



# BYMBE

Bringing Young Mothers back to education

# BYMBE SUPPORT PACK PILOTING FEEDBACK

## IO6

## 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  
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## Project Information

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# 1. Introduction

The 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 go back to study 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 their education or training.

Even if young mothers are aware of the need to finish their professional education, they will need special support to carry it out and learn how to organise their next steps and professional orientation to make 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 or where they may experience skills shortages, which they often do not possess as these are not taught in school or in their social environment.

The handbooks IO4, IO5 and IO6 form a holistic package of manuals, 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.

This Annex document refers to the manual IO6, called the BYMBE Support Pack, which includes the necessary tools and mechanisms, as well as the lines of intervention that are needed in order to motivate young mothers, who have already re-entered the education system, to stick with their educational choice.

The activities and interventions described in the IO6 handbook were piloted with young mothers in different partner countries. The result of this piloting is described in this Annex document. The actions assessed are a variety of accompaniment support activities of individual coaching, emergency support in different situations of crisis and support in the search for employment.

Furthermore, on the next pages we present some feedback that we received after conducting the support sessions (individual and group sessions) with the young mothers. This document also provides additional thoughts on how to slightly adapt some of the activities, to support young mothers once they have re-entered the education system and to support them in order to prevent dropouts when crisis may appear.

## 2. Objectives of the BYMBE Support Pack

Although Young Mothers have gone through the whole process and are now able to recognize their goals and take the necessary measures to achieve them, there is still the possibility of crisis and times when they want to withdraw from their journey back to education. They will need to know methods and tactics that allow them to breathe, think and then act accordingly, being aware of the consequences that may result from their actions and have an impact on their life, and help them to make informed choices.

This Support Pack focuses on giving these Young Mothers the resources and practices from which they can get enough strength in order not to leave their journey back to education. It is based on techniques such as individual counselling sessions with each of them in order to talk about their problems and their situation; the reinforcement of parenting roles for mothers to practice with their children; or the building of peer support groups so mothers can support each other in times of difficulty.

The piloting sessions were based on the activities proposed in the previous resources developed by the project and available at <https://bymbe.eu/results/>, and each partner chose what they felt was the most appropriate for the Young Mothers they were working with, as not all the activities were adequate for all participants.

## 3. Feedback on Using the Methods – Contributions

All partners have piloted the methods and shared their experiences. This chapter shows the experiences of the trainers, social workers, etc., when working with the young mothers and using these methods and it also provides suggestions when needed.

### 3.1. Experiences

#### 3.1.1. EXPERIENCES FROM AUSTRIA:

In Austria the BYMBE Support Pack was piloted in a group of 7 young mothers in 17 single sessions and 1 workshop. They used the following methodologies: individual coaching, activities mother and child, intervention in crisis, CV, cover letter applications and job interviews.

To do this, they used different activities depending on the methodology: they gave young mothers guidelines to follow the appointment – steps, supporting sessions, *My Current Situation...* During the intervention in crisis methodology, they put into practice different activities, such as: analysis of the pros and cons of dropping out of education, control of distress and *My Future Self*. Finally, during the activities carried out with the mother and the child, they used positive reinforcement.

The trainers liked the templates for the activities, especially the one to formulate a good CV. Also the intervention methods were appreciated by the young mothers and by the trainers. The trainers mentioned that these methods are easy to use and are effective. They also mentioned that thanks to these activities, they had acquired tools that could really support the young mothers in an appropriate way, providing them with a wide range of activities to complement their work, apart from talking to the young mother and giving counsel.

The young mothers appreciated the structured support which was offered by using these methods. They trusted the trainer and were open to work on their mother-child connection. They told us that they were surprised that they started to think about their future when thinking about dropping out and made the decision to stay. They mentioned that, before, when things became difficult they usually tended to stop, and did not keep on moving/thinking/dealing with challenges appropriately; however, in this case and with the aid of the trainers and their methods, that changed.

#### 3.1.2. Experiences from Bulgaria

In Bulgaria, this pack was piloted with 8 participants in 24 sessions. In general, the feedback received from the social workers was very positive regarding the BYMBE Support Pack. They highlighted the fact that it was a consistent follow-up of the goals achieved through IO4 – BYMBE Orientation Pack and IO5 – BYMBE Empowerment Pack, and that this pack reinforced their results.

The actual support of the young mothers in Bulgaria started long before the IO6 – BYMBE Support Pack was ready. It actually started right after the piloting of IO5 – BYMBE Empowerment Pack, when the social workers started helping the girls to get enrolled at school.

It was a difficult process, due to the bureaucratic obstacles they encountered for enrolling the girls at school. From that moment onwards, the Young Mothers have received continuous support from the social workers.

The main methodologies from the BYMBE Support Pack that were piloted were:

- INDIVIDUAL COACHING MEETINGS
- ACTIVITIES MOTHER CHILD
- PARENTING ROLES
- CONTROL OF DISTRESS
- ANALYSING PROS AND CONS OF DROPPING OUT EDUCATION
- Some of the PEER SUPPORT GROUP activities, (adapted for one on one session).

However, in Bulgaria, the support activities related to the search for employment were not piloted, since none of the mothers were looking for a job at the time, as they were completing their studies.

### 3.1.3. EXPERIENCES FROM IRELAND

Three young mothers were involved in the implementation of IO6 – BYMBE Support Pack, as, at the time of implementation of this piloting, they were the only ones available.

The trained counsellors covered Activity 1 „*Individual coaching*“, Activity 2 „*My current situation*“ and Activity 3 „*Activities Mothers and Child*“ with the young mothers. At the initial coaching stages the objective was to ascertain the mother’s position in order to overcome any challenges in terms of what they may be encountering, and to guide them when working on activities they could use with the children.

### 3.1.4. EXPERIENCES FROM ITALY

In Italy, the IO6 – BYMBE Support Pack was piloted with a group of young mothers with migrant background, and it focused on working out the steps towards getting a job, recognising personal skills as well as the need for basic or further professional education. It also focused on supporting participants in finding the support services they needed the most.

In this perspective, activities still included the SymfoS methodology from IO4 – BYMBE Orientation Pack, in order to allow young mothers to self-assess their situation and find their own solutions to achieve their goals.

Job-searching is a confidence-deflating situation, especially for people with low education. The goal of the trainers was to increase young mothers’ confidence and self-esteem, and to empower them with a clearer sense of direction and motivation. For that, in Italy, the IO6 – BYMBE Support Pack was integrated with the IO5 – BYMBE Empowerment Pack and, therefore, the piloting sessions included the exercise „*What Do You Believe about Yourself?*“ and the worksheet „*What I Believe*“ from the BYMBE Empowerment Pack and „*Activities of Labour Guidance*“ from the BYMBE Support Pack.

Also, the Italian partner decided to keep activities which are part of their organisation’s background and experience, so the BYMBE approach was integrated with the approach developed through other projects such as: LION, DISCO and EPODS (<http://www.secondchanceeducation.eu/>) aimed at Improving Employability Skills of young people.

### 3.1.5. EXPERIENCES FROM LITHUANIA

The IO6 – BYMBE Support Pack was implemented with young mothers in Lithuania during individual sessions.

The methods used were:

- Individual coaching sessions in order to support young mothers; to create the space for them where they could reflect on their doubts, fears and needs related to education and job preferences.
- Goal-oriented methodology, as it was important to work further on establishing objectives related to education and employment.
- Positive reinforcement techniques, which were useful for recognising achievements and strengthening the self-confidence of the participants as well as their motivation.

The activities used (depending on the needs and situation of each participant) were:

- “Evaluation of the possible problem”.
- “My current situation”.
- “What I would like is to...”
- Relax and stress control: “Control of distress”
- “My Future Self”
- Preparing Curriculum Vitae and cover letter; preparation for the job interview.
- Self-esteem activities like: “Emphasize positive aspects”; How could you Change your life?
- Emotional Intelligence Activities like: theoretical presentation and evaluation of the aspects of the emotional intelligence and willingness to develop.

### 3.1.6. EXPERIENCES FROM SPAIN

The implementation of IO6 – BYMBE Support Pack was carried out with 10 young mothers in 6 sessions. During this implementation the activities that were worked on were:

- Individual Coaching, My current situation and Parenting roles (Accompaniment Support Activities)
- Analysing pros and cons, Control of distress and My future self (Crisis intervention)
- Labour Guidance: CV, Cover Letter and Job Interview; and Profile in social networks: My profile (Support in the search for employment)

The implementation was really successful, as the activities were oriented towards finding a job, enhancement to self-esteem and to improve the young mothers’ future by preparing them to look for a job.

Trainers were very happy with the materials provided by BYMBE Support Pack, as they thought that they were appropriate and useful. These materials made their work easier, as they provided different tools and the young mothers understood them well, which resulted in an active participation and improved management of time, as trainers did not lose a lot of time explaining how the activities were to be made.

Participants generally enjoyed the sessions, as their sense of self-awareness and being in control grew stronger and their determination to find a job settled as they put into practice the activities of the BYMBE Support Pack. These materials and sessions motivated them as they found them useful, appropriate and easy to understand and do.

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

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

## ACTIVITIES CARRIED OUT DURING THE SESSIONS

	<i>CHALLENGES</i>	<i>RECOMMENDATIONS</i>	<i>ADAPTIONS</i>
<b>Individual coaching</b>	<p>The Spanish partner commented that, at first, it was a little bit difficult for young mothers to feel confident and open up, but after some time they successfully engaged in all activities. The same comment was made by the Irish partner.</p> <p>The Bulgarian partner stated that a challenge to overcome was the life circumstances of the Young Mothers that hinder their success at school, as well prejudice on the side of teachers and school officials.</p> <p>The Austrian partner said that the Young Mothers described their situation very emotionally and it was quite difficult to calm them down and show them how to talk about these issues without emotions in a clear way.</p> <p>The Italian partner said that young mothers were not always available for individual meetings, even when they were scheduled in advance.</p>	<p>The Spanish partner recommended not to rush the participants, so trainers should let participants take their time; and no to push them to talk in order for them not to feel threatened. Another recommendation made was for trainers to give a cue to further conversation by asking open questions the participants may be more open to answer.</p> <p>The Bulgarian partner recommended to wait for the Young Mothers to propose their own solutions and help them with questions so that they reach their own conclusion, rather than offering ready-made solutions that they do not own and live up to.</p> <p>The Irish partner declared that an individual coaching session is a good opening activity.</p> <p>The Lithuanian partner highlighted the importance of the fact that the professionals have to have counselling skills.</p> <p>The Austrian trainers mentioned that it was very important for mothers to have access to childcare and rely on that, so that the young mothers can take their time and work without being distracted.</p>	<p>The Lithuanian partner suggested to concentrate on the themes according to the needs and situation of the participants.</p> <p>The Austrian partner added physical exercises like breathing and stretching when they saw that the young mothers were inattentive or too emotional.</p>

		<p>The Italian partner advised the following:</p> <ul style="list-style-type: none"> <li>• The meetings' purpose should be explained at the beginning of the support path;</li> <li>• An action plan should be set for each young mother at the end of a meeting to report about on the next meeting.</li> <li>• Messages should be sent, or calls should be made to young mothers in order to confirm their attendance to the group or individual sessions.</li> <li>• Meetings should be scheduled before/after group sessions.</li> </ul>	
<b>My Current Situation</b>	<p>The Irish partner reported that this activity went smoothly.</p> <p>The trainers from the Austrian partner mentioned that the young mothers had an easier time to do the exercises when receiving the template cut into smaller pieces. This way, the young mothers answered one question after the other without being distracted by a long sheet of paper during the activity.</p> <p>For the Spanish partner this did not present any challenge.</p> <p>This activity was not piloted by the Italian partner because some Young Mothers were not at ease with articulating their responses in a written format.</p>	<p>The Lithuanian partner said that this activity is good to use with other similar activities in the IO4 – BYMBE Orientation Pack and IO5 – BYMBE Empowerment Pack. They commented on the fact that questions are useful to help participants analyse different aspects of their life.</p> <p>The Irish partner said that when working with the young women, the trainer could plan longer sessions or if that was not possible, a few more sessions.</p> <p>The Austrian partner said that it was easier if the questions were given to the young mothers one after the other and to summarize the answers at the end and find a conclusion.</p>	<p>The Austrian partner proposed to cut the template into stripes and ask the questions one after the other.</p> <p>The Italian partner suggested that this activity could be merged with training unit Nr.8 – <i>Challenges &amp; Chances as a Young Mother</i> of the IO4 – BYMBE Orientation Pack.</p> <p>Information can be obtained also by using the SymfoS methodology.</p>

		The Spanish partner recommended to summarise everything said by the participant at the end of the activity, so they have a clear and concise summary of their situation.	
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## MOTHER CHILD ACTIVITIES

	<i>CHALLENGES</i>	<i>RECOMMENDATIONS</i>	<i>ADAPTIONS</i>
<b>Let's do homework</b>	<p>Some of the young mothers that participated in the Irish piloting were fearful that they are unable to help their children as a result of their own school experience; some said they would feel that they could let them down.</p> <p>The Italian partner highlighted that this task can interfere with family routine and agenda. It is highly likely to not be done by mothers as long as both parents do not commit to a change in their parenting style and division of family work.</p>	<p>The Irish partner recommended that mother be supported through the sessions if possible, or at least help them prepare.</p> <p>The Italian partner stated that this task could be included in training activities related to positive parenthood addressed to and attended by both parents.</p>	<p>The Italian partner has included this activity in the possible tasks list for Young Mothers' Individual Counselling where more time can be focused on this exercise on a one to one basis.</p>
<b>Reading, listening and drawing</b>	<p>The Irish partner recommended the use of simple story books and drawings, and they also found hand painting useful. The mothers said that they would like some help choosing the activities.</p> <p>The Italian partner stated that this activity relies very much on children's behaviour. It is highly likely to not be done by mothers as long as both parents do</p>	<p>The Bulgarian partner expressed that this exercise was a good basis to raise the Young Mothers awareness on how important it is for the child development to do things together and have common activities.</p> <p>The Irish partner expressed the importance of offering support in helping to choose the materials that are right for them.</p> <p>The Italian partner stated</p>	<p>The Bulgarian partner suggested brainstorming and letting the girls come up with their own ideas on how to integrate activities with their children into their learning process.</p> <p>The Italian partner has included this activity in the possible tasks list for Young Mothers' Individual Counselling where more time can be focused on this exercise on a one to one basis.</p>

	not commit to a change in their parenting style and division of family work.	that this task can be included in training activities related to positive parenthood addressed to and attended by both parents.	
<b>Let's build a study wall</b>	<p>The Irish partner explained that the study wall was discussed with the young mothers and they thought this was a fantastic idea. When working with the children, it was suggested to use different colours and textures that would encourage the children to use it too. From a visual perspective, incorporating colour and texture worked well and it appealed to the different learning styles as outlined in IO3 - Set of Intervention Methods to Involve Young NEET Mothers.</p> <p>The Bulgarian partner said that it would be difficult to apply with the living conditions and large families of the Young Mothers in their country.</p>	<p>The Irish partner said that the Wall could be made a more visual tool and it would work well this way. The Italian partner said that this activity could be included in training activities related to positive parenthood addressed to and attended by both parents.</p>	<p>The Irish partner expressed that they found this activity to be a useful tool. The Italian partner stated that this activity has been included in the task list for Young Mothers' Individual Counselling where more time can be focused on this exercise on a one to one basis.</p>

## PARENTING ROLES

	<i>CHALLENGES</i>	<i>RECOMMENDATIONS</i>	<i>ADAPTIONS</i>
<b>Commitment</b>	<p>The Spanish partner explained that the mothers stated the impossibility of going to some of them due to the lack of support in childcare.</p> <p>The Italian partner highlighted that closer scrutiny from other parents and higher parental expectations</p>	<p>The Spanish partner recommended that everyone should keep in mind the different situations of the young mothers.</p> <p>The Italian partner stated that this activity could be included in training activities related to positive parenthood</p>	<p>The Bulgarian partner said that this activity can be used to additionally motivate the Young Mothers to continue studying.</p> <p>The Italian partner has included this activity in the possible tasks list for Young Mothers' Individual Counselling where more</p>

	could be a source of anxiety and comparison for Young Mothers.	addressed to and attended by both parents.	time can be focused on this exercise on a one to one basis.
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### POSITIVE REINFORCEMENT MOTHER-CHILD

	<i>CHALLENGES</i>	<i>RECOMMENDATIONS</i>	<i>ADAPTIONS</i>
<b>Action/Reward</b>	<p>The Austrian partner explained that the trainer changed the contract into a contract between the trainer and the mother and the results of using this method was very good.</p> <p>The Italian partner stated that this activity can interfere with family routine and agenda. It is highly unlikely to be done by mothers as long as both parents do not commit to a change in their parenting style.</p>	<p>The Austrian partner explained that the trainer changed the contract into a contract between the trainer and the mother and the results of using this method was very good.</p> <p>The Italian partner added that this activity could be included in training activities related to positive parenthood addressed to and attended by both parents.</p>	<p>The Austrian partner recommended using the contract for mothers.</p> <p>The Italian partner has included this activity in the possible tasks list for Young Mothers' Individual Counselling where more time can be focused on this exercise on a one to one basis.</p>

### PEER SUPPORT GROUP

	<i>CHALLENGES</i>	<i>RECOMMENDATIONS</i>	<i>ADAPTIONS</i>
<b>The Disturbing Word</b>	<p>The Bulgarian partner considered gathering the girls in group setting again as a challenge.</p> <p>The Italian partner commented that Young Mothers are not easy to make up words on their own.</p>	<p>The Italian partner recommended this activity to be done once Young Mothers are at ease with their facilitators and within the group and they do not fear judgment.</p>	
<b>Leisure And Free Time</b>	<p>The Bulgarian partner considered gathering the girls in group setting again as a challenge.</p> <p>The Italian partner stated that the activity can interfere with family routine and agenda. It is highly likely not be done</p>	<p>The Italian partner added that this activity could be included in training activities related to positive parenthood addressed to and attended by both parents.</p>	<p>The Bulgarian partner adapted the activity for individual coaching sessions and worked with the Young Mothers to stress the importance of rest and leisure and free time.</p> <p>The Italian partner has</p>

	by mothers if both parents do not commit to a change in their parenting style.		included this activity in the possible tasks list for Young Mothers' Individual Counselling where more time can be focused on this exercise on a one to one basis.
<b>What I would like is to...</b>	The Bulgarian partner considered gathering the girls in group setting again as a challenge.	The Lithuanian partner expressed that it was good to implement this activity together with other similar activities. They also stated that this was a useful activity which helped participants to understand their interests and needs better.	The Lithuanian partner proposed to carry out this activity as a discussion, and highlighted that it was also a good activity to perform in individual sessions.
<b>Relaxation Activities</b>	The Bulgarian partner considered gathering the girls in group setting again as a challenge.	The Italian partner stated that this activity could be done at the beginning or at the end of the training sessions. They found the activity useful to cool down energies when anxiety or anger takes over participants.	The Bulgarian partner did the activity with the girls in individual sessions. They liked the opportunity to learn how to relax.

#### OTHERS: FACING FAILURE AT SCHOOL, MENTORING...

	<i>CHALLENGES</i>	<i>RECOMMENDATIONS</i>	<i>ADAPTIONS</i>
<b>General Comments</b>	<p>The Bulgarian partner explained to the Young Mothers the content of the section <i>Failure at school</i>, trying to equip them with knowledge on how to react in case their kids had problems at school, but they considered it more important to help Young Mothers cope with situations, when they themselves face failure in school.</p> <p>For that reason, the Italian partner turned back to the</p>		

	<p>IO5 and reinforced the results of Self-Regulation learning, and also worked to boost their assertiveness and self-confidence. The Bulgarian partner used the activity <i>“My Future Self”</i> from the following section of the Handbook, which they found very useful for reinforcing the desire of the Young Mothers to persist in the chosen course of action.</p>		
<p><b>Emergency Support In Different Situations Of Crisis - Has it been necessary to intervene in the face of a crisis?</b></p>	<p>The Bulgarian partner explained that the crisis situations were mostly related to the mother not coping with the tasks for school-studying and doing homework. It was hard for the young mothers, and the trainer had to go back to discuss why they were actually doing it (re-motivating) and to reinforce the girls’ faith in their own ability to cope with the situation. For these purposes, the Bulgarian partner found that the activities <i>Analysing pros and cons of dropping out of education; Control of distress</i> and <i>My Future Self</i> were very useful.</p> <p>The Lithuanian partner explained that it was important to discuss stressful situations for some of the participants and find ways in which they could handle these situations.</p> <p>The Austrian partner</p>		

	<p>indicated that the young mothers faced the same challenge. During their childhood, the young mother had not learnt any strategies to deal with crisis; and, therefore, the only strategy they knew was running away or stop doing something.</p> <p>Generally, for mothers in Austria, it is ok not to work or attend education while children are small; so, for them, it was very easy to just stop. The crises faced were: dealing with time, education and childcare. They told us that they cannot use more hours of childcare because it is bad for their children, and their child needs them; and, on the other hand, the childcare is expensive and they would not have to spend that money on childcare if they stayed at home as long as possible and start a vocational training when the child attends school.</p> <p>The Spanish partner explained that the most common crisis among all Young Mothers was the fact that they found it really difficult to cope with their school homework, their tasks at home and the care of their children. Trainers had to re-motivate Young Mothers.</p>		
<p><b>Analysing pros and cons of dropping out education</b></p>	<p>The Austrian partner stated that methods of relaxation and physical exercise were used to calm</p>	<p>The Spanish partner specified that this was a very useful activity when facing crisis, as it gave</p>	<p>The Austrian partner suggested that the trainer create a template based on the methods known.</p>

	<p>the mothers down after they started talking about their issues emotionally. Trainer has to be very well prepared and secure about the tools to be used to ask questions and stay in contact with the young mothers, leading the conversation and helping the young mothers to structure the pros and cons.</p>	<p>mothers another perspective on the situation that they may not have considered at the moment due to anxiety and stress.</p> <p>The Austrian partner highlighted that the trainer has to be well prepared, and it would be good to write down some answers and support to structure the answers, and pros and cons.</p> <p>The Bulgarian partner added that it was a very good activity that helped give the mothers the motivation to persist.</p>	
<b>Control of distress</b>	<p>The Lithuanian partner indicated that sometimes the theoretical background was too difficult for the participants.</p>	<p>The Spanish partner stated that this was a very useful activity because it provided an opportunity for the young mothers to reflect on their thoughts once the crisis had passed, and realise that many would have made a hasty decision.</p> <p>The Lithuanian partner recommended to dedicate the appropriate time for this activity and to explain the theoretical background in an understandable and practical way in order to carry out this activity.</p>	<p>The Lithuanian partner proposed to adapt this activity according to the situation and the time available for the analysis.</p>
<b>My Future Self</b>	<p>The Spanish partner described that for some of the Young Mothers it was really hard to talk about their future at first, as they thought it was very difficult that their situation could really change. The trainer had to motivate them and remind them that they</p>	<p>The Spanish partner explained that this was a useful method that served to create self-confidence in the participants, and also let them know and visualise what they wanted in life and what were the steps they needed to follow in order to achieve</p>	<p>The Austrian partner proposed that the young mothers write down on a big sheet of paper and in another one they draw the silhouette. Based on this picture the future self was adapted into:</p> <ul style="list-style-type: none"> <li>• What I want to do with my hands in the future:</li> </ul>

	<p>could achieve the goals they'd set themselves.</p> <p>The Austrian partner stated that the young mothers did not want to write the answers down. They were afraid of doing something wrong, inappropriate or have a bad orthography.</p> <p>The Lithuanian partner added that this was a useful activity, but sometimes participants were not willing to write the replies down (therefore, they propose to use other techniques, like drawing).</p>	<p>those goals.</p> <p>The Austrian partner affirmed that this method was perfect adding some adaptations.</p> <p>The Bulgarian partner confirmed that this was a very good activity that helped the Young Mothers to visualize the positive results of their efforts and to create self-confidence.</p> <p>The Lithuanian partner said that this activity should be kept as realistic as possible in order to set goals that are down to earth and realistic for the participants to achieve.</p> <p>The Italian partner added that this activity can be used with participants who are resistant with using the SymfoS methodology.</p>	<ul style="list-style-type: none"> <li>• What I want to have on my mind in the future:</li> <li>• Whom I want to have in my heart in the future:</li> <li>• What steps I want to take in the future:</li> </ul> <p>The Lithuanian partner commented that this activity could be used with similar activities from IO4 – BYMBE Orientation Pack and IO5 – BYMBE Empowerment Pack.</p> <p>The Italian partner expressed that the purpose of this activity could be achieved also through the training unit n.13 Competences Roadmap or Basic Clearing of the IO4 – BYMBE Orientation Pack.</p>
<b>Gender Violence</b>	<p>The Austrian partner stated that one mother needed support because of abusive relationships. The trainers talked to her, supported her and she was accompanied to a counselling service for these particular issues.</p> <p>The Bulgarian partner explained that, even if these situations existed, the Young Mothers in Bulgaria would not be willing to share them.</p>		
<b>Family crisis</b>	<p>The Austrian partner described that one mother needed support because of an abusive relationship. The trainers talked to her, supported her and she was accompanied to a counselling service for</p>		

	<p>these particular issues. Her family was involved in the abuse and the trainers are not educated to deal with this in an appropriate way so the trainers organised help in another project.</p>		
<b>Psychological crisis</b>	<p>The Bulgarian partner specified that in case of psychological crisis the social workers are required to advise the Young Mothers to consult with a psychologist and provide access to psychological advice if possible.</p>		
<b>General comments and conclusions</b>	<p>The Bulgarian partner explained that their social workers in their support for the Young Mothers had to deal with all kinds of situations, like for example:</p> <ul style="list-style-type: none"> <li>• Difficulty with gathering all the necessary documents for enrolling the girls in school.</li> <li>• Difficulty with enrolling the girls at school.</li> <li>• Support for a girl to convince her husband to take action for not living with their extended family (and applying for municipal apartment).</li> </ul> <p>The Austrian partner stated that trainers could talk about the issues and give the young mothers tools to be careful. In this case the trainers were confronted with the decision to find help from an expert. Because the trainers in our case were no psychologists it is difficult and reckless</p>		

	<p>not to find appropriate support. For the trainers working with the young mothers it was important to find the best solution for the young mothers and integrated support from another project.</p>		
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### SUPPORT IN THE SEARCH FOR EMPLOYMENT

	<i>CHALLENGES</i>	<i>RECOMMENDATIONS</i>	<i>ADAPTIONS</i>
<b>Labour Guidance</b>	<p>The Irish partner explained that counsellors worked with the Young Mothers to build their job-seeking skills. First, the counsellors worked on CVs, and, although many of the Young Mothers already had CV's, they needed to improve them. The Young Mothers were happy to do this, they were comfortable with the counsellors and listened to their advice. Thus, the counsellors were able highlight aspects of the young mother's lives that they didn't feel were relevant for a CV, such as: budgeting, managing childcare and making appointments for children, etc. Highlighting this showed their good organisational skills, which the women agreed they didn't feel was relevant. Most of the mothers confirmed that they had not developed a cover letter as they had not applied for many jobs. The Irish partner encouraged</p>		

the mothers to write a work experience cover letter so they could apply for work experience, which in turn may help them to get the experience they need to get a job. The counsellors also discussed the fact that each cover letter and CV should be modified to fit the job description. Lastly, the Irish partner conducted mock interviews for several different job roles, and the Young Mothers stated that they had liked this as they said that they had no real experience of interviews. The counsellors tried to make the situation as real as possible, and the women said that it gave them a little bit more confidence. The CVs and cover letters were included in the interview, so as to show the connection between the application and the job role.

The Austrian partner explained that the young mothers were confronted with computers. The trainers thought that it was usual for them to work on computers, but it was not. So the trainers showed them the basics and set up proper e-mail addresses with the young mothers to start their application process.

The Lithuanian partner stated that the participants were consulted in preparation of CV, cover

	letter and preparation for the job interview.		
<b>CV</b>	<p>The Spanish partner explained that due to the lack of education and training of the Young Mothers, the templates provided by IO6 – BYMBE Support Pack (Europass model) were too extensive. The Irish partner said that, as the women had no work experience, highlighting the skills and experiences they had in their everyday life was crucial.</p> <p>The Austrian partner indicated that the CVs were short and had missing periods of time.</p> <p>The Italian partner explained that the Young Mothers had not enough digital skills to work with the new Europass CV template, and added that most of them hadn't access to computers in their house and needed to work with smartphones.</p>	<p>The Spanish partner proposed to adapt the model to the Young Mothers' situation and background so their confidence and self-esteem was not affected. The Irish partner found it very important to build the mothers self-esteem and to get them to think about the long term goals after they completion of their studies.</p> <p>The Austrian partner indicated that for very young mothers with hardly any experience or school education, to boost the European CV is too intense. Simplified versions can be used.</p> <p>The Lithuanian partner stated that country specific aspects should be considered.</p> <p>The Italian partner recommended the following:</p> <ul style="list-style-type: none"> <li>• To print the final version for the Young Mothers to keep it and start using it.</li> <li>• To clarify with the participants their IT competence level before the start of the course, as all participants should be of a similar competence level.</li> <li>• If participants have low IT skills they should require a more intensive</li> </ul>	<p>The Spanish partner proposed adaptations of the model according to the Young Mothers' situation and background.</p> <p>The Austrian trainers used simplified versions of the template in IO6 – BYMBE Support Pack.</p> <p>The Lithuanian partner reflected on the fact that it is good to work individually and using a PC during the individual sessions.</p> <p>The Italian partner proposed the following adaptations:</p> <ul style="list-style-type: none"> <li>• Participants can work online on <a href="https://europass.cedefop.europa.eu">https://europass.cedefop.europa.eu</a></li> <li>• Participants can go over different CV format options – the advantages and disadvantages of using them and which one is the best for them to use, so that it will showcase their skills, strengths and experience in the most effective manner.</li> </ul>

		<p>individual support, in which case a smaller group is recommended.</p> <ul style="list-style-type: none"> <li>• To focus on skills more than on education.</li> </ul>	
<b>Cover Letter</b>	<p>The Spanish partner explained that, at first, the participants found it difficult to say positive things about themselves that were related to work, as they didn't have much or any work experience and they also thought it was a little bit inappropriate to only say good things about their character. The trainer had to help them through the process, reinforcing their self-esteem and guiding them.</p> <p>The Irish partner commented that the challenge was getting the young mothers to see that a generic letter does not work. However, after the trainer explained it a reinforced it, it started to make sense to them.</p> <p>According to the Austrian partner, it was a challenge for the young mothers to dare to start. At the beginning, it was complicated to know what to write and they had the feeling that it was inappropriate to write positive things about themselves. It took time to encourage them to see themselves as they are with all their competences. They did not believe that having positive</p>	<p>The Spanish partner proposed to encourage Young Mothers to find good things about themselves that can help them get the job and remind them that generic letters are not successful. The Irish partner affirmed that they believe cover letters are a crucial tool. The mothers saw the benefit of adapting this to fit the requirements of the position they were applying for.</p> <p>The Austrian partner recommended to talk about competences before starting with the activity. The young mothers should have a pool of competences about them to be used and structured. They should be proud about what they write down and believe that this is the truth. In their case, trainers used emotional intelligence activities.</p> <p>The Lithuanian partner explained that there could be more information supplied if there is the need for that on the cover letter, as this would enhance the product.</p> <p>The Italian partner highlighted that the facilitator must check the basic skills of participants (reading, writing) before</p>	<p>The Austrian partner proposed to gather the competences the young mothers have, what they truly want and what they are able to do before starting.</p> <p>The Italian partner added that participants can work online at <a href="https://europass.cedefop.europa.eu">https://europass.cedefop.europa.eu</a></p>

	<p>competences can be the truth.</p> <p>The Italian partner stated that cover letters are usually not required in the jobs Young Mothers usually aim to, so participants could be uninterested in this activity.</p>	<p>the activity starts as all participants must be of a similar competence level.</p>	
<b>Job Interview</b>	<p>The Spanish partner indicated that the activity was fun and that Young Mothers had a good time once they left their anxiety behind.</p> <p>The Irish partner explained that the Young mother's nerves were the biggest challenge. Using tips from the motivational interviewing tool in IO3 - Set of Intervention Methods to Involve Young NEET Mothers and the IO5 – BYMBE Empowerment Pack was key to guiding the mothers in the right direction.</p> <p>The Austrian partner commented on the fact that implementing this activity was fun.</p>	<p>The Spanish partner explained that, at first, it was necessary to have some conventions and common practices explained, because many of them had never been in a job interview before. The Spanish partner also proposed to make sure the Young Mothers feel comfortable, and to create a fun and chill environment where they don't feel judged, so the activity is really successful.</p> <p>The Irish partner explained that the young mothers have not been in the labour market up to this point, therefore they had no experience of what an interview would be like. This activity at least gave them their first experience. The fact that there have been other tools in the previous IOs enabled the trained counsellors to identify and cope where issues arose.</p> <p>The Lithuanian partner said that there could be more information supplied if there is the need for that.</p>	<p>The Spanish partner proposed to adapt the job interview to the Young Mothers' situation, as many of them may not have had a job interview ever before, or may think that they are not fit for some kind of jobs.</p> <p>The Italian partner commented that this activity can be used in the individual sessions as well.</p>

<p><b>Profiles in social networks</b></p>	<p>During the Spanish piloting, participants were helped in the process of creating a profile on social networks (oriented to job search), and they were also helped in the creation of new email accounts, as some of them didn't have one and others couldn't remember the address or the password.</p> <p>The Austrian trainers helped the young mothers to create a new email address, this enabled them to set up Facebook accounts which the trainers helped with and after which they went through Facebook with the Young Mothers.</p>		
<p><b>My profile</b></p>	<p>The Spanish partner commented that many of the Young Mothers didn't have an email account, so the trainer had to help them first with that.</p> <p>The Lithuanian partner commented that this activity may be challenging because of the English language.</p> <p>The Italian partner commented that, in Italy, LinkedIn is not used for job searching, except from high-level profiles.</p>	<p>The Italian partner highlighted that facilitators must clarify the level of digital skills of the participants before the activity starts, as all participants must be of a similar competence level. If participants have low ICT skills, greater individual support will be required, in which case a smaller group is recommended.</p>	<p>During the Spanish piloting, the trainer decided to create a profile for the whole group, as this was easier (a lot of time was lost while creating the email accounts and explaining the activity). They all created it together and then they all discussed it together, and the trainer gave them pieces of advice.</p>
<p><b>Egosurfing</b></p>	<p>The Italian partner indicated that it was not easy for Young Mothers to be in the shoes of recruiters during this activity. Most the young mothers felt that they would be uncomfortable and did not want the</p>	<p>The Italian partner highlighted that facilitators must clarify the level of digital skills of the participants before the activity starts, as all participants must be of a similar competence level. If participants have low ICT</p>	

	recruiters to see disturbing or unprofessional materials of them on Internet, as they believed it was not the recruiter's affair.	skills, greater individual support will be required, in which case a smaller group is recommended.	
<b>Tools to search for a job</b>	The Austrian partner described that the trainers piloting this activity offered their support the the young mothers and showed them where and how to find a job. As the focus of the trainers was on vocational education of the young mothers, they were supported by searching for the right company to do their vocational training.		
<b>Participatory video</b>	The Italian partner indicated that in Italy videos are not required in job searching, except for high-level communication roles. Most Young Mothers did not feel at ease in front of a camera.	The Italian partner highlighted that facilitators must clarify the level of digital skills of the participants before the activity starts, as all participants must be of a similar competence level. If participants have low ICT skills, greater individual support will be required, in which case a smaller group is recommended.	
<b>Visual story</b>	The Italian partner said that most Young Mothers did not feel at ease in front of a camera.	The Italian partner highlighted that facilitators must clarify the level of digital skills of the participants before the activity starts, as all participants must be of a similar competence level. If participants have low ICT skills, greater individual support will be required, in which case a smaller group is recommended.	

OTHERS

	<i>CHALLENGES</i>	<i>RECOMMENDATIONS</i>	<i>ADAPTIONS</i>
<b>Self-esteem</b>		The Lithuanian partner affirmed that this is a very good activity, that helps to reveal personal attitudes to oneself and their abilities.	The Lithuanian partner said that it is good to link self-esteem with vocational occupations and this appears to make it interesting for the participants. The Italian partner suggested that this activity can be merged with the activities Activity: 1.9. Exercise „Self-confidence Collage”, 1.10. Exercise „What do you Believe about Yourself?” and 1.11. Exercise „To feel powerful and confident” of IO5 - BYMBE Empowerment Pack.
<b>How could you change your life?</b>	The Lithuanian partner stated that the situation suggested might seem too negative in some cases	The Lithuanian partner recommended using positive situations, for example: “Imagine that you are able to achieve everything you want. What would it be? How would you live?”	The Lithuanian partner suggested that this activity could be useful during individual sessions. The Italian partner suggested to combine this activities with the ones provided in IO5 - BYMBE Empowerment Pack.
<b>Emotional Intelligence</b>		The Lithuanian partner recommended making theoretical presentations and evaluation of the aspects of the emotional intelligence and willingness to develop some of them.	The Lithuanian partner suggested that this activity could be useful during individual sessions as well. The Italian partner suggested to combine this activities with the ones provided in IO5 - BYMBE Empowerment Pack about emotional intelligence.

## 3.3. Comments and Conclusions

### 3.3.1. THE AUSTRIAN PARTNER

The Austrian trainers mentioned that it was challenging when the young mothers were forced to write down their answers during the activities. It took a long time to encourage them to be ok with dealing with mistakes and to recognise that mistakes can be corrected without consequences. For the Austrian trainers it was an important moment to recognise that, especially in dealing with the young mothers and their children. Furthermore, what can be achieved by supporting them through a combination of methods when they are in crisis? The IO6 – BYMBE Support Pack can be adapted to meet the varying needs that occur at any given time for the young mothers, and as such is a suitable tool to use.

### 3.3.2. THE BULGARIAN PARTNER

In general, the feedback received from the social workers implementing this activity with the young mothers was very positive regarding the BYMBE Support Pack. Especially as they believed that it was a consistent follow-up of the goals achieved by IO4 – BYMBE Orientation Pack and IO5 – BYMBE Empowerment Pack and reinforced their results.

### 3.3.3. THE IRISH PARTNER

For the the Irish trainer, the implementation of IO6 – BYMBE Support Pack was very successful and practical. They reported that tools were consistent with what one would need when contemplating entering the workforce. The Young Mothers appreciated the support and acknowledged that they found the tools helpful.

The trained counsellors in Ireland worked with the young women on Labour guidance. The women worked over a two-week period and times were chosen to suit the needs of the mothers.

### 3.3.4. THE ITALIAN PARTNER

The activities from the IO6 – Support Pack was integrated in the Counselling and Support process offered to young mothers, together with the activities from IO4 – BYMBE Orientation Pack and IO5 – BYMBE Empowerment Pack. Despite differences in the structure of the 3 BYMBE Packs they found that they easily integrated within each other. All Packs supported counsellors in addressing different kinds of young mothers and different situations: a diverse set of activities is provided to trainers and they were able to choose the ones that adapted better to the background and skills of the mothers they were working with.

In their opinion, the flexibility of the BYMBE resources lied also in the possibility to ,crash‘ the BYMBE curricula and design a new one adopting single activities from the BYMBE resources (or part of them), changing their order or even integrating them with other activities. This may be particularly interesting for organisations whose curricula include compulsory activities connected with national social services or for organisation who want to keep approaches which are part of their expertise and are successful in engaging participants meaningfully and productively. They highlighted that this also allowed to meet the diverse needs of participants and situations.

### 3.3.5. THE LITHUANIAN PARTNER

The Lithuanian partner highlighted that the methodology (the training material) in the IO6 – BYMBE Support Pack was relevant and well connected with the previous outputs. It supplemented the previous activities and gave an opportunity to use the methods, choosing them according to the needs of the participants. Some new important aspects were also presented.

### 3.3.6. THE SPANISH PARTNER

The Spanish partner explained that both, trainers and young mothers, enjoyed the implementation of the IO6 – BYMBE Support Pack’s activities, as they thought it was useful and practical for their future. They faced some challenges, such as the lack of confidence of some participants, or stressful situations that occurred due to their personal life, but they worked together to get through the difficult moments.



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