should be able to identify ways of overcoming barriers. Doing it this time as a group exercise and offering each other peer support via the group discussion is key.	10	Flipchart and pens
10.00 – 10.10	How do we present ourselves to others	Develop presentation skills, further. How we look? What we say? For this section discuss fear of change. Importance of being <b>change focused.</b>	10	<b>Power Point slides??</b>
10.10-10.35	Importance of being <b>creative</b>	The perfect job – what would be your perfect job, what would you wear for the interview? What would the job involve? What would make you feel <b>empowered?</b> Presentation skills and presenting yourself positively. What would you wear? How do you present yourself?	20	Paper, magazines, worksheet, coloured pens, glue
10.35 – 10.45	Feedback	Learners to feedback on above exercise	10	<u>Resources and materials:</u> • Blank paper and pens



10.45 – 10.55	<b>Creating a CV</b>	Using templates – learners begin to create or update Depending on your target group and following on from the skills assessment, learners can complete a CV. This is a working document which can be continued during the course and as part of homework. It is not meant to be the final version of their cv. The previous week’s homework on reflective practice was also to ask them to look at their skills and talent. Tutors can maybe help them focus deeply on their competencies and skills using 1 or 2 exercises of the doc Piano C Exercises - Skill Map on Google Drive. Ask learners to do additional ex as homework in order to build up their talent.	10	CV templates Homework sheet – how can you enhance your CV?  Europass CV
10.55 – 11.05	Mock Job Application Form Process – Matching skills to job specification	Discussion around the skills needed for employment. Examples of job specs, matching mothering skills Working in pairs. What skills are needed for? (job spec ex)	10	Job specs, paper, pens no variation, the list is the list of soft skills we agreed on – see above
11.05 - 11.15	Feedback	Learners to feedback on previous exercise	10	
11.15 – 11.25	Importance of being creative – making gift bags and sending self a positive message	Importance of creativity in job search. All participants to engage in creative ex, making gift bags and end with a positive message on post it to put in the bag and take away. E.g. “I can do it”	10	Paper, string, coloured pens, hole punch post its,
11.25 – 11.35	Exploring change and managing change	Explore the change process of being a mum and the changes that it brings to life perceptions etc. Managing change.  Explore fear of change and stepping out of our comfort zone	10  10	
11.35 – 11.40	Taking 3 steps forward	What are the 3 key positive changes that you are already doing? What are the 3 ones that you could make in your life at this moment in time	10	Worksheet – 3 steps forward
<b>11.45 - 12.00</b>	<b>Break/lunch</b>		<b>15</b>	





12.00 – 12.25	Job interviews role play	In pairs or groups of 3 with a set script – role play to practice being at a job interview – Take in turns. Tutor to go round and assess	25	Set script for job interviews
12.25 – 12.50	Job interviews role play-continued	Swap round – ensure everyone has a go at being the interviewer and the person being interviewed	25	Set script for job interviews
12.50 – 13.00	Feedback and reflection	Round up with reflective feedback, tutor feedback and whole group discussion	10	Feedback forms
13.00 - 13.10		Discuss this week's homework requirements – complete CV, email to tutor or print and bring to next session. (If time allows and depending on size of group this can be continued in class) Identify 3 jobs that you are interested in and print job spec, matching your skills. Identify some more positive tips for job search	10	
13.10 - 13.20	Go round and ask how everyone feels	Closing round. How do you feel?	10	
13.20 – 13.30	Evaluation and feedback of session. What have you learnt?	Tutor to hand out forms and support learners as needed	10	Reminder of next session date/time/venue Filling in evaluation forms. Printed evaluation forms
<b>13.30</b>	<b>Class close</b>	<b>240 minutes</b>	<b>Total 4 hours</b>	

## Session 2 – Trainer notes to support delivery

Prepare room and set up PowerPoint for back up to show specifics relating to the session.

**IMPORTANT** - At the beginning of the session ensure that all participants sign in.

Check how everyone feels and then discuss homework and check that everyone has completed the set tasks. It is always good practice to recap the previous session and to check if there are any questions. The icebreaker could be

*“If you were an animal what would you be and why?”* For this you can take images of animals as prompts. These kind of exercises support the group dynamics and a fun element to the learning.

Learners to explore the **barriers to being a working mum** as a group exercise before discussing what makes them feel empowered, followed by worksheet.

Exercises to explore what would be the right job for them with the **“Perfect Job”** exercise (see worksheet). Tutor to handout job specs for a range of different jobs which can be taken from current or past



advertisements online or in the media. Learners to study them and decide how they would make decisions on which jobs they would or could apply for. Group discussion and relate back to the skills exercise. Also learning how to match skills to job specifications. Each learner to think about what skills they would like to develop.

Exploring change and identifying changes needed to move into employment before exploring how change is managed by each individual. Encouraging positive changes and a positive approach to change using a range of exercises to show the various changes that have already happened in each participant's life. This will include the changes brought about from being a mother. Support a realistic approach to the job search with regards to skills identified and conduct mock interviews which can be matched to the jobs identified by the group. Making the exercises fun whilst at the same time taking it seriously will help break down anxieties associated with job interviews.

This session should help the mothers look at areas of their lives that they need to focus on. This session should also look at power and feeling empowered with the group sharing positive examples of a time they felt empowered. Tips on turning negatives in to positives and how to stay positive when job searching will be explored.

Learners will begin to produce or update their CV using the template given and this will be continued as part of the homework. If computers are available in the training centre, these should be used, if not the learners should plan their CV with a view to complete electronically as homework. See examples of suggested homework in the lesson plan.



## 6. UNIT 6. Session 3 LESSON PLAN - MOM training for Unemployed Mothers

### Session 3 to include:-

- Icebreaker Exercise
- What is stress? Managing stress – shared experiences
- The need for positivity when searching for a job or exploring self-employment
- Gain understanding of how to prioritise and what you want to get out of a job
- Explore the use of positive thinking for job seeking
- Managing stress – shared experiences
- Development of own communication and listening skills
- Improving own self-presentation skills
- Branding – personal branding
- Action Planning – SMART objectives (Specific, Measurable, Achievable, Realistic and Timed)
- The importance of technology
- The MOOC online platform.
- How to use it to support your job search
- Staying in contact and increasing your networks?
- Promote your new found skills and applying for jobs
- Homework/additional work to be agreed
- Session and course evaluations

### Session 3 Learning Outcomes

After the end of this unit participants will:-

- Explore NLP as a tool to support employment and self-development
- Explore managing stress and relaxation
- Explore good use of technology and social media
- Understand the importance of action planning – using SMART objectives
- Understand the importance of presenting themselves positively
- Understand the importance of resilience
- Have increased their knowledge and understanding of communication skills
- Created new contacts and understand the importance of networking
- Explore the MAAM online MOOC and give thoughts and ideas on the new MOM MOOC
- Be able to present yourself positively to others for job opportunities

**Resources needed:** Attendance list (learners must sign in as evidence), , Projector, Laptop, PowerPoint presentation, Flipchart/flipchart paper Flipchart pens, pens and paper for learners, A4 Card, coloured pens, magazines, glue, scissors, Session Evaluation and final evaluation forms. Agreed worksheets.



## Session 3 Lesson Plan \*\*\* TUTOR – REMEMBER TO COMPLETE A SESSION EVALUATION\*\*\*

Time	Training	Content	Timing (in minutes)	Resources/Comments
9.20 - 9.30 9.30 – 9.35		<b>Set up and prepare room</b> Sign in forms/register.	5	Register, Projector, laptop. Flipchart/flipchart paper
9.35 – 9.45	Recap and discussion re homework	Recap last session. Discussion regarding homework completed. How did it go?	10	Flipchart pens, pens, paper
9.45 – 9.50	Introduction to this week's session	The 3 <sup>rd</sup> session is introduced, with details of the learning outcomes	5	PowerPoint to support this
9.50 – 10.00	Icebreaker	Feelings ex as icebreaker followed by Group discussion on stress and why it is important to acknowledge and be aware of how we feel.	10	Worksheets, pens Flipchart/paper Feelings worksheet Followed by flipchart ex for group discussion.
10.00– 10.10	Stress ex	<b>Managing stress.</b> What is it? Looking after YOU. Exercise on managing stress (could include relaxation exercise such as belly breathing).	10	Handout and worksheet Belly breathing ex
10.10 – 10.15	NLP	Importance of recognising how we feel. Introduction to <b>NLP</b> (Neuro Linguistic Programming) History and background.	5 (see below for discussion – 15 minutes in total for this concept)	PowerPoint presentation. introduction to session and information on NLP
10.15 – 10.25	NLP	Group discussion on understanding of NLP and any shared experiences of this How could NLP support finding your ideal job? Group discussion	10	PowerPoint Open PowerPoint presentation to use for reference and explanation of NLP with handouts.  NLP Worksheet or worksheet on visualisation.
10.25 – 10.35	ICT assessment	Importance of technology – tick box exercise (TBC)	10	ICT self-assessment
10.35 – 10.45	Technology and Social Media	Importance of social media Working in pairs Learners to think how social media could work for them in finding a job. Followed by full group discussion with Learners to share examples of how they currently use technology,	10	Flipchart and pens Share ideas on Facebook Twitter Linked In etc. (computer access preferable for this section but can be accessed by mobile phones)



		social media, apps etc.		
10.45– 10.55	Revisit Discussion around the skills needed for employment	Include this time the importance of technology and assess ICT skills through self-assessment.  Tutor to talk about use of technology in job search. Include Social Media, Internet, Networking, Facebook and Twitter	10	Looking at the current individual ICT assessment what does each individual need to develop to get the job that they want? E.g. Do they have a Twitter account etc.? Could the homework be creating an account <i>Facebook? Twitter? LinkedIn?</i> Can be continued for Homework. This may need to be done in class depending on the learners ICT skills as they may need support. It will also depend on resources available.
10.55 - 11.05	Communication	Communication – developing effective listening skills – paired ex Tutor to split group in to pairs. They sit back to back and one is given an object that the other cannot see but can ask questions about	10	Objects, pens Blank paper
11.05 – 11.15	Action planning	Tutor to introduce SMART objectives for action planning	10	Power point
11.15– 11.45	Action planning	Each learner to complete an action plan using SMART objectives. Specific, Measurable, Achievable, Realistic and Timed – followed by the footsteps ex looking at next steps in self-development	30	SMART objectives worksheet followed by footsteps ex, Worksheets
11.45 – 12.00	Reflective practice	Worksheet on reflective practice, tick box with some script, sentences	15	Worksheet on being reflective and skills covered and developed in the sessions
<b>12.00 - 12.15</b>	<b>Break/Lunch</b>		<b>15</b>	



12.15 - 12.25	Discussion about homework	<p>Tutor to explain this week's homework and expectations – a choice to include further research on the positive outcomes of <b>NLP</b> (either online or further reading handout from tutor). In addition any worksheets that need completing.</p> <p><b>Ted Talks (for example)</b> - video. This could be an alternative source that you have identified as a suitable resource.</p> <p>Contact with tutor (as agreed)</p> <p>Applying for jobs or <b>Making phone calls</b> to introduce self to potential employers</p> <p><b>Visiting a career coach</b> Preparing a covering letter Exploring next steps</p> <p>Link to exercise on SMART objectives</p> <p><b>Reflective practice continued</b> - story telling</p>	10	Reminder of homework and the requirement to complete tasks to receive certificate. As part of differentiation learner is given a choice of homework and this will be agreed with the tutor.
12.25 – 12.35	Soft skills assessment - revisited	Learners to complete a skills assessment exercise (data to be compared to the one completed week 1)	10	Skills assessment form
12.35– 13.05	Guest speaker	<p>Guest speaker – a working mum – check if guest speaker needs any resources. (Discuss with guest speaker the competences you want to cover)</p> <p>Follow with group discussion. Any questions</p>	30	Guest speaker – successful working mum to share experiences.
13.05 - 13.15	Evaluation and feedback of session.	<p>Closing round. How do you feel? What did you like about the session? What didn't you like? What have you learnt? Tutor support as needed.</p>	10	Support to fill in evaluation forms (if needed). Printed session evaluation forms



13.15 -13.30	Evaluation of course	What did you like about the course? What could be improved? What would you like to do next? Tutor can obtain group and individual evaluations. Tutor to support as needed. Remind all learners about the final homework. They should contact the tutor when this is completed.	15	Printed course evaluation forms  certificate presentation Ensure all learners are happy to be contacted in the future about the online MOOC.
<b>13.30</b>	<b>Class close</b>		<b>Total 4 hours 240 mins</b>	

### Session 3 – Trainer notes to support delivery

Prepare room and set up PowerPoint for back up to show specifics relating to the session.

**IMPORTANT** - At the beginning of the session ensure that all participants sign in.

Check how everyone feels. Recap the last session and check if there are any question. Discuss homework and check that everyone has completed the set tasks. Introduce this week’s session. Conduct an icebreaker exercise (**Feelings exercise**).

Explore managing stress. What do learners currently do, what else could they do to manage stress? Use the power of motherhood, the new skills developed, the empowerment as a woman and the focus on positivity and self-belief. Explore how to keep it all going and stay strong whilst juggling many tasks. Supporting each other and building up their own support network. Discussion about “Why employers need you”. To work toward the best work life balance, discuss different ways of relaxation. Share a positive music video or similar.

Start to look at Neuro Linguistic Programming (NLP). Create a group discussion by asking if anyone has heard of NLP or used NLP and start to explore how it can be used for self-development and job searches.

#### **Introduction to NLP**

Neuro-Linguistic Programming was developed by Richard Bandler and Dr. John Grinder in the 1970s. Bandler, a master’s level student of information sciences and mathematics, and Grinder, a professor of linguistics, studied those who they considered to be excellent communicators.

NLP’s history is rooted in therapy, through an interest in understanding how good therapists could get through to difficult patients by the ways they communicated. Bandler and Grinder systematically studied world-renowned psychotherapists such as Virginia Satir (developer of Conjoint Family Therapy), Fritz Perls (founder of Gestalt Psychology) and Milton H. Erickson (a key figurehead in the advancement of clinical hypnotherapy). Bandler and Grinder also drew inspiration from linguists such as Noam Chomsky and Alfred Korzybski, psychotherapist Paul Watzlawick and social anthropologist Gregory Bateson. (1)

Today, NLP focuses on the applications rather than many of its’ theoretical models. Experts in one field often incorporate NLP tools and take them into their own fields. NLP can help to encourage new thinking and choice making and acknowledges the positive intentions underlying all actions. It can be utilised as a tool for changing paradigms (or ways of thinking), understanding others and building social cohesion.

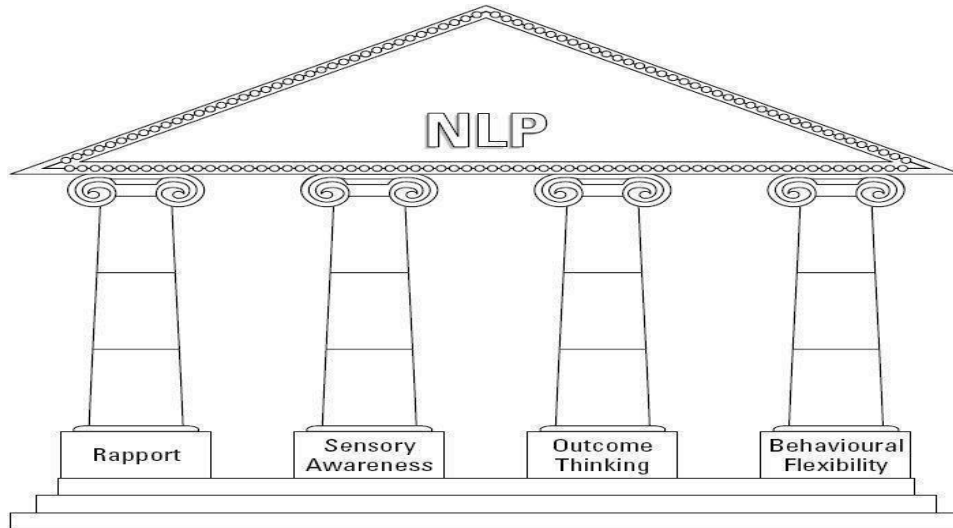


As part of the MOM training a range of resources could be used relevant to each partner country. Below are 2 examples, the first is a YouTube video that could be watched in class or as homework and the 2<sup>nd</sup> is an image with an exercise that could also be used for homework with learners identifying how they could use NLP in their daily life or their search for employment.



**Richard Bandler**

<https://www.youtube.com/watch?v=BbfXGDpCNI8>



(Image: The four pillars of NLP, (1))





**Exercise** Here is an example of the four pillars of NLP in an everyday situation.

*You've rented out your apartment to a couple. After two days you return to the house to find that some damage has been caused to the front door. You phone the woman who stayed and she is surprisingly unhelpful and somewhat rude. You must therefore utilise all your skills in regards to building rapport with her before you can reach an agreement on paying for and fixing the door. You will need to engage your senses, especially your ears to listen carefully to what she says, notice how to control your emotions and feelings before you decide on your response. You must make your desired outcome very clear in your mind - what do you want to happen following the conversation, for example, do you want them to give you the money for the door or do you want them to pay someone to fix it? Finally, you may have to be flexible in your behaviour, considering other options if you are not successful in what you want to achieve the first time.*

This session should bring the learning from all the previous sessions together. Further discussion on networking and keeping it all going. Action planning using SMART (Specific, Measurable, Attainable, Relevant and Timely) objectives. Give learners the worksheet which explains the meanings and ask them to complete the worksheet. (If it helps you could take in an example of a completed worksheet).

Explore the importance of **Technology and Social Media** for supporting job search. Each partner could design a quiz or tick box exercise to assess each individual with regards to this subject. This will support the tutor when allocating this week's homework. For example do they already use social media or do they need additional training?

Recap all the learning and talk again about presentation skills and presenting oneself positively.

Discussions on next steps and how to be successful and make the mind mapping and action planning work for each one of them. Networking and communication, encourage learners to exchange contacts. **All learners should have an email account. If not tutor could support them to create one and ask the learner to send a test email for the homework.**

#### **Suggestion - guest speaker – A Working Mum?**

Arrange for a successful working mom to visit the group and give a short talk about her experiences to help motivate and inspire the learners. Discuss with your guest speaker, some of the competences you want to cover. If a guest speaker is not possible, use of inspirational videos (there are many online to choose from, including training materials on TED Talks). Partners can choose per country the topic to assist learner understanding – if this works best. Link to the agreed competences and partners to share how successful this is in their report.

At the end of the session participants will complete a short individual skills assessment, similar to the one they completed in week 1. This will allow for tutor to assess if there has been any change. In addition, learners could be given back the **Jelly Baby** worksheet that they completed on week 1. Where do they see themselves now? Have they moved up the tree? They can again choose one to colour in and put the date at the side. Pass back to tutor.

**Partners should keep all completed worksheets for scanning. Once they have been scanned, they can be given back to the learners.**



**Ensure all learners complete the session evaluation and the course evaluation.** Thank learners for participating in the pilot course for MOM and ensure we have all details so that they can be an individual given log in for the MOOC when it is available.

Set the final piece of homework in the 3<sup>rd</sup> session and arrange to meet with the learners or Skype or telephone to ensure the final part of the homework is completed. Explain the expectations and why it is important. The homework could include further research on the positive outcomes of **NLP** (either online or further reading handout from tutor). In addition any worksheets that need completing. You could also include the following:

**Ted Talks** - video

Participant to evidence applying for jobs

**Make phone calls** to introduce self to potential employers

**Visit a career coach**

Preparing a covering letter

Show evidence of exploring next steps - link to exercise on SMART objectives

If meeting with learners give set time. If high number in the class it would be better to arrange to meet them as a group, perhaps in a local coffee shop. Certificates can then be given, emailed or posted out to learners.

Certificate can be issued if all tasks are completed and the participants have attended all 3 sessions.

## Course and Session Evaluations

After each session/lesson, participants will complete an evaluation form and the trainer will write up their working notes from the trainers' perspective. The trainer will keep all evaluation forms at the end of each session. At the end of the final session, participants will complete a final outcome evaluation form. The trainer will write up a report/evaluation of the overall training and which shows the final outcomes along with the feedback of the participants. It can also show any suggestions that participants have made. This will be an important document as it will support finalising of the curriculum for the MOOC. It can contain quotes from the trainer along with reflections and quotes from participants. All signed attendance lists should also need to be included.

## Homework

It was agreed at the Design Meeting that each participant will engage in an additional 4 hours of the curriculum, either online or via regular contact with the tutor or by completing worksheets/exercises handed out during the training. A log of the homework should be kept to ensure that the additional work is completed. This will also support learners eventually moving towards using the MOOC. **Suggestions for homework are shown in each lesson plan and the amount of time each participant should allocate to this. It is important that each**



**participant completes the additional work.** Learners will be given homework at the end of each session with the expectation that they will each complete an additional 4 hours work in total, outside of the class. This will be supported by the tutor. It is suggested that this is broken down as follows:-

After session 1 – 1 hour homework

After session 2 – 1 hour homework

After session 3 – 2 hours homework

**Four hours** was the total number of hours agreed for homework at the Design meeting in Sheffield. However if your participants are keen to do more, this can be arranged. It is the decision of the facilitator how much homework to give. As the final session will still require learners to complete additional work as homework, it is suggested that a separate meeting be arranged to sign off the full course. This could just be a coffee meeting to touch base with learners and to present the certificates and it should be approximately 2 weeks after the final training session. The homework can consist of a range of topics which must link back to the competences and support the learners' self- development. The exercises can include:-

- Worksheets
- Videos to support learning (can include Ted Talks)
- Skype calls with tutor
- Email correspondence with tutor
- Telephone communication with tutor
- Applying for jobs
- Completing CV (start this task in class)
- Making phone calls to introduce self to potential employers
- Visiting a career coach
- Preparing a covering letter

### **Additional information for facilitators/trainers:**

*Icbreaker:* Split everyone into pairs (5 minutes) and ask them to ask each other why they came on the course and what they hope to get out of it.

Piano C has added to Google Drive the [Skill Map and the relationship Map](#)

Paired discussions: *Example:* For the communication element of the curriculum, learners could work in pairs to demonstrate effective listening. Back to back, one learner has to describe the object that they have in their hand (without their partner seeing what it is) and the other can ask questions and has to draw the object or guess what it is).

Creative exercises – use a range of creative exercises for each session to engage learners. The gift bag exercise used at the partnership meeting could be used to demonstrate the importance of being creative.

Other relevant Exercises/worksheets can be used.

Use a range of worksheets that can be linked to the lesson plans and learning outcomes. Try to limit the amount of writing that is needed for the exercises and offer support to individuals if necessary

Use a range of videos to emphasise key areas of learning or to aid motivation. These can also be implemented as part of the homework sessions.

Promote peer support

Use the agreed exercises that link to the original MAAM curriculum – the ones confirmed by Piano C



Some partners will have access to computers and IT suites whilst others may not have access to these resources. This can influence the way some of the resources are used. For example, if there are not computers in the room, learners will complete the CV template by hand and homework may be about them doing this in WORD and emailing to their tutor. If you have computer resources in the training room, you may ask the learners to complete the CV on the computer and opt to give alternative homework

# 7. UNIT 7. Worksheets

## 7.1 Worksheets - Week 1

### Jelly baby exercise

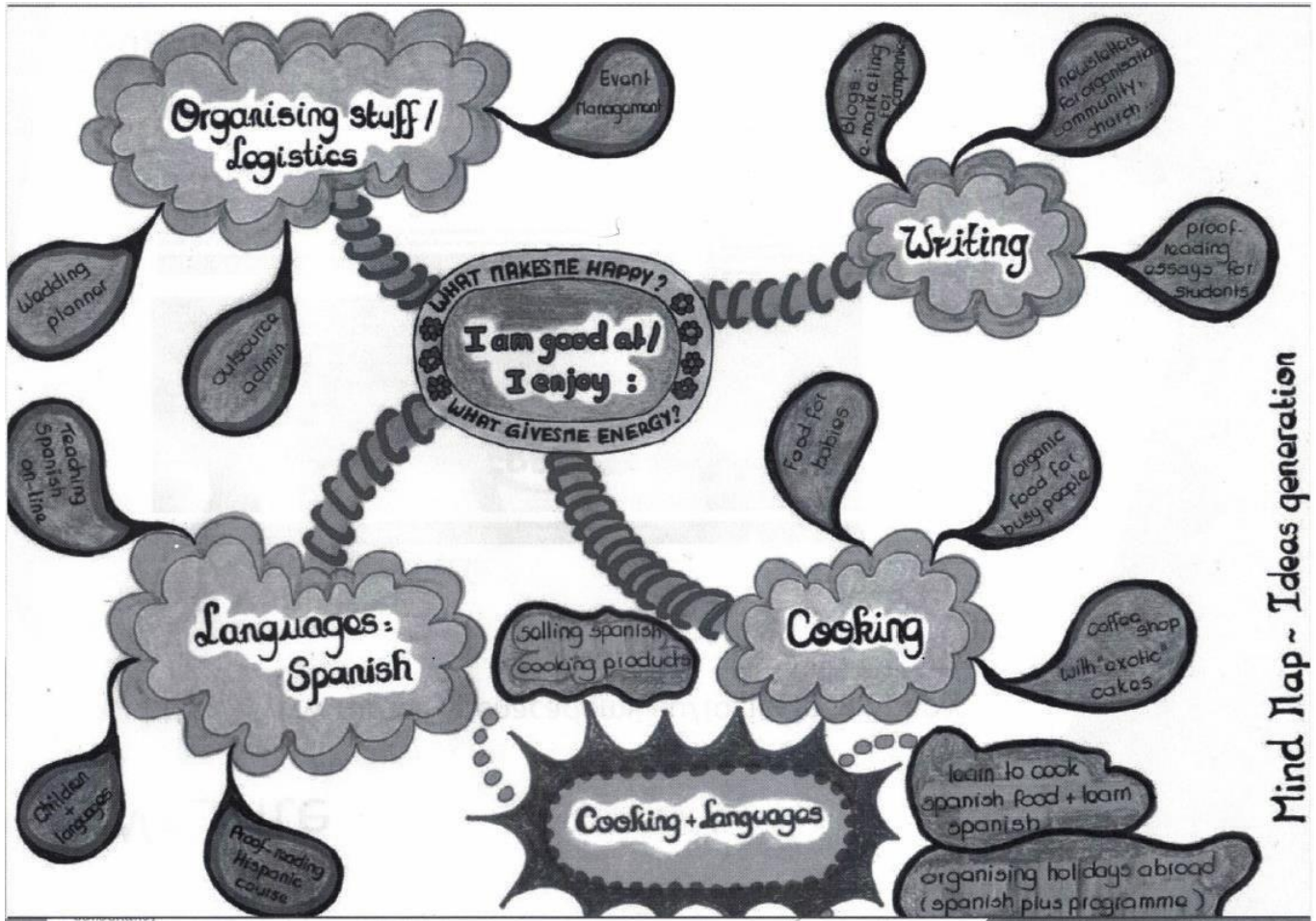




**Ground Rules/Group Agreement (If time is an issue this can be prepared by tutor) ask learners if they would like to add anything else:**

- Mobiles on silent
- Confidentiality
- Respect for each other
- Engage in the exercises/worksheets
- Listen to each other
- Share ideas

Mind map example



Mind Map ~ Ideas generation



## **POSITIVE COMMUNICATION**

Think about how you communicate with your children. Quite often the tone of your voice is more important than what you actually say. Children learn early to understand the unspoken words. They soon know if someone is happy or sad, angry or in a bad mood. The tone of voice says so much.

### **Staying positive**

How do you stay positive if you keep applying for jobs and are unsuccessful? Quite often people do not realise that they can give negative vibes. They apply for jobs but do not believe they will be successful...so what happens. They don't get the job. It is important to have self-belief and resilience. Someone who is positive will succeed in the end. Try not to consider the job interview just as a moment of your assessment which outcome can only be winning or losing. In fact, a job interview is also a great opportunity to gather information on the company, on the sector it belongs to, on the role you are trying to cover ... Information that will be key for the future

### **If at first you don't succeed, try and try and try again.**

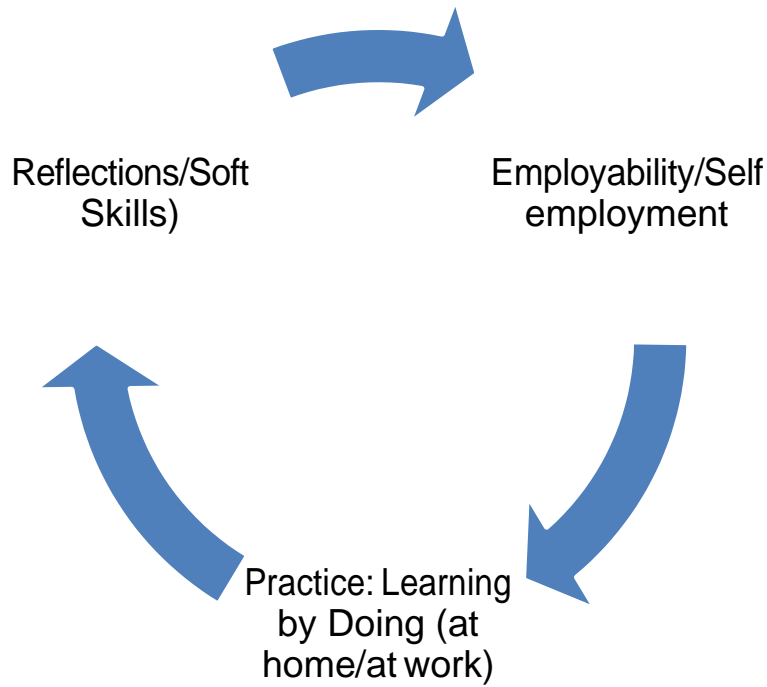
Below is a list of some way to stay positive. Complete the list by adding your own ideas on how you can stay positive

- Self-belief is so important when job hunting. If a job is not offered, seeing it as a learning opportunity and becoming resilient is key
- Remind yourself of your goals, work towards them
- Talk to yourself in a positive way
- Do not be hard on yourself
- 
- 
-





## KOLB LEARNING CYCLE

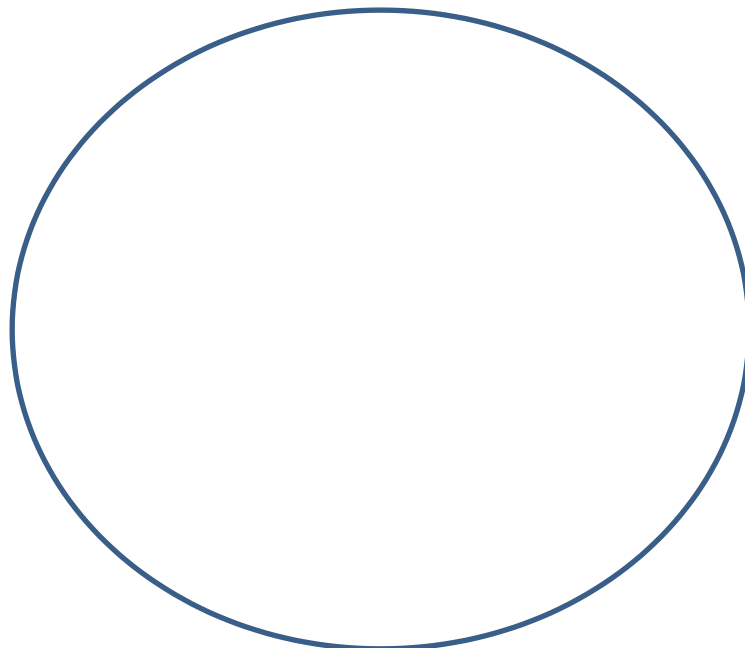


<https://www.youtube.com/watch?v=ObQ2DheGOKA> - SHOW THIS YOU TUBE VIDEO –The 3 minute Kolb

## Circle of Life Exercise

### **Reflection on learning for employment of self-employment – using the KOLB learning cycle**

In the circle below, write all the skills you have gained over your life, including work, hobbies, leisure and as a mother.





## Flip the perspective – provided by PianoC, inspired by LBV

Look at the picture below.

This is an extremely tangled group of roots. The knots are so tight that it's almost impossible to walk on these roots without falling.



Photo by ([Matt Artz https://unsplash.com/@mattartz](https://unsplash.com/@mattartz)) on Unsplash (<https://unsplash.com/>)

Sometimes, trying to be a mother AND a worker seems like as difficult as walking on the roots.

But you know what happens if you just stop to look at the roots and rotate your look? You flip the perspective and you pass from the roots...



Photo by Casey Horner ([https://unsplash.com/@mischievous\\_penguins](https://unsplash.com/@mischievous_penguins)) on Unsplash (<https://unsplash.com/>)

... To THIS.

No roots anymore, no knots, an open sky above us. Big changes like this can happen by small changes – like the little movement of the head through which we could pass from looking at the roots to looking at an open sky.

Now come back to the two pictures. Look at the first one. Can you describe the picture?



Now look at the second one. What do you see now?



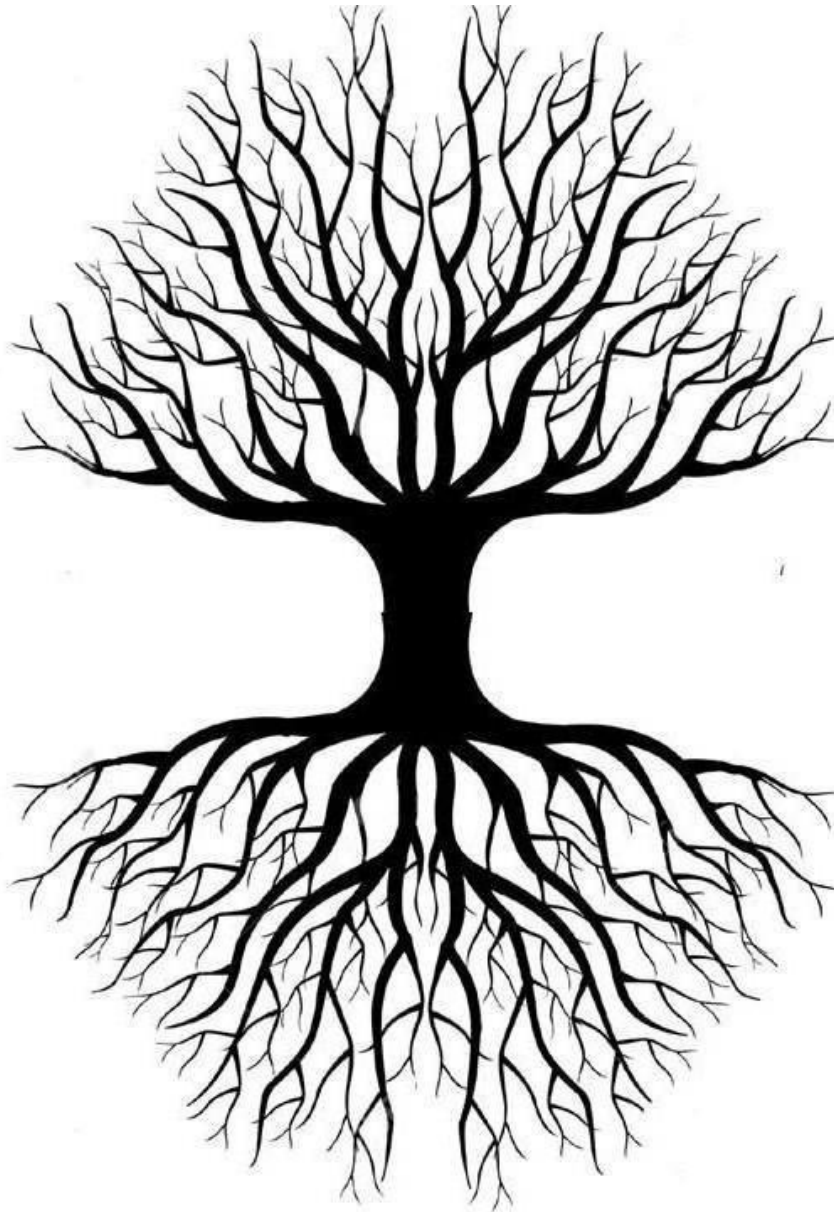
Compare your two descriptions and focus on the differences, big or small they might be. What differences can you see? Write it down.

This simple exercise let you think about an important aspect of your MOM training: changing the perspective. Stereotypes can act like a cage that traps you and makes you feel powerless. But the perspective CAN be changed, cages can be opened. And YOU HAVE THE POWER to do it. It depends on where you decide to look.

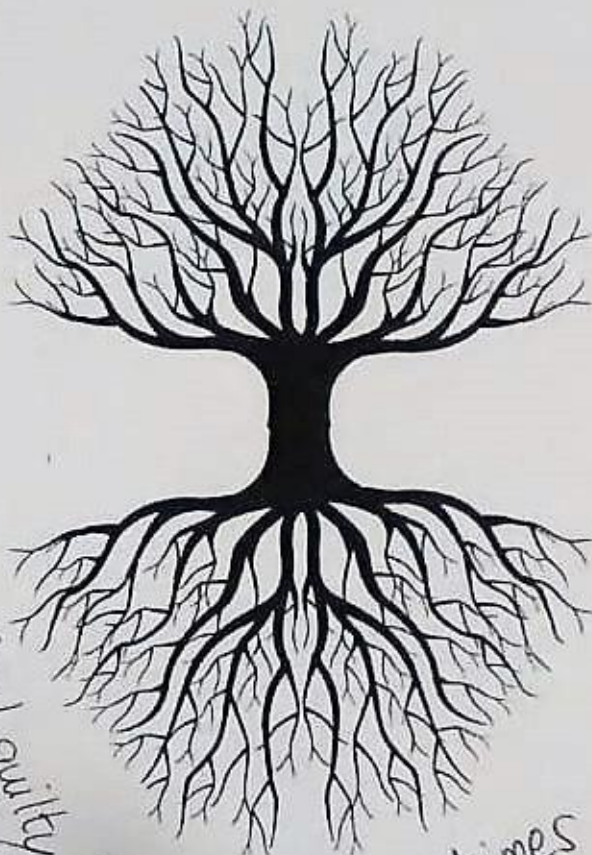
What if we change the way we perceive

ourselves? Here it is:

Print this piece of paper



- Use the bottom of the paper, where you see all the roots. Write down all the knots that tangle your roots and make you feel blocked. For example, a common “knot” is “Sometimes it’s very hard to find time for myself. I put everyone else’s needs before mine”. Another common “knot” that many women face is the sense of guilt: “I feel guilty because I don’t bring money at home”. Knots can block. But there’s a secret to unlock them...
- Now, flip the picture, put it upside down! Can you see? The bottom part of your drawing, where you have written down all the “knots”, is up: it’s time to see the picture in a different way.
- Cross what you have written before and make them disappear!
- There’s room for new roots: they are your hidden resources, like the water that nourishes the tree. What are your new roots? Start with a sentence: “I have... “ and complete it. For example: “I have... strength, my husband, Jeremy, my mum, my dog!, a brain!”. Then start with the sentence “I love...” and think about the things you love the most. For example: “I love drawing, singing, cooking”.
- Keep the drawing and look at your new roots: it will remember to change your look from down, to the roots, up, to the sky.



I feel guilty because  
I don't bring money  
at home.

Sometimes it's very hard to  
find time for myself. I  
put everyone else's needs  
before mine.

① WRITE DOWN THE KNOTS  
OF THE ROOTS

① WRITE DOWN THE KNOTS OF THE ROOTS

② ✓

FUP THE PAGE!

Sometimes find time for myself. I put everyone else's needs before mine.

I feel guilty because I don't bring money at home.

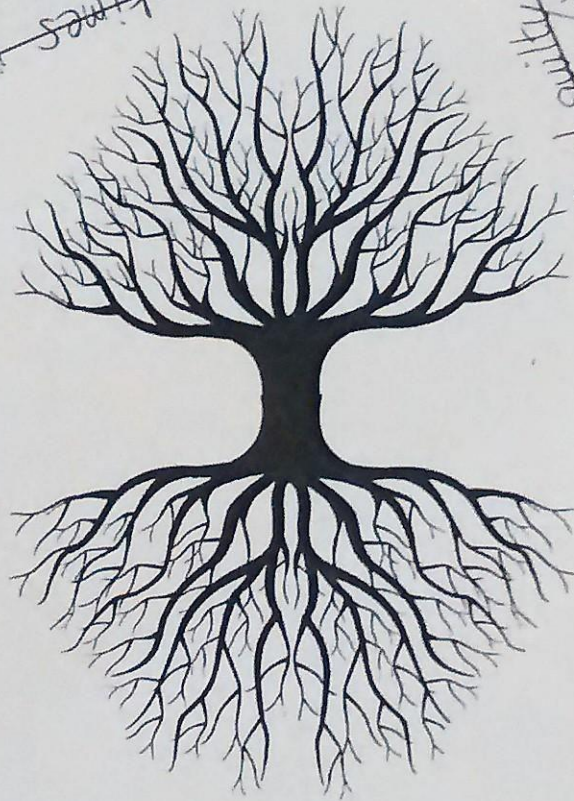
① WRITE DOWN THE KNOTS  
OF THE ROOTS

② ✓

FLIP THE  
PAGE!

~~put everyone else's needs  
before mine:  
find time for myself. I  
sometimes it's very hard to~~

~~I feel awful with no  
more  
of time.~~



③

CROSS  
THE OLD  
KNOTS!



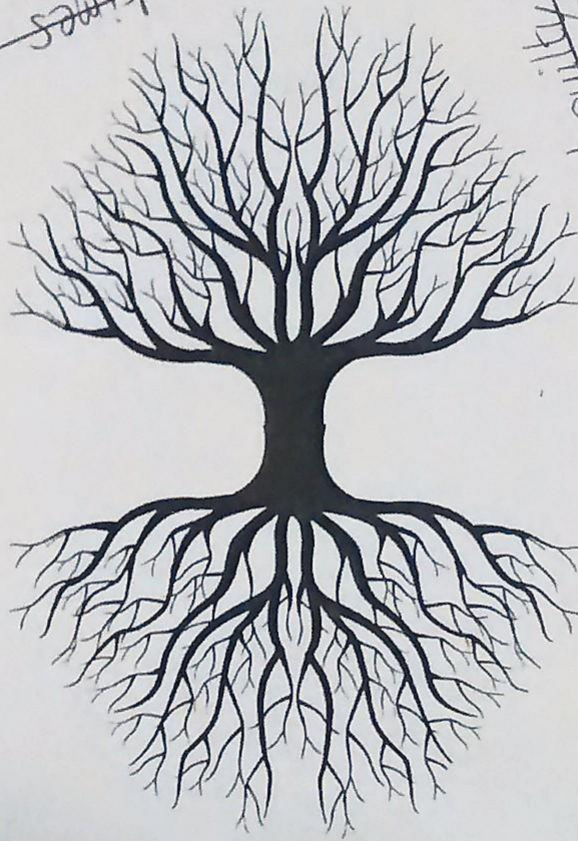
OF THE ROOTS

①

②  
FLIP THE PAGE!

~~put everyone else's needs before mine.~~  
~~find time for myself. I~~  
~~sometimes it's very hard to~~

~~I feel guilty because~~  
~~I don't help my~~  
~~at home.~~



③

CROSS THE OLD KNOTS!

④ TIME TO FIND NEW ROOTS. I HAVE ...

Jeremy      a brain!  
Streght      passion      my husband  
my mum      my dog!  
I LOVE ...      drawing      singing      cooking



## Self-evaluation of skills and attributes

Name: .....

Date:.....

Please evaluate yourself at this present time

1 =

Poor 5 = Excellent

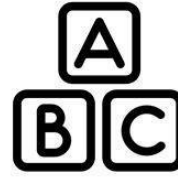
Skills and Attributes		Please Tick Box				
		1	2	3	4	5
1	I am aware of my strengths and weaknesses when developing relationships					
2	I can read body language					
3	I use my body to communicate effectively					
4	I can adapt easily to different situations					
5	I feel comfortable in resolving conflict					
6	I build rapport easily with strangers					
7	I can self-reflect after having a conversation that went badly					
8	I have a good awareness of how others feel (empathy)					
9	I can see different points of view in a debate or discussion					
10	I am open to changing my opinion					
11	People can easily trust me					
12	I easily know when people are sincere					
13	I can influence others in negotiations					
14	I am clear of what is my brand (as a person) and what others see in me					
15	I am confident when telling my story to others (about myself and my business)					



## The 4 elements of communication – worksheet by Piano C/LBV



GESTURES



WORDS



TONE OF VOICE



FACIAL EXPRESSIONS

- Words (icon: alphabet)
- Tone of voice (icon: mouth)
- Gestures (icon: hands)
- Facial expression (icon: face)

Focus on the powerful ways you train each of them with your children (for instance with a baby you use the look, the gestures, also the voice, but he cannot speak so you train other channels) – write them down

Then think about how to present yourself to the world

- Instructions for trainers
- Draw the icons on one page of the flipchart paper: hands, eyes, mouth, face
- Use them to guide discussion



## **Turning Negatives in to Positives**

What can you do to think more positively about yourself?

How can you believe in yourself more?

What steps can you take to work towards your dreams?

Who can help you?

How will you know if you are on track?

What are the benefits of thinking positively?



## **Personal/Work Values – Week 1 Homework**

A list of personal/work values is provided below.

Circle each value according to how important it is to

you: 1 = very important to me

2 = quite important to me

3 = not important to me

1	Having good health	1	2	3
2	Many close friendships	1	2	3
3	A financially comfortable life	1	2	3
4	Having my independence	1	2	3
5	Being creative	1	2	3
6	A stable life	1	2	3
7	A life without stress	1	2	3
8	Helping others	1	2	3
9	Being in charge of my own time	1	2	3
10	Being active in my community	1	2	3

Please list any personal values not found above:

---

---

*Next step: Once you have ranked all the above personal values, put a tick by your 5 most important values.*



## 7.2 Worksheets - Week 2

### **My Fantasy Job/Business**

Imagine that there are no barriers for you in terms of time, money, age, health, status, skills – put any negative thoughts or feelings to one side for the next few minutes.

Draw yourself in the middle. What is your ideal job? What are you doing? How do you feel? How much do you earn? What level of happiness do you feel on a scale of 1-5 (with 1 being low and 5 being high)?



## **Guidelines for the Creating a Curricula Vitae**

CVs should be kept up to date regularly with any changes, whether change of job or update if you have been involved in any training or attended any relevant workshops or courses.

Should also include any recent achievements and evidence of recent training.

Show any new skills you have developed.

Show where you have been creative or innovative.

Use of bullet points is ok, but remember the purpose of bullet points is to keep brief.

### **Evidence of academic achievement:**

Innovative and creative academic achievements may be evidenced by some of the following examples: public performances in music and drama, competition and exhibition items, conference communications, industrial and other external liaison and collaboration, in-house consultancy and advice work, development of new educational opportunities for new audiences, post-experience and professional courses, etc.



## **CURRICULUM VITAE TEMPLATE**

### **FIRST AND LAST NAME (SURNAME)**

The following guidelines and the advice within the template are based on good practice (these can vary across Europe).

### **PERSONAL DETAILS**

**The Summary or Resume:** Write everything that is important about you and how you can improve the business. Write what you are good at and everything that you think is important for the job. These may be adapted and expanded if necessary to meet particular circumstances.

### **EMPLOYMENT HISTORY AND DATES**

Job title Dates

Company and details

- Add responsibilities you have
- 
- 
- 

### **ACADEMIC ACHIEVEMENTS**

Name of Establishment or

School Qualification obtained

### **MEMBERSHIP OF ANY GROUPS OR**

### **SOCIETIES: SKILLS AND APTITUDES**

- 
- 
- 

**REFERENCES** Can either list 2 references with contact details or put “Available on request”





## Managing Stress

### “Belly Breathing Exercise

1. Place one hand just above your belt line, and the other on your chest, right over the breastbone. You can use your hands as a simple biofeedback device. Your hands will tell you what part of your body, and what muscles, you are using to breathe.
2. Open your mouth and gently sigh, as if someone had just told you something really annoying. As you do, let your shoulders and the muscles of your upper body relax, down, with the exhale. The point of the sigh is not to completely empty your lungs. It's just to relax the muscles of your upper body.
3. Close your mouth and pause for a few seconds.
4. Keep your mouth closed and inhale **slowly** through your nose by pushing your stomach out. The movement of your stomach precedes the inhalation by just the tiniest fraction of a second, because it's this motion which is pulling the air in. When you've inhaled as much air as you can comfortably (without throwing your upper body into it), just stop. You're finished with that inhale.
5. Pause. How long? You decide. I'm not going to give you a specific count, because everybody counts at a different rate, and everybody has different size lungs. Pause briefly for whatever time feels comfortable. However, be aware that when you breathe this way, you are taking larger breaths than you're used to. For this reason, it's necessary to **breathe more slowly than you're used to**. If you breathe at the same rate you use with your small, shallow breaths, you will probably feel a little lightheaded from over breathing, and it might make you yawn. Neither is harmful. They're just signals to slow down. Follow them!
6. Open your mouth. Exhale through your mouth by pulling your belly in.
7. Pause.
8. Continue with Steps 4-7.”<sup>2</sup>

**Belly breathing** is often used as part of a yoga programme and awareness of your breathing is known to manage stressful situations – for example if you get nervous at job interviews.

As part of your homework, continue to practice using the belly breathing techniques and also identify other ways that you know work for managing your own stress levels.

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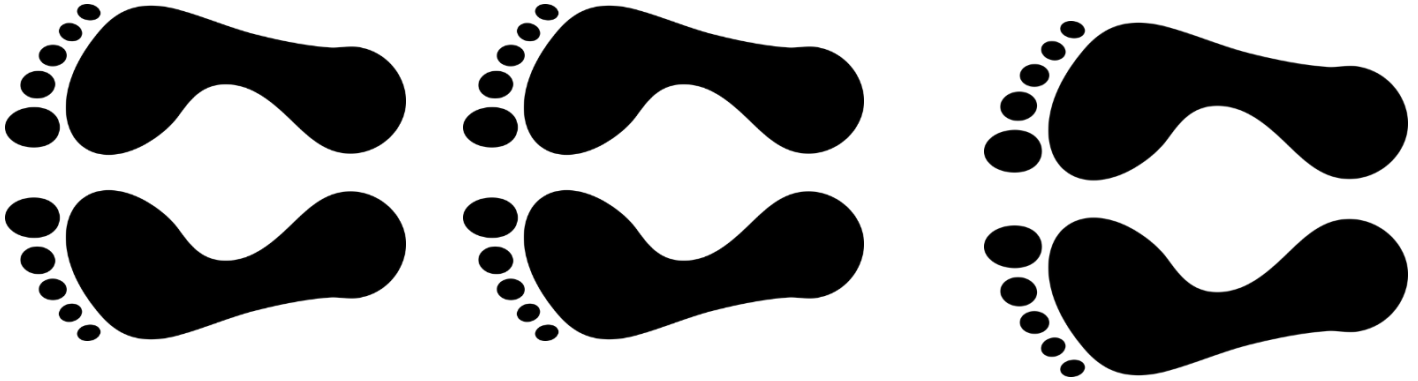
<sup>2</sup> <http://www.anxietycoach.com/breathingexercise.html>



## **Making Positive Changes**

### **3 steps to change**

Complete the footsteps and commit to 3 positive changes that you would like to make. Think about your current situation. Do you want to change your life? What can you do? What do you need to work harder at? Is it your confidence? Is it how you present yourself? Do you need to learn a new skill to help you get your dream job?



**Change 1**

**Change 2**

**Change 3**



## Homework week 2

Finish your CV that was started in class. Look online for ideas of how to create a successful CV. Either email it to your tutor or print it to take to the next session.

For your homework, have a look online for tips on being successful at job interviews. Make a list below of some of the things you find, that will be useful to you:-

- 
- 
- 
- 
- 

Following on from the work in class, look at vacancies online and identify 3 that you are interested in. Print the job specifications and match your skills across. What is stopping you from applying? Send the employers your CV, an email or pick up the phone and make that call. Remember to promote yourself positively, using some of the techniques we have discussed.

List below the 3 jobs of interest that you have identified:-

- 
- 
- 

## Having a good job interview

The interview starts in the building at the reception office. How you interact with the reception staff even before you go in for the interview is all part of making a good impression.

During the interview you may be put on the spot. **Don't panic.** Often in an interview you may be asked to do a task or be asked a question that you have no idea about. The interviewers are as interested in your reaction as they are in your answer. Stay calm. Being prepared is key. Always research the organisation and the department where the job vacancy is. Today there is a mass of online material to support you with your interview technique.

Look online and list a couple of ideas on improving your chances in a job interview:-

- 
-



## 7.3 Worksheets - Week 3

### **Goal Setting<sup>1</sup>**

Without setting goals or objectives, life becomes a series of chaotic happenings you don't control. You become the plaything of coincidence. Accomplishments like sending someone to the moon, inventing the iPod etc. are the result of a goal that was set at some point. A vision that was charted and realised.

#### **What is SMART goal setting?**

SMART goal setting brings structure to your goals and objectives. Every goal or objective, from the first step to achieving it, can be made S.M.A.R.T. and as such, brought closer to reality.

SMART goal setting is one of the most effective tools for achieving goals.

#### **What does S.M.A.R.T. goal setting stand for?**

Why not think of a small goal you want to set right now, personal or professional. To make your goal S.M.A.R.T., it needs to conform to the following criteria: Specific, Measurable, Attainable, Relevant and Timely.

#### **Specific:**

What exactly do you want to achieve? The more specific your description, the bigger the chance you'll get exactly that. S.M.A.R.T. goal setting clarifies the difference between 'I want to be a millionaire' and 'I want to make €50.000 a month for the next ten years by creating a new software product'.

Questions you may ask yourself when setting your goals and objectives are:

- What exactly do I want to achieve?
- Where?
- How?
- When?
- With whom?
- What are the conditions and limitations?
- Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

#### **Measurable:**

'Measurable goals' means that you break your goal down into measurable elements. You'll need concrete evidence. "Being happier" is not easily measurable; being healthier because you eat

<sup>1</sup> Taken from: <https://www.yourcoach.be/en/coaching-tools/smart-goal-setting.php>



vegetables twice a day and fat only once a week, is.

Measurable goals can go a long way in refining what exactly it is that you want, too. Defining the physical manifestations of your goal or objective makes it clearer, and easier to reach.

### **Attainable:**

Is your goal attainable? That means investigating whether the goal really is achievable for you. You weigh the effort, time and other costs your goal will take against the profits and the other obligations and priorities you have in life.

If you don't have the time, money or talent to reach a certain goal you'll certainly fail and be miserable. That doesn't mean that you can't take something that seems impossible and make it happen by planning smartly and going for it.

### **Relevant:**

Is reaching your goal relevant to you? Do you actually want to run a multinational company, be famous, have three children and a busy job? You decide for yourself whether you really want to achieve this goal and if it is relevant to you at this time.

If you're lacking certain skills, you can plan training. If you lack certain resources, you can look for ways of getting them.

The main question is, "why do you want to reach this goal?" What is the objective behind the goal, and will this goal really achieve that?

### **Timely:**

Time is money! Make a tentative plan of everything you do. Everybody knows that deadlines are what makes most people switch to action. So install deadlines, for yourself and go after them. Keep the timeline realistic and flexible, that way you can keep morale high. Being too stringent on the timely aspect of your goal setting can have the perverse effect of making the learning path of achieving your goals and objectives into a hellish race against time – which is most likely not how you want to achieve anything.

### **SMART+ goals:**

Another thing that's very important when setting SMART goals, is formulating it **POSITIVELY**. Remember that what you focus on, increases. So when you focus on NOT doing something, all you think about is that thing. And it will increase. So don't 'stop procrastinating', but 'achieve a daily discipline'.



## SMART Goals Setting

Name: \_\_\_\_\_

Date: \_\_\_\_\_

MY GOAL: \_\_\_\_\_

<b>S</b>	Specific	<ul style="list-style-type: none"> <li>• What do I want to accomplish?</li> <li>• Why do I want to accomplish this?</li> <li>• What are the requirements?</li> <li>• What are the constrains?</li> </ul>	
<b>M</b>	Measurable	<ul style="list-style-type: none"> <li>• How will I measure my progress?</li> <li>• How will I know when the goal is accomplished?</li> </ul>	
<b>A</b>	Achievable	<ul style="list-style-type: none"> <li>• How can the goal be accomplished?</li> <li>• What are the logical steps I should take?</li> </ul>	
<b>R</b>	Relevant	<ul style="list-style-type: none"> <li>• Is this a worthwhile goal?</li> <li>• Is this the right time?</li> <li>• Do I have the necessary resources to accomplish this goal?</li> <li>• Is this goal in line with my long term objectives?</li> </ul>	
<b>T</b>	Time-Bound	<ul style="list-style-type: none"> <li>• How long it will take to accomplish this goal?</li> <li>• When is the completion of this goal due?</li> <li>• When am I going to work on this goal?</li> </ul>	



**Reflective Journal** - To create awareness of the multitude of skills you have gained as a mother and through life experience

Tick the relevant skills that you have developed or put into practice in your day-to-day activities and make notes on each one.

Problem-solving

Greater confidence in myself

Higher self-motivation levels

Gained new network of contacts

More clarity on my ideas for finding employment

Greater self-reflection skills

Improved communication skills

Improved listening skills (active and effective listening)

More reflective



More resilient

More creative

Improved presentation skills

More aware of the skills I have

More aware of the skills I would like to develop

**Please add any other skills that you have developed and would like to reflect on.**





## **Developing your skills**

If you aspire to be the best performer, best chef, best manager, best hairdresser, best footballer, best florist, best volunteer, best nurse, best social worker or best teacher, you can learn from the person you admire and look up to. Watch and learn. Watch what makes them good at what they do and replicate it. **This does not mean losing sight of your own identity. Be yourself and at the same time learn and develop your skills by learning from other experts.**

**EXERCISE:** Think of a change you would like to make in yourself, for example “I would like to be a better networker”. Now think of someone you know who is good at this. What traits/skills do they use that you could copy?

Write down 3 ideas:

1.

2.

3.



## Am I prepared to be interviewed?



*Most interview success comes from what the interviewer can't see during the interview. It derives from what lies beneath: the preparation done beforehand.*

### Questions

Check what the most asked interview questions are and prepare the answers

### Thank You

Always write a thank you message to the person that interviewed you

## TIPS ON YOUR CV

- **Keep it real!** – Try to show who you really are
- **Tailor it to the job** – Each job a different CV
- **Include a cover letter** – Explain why you are the perfect person for that job
- **Tell the truth** – You may get caught when you suddenly cannot answer questions on what you claim to know
- **Make it nice** – Make the layout easy on the eye



## 8. Final Notes for Trainers

The MAAM video should be used by all partners. Each partner should identify their own motivational or inspirational videos to use throughout the training as this can then support the different language and cultural needs.

The Ted Talks videos that have been identified by Inova may not be suitable for other partner organisations. There needs to be a commitment from all partners to ensure any training videos match the agreed competences and learning outcomes. Each partner should prepare their own PowerPoint presentations to support the training, for the same reasons. The PowerPoint template is on Google Drive.

If a partner chooses to use an alternative worksheet to meet a specific learning outcome, this should be shared on Google Drive. As much as possible worksheets have been provided by Inova and Piano C. Remember this is a pilot and some will work better than others and there is scope for each facilitator to make some adaptations. **Piano C have provided the scientific background and evidence to MAAM. This supports the delivery of the new training and should be used by all partners.**

A certificate template is provided but will need to be amended accordingly for each partner organisation.



## 9. Annexes

### 9.1 Annex 1 – Session evaluation form

#### MOM Evaluation form

Date: \_\_\_\_\_

Session No.: \_\_\_\_\_

Trainer: \_\_\_\_\_

Name (optional): \_\_\_\_\_

**Please evaluate today's session.**

- 1 – inadequate
- 2 – poor
- 3 – average
- 4 – good
- 5 – excellent

	1	2	3	4	5
How would you rate the organisation of today's training (room, logistics)?					
To what extent did the training session meet your expectations?					
appropriate were the training methods (was there a good mixture of activities, practical examples, theory etc.)?					
To what extent was the session useful to help in your personal development?					
Please leave any other comments about today's session:					

Your comments may be included in future promotional/marketing material. If you are not happy for your comments/quotes and name to be used for these purposes, please tick this box



9.2 Annex 2 – Final session evaluation form

MOM Final Evaluation Form

Date: \_\_\_\_\_

Session No.: \_\_\_\_\_

Trainer: \_\_\_\_\_

Name (optional): \_\_\_\_\_

Please evaluate today’s session.

- 1 – inadequate
- 2 – poor
- 3 – average
- 4 – good
- 5 – excellent

	1	2	3	4	5
Overall, how well were the training sessions organised (location, logistics)?					
Did the training sessions match your expectations?					
appropriate were the training methods during the sessions (was there a good mixture of activities, practical examples, theory etc.)?					
To what extent were the sessions useful to help in your personal development?					
To what extent did the sessions support you to develop your employability skills?					

What did you find most useful about the sessions?

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What have you found least useful?

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Were there any topics missing from the sessions that you would have found useful?

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Any other comments?

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Your comments may be included in future promotional/marketing material. If you are not happy for your comments/quotes and name to be used for these purposes, please tick this box



## Confirmation of Participation

*This is to certify that*

.....  
*Participated in the MOM Project*

*taking part in*

***MOM 3 Day Pilot Training***

*Which took place on the following dates: [date] and [date] and [date]*

*At*

*[Venue]*

*[Name of the Facilitator]*

*Facilitator*

*[Name of the organisation]*

*[City], [Date]*



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## 9.5 Annex 5 – Learning Agreement

### LEARNING AGREEMENT

1. I \_\_\_\_\_(Trainee's name, surname) have been informed about the MOM project and I have understood what the project is about and what it aims to achieve. I consent to participate in the training course offered by the project partners.
2. I will attend the training sessions, dedicated to the MOM project and will support the group members by active participation in the training. I will contribute and accept the group work rules and will provide my feedback on the training as required.
3. Confidentiality is a very important aspect of the training group. Each participant should respect the privacy of other group members. I understand that any information provided by myself and other group members must be kept confidential.
4. Occasionally photographs are taken to evidence that the training has taken place. Please tick yes or no to show whether you are okay with having your photograph taken during the training.

YES
NO

5. I \_\_\_\_\_(Trainer's name, surname, organization)

Will conduct the *MOM* training and will provide the best knowledge according to the training program, will give trainee constructive feedback and will maintain confidentiality in respect of personal information provided by the training participants.

The *MOM* training starts \_\_\_\_\_, ends \_\_\_\_\_.

Place and date: \_\_\_\_\_

Trainee's Signature: \_\_\_\_\_

Trainer's Signature: \_\_\_\_\_



## 9.6 Annex 6 – Learner Information Sheet

<b>Learner Information Sheet</b>
Full Name:
Telephone Number
Email:
Ethnicity
Age
What attracted you to the MOM course?
How long have you been unemployed?
What kind of work are you looking for?
Have you ever considered self-employment?
Highest level of education?
How many children do you have?
<b>Person to contact in an emergency</b>
<b>Their telephone number</b>



## 9.7 Annex 7 – Executive summary of MOM best practices

The aim of the MOM project is to break down stereotypes, especially where motherhood is seen as a weakness when it comes to women and careers. As part of Intellectual Output 1, project partners collected best practices in the field of women's – and specifically mum's – employability. The purpose of the research was to identify projects and organisations that provide useful and important information in the process of developing the training programme of the project.

5 project partners collected in total 23 best practices, initiatives, programmes and projects that enhance and promote women's and mothers' employability. Some of the programmes were internal best practices (programmes in which the project partners were involved) and some were external best practices (programmes organised by third parties).

### Italy (Piano C)

Initiative	Description	Further details
Dai Figli Al Lavoro - Iniziativa per favorire l'occupazione delle madri disoccupate <sup>2</sup>	A project helping unemployed mothers to progress in their professional career.	<a href="http://www.agenzia lavoro.tn.it/lavoratori/donne/Dai_figli_al_lavoro">http://www.agenzia lavoro.tn.it/lavoratori/donne/Dai_figli_al_lavoro</a>
Moms@Work	A service for companies aiming to provide advice and training on issues of maternity management, parenting at work, female leadership and work-life balance.	<a href="http://momsatwork.it/">http://momsatwork.it/</a>
Job Club	A training path offered to unemployed women and men in groups (7-14 participants).	<a href="http://www.job-club.it/">http://www.job-club.it/</a>
From frustration to satisfaction programme	Online programme (e.g., webinars and virtual group) to encourage communication, and help clients becoming aware of their needs and potential.	<a href="http://www.KobiecaSila.pl">www.KobiecaSila.pl</a>
eLene4work project	European project focusing on soft skills such as communication, teamwork, creativity and entrepreneurship.	<a href="http://elene4work.eu/">http://elene4work.eu/</a>

### United Kingdom (Inova Consultancy)

Initiative	Description	Further information
EU Return: Innovative Training and Career Development Support for Women Returners across Europe	European project offering training to women returning to employment/self-employment following a career break.	

<sup>2</sup>From sons and daughters to work - Initiatives to promote the employment of unemployed mothers



Mumpreneurs in Action	European project aiming to support female entrepreneurs who are also mothers.	<a href="https://mumpreneursproject.wordpress.com/">https://mumpreneursproject.wordpress.com/</a>
Working Families	An organisation helping parents to find a better balance between their personal and professional lives.	<a href="https://www.workingfamilies.org.uk/">https://www.workingfamilies.org.uk/</a>
Working Mums Ltd.	An online job agency connecting mums and employers who offer flexible work and work life balance.	<a href="https://www.workingmums.co.uk/">https://www.workingmums.co.uk/</a>
Digital Mums	An organisation focussing on work life balance and offering training in the field of social media.	<a href="https://digitalmums.com/">https://digitalmums.com/</a>

### Bulgaria (International Platform for Citizen Participation)

Initiative	Description	Further information
Back to Work	A project focussing on young mothers who have interrupted their careers to raise their children and during that period lost contacts and skills.	<a href="http://www.eucenter.net/en/projects/www.revolutionbg.net?page=1">http://www.eucenter.net/en/projects/www.revolutionbg.net?page=1</a>
JobEase for women	A project promoting the access to the labour market of the unemployed and long-term unemployed women.	<a href="https://idein.eu/en/project-jobease-for-women-enhancing-unemployed-womens-potential-to-find-a-job-within-the-cbc-ro-bg-region/">https://idein.eu/en/project-jobease-for-women-enhancing-unemployed-womens-potential-to-find-a-job-within-the-cbc-ro-bg-region/</a>
Ministry of Labour and Social Policy Employment Agency	The Agency has a project aiming to ensure better reconciliation of the professional and the private life of the parents.	<a href="https://www.az.government.bg/pages/roditeli-v-zaetost/">https://www.az.government.bg/pages/roditeli-v-zaetost/</a>
Selfinvest	A career consulting centre working on a series of socially-responsible projects and initiatives aiming to raise awareness about career consulting among young people.	<a href="http://www.selfinvest.eu/en/career-counseling.html">http://www.selfinvest.eu/en/career-counseling.html</a>

### Greece (University of Thessaly)

Initiative	Description	Further information
MUPYME	A project promoting women's transition from managing the household to managing an SME.	<a href="http://www.mupymeproject.eu">http://www.mupymeproject.eu</a>



FOREMOST	A project analysing the problems women face during their efforts to develop entrepreneurship in Greece.	<a href="http://foremost.tuc.gr/en/">http://foremost.tuc.gr/en/</a>
SEEWBAN	A project focussing on female entrepreneurs and ensuring women have all the possible support tools they need.	<a href="http://seewban.eu/">http://seewban.eu/</a>
Mothers in action	A programme providing coaching and mentoring, and organising seminars, workshops and support groups.	<a href="https://womenontopgroup.wordpress.com/">https://womenontopgroup.wordpress.com/</a>

### Spain (Municipality of Alzira)

Initiative	Description	Further information
<b>Programme DANA</b>	A project empowering women to take the best decisions to access employment and entrepreneurship.	<a href="http://www.fundacionmujeres.es/proyectos/view/dana_empleo_y_emprendimiento_en_igualdad.html">http://www.fundacionmujeres.es/proyectos/view/dana_empleo_y_emprendimiento_en_igualdad.html</a>
<b>Programme PAEM</b>	A programme focussing on entrepreneurship advise and support.	<a href="http://www.msssi.gob.es/ssi/igualdad/Oportunidades/docs/121002_PR_OGRAMA_PAEM.pdf">http://www.msssi.gob.es/ssi/igualdad/Oportunidades/docs/121002_PR_OGRAMA_PAEM.pdf</a>
<b>Taller d'ocupació T'Estime</b>	A programme providing both training and a job for unemployed women in a sector with a high demand for workers.	<a href="http://www.idea-alzira.com/testime">http://www.idea-alzira.com/testime</a>
<b>Becas Idea Movilidad</b>	An opportunity to experience a two month apprenticeship at a company in the UK, Malta or Italy and improving language skills.	<a href="http://www.idea-alzira.com/becas-movilidad-europea">http://www.idea-alzira.com/becas-movilidad-europea</a>
<b>Parent School</b>	A project focussing on non-formal and informal methods to improve competencies of home caregivers for preschool children.	<a href="http://www.parentschool.eu/">http://www.parentschool.eu/</a>



## 9.8 Annex 8 – MOM Focus Group Executive Summary

As part of Intellectual Output 1 of the MOM project, 6 project partners organised focus group discussions with unemployed mothers in order to identify the needs they have to return to work. The focus groups also aimed to identify the obstacles they may face while seeking to returning to work. This activity was part of the research in preparation for designing the MOM training.

### **Participating organisations in this activity:**

Bulgaria: International Platform for Citizen Participation  
Greece: University of Thessaly  
Italy: Piano C and LBV  
Spain: IDEA – Municipality of Alzira  
United Kingdom: Inova Consultancy

The focus groups were organised between 24<sup>th</sup> January and 12<sup>th</sup> February 2018. In total 37 mothers participated in the focus groups. The groups were diverse regarding their level of education and length of unemployment. Some participants have been unemployed for only 3 months, some others have been on career break for more than 5 years. The age range of the participants was between 20 and 54.

Due to the limited number of focus groups organised and the diverse samples, the results do not allow us to generalise to the country situations. However, in total 37 participants contributed to the research which gave the project consortium some important insights in the barriers mums face and the support needs they have when they decide to return to work.

There were some similarities in terms of needs mums identified during the focus group discussions.

- A crucial need that was mentioned by many participants was more part-time work opportunities.
- The need for flexible working also often came up.
- Technology and application requirements change and develop rapidly over the years, thus there is a need for upskilling after pregnancy and child rearing.
- Mums also identified the need to find a good work-life balance.

A barrier that was mentioned on several occasions is the lack of support from family which often holds them back from returning to work. Other barriers that came up during some of the discussions are:

- the high demands of the labour market and the difficulty to get an interview opportunity,
- difficulty to find a suitable job,
- stereotypes about working mothers,
- low salaries because of the economic crisis.

There are some similarities about what mothers in every country think to have gained through motherhood. Most of them report having acquired or improved the following skills:

- organisational skills,
- multi-tasking skills,
- empathy,
- people management/mentoring.



It is also noted that there are a couple of differences in the results of the national focus groups. There were a couple of topics that were reported specifically in some countries but not in others.

- Peer and family pressure to start a family was reported in the Spanish focus group report. Participants mentioned social pressure of experiencing motherhood and the pressure of the biological clock to become a mother.
- Guilt as a barrier was identified by the Italian participants. This guilt is two folded: guilt towards the family if they do not spend enough time at home, or guilt because of not earning money and contributing to the family's finances.
- Self-esteem was perceived differently by the different focus groups. While in Greece the participants believed that low self-esteem is related to personal problems and it is not an obstacle in finding a job, in the UK focus group participants identified confidence as a key need to help them to return to work. The reason behind this might be that the some participants from the UK belong to a vulnerable group and has migratory background which makes them less confident than native residents.

It was an interesting finding that generally the women participating in the focus groups did not consider self-employment or enterprise as an option.

All the above-mentioned findings, and the barriers and needs identified by the focus group participants were considered when the MOM Curriculum and MOM training units were prepared. Due to the diverse groups and varied outcomes of the focus groups, the partnership paid special attention while designing the MOM training to fit all participants' needs by giving flexibility to the organisations to tailor the training programme occasionally but in general the aim was to design a comprehensive and unified training programme.



## 9.9 Annex 9 – Executive Summary of the Comparative Pilot Report

### Introduction

As part of Intellectual Output 1 of the MOM project, by the coordination of Inova Consultancy, partners designed a training programme called 'MOM Training.' This 3 half-day programme focuses on skills gained as a mother and how these skills can be transferred to employability skills. The training programme explores these transferable skills (project management, time management, multitasking, creativity etc.) and aims at increasing mums' confidence and self-belief.

After the designing phase, each project partner involved in this activity recruited unemployed mothers, mums on maternity leave and expecting mothers to participate in the pilot training. The training was piloted in one pilot phase over the period of April – May 2018 with the participation of in total 102 attendees.

Five partners of the MOM Consortium piloted the training programme: Piano C (Italy), Inova Consultancy (United Kingdom), IDEA (Spain), University of Thessaly (Greece) and IPCP (Bulgaria).

All partners used various channels to reach the target group and recruit participants for the MOM training. Partners decided that the target group of the training (unemployed mums) should include mums currently on maternity leave and expecting mums were also invited to participate in the training. This decision was based on the uncertain employment situation mums on maternity leave and expecting mums experience. In each pilot country the promotion of the MOM Training was well received, partners received in total approximately 119 registrations. After receiving the registrations, partners contacted the registrants and assessed their eligibility to attend the training. One issue that came up in the UK regularly is the need for childcare which resulted in having small children (in prams) occasionally in the training room.

### The training

In all partner countries prior to each session, the Facilitator followed the lesson plan that was prepared by Inova and agreed by all partners. Participants were given the option to complete some of the exercises at home as 'home-work' in between sessions. Including homework in the Curriculum was agreed by partners during the Deign Meeting in Sheffield in February 2018. This was informal and learners were under no obligation to complete these tasks. Many of the learners chose to complete homework. During the sessions a key aspect that was beneficial to the participants was the various discussion topics which took place and the associated reflection on these topics.

Each session started with the following items:

- Review of last session
- Rules
- Agenda
- Ice breaker exercises

The session continued with a range of resources and worksheets used in each session to meet the agreed learning outcomes. Each session ended with each group member completing an evaluation form and setting the next date for the following session.

The lesson plan provided the facilitator with approximate timings for discussion and exercises in the sessions and also provided the ability to keep track of the session time. However, in each country, the tutor had the flexibility to accommodate the needs of the learners and to also amend timings or order of worksheets if this was deemed more appropriate. As a pilot course, in the class environment it became clear which worksheets worked well together to achieve the learning outcomes.





Partners organised the pilot sessions on the following days.

	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>
<b>Greece</b>	16 <sup>th</sup> May 2018	17 <sup>th</sup> May 2018	18 <sup>th</sup> May 2018
<b>Italy</b>	8 <sup>th</sup> May 2018	16 <sup>th</sup> May 2018	21 <sup>th</sup> May 2018
<b>United Kingdom</b>	19 <sup>th</sup> April 2018	26 <sup>th</sup> April 2018	3 <sup>rd</sup> May 2018
	2 <sup>nd</sup> May 2018	9 <sup>th</sup> May 2018	16 <sup>th</sup> May 2018
<b>Spain</b>	10 <sup>th</sup> May 2018	16 <sup>th</sup> May 2018	22 <sup>nd</sup> May 2018
<b>Bulgaria</b>	27 <sup>th</sup> April 2018	28 <sup>th</sup> April 2018	29 <sup>th</sup> April 2018

After discussion, Inova chose to deliver the course twice (Course A and Course B) to accommodate the diverse needs of learners and to accommodate childcare needs. Delivering as 2 smaller groups had the additional benefit of being able to offer a more personal approach.

At the end of each MOM session, participants were asked to evaluate different aspects (e.g. technical aspect, personal development, training materials) of the session from a scale of 1 to 5 (1 – inadequate, 2 – poor, 3 – average, 4 – good, 5 – excellent). Overall partners received very positive feedback from participants, learners mainly evaluated the sessions with 4-5 scores, sometimes 3, and very rarely 1-2.

In all partner countries, facilitators found that the chemistry among the group members worked well, participants felt that they were part of a respectful and safe environment that encouraged their active participation in the programme.

### **Summary, recommendation**

The MOM pilot training was successful in each partner country and received positive feedback from participants. Facilitators in general felt that the training could have been longer than 3 days because it would have allowed participants to dig deeper in to each topic. As part of the next activity of the MOM Project, the training will be transferred to a MOOC (Massive Open Online Course) which will be available at the end of 2018.