



INNOVATIVE METHODS AND PRACTICES TO  
FACILITATE SOCIAL INCLUSION

[www.socialmobility.eu](http://www.socialmobility.eu)

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## GUIDELINES FOR TUTORS OF SOCIAL MOBILITY MODEL

These Guidelines for tutors of Social Mobility Model address adult educators and adult education organisations showing how they can facilitate social inclusion of socially disadvantaged adults, with special attention to unemployed, senior citizens and migrants.

This product intends to promote three innovative educational approaches: Group social mentoring, Role model and Visual workshops, in order to foster social mobility. These guidelines are the result of the European project „INNOVATIVE METHODS AND PRACTICES TO FACILITATE SOCIAL INCLUSION: LIGHT”, which has been implemented on 01/12/2009 – 30/11/2011

More information about the project and its outcomes can be obtained from the project’s website [www.socialmobility.eu](http://www.socialmobility.eu)



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## Introduction

Welcome to the “**Guidelines for Tutors on Social Mobility Model**”, which have been developed under the EC Grundtvig project “**INNOVATIVE METHODS AND PRACTICES TO FACILITATE SOCIAL INCLUSION: LIGHT**” in cooperation of eight European organisations and institutions: Social Innovation Fund (LT), Vytautas Magnus University (LT), European Innovation Centre (LT), ATHENA - Association for Education and Development of Women (CZ), Volkshochschule Göttingen e.V. (DE), Baobab Association, Catalan association for multipurpose train (ES); Stichting Gamma Dienstverlening (NL) and Merseyside Expanding Horizons (UK).

The main aim of the project LIGHT - to increase capacity and willingness of socially disadvantaged persons (namely: unemployed, migrants/ persons with migration background and senior citizens) themselves to be fully integrated into society and labour market by moving from social exclusion to social inclusion. Thus, aiming to foster the social mobility, which is associated with individual opportunities and capacities for progression to overcome social exclusion, project partners developed and piloted three innovative learning approaches.

Therefore, in these Guidelines a European framework of **Social Mobility Model (SMM)** is introduced with the complex of three interlinked educational approaches:

- **Group Social Mentoring** for socially disadvantaged persons helping to increase their social mobility and re-/integrate into labour market and society;
- **Role Model** on social inclusion – aiming to strengthen self-confidence by learning from personal experience of people who have overcome social exclusion;
- **Visual Workshop** “Equal opportunities and non-discrimination” – aiming to help learners to develop their civic competencies on equal opportunities, non-discrimination, human rights and to facilitate their adaptation to a diverse and changing society.



During project LIGHT implementation period all three educational tools have also been piloted with socially disadvantaged persons: unemployed, migrants and senior citizens (with special emphasis on women), at national level within project’s partner countries (Czech Republic, Germany, Lithuania, Spain and United Kingdom).

All of the methods are supported with developed materials within the LIGHT project. At the end of these Guidelines you may find three Annexes:

- CD-ROM with yellow colour on the cover – “e-Workbook for tutors on Group Social Mentoring” in English language;
- DVD with blue colour on the cover – Video set “Role model as a tool to facilitate social inclusion” in English, Czech, German, Lithuanian and Spanish languages;
- CD-ROM with orange colour on the cover – Training material for Visual Workshop “Equal opportunities and non-discrimination” in English, Czech, German, Lithuanian and Spanish languages.

In these Guidelines the three methods are linked with different colours, so you could orientate easily: Group Social Mentoring method is associated with yellow colour, Role Model method- blue colour, and Visual Workshop “Equal opportunities and non-discrimination” is associated with orange colour.

*For your information, some edition of these Guidelines will not contain hard copies of Annexes – the three CDs, in this case you are welcome to download all the developed materials from the project’s LIGHT website [www.socialmobility.eu](http://www.socialmobility.eu)*

The project's LIGHT partners adapted the method of social mentoring in pairs to **group social mentoring** and transferred the innovative method to the three target groups: unemployed, seniors and migrants. The main idea of the approach is to select and organise group of four/five mentees and one experienced mentor matching them according to their needs and social exclusion experience, similar goals. For example, one mentoring group may be attended by mentees who are seeking employment in the same field, another mentoring group mentees might consider social activation opportunities and etc.

The main characters in the mentoring process are 3**M**-actors:

- mentoring **M**anager/coordinator;
- **M**entor;
- **M**entees.

The mentoring **manager**/coordinator coordinates all the mentoring process – selects mentors, mentees, organises trainings for mentors and mentees, matches mentors and mentees, solves the problems arising during the mentoring process if mentors are not able to solve them by themselves.

The word "mentor" has its roots in Greek mythology. The story tells that when Odysseus went off to the Trojan war he asked his friend Mentor to bring up his son Telemakhos as his friend and advisor. So, **mentor** is a skilled, experienced and esteemed person who is willing to support and advise a less experienced person without financial compensation.

The word **mentee** is used generally to mean the less experienced person, the one who is receiving the "guiding", who is willing and able to develop both as a person and in her/his profession.

The main effect of the group mentoring is that every group influences all its mentees and the mentor too. All the mentees and even mentor learn from each other during the mentoring process and usually stay friends and continue their meetings after the official end of the process.

# 1.1

## Suggested Agenda for the meeting

Once the mentor and the mentees clearly understand and agree on the rules and commitments of mentoring, the relationship begin. An ideal duration of mentoring session is one-two hours. Mentoring sessions should take place once or twice a month. The recommended time for a successful mentoring relationship is between 6 and 12 months.

According to the experience within the LIGHT project, hereby the following phases of a group social mentoring meeting are presented:

<b>Warming up</b>	Small talk / "how is everyone" All participants confirm and agree the topic to be discussed
<b>Presentation of the topic / information</b>	The mentees present the topic to be handled The mentor asks for more information if needed and confirms to have understood everything right
<b>Questions / change of experiences</b>	The mentees ask questions they want to get answers to and tells more concrete details and examples concerning the topic The mentor tells her/his experiences concerning the topic
<b>Clearing up</b>	Different alternatives for solutions are searched / the mentor can give advise and make suggestions Discussions about consequences of different alternatives The mentees choose the most suitable alternative for them personally
<b>Planning</b>	The mentees make a plan phase by phase according to which they want to proceed in the mentoring process The mentor gives advise on the basis of her/his experience to carry out the plan Filling the mentoring diary
<b>Conclusion</b>	The mentees and the mentor give feedback to each other about the progress of the meeting Homework for the mentees for the next meeting To fix and confirm the appropriate date of the next meeting

During the project LIGHT implementation, project partnership with the advises of participants of national Group Social Mentoring piloting, developed "**e-Workbook for tutors on Group Social Mentoring**". It contains the following topics: description of group social mentoring, role of mentors and mentees, the methods of motivations of mentees to make positive changes in their life, formulating expectations and goals in order to move from social exclusion to social inclusion, training of managers, mentors and mentees, monitoring of the mentoring process and etc.

You can find an Annex of these Guidelines, a so-called "*yellow*" CD-ROM with the "**e-Workbook for tutors on Group Social Mentoring**", as well as practical exercises and suggested documents to support the Group Social Mentoring process.

The developed materials can also be downloaded from the project's LIGHT website [www.socialmobility.eu](http://www.socialmobility.eu) under products menu.

## ROLE Model to facilitate Social Inclusion

The second presented method aims to provide socially disadvantaged groups with educational pathways to improve their knowledge and competencies by learning from personal experiences gathered on video role models. In this part we would like to present six case studies, examples of real persons who overcame social exclusion problems:

- of unemployment – Jana from Czech Republic and Vilija from Lithuania;
- concerning migrants' integration into society – Brenda in United Kingdom and Raluca in Germany;
- being senior citizens – Angele from Lithuania and Jesus from Spain.

For your convenience we provide you with the suggested session plan for facilitator on the seminar using the Role Model method in the part 2.1 of these Guidelines. Also the background descriptions of these six persons in the part 2.2., reflecting: general background of the role model person in the country; situation while being in social exclusion: facts and feelings; ways and methods, that role model used to overcome social exclusion: who helped to change the situation; situation now: social inclusion, feelings, plans for the future.

In order to facilitate the seminar and the background stories, the six persons had been filmed during the project and placed on DVD "Role model as a tool to facilitate social inclusion", an Annex of these Guidelines, a so-called "blue" DVD. For your convenience, each video clip has subtitles in five languages: English, Czech, German, Lithuanian and Spanish. The videos can also be downloaded from the project's LIGHT website [www.socialmobility.eu](http://www.socialmobility.eu) under products menu.

## 2.1

### SUGGESTED SESSION PLAN FOR TRAINER/FACILITATOR OF THE SEMINAR ON ROLE MODEL FOR SOCIAL INCLUSION

**Duration of the seminar:** ~2 hours

**Number of participants:** 10-15

**Aim of the seminar:** To strengthen self-confidence, promote personal fulfilment and to increase capacity for creative expression of socially excluded senior citizens, unemployed and migrants.

**Objectives of the seminar:**

- To ensure participants feel optimistic about their own situation.
- To build and maintain self esteem of participants.
- To help participants build new perspectives.
- To encourage self-reflection and build motivation.
- To help participants understand that exclusion is not an individual fault but a structural obstacle.

**Learning outcomes:** by the end of the training participants will be able:

- to identify how it feels to be excluded and understand the experiences of the role model;
- to identify what strengths the role model has that have helped him/her reach the goals;
- to identify barriers to social inclusion experienced by the target group and how these barriers had been overcome;
- to identify what organisations can/could help the target group move from social exclusion to social inclusion;
- to identify various avenues of support available to individuals within their own target group;
- to identify personal strengths that can be utilized in order to reach own goals;
- to be aware of both opportunities and barriers to success;
- to identify personal actions and goals to be realised;

- to identify ways of surpassing cultural barriers and promote mutual understanding between different groups;
- to identify personal resources, experience and interests that is useful in making a contribution to society;
- to understand the difference between being active and socially included.

Activity	Purpose	Task	Time	Resources needed
Welcome, introduction and presentation of learning goals	To welcome the participants of the course, get them acquainted with each other, introduce the session, areas to be covered and explain the learning goals	Trainer/facilitator welcomes participants, presents information	10 min	Personal computer, multimedia, presentation if necessary
Ice-breaker exercise	To help participants to become more acquainted with each other and to warm the atmosphere	Trainer's input	10 min	
Demonstration of the video clip including an individual case study of a role model	To demonstrate to the participants the filmed case study of a person with specific problems concerning social inclusion who has overcome	Short introduction to the clip; Showing of the video clip	10 min	Personal computer, multimedia, speakers
Understanding what the participants experienced by watching the clip	To encourage group to express their feelings, emotions, impressions raised after watching the video clip	Invite all participants to comment the situation seen on the video clip, express their opinions, impressions and use flip chart to capture	15 min	Flip chart, markers
Workshop in groups	To enable participants to achieve the learning outcomes by having discussions in the groups on suggested questions (see below the table)	Divide all participants in groups of 2 or 3. Ask participants to read the case study/story of role model and answer the questions;  or/and  Ask participants a series of questions to help them achieve the learning goals;  Ask participants to write their answers on flip charts	30 min	Moderating cards, markers, adhesive gum
<b>Break</b>			<b>10 min</b>	
Evaluation of group-work results	To evaluate the results of the workgroups	Representative of each workgroup presents their discussion outcomes on the cards and provides brief comments. The	20 min	Flip chart, markers



Activity	Purpose	Task	Time	Resources needed
		trainer/facilitator then summarises the overall results and makes conclusion about the results achieved by this training and the work done by the participants		
Overview of support services	To create awareness of national legislation on the issue, on the internal and external support systems	Trainer's input	15 min	Flip chart, markers
Evaluation of the training/seminar	To evaluate the training session	Filling up the given evaluation questionnaire	10 min	Questionnaires handed, pens

**Suggested questions on the case study for the participants of the seminar:**

- What is the message of the clip?
- What barriers did the role model overcome? And how?
- Why did the person need help in the first place?
- Do you identify yourself with the story of the role model?
- What help did the role model receive?
- What was important for the role model's success?
- What are the similarities and differences between role model and your own story?
- Have you helped anyone in a similar situation? How could you be of help to someone in a similar situation?
- Did you learn something from the video clip?
- Has it been inspiring? If yes, how? Why?
- What will you tell your family members/friends after you have followed the seminar?
- Do you feel motivated when looking at the clip? How did the story make you feel?
- How can you use this experience to help yourself?
- What is in the story than can motivate you to follow it?
- What were obstacles for the role model?
- Do you know other solutions to solve the problems of the role model?
- Would you like to be involved in the same activities as the role models? What kind of activities you would like to be involved in?

# 2.2

## Six Case Studies with background stories of Role Models ROLE MODELS FOR UNEMPLOYED PEOPLE

### 2.2.1 Role Model: Story of Mrs. Jana

#### Past situation:

Education: secondary school, many years of the work in a factory as a technician.

After the factory had bankrupted, she became unemployed.

She was registered at the Employment Office, she changed her social position in the society; she had financial problems, she was looking for a job, she passed training in PC courses paid by the Employment Office.

She had many attempts to find a job but for vain. Bad feelings of inferiority waste of self-confidence.



#### Chronology of role model's actions: the way to overcome social exclusion:

- July 2009 - Registration at the Employment Office
- July-August 2009 – First interview in “Slezska Diakonie” where she applied for the position of home-nurse and second interview in “RC Chaloupka Ostrava” (The association for parents) where she applied for the position of social worker (both unsuccessfully).
- August 2009 – Enrolment in the PC course in order to gain ECDL certificate.
- August 2009 – Other attempts to find a job.
- September 2009 – Meets the representative of ATHENA – Association for Education and Development of Women (ATHENA) and after their first meeting where her strengths and weaknesses were analyzed she became their Mentee.
- September 2009 – Introduction to the educational courses within the scope of cooperation with the association ATHENA; creating of individual learning plan with the support of ATHENA
- September 2009 – The PC - ECDL course was accomplished successfully. Mrs Jana obtained ECDL certificate.
- September 2009 – Training of soft skills to support her communication and self-presentation.
- September 2009 – Evaluation and assessment of accomplishments
- October 2009 – Job Offer in ATHENA; she passed the interview successfully and started work there as a project manager. Training at the workplace, further self-study, involvement in office management, development of professional competences

#### Involvement in activities – Jana's way to social inclusion:

Jana's own method:

- Trying to keep optimistic
- Negotiation with the Employment Office to be trained in computer skills
- Involvement in the course supporting the development of PC literacy

Methods used by ATHENA:

- Contacting Mrs. Jana
- Analysis of her strengths and weaknesses
- Mentoring
- Construction of an individual learning plan
- Training of soft skills

- Guidance and support
- Shadowing some activities of ATHENA
- Independent work in ATHENA
- Finding a job position in ATHENA (a permanent contract)

There are not few people who lose their jobs nowadays, especially the older ones had problems to stand it, and it is difficult mainly for women to find a job. But it is too early to give up. It is necessary to step aside of deeply rooted habits and way of thinking, it is necessary to learn even in the age over 50 and not to be afraid of new things. Then, let's believe it, someone providing assistance will appear.

## 2.2.2 Role model for long-term unemployed women – Vilija

- 51 years old woman;
- Nationality: Lithuanian;
- Married, has 2 children.

### Past situation

In 1981 Vilija graduated Trading Faculty at Vilnius University in Lithuania and gained her university diploma in merchandising. 1984 she got a job as an executive in trading stores.

In 1987 she got married, gave birth to two children (1988 and 1993) and lost her job. In 1994 Vilija registered as unemployed person in Lithuanian Labour Exchange office, but didn't succeed to find a good job for several years. She felt herself very bad, unuseful and not skilled for the "new" labour market.

### Way to social inclusion and methods, which were used to help Vilija

In 1996 Vilija found out about the computer courses at Social Innovation Funs (SIF) and started learning. Later in 1997 Vilija started to be a volunteer at SIF, where she met other women in similar situation like her, where she could learn more and help others.

In 1997 she became a leader in voluntary activities "job club". ("Job club" activities aimed on involving women volunteers in the activities similar to the everyday work in the organisation, it is a kind of social activity of "learning by doing" where women make various administrative work at real working surrounding, like answering phone, working with fax, copy machines, computer and etc.)

At the same time Vilija continued to attend different courses (English language, secretary-administrator and accountancy) organised by SIF.

In 1999 she was invited to work at SIF as administrator.

In 2000 she entered university and gained masters degree in sociology.

Methods, which helped Vilija on her way to social inclusion:

- Various self-development, computer courses
- Guidance and support at SIF
- Voluntary job at SIF
- Activities in "job club"
- Role model Audrone
- Employment at SIF

In 2003 Vilija decided to seek for further work career and has won a strong competition in company "Regitra".

### Actual situation

Now Vilija is working at governmental organisation "Regitra" which is taking care of vehicles' registration all over Lithuania.

Vilija is participating in SIF's activities as a volunteer and as a mentor for unemployed women who are clients of SIF. She's happy to give a new chance to other unemployed women and help them to overcome their social inclusion barriers by being their mentor.



## ROLE MODELS FOR SENIOR MIGRANTS

### 2.2.3 Raluca's way: the successful inclusion of a migrant in Germany

- 31 years old
- nationality: Romanian
- single mother of one daughter (7 years)
- in Romania founder and owner of an agency for advertising and sales with ten employees (2000-2002)



#### Social exclusion in the past

- year 2002: immigration to Germany and birth of her daughter
- no German language skills at all (but Romanian, English, Italian, French and Spanish)
- without German language skills almost no possibility to take care of her own affairs
- no medical insurance
- no mobility (driving licence was not accepted)
- stay-at-home mother with only few possibilities to socialise
- Raluca felt anxious, insecure and isolated
- finding a job seemed unthinkable
- thoughts about going back to Romania
- the existence of her daughter, who was born in Germany and had German nationality at birth, encouraged her to stay in Germany
- she saw a high risk of being socially excluded as a single mother in Romania
- her main goals were to learn German language, to make friends, to be socially included and to find a job.

#### The way to overcome social exclusion

- year 2003: German lessons (Caritas Migration Office)
- year 2003: separation from husband
- year 2004: co-founder of the project Cafe Grenzenlos, a meeting place for migrant girls and women
- year 2005: German driving licence
- year 2005: seminar „Setting up business“ and business plan for an international Cafe (didn't work out)
- year 2005: update of documents
- year 2006: half-year orientation course at Volkshochschule Göttingen e.V. (VHS Göttingen)
- year 2006: internship as industrial business management assistant
- year 2007: project „Assistant for foreign trade“ at VHS Göttingen
- year 2007: internship as management assistant (foreign trade)
- year 2007: training “Setting up business” at VHS Göttingen.

#### The way to overcome social exclusion / Assistant for foreign trade

9 month (7 month training, 2 month internship)

- Module 1: Business Competences (European Business Competence Licence – EBCL; Foreign trade)
- Module 2: Languages (English, German, Polish)
- Module 3: Intercultural Training
- Module 4: ICT (MS Office, Internet)
- Module 5: Key competences (office and time management, organisation of conferences and fairs, communication skills)

## 2.2.4 Brenda: the Refugee Woman's Story

Mrs. Brenda Gwanvoma was born in Victoria south west Cameroon in 1971 in West Africa. Brenda grew up in a typically large extended family of brothers and sisters, aunts, uncle's nieces and nephews. Brenda completed her High school education studying subjects including English, French and German. As well as speaking her mother tongue Bantu Mungaka, she is fluent in all three European languages.



Year 1994 – During a period of political unrest Brenda and her husband were forced to flee the country due to his opposition to the ruling government and like many political journalist's, his life was also threatened and Brenda with her husband fled to safety - to Germany.

Upon arrival in Germany Brenda, enrolled at a local community college and continued with her education - studied German and English. Brenda was able to adapt to her unfamiliar surroundings far better than her husband who could not speak German. Due to the language barriers, he found difficulty getting employed and they both decided that he would leave for the United Kingdom and improve his employment prospects. Brenda was now the mother of a new born baby girl and was faced with bringing up their daughter alone. She missed the emotional and hands on support her husband gave her, however she committed herself to completing her education and working part-time as a hairdresser in order to support her family whilst in Germany.

Brenda rejoined her husband in the UK in 2004 and her family lived in temporary accommodation whilst waiting housing resettlement. They moved to several different locations and Brenda found this very unsettling and difficult to get used to until eventually they were rehoused permanently. During those times she kept in touch with family back home constantly through emails, letters and phone calls. Brenda missed her family back home and the support that they shared for each other. Eventually, Brenda began to make friends with people from her local community, soon she had also built a community of French speaking friends from Ivory coast and Cameroon and this gave her strength and a sense of an extended family with people she could identify with, she began to gain confidence in meeting other people and becoming more involved in her new city.

Year 2008 – Brenda heard about Merseyside Expanding Horizon (MEH) through a friend who saw that she had business ideas and needed support to develop them. Brenda says 'I always wanted work for myself and seized the opportunity to set a business meeting. I know what you wanted to do, I just did not know how to go about'.

She enrolled on the "Enterprise & Inclusion Programme" (E&I Programme) ran by MEH. Enterprise and Inclusion was a pilot project to develop entrepreneurship skills amongst beneficiaries who are often most excluded or experience multiple-exclusion in order to develop their business proposals and business skills. All beneficiaries received a holistic package of tailored business support to improve their motivation and entrepreneurial skills to further develop their business ideas. Brenda joined the E&I Programme in March, 2008. Brenda attended group workshops around developing ideas and business skills, received individual personalised business support to develop a business plan, received personal support through MEH via a mentor and specialist agencies and received a grant to help towards the development of her business idea. With the grant from MEH Brenda bought the shop sign, chairs and equipment and business cards. MEH also referred Brenda onto a programme with the Liverpool Chamber of Commerce for further support and funding.

Brenda is also a poet and has exhibited at the Liverpool museum for a project about displaced women and female victims of war. Brenda continues to write and has a collection of poems that share themes of women, children and displaced people. Her writing helps her to share her experiences so that people can have an insight on how far reaching and continuous the war lasts, even when the guns have stop firing.

Year 2009 – Brenda achieved two successes within this year when she realised her business idea and opened an Afro-Caribbean hair salon and beauty store in Liverpool called ‘New Creation Beauty Palace’. She also received her authority for definite leave to remain in the UK and is now trying to get British Citizenship for her and her 8 year old daughter. Brenda’s family also grew and she has a baby boy who is now 2 years old.

Year 2010 – Brenda moved her business to bigger premises in Liverpool and the re-launch of Brenda’s Afro-Caribbean hair salon and beauty store ‘New Creation Beauty Palace’ together with her social enterprise called MERSEEP (Merseyside Ethnic Empowerment Project) which involves a training academy for disadvantaged women and IT Training Suite for the community managed by her Brother-in-Law. The official launch event compared by MEH in September 2010 was attended by friends, family, supporters and members of the community and ‘New Creation Beauty Palace’ and MERSEEP was officially opened by the Lord Mayor of Liverpool Councillor Hazel Williams.

Year 2011 – Brenda is going from strength to strength both professionally and personally. Brenda is now undertaking a teaching assistant course at a local primary school and her salon’s client base continues to grow and progress. Brenda says her family is thriving and growing beautifully and she looks to the future happily.

Brenda says, ‘The motto that I hold close to my heart is tell it as it is... because sometimes the refugee story about the suffering of what women experience during times of war is often not told. Women hardly have the chance to tell their story as men are always the focus’.

## ROLE MODELS FOR SENIOR CITIZENS

### 2.2.5 Angele - role model for senior citizens

Angele is a single woman from Lithuania, 63 years old. The video clip reflects her story telling, that she had to leave a good job position because of age discrimination and how she raised her self-esteem, self-confidence and became active in society.

#### Past situation

In 1965 Angele gained topography speciality in Kaunas Agriculture University (former technical high school). In 1973-1978 she studied in university (finances and credits). And since then she had been working as economist in planning and designing institutions for 31 years. She had been dedicated to her job with all her heart.

Nevertheless, in 2008 the leaders (managers) had changed in her last workplace. And young, enthusiastic, ambitious directors came to manage with their own administration team, having own aims, own vision of the company. Since then Angele felt segregated and excluded because of her age. Soon she understood that there is no place for her in new team and that she needs to resign.

#### Way to social inclusion and actual situation

Soon after she entered Labour Exchange office she was advised to turn to Labour Market Training and Counselling Office (which was a part of Labour Exchange Office in Lithuania at that time). There she started to attend courses in order to return to labour market for people who are 50 years old and more. And there she felt that some potential of her had been revealed - this she haven't noticed when working the same job for many years before.

She was also invited by other women, whom she got acquainted in the courses, to join the women club "Help Yourself" since February, 2010. Since then she attends this club every Wednesday. There she meets other senior women: they organise social activities, also discuss on many issues which happened during the week, they share the ideas, invite some famous persons to their club to have interesting discussion, etc..

Since April, 2010 Angele also has been attending self-help dialogical group's meetings and group social mentoring within a project of nongovernmental organisation. There she learns how to communicate within a group/team, express herself concerning her problems, and also learns to listen to others' problems and obstacles, shares advices and simply communicates.

Angele stresses the need of communication with live person, when one has a person to talk to, then he/she has a goal to seek for more, to do something not only for yourself, but also for others.

Methods, which helped Angele on her way to social inclusion:

- Various self-development courses
- Activities in women club "Help Yourself"
- Self-help dialogical group meetings
- Group social mentoring
- Communication with other people in similar situation.





## 2.2.6 Jesus's story (role model for senior citizens)

Jesús is 66 years-old. He retired in 2003, when he was 60. He has a degree in Philosophy and another one in Primary Education. Along his professional life he has been a teacher in primary and secondary school in different training centres in Santa Coloma de Gramenet, a small city in the metropolitan area of Barcelona City, with 30 per cent of migrant population. He has a migration background. He was born in a small town of the province of Guadalajara (near Madrid). He married a Catalan woman and he has 2 children: a man of 37 years and a woman of 33.



The Baobab Association (Baobab) contacted Jesús when he was working in a High School. He was so kind with the organisation's staff, and was a key person in different collaborations between Baobab and the High School, developing different common projects.

### Past situation regarding social exclusion

After one year from his retirement, he found his life was empty in a way and he felt he wanted to do something more for the community.

He passed to be in daily contact with students and professionals from the educational community to be totally disconnected to them.

He tried to keep the contact with the education institutions but he felt himself out of place, because he did not find the way to actively participate.

He had much more free time than he would like to.

The activities he started to develop (be more connected to his family every-day life, have more time to read, travel, friends, etc.) didn't fully fulfil his needs and expectations.

He started to feel depressed.

### Methods used to help Jesus to overcome social exclusion

Jesús's retirement in 2003 and the first contact of him and Baobab Association in 2004. The staff thought about how they could help him, and how he could help the staff of Baobab.

At the beginning, he started to collaborate with Baobab in voluntary work in order to manage the relations between organisation's staff and the training centres of Santa Coloma de Gramenet to promote the mutual collaboration. This task was really fruitful.

2005 - Coordination of the Educative Project of the City.

From this basis, Jesús started to establish contacts with different organisations of the local community, and in 2005 he started to collaborate in the elaboration of the Educative Project of the City. This project, promoted by the local City Council, aimed to look after the needs of all the educative agents of the local community. Jesús was a key person in this project thanks to his long experience as a teacher in the city, and his knowledge of the local reality.

2006 - Collaboration with Baobab in the PEAB project for the prevention of bullyism in the schools.

Jesús started collaboration with Baobab Association for the dissemination of a project for the prevention of the bullyism in the schools. Through the contacts of Jesús with teachers and managers of local educational institutions it was possible to engage a local network for the prevention of bullyism in the schools.

2007 - President of Centre Comerç.

In 2007, the organisation “Centre Comerç”, local association of commerce companies, offered him to be the President of the organisation, with the main goal of organizing training programs for the commerce workers, according to their needs.

After 3 years collaborating in the “Educative Project of the City”, and 2 years as a President of “Centre Comerç”, Jesús was deeply disappointed, because:

Firstly, the City Council didn't give to the Educative Project the relevance needed to assume the challenge of improving the quality of the educative services;

Secondly, in the association “Centre Comerç” he felt like the problems among their members affects to his work.

### **Present time**

Jesús is a voluntary external consultant for Baobab Association, Centre Comerç and the Educative Project of the City. Finally, at the beginning of 2009, he left his responsibilities in both projects, and remains just as a consultant.

He is very happy now with his new role in the different organisations where he collaborates, however he has learnt that he likes to work for the community, and this activity enrich his personal life, but he has also learnt that is better to leave that other people take the responsibilities and remain just in a supporting role.

## VISUAL Workshop „Equal opportunities and non-discrimination“

The main aim of the visual workshop “Equal opportunities and non-discrimination” is to help senior citizens, unemployed persons and migrants to develop their civic competencies on equal opportunities and non-discrimination in order to adapt to diverse and changing society, labour market, and to protect their human rights.

During the project LIGHT implementation a training material for running the visual workshop “Equal opportunities and non-discrimination” have been developed. We would like to present you the Session Plan for Tutor in the 4.1 part of the Guidelines, for organising a successful workshop with the learners.

More information with the training material you can find in the Annex of these Guidelines, a so-called “orange” CD-ROM “Visual Workshop “Equal opportunities and non-discrimination””, which is developed in five languages: English, Czech, German, Lithuanian and Spanish. It can also be downloaded from the project’s LIGHT website [www.socialmobility.eu](http://www.socialmobility.eu) under products menu.

### 3.1

#### Suggested Session Plan for Tutor

**Duration of the seminar:** ~2 hours

**Number of participants:** 10-15

**Aim of the seminar:** To strengthen self-confidence, promote personal fulfilment and to increase capacity for creative expression of socially excluded senior citizens, unemployed and migrants.

Activity	Purpose	Task	Time	Resources needed
Welcome and introduction of training aim and agenda	To welcome the participants, to get acquainted with each other, to introduce the training	<ul style="list-style-type: none"> <li>welcome participants</li> <li>present steps of the training</li> </ul>	10 min.	Presentation “Visual Workshop” (see annex CD-ROM Visual Workshop „Equal opportunities and non-discrimination“)
Icebreaker exercise	To help participants to become more acquainted with each other and to warm the atmosphere; to give participants the opportunity to activate and bring in their previous experiences / knowledge about equal opportunities and non-/discrimination	<ul style="list-style-type: none"> <li>ask participants to introduce themselves and describe spontaneously their feelings concerning discrimination situations in their life;</li> </ul>	20 min.	
Trainer’s input: Discrimination and what the law says (including examples)	To acquaint the participants with the term discrimination and with non-discrimination laws	<ul style="list-style-type: none"> <li>trainer input I (definition of discrimination and non-discrimination laws)</li> <li>trainer input II (national non-discrimination laws - has to be prepared by trainer)</li> <li>discuss the examples with participants</li> </ul>	30 min.	Presentation “Diversity at work”

Activity	Purpose	Task	Time	Resources needed
Role play "Take a step forward"	To sensitize the participants for own attitudes, prejudices and assumptions that could lead to	<ul style="list-style-type: none"> <li>Moderate the role play "Take a step forward"</li> </ul>	60 min.	role cards questions
Break			30 min.	
Trainer input: What can you do	To show the participants possibilities to deal with discrimination	<ul style="list-style-type: none"> <li>trainer input I (what you can do incl. making a complaint)</li> <li>trainer input II (regional equality bodies – has to be prepared by trainer)</li> </ul>	20 min.	PPT "Diversity at work" (also as hand-out) slide 19 – 21, 11, 22
Discrimination Quiz	To help the participants to transfer the gained theoretical knowledge to more practical questions	<ul style="list-style-type: none"> <li>to go through the quiz with the participants and discuss the solutions</li> </ul>	20 min.	PPT "Discrimination Quiz"
Case study Team-work	To deepen the participants understanding of discrimination and non-discrimination laws	<ul style="list-style-type: none"> <li>prepare a case study accordingly to the target group (maybe from regional context) and 3-4 questions; provide it as hand-out to participants</li> <li>build teams of 2 persons to discuss the questions</li> <li>ask teams to present their results briefly</li> </ul>	40 min.	Hand-out "case study"
Feedback	To reflect the impact of the training	<ul style="list-style-type: none"> <li>ask the participants to write down on pin board: What was useful? What surprised me? What can I hand on to others?</li> <li>moderate discussion of results</li> </ul>	20 min.	Pin board, three columns for answers
Closing, evaluation	To close the training and get feedback from participants	<ul style="list-style-type: none"> <li>ask participants to fill in the evaluation questionnaires</li> <li>to summarise the training</li> </ul>	20 min.	Evaluation questionnaire

## CONSLUSIONS

It is strongly advisable to use the complex of all three innovative methods (Social Mobility Model - SMM), so the social mobility of socially disadvantaged persons would be fostered and fastened. After experience with the piloting of SMM, the main learning outcomes, which are relevant to the socially disadvantaged groups, could be identified as: social and civic competences, personal development and learning to learn competences. Individual learning outcomes for each target group can also be outlined:

For unemployed people

- to fulfil personal objectives and interests;
- to further their ability for active job seeking (to gain employment);
- to improve adults basic skills and learner development;
- to improve their employability through increasing competencies, especially in communication.

For senior citizens

- to fulfil personal objectives and interests;
- to access to social involvement, increase participation in society and avoid isolation;
- to gain competencies in communication;
- to increase capacity for creative expression.

For migrants / persons with migration background

- to fulfil personal objectives and interests;
- to improve their employability through increasing their communication skills;
- to increase their interpersonal and intercultural skills, better understanding of their environment to increase their participation in the society they live in;
- to gain additional learning to learn competencies: ability to seek advice and support around housing, health care, education and training.

Social Mobility Model, namely the three developed alternative learning approaches: Group Social Mentoring, Role Model and Visual Workshop “Equal opportunities and non-discrimination” are designed to encourage feedback from learners, which is essential in evidencing the move forward, the steps to social inclusion and more happy people.

Good luck!

## Project coordinator

**SOCIAL INNOVATION FUND (LT)**  
(Socialinių inovacijų fondas)  
[www.lpf.lt](http://www.lpf.lt)



## Project partners

**Vytautas Magnus University (LT)**  
[www.vdu.lt](http://www.vdu.lt)



**European Innovation Centre (LT)**  
[www.einc.lt](http://www.einc.lt)



**ATHENA – Association for Education and Development of Women (CZ)**  
<http://www.athena.euweb.cz>



**Volkshochschule Göttingen e.V. (DE)**  
<http://vhs-goettingen.de/>



**Baobab Association (ES)**  
<http://www.abaobab.org/>



**Stichting GAMMA Dienstverlening (NL)**



**Merseyside Expanding Horizons (UK)**  
<http://www.expandinghorizons.co.uk/>



[www.socialmobility.eu](http://www.socialmobility.eu)