



# BYMBE

Bringing Young Mothers back to education

## BYMBE EMPOWERMENT PACK IO5

### ANNEX

Erasmus+: KA2 – Cooperation for Innovation and the Exchange  
of Good Practices – Strategic Partnerships for adult education  
[Agreement N° 2017-1-AT01-KA204-035007]



Co-funded by the  
Erasmus+ Programme  
of the European Union



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## Project Information

Project title	<b>Bringing young mothers back to education</b>
Project acronym:	<b>BYMBE</b>
Project number:	<b>No. 2017-1-AT01-KA204-035007</b>
Beneficiary organization (Project Coordinator)	<b>Frauen im Brennpunkt, Austria</b>
Project Partners	<b>CESIE, Italy</b> <b>Bimec Ltd., Bulgaria</b> <b>Social Innovation Fund, Lithuania</b> <b>Exchange House International, Ireland</b> <b>Magenta Consultoría Projects S.L.U., Spain</b>

## Document Information

Document title:	<b>BYMBE Orientation Pack</b>
Document author:	<b>All Partners</b>
Version:	<b>1.1</b>
Date:	<b>06.05.2019</b>

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# 1. INTRODUCTION

BYMBE partnership has come together to support professional inclusion of NEETS (not in employment, education or training), more specifically young mothers at risk of dropping out of the education system, by raising their motivation to re-enter and complete their education or VET training, and by providing them with support services (including professional orientation, motivation and soft skills training) to continue and finish the education or training.

Even if after the campaign (IO2) young mothers are aware of the need to finalise their professional education, they will need special support to carry it and how to organise their next steps, and professional orientation for making the right decision regarding their professional life. Reliable support networks have to be organised to ensure that they can carry out their education until the end. This does not only mean the organisation of child care, but also knowledge in building up support networks of their own in case of drawbacks, times of frustration or stress and skills which they often do not possess, as these are not taught in school or in their social environment.

IO4 - IO6 is a holistic package tailored to these special needs of young mothers in order to involve them, empower them and keep them motivated in order to avoid drop-outs. Due to the different strengths of the partners there are different lead partners for the various tasks and each package is designed to build on each other.

IO5, the BYMBE Empowerment Pack, is the second of the packs of support instruments for young mothers. Their main objectives are:

- Improvement in social cognitive skills
- Improvement in emotion, recognition, and understanding
- Better self-control
- Better planning for solving cognitive tasks
- More thinking before acting
- More effective conflict resolution
- More positive classroom atmosphere

To reach these aims the project applies innovative tools in a combination of workshops, individual coaching sessions, peer-support sessions, decision making and planning, how to implement the decisions by using the project method, idea generation session on overcoming obstacles.

For professional orientation we will use easily understandable tools like Symbol work for counselling, which we learned from another project. The objective of this approach is to get more in depth with the young mothers who are

not used to counselling settings. Symbol work methodology allows one to express and make visible hidden agendas which then may be solved, and to find personal motivational strategies.

Impact: Provide a holistic orientation and decision support tailored to meet the needs of young mothers; at the end of which the participants shall be able to make an educational/professional decision suitable to their current situation and to improve their later chances of employment and being able to achieve their own income.

## 2. Objectives of the BYMBE Empowerment Pack

Even if young mothers make the decision to go back to training, it is recommended in preparation for the later training to involve the young mothers in empowerment training to ease the process of re-entering education and to improve their chances of remaining on a professional training programme until the end. Many young people who are not in education, employment or training have had negative/poor experiences of education. They will need to be encouraged to engage in learning in the future. Young people will need to learn how to overcome the most frequent barriers to learning that they may experience, for example: course content and format, behaviour, attendance or attitude; lack of basic skills and learning to learn competence.

This Empowerment Pack focuses on solving the above problems. It is based on Emotional Intelligence development as it teaches you to understand and manage your own feelings and behaviours, as well as to understand the people around you and interact successfully in a group and in social context.

The handbook includes practical training on the above with 80% of the time devoted to participatory training methods. The methodology of the training will be presentation/lecture (no more than 20% of the time in “small bites”) and different techniques and methods for active and interactive learning, like for example:

1. Knowledge of our own emotions. Knowing yourself, the full perception of feeling, while it still lasts, is a key component of emotional intelligence. Our ability to observe our feelings at any time is of particular importance for the development of our skills and self-discovery. If we do not notice our true feelings, we become their slaves. People who are more confident in their feelings, manage their life better, as they have a clear understanding of how to find their own personal solutions - from choosing a partner in life to choosing the job.
2. Managing emotions. Control over feelings and expressing them in adequate shape is a skill that is closely linked to understanding itself. What are the ways to comfort themselves from the anxiety, sadness or irritability – as well as what happens if we fail to deal with these basic emotional issues. People with weak skills in this area are constantly struggling with feelings of distress, while those who manage them masterfully, may recover much more quickly.
3. Skills for self-motivation. The mobilization of emotions for a goal is important for exclusive attention, motivation, and personal mastery, as well as creative forces. Emotional self-control (deposition of reward and suppression of disorder) is a basic pillar of any accomplishment. In addition, the ability to act in the State

that athletes call "flow"- uncompromising consciousness – leads to outstanding results in all areas. People with such abilities are usually more productive and efficient in everything they undertake.

4. Recognition of emotions of others. Empathy, another ability that is closely connected with the emotional awareness - is perhaps the most basic human ability. Where's the empathy, what is the social cost of indifference and the reasons to engender empathy altruism. Empathetic people are more sensitive to subtle social signals that suggest the needs or desires of others. This makes them better suited for professions in the fields of medicine, education, sales and management.
5. Stable relationships. The art of connection largely assumed a skill to manage the emotions of others. They nourish the popularity, leadership and effective interpersonal communication. People with similar talents do well in situations which require smooth communication with others - they are just "social stars".

### 3. Feedback on Using the Methods – Contributions

All partners have piloted the methods and made their experience known. This chapter shows the experiences that trainers, social workers, etc. had with the young mothers using these methods and also provides suggestions for improvement.

#### 3.1. Experiences

##### 3.1.1. EXPERIENCES FROM AUSTRIA:

In Austria the BYMBE Empowerment Pack has been piloted in a group but mainly individually. We know that the measures chosen in BYMBE Empowerment Pack are exactly the right measures a young mother needs but in Austria and especially in rural areas (Tirol) the young mothers appear to see little value in working on themselves. After inviting them and their apparent commitment many of young mothers did not appear.

For us it is easier to work with mothers face to face. Working on their emotional intelligence is always a big part of counselling. First the young mothers step back and observe the situation but only after referring to their needs, and after they start having faith in the counsellor and the situation. Being self-confident and aware of her weaknesses is an important step towards finding an appropriated vocational education and dealing with a family/child.

##### 3.1.2. EXPERIENCES FROM BULGARIA:

Plovdiv group feedback: "During the training most of the mothers managed to develop self-awareness to some extent: with the help of the exercises they learned to recognize and name some of their feelings and emotions. This is a real breakthrough for this target group. Some of the women even showed desire to manage their emotions and made some progress towards it. Some of the participants shared that they like this behaviour, in which they can

express and assert themselves, and they do it gladly within the group, but it will not be accepted in the community in which they live.

Most of the young mothers managed to develop self-confidence at least to the point of being able to tell to their families that they want to continue their education. The group also managed to develop mutual support. They showed understanding and empathy towards the feelings of others, which is a clear sign of developing social awareness. This is still on subconscious level but there is potential for further work with the young mothers in this direction.”

Vidin group feedback: “The young mothers already very self-aware after the previous training. They worked effectively as a group and were motivated. They managed to make progress. They liked very much to express themselves with dolls or pictures. They had problems with the more complicated words, which had to be explained and where possible changed with simple words. On a practical level they have to develop their emotional intelligence vocabulary.”

Rousse group feedback: “The young mothers enjoyed the role plays a lot. They participated very actively, because they recognized situations in which they have been. They had fun with the chair exercise, the origami and the cards game. In the cards game they interpreted a lot.”

### 3.1.3. EXPERIENCES FROM IRELAND

Exchange House Ireland (TRIBLI) piloted BYMBE Empowerment Pack after BYMBE Orientation Pack; I believe the transition from IOs was useful to build the mothers’ self-awareness. Whilst the young mothers believed that they were self-aware the individual exercises just built on this. Displaying emotions can be difficult for any group but from people from marginalised communities who often live on the peripheral of society expressing emotion can be very difficult as it can often be viewed as weakness.

The IO incorporates a lot of different exercises, which can be adapted for the group you are working with.

Self-management and social awareness are activities the counsellors felt were the most appropriate activities.

### 3.1.4. EXPERIENCES FROM ITALY

Compared to young learners, young mothers are more goal and relevance-oriented. They must see a reason for learning something. Learning concepts must be applicable to their life or other responsibilities, to be of value and an added benefit to them. Not having fully profited from formal teaching pathways young mothers tend to be impatient; with lengthy lessons or discussions and learn less when an activity is all theory.

They show a need to participate and to share their experiences with mothers; therefore they tend to bring their experiential knowledge into the training environment. They prefer practical activities, so participatory methods (case studies, demonstrations, try things out, simulations of “real” situations) are always to be preferred. In light of these impressions, CESIE’s piloting activities have considered mostly those activities of BYMBE Empowerment Pack (<https://bymbe.eu/results/>) that were more participative and aim to help participants stay focused and attentive.

### 3.1.5. EXPERIENCES FROM LITHUANIA

In general BYMBE Empowerment Pack is very useful material because it is a comprehensive set of theory and practical methods to work toward empowerment, strengthening of self-confidence and development of emotional intelligence. As in this IO there are a lot of practical methods, it enables the trainer to choose the most suitable method according to the needs of the participants.

The theory is presented in a structured way, but the language used is more suitable for the trainers, but not for participants. It could be used as an introduction to the theme and explained by the trainer for the participants with more simplistic wording.

The tasks for knowledge checks are also too complicated for the participants and there is no aim in the practical work to check the theoretical knowledge, but to develop the awareness and understanding about certain phenomena as well as to facilitate the positive change in behaviour, to help participants to get to know themselves better, to strengthen their self-confidence and empower them.

### 3.1.6. EXPERIENCES FROM SPAIN

Magenta Consultoría is piloting IO, which focuses on the development of social skills of young mothers who left education at an early age due to different reasons. It is being implemented from 15<sup>th</sup> of March, and it is still in progress. At first it was difficult to attract these young mothers to participate in the training. But once they started they were very receptive. Displaying emotions can be difficult for any group but from people from marginalised communities who often live on the peripheral of society expressing emotion can be very difficult as it can often be viewed as weakness. The IO incorporates a lot of different exercises, which can be adapted for the group you are working with.

In Magenta we had decided to use different exercises that were very appealing to the young mothers; these activities were:

- Origami
- Knowing Yourself Through Dolls
- In the Other Person's Shoe
- Support Network
- A Different Day
- The Perfect Mirror

In addition, during the training, gender equality and the empowerment of mothers were worked on.

## 3.2. Challenges, Recommendations and Adaptions to the Methods

The partners worked intensively on the methods. The table lists the challenges, suggestions and possible adaptions:

	Challenges	Recommendations	Adaptions
<b>Self-Awareness</b>			
Express a Feeling	<p>In Austria this exercise is practised in every unit of the face-to-face setting. In a group setting the young mothers have to trust each other to be honest.</p> <p>It is a challenge for some young mother to find words or to be able to express feelings.</p> <p>Also in Lithuania this exercise is usually part of the counselling process.</p> <p>This exercise has to be prepared very well and the young mothers really have to be integrated into the process, otherwise this approach might be seen on an unrelated note.</p> <p>For the Italian partner the activity description does not provide any variation to the exercise, even if requested to complete the activity.</p>	<p>In Bulgaria it was very useful for young mothers to understand their own feelings.</p> <p>If there is a larger group of young mothers the trainer has to make a decision about the process and the time it takes for every young mother to talk about her feelings.</p> <p>For the Lithuanian partner suggests using the activity for individuals as well as for groups, at the beginning and also at the end of the training.</p>	<p>It is a good idea to support the process of this exercise with cards (Adjectives, feelings, pictures etc.)</p> <p>In Austria and Bulgaria the words and terminology used had to be simplified in order to be understandable for the young mothers.</p>
Experiences	<p>For the Italian partner the exercise “experiences” can be:</p> <ul style="list-style-type: none"> <li>• Too deep, difficult to be turned positively;</li> <li>• Not meaningful enough to participants to be relevant in their learning process during debriefing.</li> </ul> <p>Also the Austrian partner describes, that it is difficult to adopt a positive attitude.</p>	<p>The Italian partner recommends to write the process on flipchart where everybody can see it.</p> <p>A quick demonstration by the trainer will make it easier to understand.</p>	<p>For the Austrian and Bulgarian partner the words and terminology used had to be simplified in order to be understandable for the young mothers.</p> <p>All role-play exercises were very useful for the young mothers.</p>
Evaluation Sheet 1		<p>Rewording the open questions using multiple choices, open-ended items, giving participations a wrong answer and asking them to supply a</p>	<p>The activity has not been included in CESIE’s piloting because some young mothers are not at ease with articulating their responses in a written</p>

		correct one.	format. Instead CESIE'S piloting evaluation includes face-to-face techniques.
High and Low Self-Confidence	<p>For Austrian trainer it was a challenge to stop the discussion and gather all information to let the young mothers learn from the results. And because there were only a few participants this activity is difficult.</p> <p>In Italy this activity has not been included in piloting activity because it is not enough participative.</p>	The Lithuanian partner mentioned this as a very good exercise, which enables participants to understand what it means to be self-confident and to evaluate their behaviour as well as to think what they would like to change in it.	For the Lithuanian partner there could be listed (added) even more examples of confident behaviour and behaviour associated with low self-confidence. It is recommended also to discuss about the situations when this kind of behaviour occurs and what a person would like to change in her behaviour.
Presentation	<p>Italian partner:</p> <p>This activity is focused on content and not very participative. It is challenging when having a resistant or non – participative participant in the group.</p> <p>To adapt the training content to the different learning needs of the participants can be demanding and time consuming.</p>	<p>All partners recommend:</p> <p>Adding visual elements like images, videos, lists and schemes that can be supported.</p>	<p>In CESIE's piloting activity's contents have been simplified.</p> <p>In the Austrian and Bulgarian the language has been simplified.</p>
Self – confidence Collage		In Lithuania the young mothers could really use this method to build their self – confidence on it. During the exercise the participants had an opportunity to review their talents and abilities as well as to think about their creative task, easy to do and liked by the participants.	<p>The exercise could be adapted depending on the aims: It might be used to work on abilities and talents having in mind the current situation of young mothers, or the task could be performed thinking about the future aims and perspectives.</p> <p>This activity has not been included in CESIE's piloting activities because the collage-creation process requires too much time to implement within a group setting. This activity has been included instead in the task list for young</p>

			mother's individual counselling where more time can be focused on this exercise on a one to one basis.
My personal Experience of coping with Adversity		<p>It is useful to have the process written on a flipchart where everyone can see it.</p> <p>Can only be used when the group has more than 5 participants.</p> <p>BIMEC provides support for the young mothers to be able to do the exercise.</p>	Being small groups of participants this activity was turned in a go-round where everyone gets a turn to speak and tell of their experience.
What Do You Believe about Yourself?		<p>For the Lithuanian, die Spanish, the Bulgarian, the Irish and the Austrian partner these exercises are really useful when the aim is to change person's perception of herself and her possibilities.</p> <p>The Italian partner mentioned that examples help with question clarity.</p>	<p>All partners agree on the exercise and the fact that it needs discussion and an explanation from the trainer provided to the young mothers on what the impact of the new learned behaviour has regarding the potential success and achievements.</p> <p>Italy has included this activity just in trainings for groups of young mothers who have basic skills of writing.</p>
To Feel Powerful and Confident		<p>All partner agree on the statement that this a good exercise illustrating the impact which can be changed by our thoughts and behaviours. It highlights the consequences our thinking has.</p> <p>The Italian partner mentioned that examples help with question clarity.</p>	<p>To adapt the exercise or to make it clearer the trainer could add some information, explaining the impact and relation between the thought/acting and feelings as well as what positive thinking can change and the results that can be seen.</p> <p>Italy has included this activity just in trainings for groups of young mothers who have basic skills of writing.</p>
Discussion to Close the Topic and Planning by the Group for Further Development in the Field		Try to connect young mothers' experiences with the previous activities and their contents to show	

		relevance.	
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<b>Self-Management</b>			
List of Emotion Regulation Skills for Personal Happiness	This activity is focused on content and not very participative. It is challenging having resistant or non-participative participants in the group.	In Ireland:  This exercise really got the young mothers thinking about what it is that makes them happy. All said that they have good insights as to how someone else is feeling, however when we developed the exercise further this became a little contentious as the discussion was around the fact that it is often impossible to know, unless you actually know the person.	In Ireland:  The language used in the material is quite complex, however the trained counsellors working with the young mothers felt that if you read it aloud for the young mothers and then explain it, this gives them the opportunity to develop a better grasp of the English language, for this reason I would not adjust the language.  Also the others mention to adjust the language – not so complicated and theoretical.
Emotional Hijack		The Irish partner conducted this exercise with two of the women the following day. The women felt that understanding what triggers their emotions as being helpful. One of the young mothers said that she always getting herself into awkward situations as she finds it hard to hold back. She said she felt that having an understanding of her own emotions is a very useful tool.  The Italian partner finds it useful to have the process of each part written on flipcharts where everybody can see it.  The Lithuanian partner offers opportunities to discuss difficult situations communicating and in relationships. Other perspectives on how to react and solve problems can be offered. The	The trainer of the Irish partner highlighted that he would not make any changes. In the group he worked in this method worked excellently as it was.  In Austria this method was tried in a training with the same target group but older and it also worked perfectly.

		participants are enabled to find a better way.	
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<b>Social Awareness</b>			
Getting to Know Each Other with Photos/Maps	The time schedule is a big challenge. It needs young mothers who really want to get involved into the process.	<p>The Irish partners recommends:</p> <p>Brilliant exercise, again a visual tool that really got the young mothers thinking. The fact that the participants could move around allowed for a sense of freedom and choice. The young mother said they were a little anxious waiting to present their photographs but once they did it was a good feeling. The fact that they were talking openly in a group would build on their confidence, as this is something they are not used to doing, it also created a feeling of respect as no one spoke when the individual presented.</p> <p>For the Italian partner it is important that the participants stay focused. The trainer has to clearly state the purpose of the go-round and which the time limits are.</p>	<p>Ireland:</p> <p>Overall this activity was a great success, the fact that it was a visual exercise that allowed for individual presentation skills, in addition to incorporating group discussions factored in different learning styles and built on the young mother's confidence, is crucial to its success. This exercise needs no adaptation.</p> <p>In Italy this activity has been replaced with the training unit Nr. 2 – Choose a Symbol from BYMBE Orientation Pack.</p>
To Understand the Other	A bigger group of participants needed.	For the Lithuanian partner this exercise is a simple and useful exercise illustrating and developing empathy.	<p>There could be more stories provided as well as questions for the discussions with participants.</p> <p>CESIE merged this activity with activity to Feel the History.</p>
In Others Shoes	The Spanish partner mentions that the young mother should fully understand and develop empathy for others and	<p>Spain:</p> <p>This exercise really got the young mothers thinking about what it means to have empathy for others</p>	This exercise had to be done carefully in order not to harm anyone's feelings, but the women were very respectful with each other.

	<p>their situation.</p> <p>In Italy not all young mothers are at ease with acting.</p> <p>In Bulgaria it is the opposite. The young mother's love all activities where they can act and play.</p> <p>Lithuania:</p> <p>This exercise is useful for the development of empathy, and it is good that there are situations provided and it is possible to choose the more relevant ones.</p>	<p>around them. The trainer explained to them that by putting ourselves in the other person's shoes a more respectful and welcoming society can be created. All learned how to take into account how a person is feeling in a particular situation. They reflected on their particular situation and thought about how they would feel if no one understood how it felt to step into their shoes. They also learned how to identify their corporal reactions and involuntary responses to what the other is telling them, and know what effects this may have in the other person.</p> <p>Italy:</p> <ul style="list-style-type: none"> <li>• It is useful to have the process written on a flipchart where everyone can see it.</li> <li>• A quick demonstration by trainers will make it easier to understand.</li> <li>• Young mothers are more likely to favour stories linked to their experiences.</li> </ul>	
Significant Other		<p>It is useful to have the questions written on a flipchart where everyone can see it.</p>	<p>CESIE divided this activity in two steps:</p> <p>Step1 – a go-around where young mothers take a turn to speak about their significant others.</p> <p>Step 2 – implementation of the “Tree of Life” activity from Io3 Set of Intervention Methods to Involve Young NEET Mothers (<a href="https://bymbbe.eu/results/">https://bymbbe.eu/results/</a>)</p> <p>Austria: In Austria the exercise was done in training with other mothers</p>

			and the trainer mentioned that she needed to give a lot of examples to make the women aware of the persons they communicate with. Sometimes groups need more information and simple instructions to deal with exercises.
Network of Support		<p>Spain:</p> <p>With this activity, the young mothers get a visual representation of their support network, so they get a real grip of all the people they can go to where they need help. They can also perceive the people they help, and how they do it, which will give them a feeling of reassurance in their life, making them feel they are worthy and useful. With this activity they will also reinforce the social interaction between them, forming new friendships and support systems among the group.</p> <p>Bulgaria:</p> <p>Visualizing the Network was very helpful for the mothers to understand that the support of their family is important, but also they can rely on the community, making more social contacts.</p>	The trainers felt that this exercise was excellent as it was
A Different Day		<p>It is useful to have the process written on a flipchart where everyone can see it.</p> <p>This is a really good exercise not only for the sensitizing of the participants and developing their empathy, but also for their problem-solving skills development.</p>	This exercise needs no adaptation.

		<p>Spain:</p> <p>Through this exercise not only the participants will develop their sense of empathy, but they will also learn what necessities the other person has in the everyday life. This activity gave them an opportunity of interacting with each other, know each other better and creating greater and stronger bonds among them. After the activity, the trainer did a brief summary of all they had said, so they can have an insight of the necessities of the group and help each other, thus creating another support network among them. The fact that they were talking openly in a group built on their confidence, as this is something they are not used to doing, it also created a feeling of respect as no one spoke when the individual presented.</p>	
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<b>Social Skills</b>			
Getting to Know each Other through Dolls		<p>In Bulgaria the mothers liked it very much when they presented themselves with the dolls.</p> <p>In Spain:</p> <p>Through this exercise, participants will identify their good qualities and will learn to remember these when presented with a new environment and situation, so they get the chance to portray those qualities.</p>	
Origami	Spain: Identify each form with a	Spain: This exercise engaged the	Spain: The trainer had to help

	<p>different meaning and empathise the importance of different forms of communication.</p> <p>All partners:</p> <p>Young mothers should be prepared to do feedback or to have an appropriate estimation and do not demand too high standards on themselves.</p>	<p>young mothers in the activity and it made them pay attention at all times. All of them have different interpretations for each origami figure based on their life experiences. With this the group achieved the notion that every side of a story is valid, as people feel different things from the same experience based on their past. Participants learnt to accept others' opinions and empathise with others. Then, a discussion about the best way to communicate with others was carried out.</p>	<p>some of the women when forming the different origami figures, but this is good because this way the participants feel supported and cared for.</p>
<p>The Perfect Mirror</p>		<p>For the Italian, Irish and Austrian partner it is important to try to connect young mothers' experiences to show the relevance.</p> <p>The Lithuanian partner mentioned, that this is a really good and intense exercise and gives possibility for deeper conversation and positive insight.</p> <p>For the Spanish partner:</p> <p>This activity will make the participants reflect not only in their own qualities, empowering them and making them feel valid; but also in the other person's qualities, reinforcing the existing bond between them. The complementing part was really enjoyed by all participants, as it helped them identify some characteristics that were unknown to them before talking to the other person.</p>	<p>In Italy the exercise has been turned into a go-round/debate where everyone takes a turn to speak because of the number of participants.</p> <p>All partners agreed on this exercise to be good to use at the beginning or at the end of the session, as it brings positive insights.</p> <p>All partners agreed that there was no adaption to be done.</p>

Card Game	Young mothers do not always like to act. Sometimes they need a little time to get used to not being judged or assessed.	For this kind of activity, the participants need to know each other in order not to laugh.	In Lithuania this activity was used for individual sessions as the Dictionary of the Feelings, to enable participants to reflect on their emotions.
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### 3.3. Comments and Conclusions

#### 3.3.1. THE AUSTRIAN PARTNER

In rural areas in Austria young mothers are hardly reachable. They work with social workers not on their vocational education but on their living daily structure, looking after their children and dealing with issues of everyday life. Talking to many young mothers they can hardly see the importance on working on themselves, their self-esteem and communication. We found it was easier to talk to them about concrete topic like finding a job.

As we invited many young mothers but very few engaged, we assumed that they see no need or are afraid to work with others and/or have no interest in their future the way we do.

The methods of BYMBE Empowerment Pack are very good tools. We integrated them into the trainings for women between 25 and 40. The introductions were easy to understand and the output was great.

#### 3.3.2. THE BULGARIAN PARTNER

- For all activities the words and terminology used had to be simplified in order to be understandable for the young mothers.
- Questionnaires couldn't be filled in by the young mothers, they had to be discussed in the group because the young mother could not understand what they have to do
- Some of the exercises require larger groups of people to participate and needed to be adapted for a smaller number of people
- All role-play exercises were very useful for the young mothers.

#### 3.3.3. THE IRISH PARTNER

The trained counsellors all agree that BYMBE Empowerment Pack is a rich piece of material. The IO has numerous exercises that can be used with young mothers. The exercises build on the young mothers' strengths and help develop their confidence.

#### 3.3.4. THE ITALIAN PARTNER

Some particular issues encountered during the piloting with young mothers included: latecomers, resistant learners (refusing to work), non-participative observers, poor attendance and unpreparedness. To prevent these problems, teaching techniques implemented by CESIE included:

- the choice to start activities with a small group of 6 young mothers (instead of 12), to focus on engagement of inattentive learners and opportunity to provide more focused one-to-one work;

- getting the consensus of young mothers regarding the time and dates of meetings;
- balancing the activities, energisers and short discussions of the BYMBE Empowerment Pack piloting among the 5 meetings to engage distractible learners;
- adapting activities which required basic skills (written, reading) to the actual skills of participants;
- fostering engagement through asking for personal opinion and encouraging questioning, to further motivate young mothers who are reluctant to participate through different engaging techniques.

### 3.3.5. THE LITHUANIAN PARTNER

In Lithuania we could integrate the methods in many trainings and saw that the activities are really useful. The feedback from the social workers and trainers was very good and they needed only small adaption to use the BYMBE Empowerment Pack as it is developed.

### 3.3.6. THE SPANISH PARTNER

The trained counsellors all agree that BYMBE Empowerment Pack is a rich piece of material. The IO has numerous exercises that can be used with young mothers to develop their social skills, like empathy, respect or communication with others. The exercises build for the young mothers can also reinforce and help develop their confidence.



**BYMBE**  
Bringing Young Mothers back to education



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Co-funded by the  
Erasmus+ Programme  
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