

HumanityHub

Where Cultural Inclusion Meets Economic Empowerment

Developed training program and guidelines + training materials for active career planning through education, employment/self-employment

Deliverable D6.1

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Summary of the Project

Humanity Hub is a transnational project focused on addressing the economic and social integration challenges faced by Ukrainian refugees in Croatia and Italy. The social innovation stems from a comprehensive understanding of the specific needs and difficulties encountered by these refugees. Humanity Hub aims to tackle these challenges through a comprehensive and holistic approach that combines multiple support mechanisms. The project focuses on enhancing economic and social integration through three primary avenues: 1) psychosocial support and cultural orientation, 2) entrepreneurial education and acceleration program, and 3) a robust peer support system for employability opportunities. This innovative model as an individual and tailored approach, is designed to foster resilience, self-sufficiency, and community cohesion among Ukrainian refugees by addressing their immediate and long-term needs. By combining tailored interventions for economic, social, and psychological support, the project seeks to create a sustainable model for refugee integration that can be replicated in other contexts.

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Executive summary

*The deliverable **D6.1 – Developed training program and guidelines + training materials for active career planning through education, employment/self-employment** presents the results of activities carried out within Work Package 6 (WP6). The objective of this WP was to develop a training program and user-friendly materials to support individuals from Ukraine in navigating society, while at the same time enhancing the employability and entrepreneurial potential of refugees and fostering their social inclusion.*

The program development process began with consultations between experts from the Rehabilitation Centre for Stress and Trauma (RCT), partner organizations, and professionals from several Croatian institutions working with the target group. Through these consultations, valuable experiences and examples of good practice were collected and shaped into guidelines for the curriculum. Key recommendations included the need for individualized support, addressing cultural differences, strengthening responsibility and active participation, fostering resilience and adaptability, and introducing relevant themes such as negotiation skills, digital tools, workplace well-being, leadership, and career planning.

*Building on these guidelines, the training curriculum “**Small Steps to Success**” was developed. It consists of 24 workshops organized into four modules: (1) Group formation and development of group cohesion, (2) Intrapersonal skills, (3) Self-advocacy skills, and (4) Job-seeking skills. The program is solution-focused and interactive, encouraging participants to use their own strengths and resources while gradually progressing towards their personal and professional goals.*

The deliverable includes a full set of training materials and methodologies, designed to support facilitators in the implementation of workshops. At this stage, the materials are completed and translated into English but have not yet undergone proofreading and piloting. These steps, together with evaluation and refinement, will be carried out in Work Package 7 (WP7).

In summary, Deliverable D6.1 achieves its purpose by providing a structured training program, accompanied by guidelines and materials, which will serve as the basis for piloting and further improvement in the next project phase.

1. Expert consultations and development of the guidelines

Before developing the training curriculum, experts from the Rehabilitation Centre for Stress and Trauma (RCT) engaged in consultations with professionals from several Croatian institutions and organizations working with the target group, as well as with project partners. The consulted experts represented the following institutions: Institute for Labour Market Development, Department for the Promotion of Crafts and Entrepreneurship and Economic Monitoring of the City of Zagreb, Entrepreneurial Centre – ZICER Plavi ured, Business Development Department of ACT Group, Croatian Employment Service, and Centro per lo Sviluppo Creativo Danilo Dolci ETS.

These meetings served as a platform for the exchange of experiences and examples of good practice, which informed the creation of guidelines for developing a high-quality and applicable psychosocial support program for refugees in the context of employment and entrepreneurship.

1.1 Key Guidelines

- **Business planning and risk awareness**

Participants should be clearly informed about potential risks and supported in preparing a solid business plan that anticipates possible challenges.

- **Cultural sensitivity and orientation**

Training should address significant cultural differences, ensuring that participants are familiarized with the values, customs, and norms of Croatian society.

- **Individualization of support**

The program should take into account the specific characteristics and interests of each participant, with the aim of individualizing psychosocial support as much as possible.

- **Role models and good practice examples**

When introducing successful entrepreneurs as examples, it is essential that participants are able to identify with these role models.

- **Responsibility and active participation**

The program should strengthen participants' sense of responsibility and promote active involvement in the integration process. In addition, it should foster adaptability and patience, particularly with regard to accepting various employment opportunities as gradual steps towards long-term goals.

- **Recommended curriculum themes**

The following topics were proposed for inclusion in the training curriculum:

- Stress management and coping with failure and disappointment (emphasizing that "it is OK to fail");
- Negotiation skills, relevant for both entrepreneurship and employment;
- Use of digital tools for business start-up and management;
- Workplace well-being;
- Leadership skills;
- Self-reflection, career planning, and setting realistic, achievable goals to align personal strengths and experiences with labour market opportunities;

- Cultural similarities and differences;
- Information on administrative and educational procedures in the host country, including the process of diploma recognition and the realization of rights.

2. Training for job-seeking skills, social skills and self-advocacy: "Small Steps to Success"

2.1 Curriculum overview

This program consists of a cycle of 24 topics/workshops divided into 4 units/modules:

1. Group formation and development of group cohesion;
2. 2/ Intrapersonal skills;
3. 3/ Self-advocacy; and
4. 4/ Job-seeking skills.

Topics include contents such as: defining the desired future, identity, self-esteem, coping with stress, attitudes towards work, oral and written presentation to the employer, preparation of an individual training and employment plan, etc. Topics and modules are interwoven so that they can only be partially separated. The contents of individual topics are worked through in small groups, through pre-designed activities,

by exchanging with others and integrating personal experience. The program enables self-activation of users and is focused on their empowerment and motivation for active participation in society and taking responsibility for their own careers.

The philosophy of the program is based on an approach that is solution-focused rather than problem-focused, and group work is interactive and creative, directing users to recognize and use their own abilities and potential.

The solution-focused approach addresses problems differently, focusing on finding solutions through recognizing and strengthening exceptions to the problem. Exceptions are moments that exist in the life of every person in which the problem does not occur or is at least somewhat less pronounced. By observing exceptions, a person, with the help of an expert, can set tasks for themselves that will help them progress step by step towards overcoming the problem that troubles them.

The program "Small Steps to Success" is conceived in such a way that, step by step, it has an empowering effect on the participants. The workshops are designed to motivate participants to: visualize the desired future; define goals that lead in that direction; recognize where they are at a given moment in relation to the desired future; recognize exceptions in their life that indicate that the desired future is achievable; plan steps that lead to the set goals; based on the recognized exceptions set themselves realistic tasks that lead towards the desired future; and notice and attribute to themselves and their efforts the changes that are happening and the progress towards the desired future. In this way, through activities that are interesting and take place in a controlled, stimulating and pleasant environment, participants in the psychosocial support program take responsibility for their future in the host country, regardless of the difficulties and obstacles they face.

2.2 Modules overview

Modules		Topics
1.	GROUP FORMATION AND DEVELOPMENT OF GROUP COHESION (Getting to know each other and encouragement)	1. Getting to know each other, rules, expectations 2. Encouragement – success story 3. Desired future 4. Personal competences 5. Identity
2.	INTRAPERSONAL SKILLS	6. Capacity for change 7. Stress and coping strategies 8. Resilience 9. Self-esteem or creativity
3.	SELF-ADVOCACY	10. Transforming problems into solutions 11. Social network – support system and resources 12. Communication skills – active listening 13. Communication skills – assertiveness 14. Negotiation skills – cultural aspects 15. Negotiation skills – situation simulation
4.	JOB-SEEKING SKILLS	16. Individual plan 17. SMART goals 18. Risk management 19. Written presentation to the employer 20. Presentation skills 21. Job interview 22. Entrepreneurship 23. Teamwork 24. Feedback and evaluation

The curriculum has been developed to function as an integrated, coherent, and logically sequential program of motivation and activation for inclusion in the labor market and integration in a group context.

The basic method of working with a small group is the interactive workshop. Each interactive workshop has a central activity aimed at achieving some of the program's goals. The sequence of workshops is not random, but each module has its place in the curriculum.

Workshop facilitators are expected to understand the needs of each participant and the dynamics of the group. Within the group, tolerance is nurtured, the ability for constructive communication is developed, as well as sensitivity to one's own needs and the needs of others.

A prerequisite for the quality implementation of the program is mutual trust among participants and group cohesion, which is achieved within the first topic:

Group formation and development of group cohesion. Through this topic, participants get acquainted with the training organizer, the program, facilitators, group dynamics, and methods of work, rules of working in a group, after which follows mutual acquaintance and deepening of self-awareness, connection with other participants, and building trust.

The second topic, ***Intrapersonal skills***, is also processed through a series of 8 workshops. The goal of this unit is to work on developing a positive self-image, raising self-confidence and self-esteem, improving psychosocial competencies, and skills for coping with difficult and stressful situations.

The third topic, ***Self-advocacy***, is dedicated to raising awareness of attitudes related to lifelong learning, employment and work, improving skills of goal setting and planning, as well as practical training in oral and written presentation to the employer.

The final topic, entitled ***Job-seeking skills***, is intended for taking responsibility for one's own career, planning concrete steps for achieving the desired change, and evaluation.

The program is implemented at the pace of 4 modules per day with breaks between individual modules, so that participants have time to integrate and process the content.

The modules are sufficiently independent to be conducted as standalone workshops for the transfer of specific knowledge, skills, and/or attitudes. This also means that the modules can be implemented in a different order than the one proposed here, as the learning outcomes of one module are not a prerequisite for participation in another module.

The optimal number of participants for this training is 6 to 12. It can also be conducted with smaller groups; this is particularly recommended if the participants are from vulnerable groups. For groups larger than 10 participants, the required implementation time is extended, and there is a risk that less self-confident participants will be passive.

2.3 Expected outputs

- Developed curriculum and training materials;
- 20 users participated in 24 workshops (8 one-day trainings x 3 workshops lasting 90 minutes each);
- 20 users improved their skills, motivation, and knowledge necessary for activation in the labor market, effective job-seeking, and social inclusion, or starting their own business.

3. « Small steps to success » :

Modules and topics

Day 1

Module I:

Group formation and development of group cohesion

INTRODUCTION AND ENCOURAGEMENT

Topics:

1. INTRODUCTION, RULES AND EXPECTATIONS
2. ENCOURAGEMENT – SUCCESS STORY
3. DESIRED FUTURE

1. Introduction, rules and expectations

Duration: 90 minutes

Materials: drawing paper, colored pencils, flip-chart paper, markers

Goals:

- inform about the seminar, its objectives, activities, rules and work dynamics
- mutual acquaintance of participants
- agreement on the outcomes of joint work
- development of group cohesion
- building trust

Methods: associative cards, discussion, interactive games

Procedure:

Activity 1. Introduction to the organization and program presentation (15 min)

Facilitators introduce themselves, then provide participants with basic information about the organization conducting the training and present the goals of the training:

- better mutual acquaintance and creation of a social network;
- thinking about oneself, the opportunities available, the strengths and abilities they possess, opportunities for learning, further education, employment...

Furthermore, the facilitator explains to the participants how long the training will last and at what times they will meet, and that the work will be carried out through exercises and their active participation.

The facilitator proposes group rules for the workshops:

- we sit in a circle, no distance, face to face, all are equal
- every opinion is equally important and respected
- while one person speaks, others listen
- speak in one's own name
- there are no observers, everyone participates to the extent they wish
- everyone has the right not to participate in an activity, if they don't want to
- we arrive on time

- we do not use phones during the workshop
- confidentiality of information about workshop participants

The facilitator checks whether participants agree with the rules and if they would like to add any new ones.

The facilitator posts the written rules on the wall on a board or panel. Each participant places a star next to the rule they like the most.

Activity 2. Introductions (20 min)

The facilitator places associative cards on the table and asks participants to choose one that, in some way, can represent them to the group. After everyone chooses a card, the facilitator asks one volunteer to show which card they selected and introduce themselves to the group through it. The activity continues until all participants, including the facilitator, have introduced themselves.

Activity 3. Chain name memory (15 min)

The facilitator says the name of their left neighbor, their own name, then the name of their right neighbor. They then ask the person on their right to do the same in the same order, introducing their neighbors and themselves. The sequence continues until all participants have introduced themselves.

Activity 4. Outcomes of joint work – Solution-focused approach (30 min)

The facilitator asks: “What is the best you hope for from participating in this group? / How will you know that participating in this group has been useful?”

The facilitator writes down the participants’ answers, grouping them thematically into 3–4 columns, shaping broader themes from the individual expectations that include all or most of the immediate expectations stated by participants (e.g., Learning/new knowledge, socializing, support...).

Activity 5. Feedback (10 min)

The facilitator goes around in a circle and asks participants to share their impressions of the workshop.

2. Positive incentives – a story of success

Duration: 90 minutes

Materials:

Goals:

- better acquaintance and building trust
- raising the level of self-confidence
- building a positive self-image and sense of competence

Methods: pair discussion, plenary discussion

Procedure:

Activity 1: Associations (5 min)

The facilitator asks participants, in turn around the circle, to say one word as an association to the word “success.”

Activity 2: “A Story of Success” (50 min)

The facilitator divides participants into pairs and instructs them that one member of the pair should first describe to the other some recent success of theirs, even if very small. The other member listens actively and asks follow-up questions: “How did you manage to do that? Who/what helped you? What else positive happened as a result of that success?” On the facilitator’s signal, they switch roles – the one who was speaking now listens, and vice versa. Each participant has 5 minutes to tell their success story.

When pairs finish the activity, they take turns around the circle to introduce each other, after which the person who told the success story adds to what their partner presented. The facilitator asks each speaker whether it was difficult to remember a success, how they felt while talking about their achievement, and whether it was harder to talk about themselves or to listen. During the discussion, the facilitator encourages participants with further questions to describe their success, their experience of it, and the support they received from others. In this way, the facilitator emphasizes the achievements,

qualities, knowledge and skills that led to the success, and the importance of support from close persons.

Activity 3: Creating a diary (20 min)

Participants receive notebooks/pads that will serve as their diaries, where throughout the training they will write or draw things from their everyday life that they would like to continue happening (for example: learning something new, having a nice day, spending time with someone, being active, satisfied with themselves or with some action they did, etc.).

The facilitator provides different colors (markers, pastels, watercolors or acrylics, collage materials, etc.) and asks them to create a cover page for their diary. They have 20 minutes for this activity. Participants keep the diary with them and bring it to each group session.

Activity 4: Feedback (15 min)

The facilitator goes around the circle and asks participants to share their impressions of the workshop.

3. Desired future

Duration: 90 minutes

Materials: drawing paper, markers, flip-chart with a drawn scale, sticky notes, pencils

Goals:

- mutual connection
- visualizing the desired future
- encouraging hope among participants

Method: drawing, discussion

Procedure:

Activity 1: Progressive muscle relaxation (20 min)

Before starting with relaxation exercises, the facilitator gives general instructions for performing the technique. During the exercise, the person should take a comfortable position so that the extremities do not touch the body.

In the first phase of progressive muscle relaxation, participants learn to recognize the difference between a tense and a relaxed muscle. This is achieved by alternating contraction and relaxation of individual muscle groups, performed in a specific order.

Muscles are contracted for 5 seconds, and relaxed for 10 seconds.

Instructions:

- Take a comfortable position.
- Now close your eyes and breathe slowly, deeply, with your abdomen. When exhaling, push the diaphragm toward the stomach.
- Inhale slowly through your nose (mouth closed) ... hold your breath for 5 seconds... now exhale slowly (counting to 10). The air is not released abruptly, but slowly, as if it is gliding out. Position your mouth during exhalation as if you are going to whistle.

- While the air leaves the lungs, concentrate on it, as well as on the pleasant feeling of relaxation and relief that occurs.
- The exhale may finish before reaching the count of 10, but do not take the next inhale until finishing the count.
- Inhale again... hold for 5 seconds... exhale (10 seconds).
- When inhaling, silently say to yourself "calm," when exhaling, silently say "relaxed." Inhale and exhale several times. Open your eyes.

The next exercise consists of tensing and then relaxing one muscle group after another.

Instructions:

- We will start with the legs. Place one leg next to the other and press the floor firmly with both feet, as if you want to break through it. Feel the tension in the muscles of the feet, calves, thighs, and buttocks. Hold them like that... and now relax them. The tension has completely disappeared, and your legs are relaxed and calm.
- Close your eyes and feel the relaxation of the muscles of your feet, calves, thighs, and buttocks.
- Now slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply. Open your eyes.
- Moving on to the abdomen. Pull in your stomach strongly so that you feel your muscles tense. Hold them like that... and now relax them. The tension has completely disappeared, your abdomen is relaxed and calm.
- Close your eyes and feel the relaxation of the abdominal muscles.
- Now slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply... Open your eyes.
- Moving on to the chest. Raise your arms at shoulder height and press your palms strongly against each other, so that you feel your chest muscles tense. Hold them like that... and now relax them. The tension has completely disappeared, and your chest muscles are relaxed and calm.
- Close your eyes and feel the relaxation of these muscles.

- Now slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply... Open your eyes.
- Moving on to the arms, one by one. Stretch your right arm in front of you at shoulder height, clench your fist tightly, and tense the whole arm. Feel the tension of all the muscles. Hold it like that... and now relax it.
- Slowly lower your arm beside you so it hangs loosely. The tension has completely disappeared; your arm is relaxed.
- Now stretch your left arm in front of you at shoulder height, also clench your fist tightly and tense the whole arm, and feel the tension of all the muscles. Hold it like that... and now relax it.
- Slowly lower your arm beside you so it hangs loosely. The tension has completely disappeared; your arm is relaxed. Both arms hang beside you; there is no more tension in them, they are relaxed and calm.
- Close your eyes and feel the relaxation of your arms.
- Now slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply... Open your eyes.
- Moving on to the back. Straighten your back and push your chest forward so that you feel your back muscles tense. Hold them like that... and now relax them. Lean back in the chair and feel how your back is completely relaxed along its whole length and resting on the backrest.
- Close your eyes and feel the relaxation in the back.
- Now slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply... Open your eyes.
- Moving on to the shoulders. Raise your shoulders as if you want to touch your ears so that you feel your shoulder muscles tense. Hold them like that... and now relax them. The tension has completely disappeared, and your shoulders are relaxed. Close your eyes and feel the relaxation of these muscles.
- Now slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply... Open your eyes.
- Moving on to the neck muscles, first the back, then the front. Place your hands on the back of your head with fingers crossed and push your head backwards, resisting with your hands, so that you feel the tension of the muscles in the back of the neck. Hold them like that... and now relax them. The tension has completely disappeared, and the muscles in the back of your neck are relaxed.

- Now, place your fist on your forehead and push your head forward with the front neck muscles while resisting with your fist so that you feel the tension in the muscles of the front part of the neck. Hold them like that... and now relax them. The tension has completely disappeared, and the muscles in the front part of your neck are relaxed.
- Close your eyes and feel the relaxation of all the neck muscles.
- Now slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply... Open your eyes.
- Moving on to the muscles of the jaw and tongue. Clench your teeth and mouth tightly and press your tongue against the lower teeth so that you feel the tension. Hold them like that... and now relax them. The tension has completely disappeared, and your jaw muscles are relaxed.
- Close your eyes and feel the relaxation of these muscles.
- Now slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply... Open your eyes.
- Moving on to the muscles of the middle part of the face. Close your eyes and lift your nostrils upwards toward your eyes so that you feel the tension. Hold them like that... and now relax them. The tension has completely disappeared, and the muscles of the middle part of your face are relaxed.
- Close your eyes and feel the relaxation of these muscles.
- Now slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply... Do not open your eyes.
- Moving on to the forehead muscles. Squeeze your eyes shut and at the same time raise your eyebrows strongly so that you feel the tension. Hold them like that... and now relax them – first one third of the forehead, then two thirds of the forehead, then the whole forehead. The tension has completely disappeared, and the forehead muscles are relaxed. Feel the relaxation of these muscles.
- Keep your eyes closed and slowly inhale with your abdomen, hold your breath, and exhale. Breathe slowly and deeply... Do not open your eyes.
- Feel how your whole body is relaxed and without any tension – feet, calves, thighs, buttocks, abdomen, chest, arms, back, shoulders, neck, face. Breathe slowly and deeply...

The goal of the exercise is that participants learn how they can relax their entire body within a few minutes.

Activity 2: Miracle Question – exercise of hope

The miracle question is a way to move away from thinking about the problem and focus on the desired future, that is, on the time when the problem will be solved or at least will not significantly affect our life. Asking the miracle question requires a lot of patience, understanding, and time on the part of the facilitator.

The miracle question allows the person to express their needs. The activity can be particularly useful for people who remain blocked by thinking about the problem. It is important that in this activity the facilitator directs the thinking about the future to the professional sphere or something related to it.

Instructions:

Imagine that you are getting ready for bed, doing your usual activities: brushing your teeth, washing your face, getting dressed, lying down in bed and sleeping long, peacefully and deeply.

In the morning you wake up, open your eyes, and feel that everything is different. The problem that troubles you has been solved by some miracle, overnight.

The facilitator asks questions:

- What does that day look like?
- How will you immediately, as soon as you open your eyes, recognize that everything is different and that the problem is solved? What will be the first thing you notice?
- What will you now be able to do, when the problem has been solved by some miracle, that you could not do before?
- Who will be the first to notice that change?
- How will they be able to recognize, even before you say anything, that everything is different?

And now take paper and colors and draw the first day after the miracle happened. You can do this by drawing yourself after the change, an activity you are doing after the miracle happened, you can draw yourself with the person/people who are around you at that moment, or you can present in an abstract way your experience of the day after the miracle. You have 20 minutes to work.

After everyone finishes drawing, the facilitator asks one volunteer to present their work to the group. Depending on what the person drew and said, the facilitator asks

additional questions to find out details of the change after the “miracle” happened. After everyone finishes presenting, they stick their works on the wall.

Activity 3: I walk like...

The facilitator asks participants to slowly walk around the room. After each new instruction, they let them walk for a few moments and imitate a certain feeling. At the beginning, they demonstrate one or two examples. Participants can also suggest feelings.

Instruction: “Imagine that you are tired. How would you walk if you were tired? Walk that way. And now walk as if you were angry! And now as if you are scared! And now in some funny way! And now as when you are joyful!...”

Activity: Feedback (15 min)

The facilitator goes around in a circle and asks participants to share their impressions of the workshop.

Day 2

Topics:

4. PERSONAL COMPETENCES
5. IDENTITY
6. CAPACITY FOR CHANGE

4. Personal competences.

Duration: 90 min

Materials: prepared “booklets” for each participant made from paper 40x15 cm. The booklet consists of 2 sheets, preferably of firm black paper, but it can also be made from drawing block paper, folded in half and stapled together; dry pastels; paper glue; magazine pictures; collage paper; scissors.

Goals:

- reflection on personal life journey
- recognition of competences, knowledge, and skills acquired in different life stages
- strengthening self-image and motivation for further development
- building trust and cooperation through interactive exercises

Methods: collage, drawing, pair exercise, discussion

Procedure

Activity 1. Reporting on positive changes (20 min)

The facilitator asks questions:

“What has happened in your life since our last meeting that you would like to continue happening? What else? And what else? How do you explain this kind of change to

yourself? How did you contribute to making things better? How did your surroundings react to this change? How did you feel?"

Activity 2: Hand mirror (5 min)

The facilitator gives instructions to the group:

"Choose a partner and stand facing each other, arms raised at shoulder height, stretched toward your partner who has taken the same position. Let your palms be as close as possible, but they must not touch. One in the pair will be the leader, and they will move their hands in various directions, but always with palms facing their partner. The partner will follow these movements with their own hands, trying to imitate as precisely as possible, as in a mirror. On my signal, after a few minutes, you will switch roles. Do not forget that this is a game of cooperation and not competition."

Activity 3: My journey (60 min)

Before the workshop, the facilitator prepares working booklets for each participant. (My journey) is a booklet that will consist of collages describing their journey up to the present moment in such a way that they themselves determine the significant sections (schooling, marriage and family life, work, etc.). One page (or a double page) will be the image of one section. They also need to write the key knowledge and skills they acquired in that period. On the last page of the (My journey) booklet, participants should present themselves in the future and write which skills and knowledge they still want to acquire.

The facilitator gives step-by-step instructions:

1. On the first page make a collage or draw themselves (whole figure).
2. After that, divide their life into several key sections according to their own judgment.
3. From the offered material, make as many small collages as the number of life sections they divided (e.g., one picture can be a collage representing them in preschool age, and around the picture they can write skills, knowledge, traits acquired in that phase; the next phase can be a collage representing schooling, with the key knowledge and skills acquired in that period written around it, etc.).

The facilitator notes that 40 minutes are planned for the work. After 35 minutes, the facilitator warns participants that 5 minutes are left and asks them to slowly finish their

work. Then invites those participants who wish to share their work with others, describing the pictures and key skills, gives positive feedback, and continues with the questions: (20 min)

- What do you know **about yourself** that tells you that you can continue the journey in the way that is best for you?
- What have **you learned so far that will help you achieve that?**

Activity 4: Feedback (5 min)

The facilitator goes around in a circle and asks participants to share their impressions of the workshop.

5. Identity.

Duration: 90 minutes

Materials: sticky notes, pens, flipchart paper

Goals:

- raising awareness of personal identity and its components
- distinguishing between unchangeable and changeable aspects of identity
- understanding how identity evolves over time and through experiences
- encouraging self-reflection and group discussion on factors influencing identity

Methods: individual reflection, sticky notes, group discussion, panel reflection

Procedure:

Activity 1. Who am I? (80 min)

Step 1:

The facilitator gives each participant 5 sticky notes and writes on the board or flipchart paper (in a language the participants understand):

- What makes me who I am?
- What are the most important things that make you who you are, that make up your identity?

They explain that this is a silent activity and invite participants to write or draw one important thing on each sticky note. If necessary, the facilitator gives examples, but no more than two, so that participants would not copy them: I am a sister, I am a social worker...

The facilitator gives participants 10 minutes for reflection and writing.

Step 2:

The facilitator invites participants to stick their notes on the wall and read what others have written. They are told they can move the notes they think are similar so that they

are next to each other – in order to form groups of characteristics that make up a person's identity (10 min).

Then they invite participants to sit down. They read aloud each group of notes and discuss with the group about a possible name for each group. Above each group of notes, they write a title (10 min).

Step 3:

The facilitator divides the flipchart paper into two columns and invites participants to divide the things that make up their identity into those they were born with (things they cannot change) and those that represent what they have become, learned, or acquired (something changeable, aspects of identity a person can choose).

In the panel, they invite participants to say whether those 5 things would be the same or different if they had been asked that question 5 years ago. What would be different? What if they had been asked 10 years ago? The facilitator concludes that what we are (identity) changes over time, because we also change. We have different roles in life, and the environment in which we live also changes (15 min).

Step 4:

The facilitator invites participants to choose one of the important things that make them who they are (from the 5 they wrote on sticky notes), without which they would still be who they are.

Discussion questions:

- Which group does that characteristic of identity belong to?
- Was it difficult to choose?
- Why was it easiest to “give up” that thing?

Step 5: Reflection and panel discussion (20 min)

- How did you experience this activity?
- Did you learn something about yourself that you weren't aware of before?
- What influences who we are/our identity? (Prompt with more questions: Is it the family we were born into and who raised us? Is it school and friends? The culture we were born into? Work? The decisions we make? etc.)

Note: The goal of this activity is to raise awareness that identity is formed as a result of different determinants, external and internal. Some we have no control over, such as:

the time we were born, society, class, family, gender, culture... Over some aspects we do have control, such as: choice of study, profession, religion, friends, interests... Identity changes with time and experience, as well as with the roles we take on in life and relationships with other people.

Advice: Before dividing participants into rooms or individual work in live workshops, they should be given different examples so that they understand the expectations of this activity.

MODULE II: INTRAPERSONAL SKILLS

INTRINSIC MOTIVATION SKILLS

6. Capacity for change – “the story i want to write”

Duration: 90 minutes

Materials: 6 cards made of slightly firmer paper in 6 different colors with chapter titles written on them; thin black markers

Goals: integration of experiences from life in Ukraine and Croatia; empowerment through recognition of one’s own strengths; awareness of personal capacities for change; fostering hope; visualizing the desired future and setting goals; group support

Methods: visualization; writing; storytelling

Procedure

Activity 1: “We feel the previous chapters” (10 min)

The facilitator gives instructions for the exercise directly in the form of storytelling:

“Imagine that each of you is the hero/heroine of a book. This book began in Ukraine, and now we are on new pages being written here in Croatia. Each of us has different experiences: difficulties, losses, hopes, discoveries. Today we will try together to write the first chapter of the new part of our story – the story of what we want to build for ourselves and our loved ones.

Close your eyes for a moment and remember a time when you were especially strong. When you managed to overcome something that seemed impossible. That will be an episode from the previous chapter of your life.”

Ask each participant to give a name to their character and briefly write down that moment when they were especially strong on card no. 1: "The chapter in which I was strong."

Activity 2: "We turn a new page" (10 min)

The facilitator distributes blank cards no. 2 with the title "My new chapter" and gives the instruction:

"Now we begin writing a new chapter of your story. Imagine that this is the story of a hero/heroine – of you, in six months. Answer the following questions on card no. 2:

- Where does he/she live?
- What does he/she feel?
- What does he/she do?
- Who is with him/her?"

Activity 3: "We overcome obstacles" (10 min)

The facilitator says:

"In every story there are challenges. What difficulties may appear on the path toward your goal? Write them on card no. 3."

Activity 4: "We recognize our resources" (10 min)

"Think about which resources you have at your disposal that can help you on this path (e.g. patience, kindness, perseverance). Write them in your new chapter on card no. 4."

Activity 5: "We meet helpers" (10 min)

The facilitator explains:

"In every story there are helpers. Think about who can help you on this path, which people and organizations. Write them on card no. 5."

Activity 6: “The voice of the hero/heroine” (10 min)

Finally, the facilitator asks participants to create and write down one sentence in the name of their hero/heroine that sounds like a motto or inspiration for the next steps. For example: “I believe in myself,” “I will find my home,” “I am not alone.”

Activity 7: Reflection (30 min)

When everyone has finished writing, the facilitator asks participants to share their story with the others. They emphasize that those who do not wish to share their story with the group can skip this activity.

At the end, the facilitator summarizes the activities (end of storytelling):

“We have finished the first page of the new chapter of your story. You are the authors of your book. Every day – a new line. Take your page home as a reminder that the hero/heroine of your story is strong, brave, and full of hope.”

Tips for the facilitator

- ✓ Do not rush: give participants enough time for reflection, writing, or drawing.
- ✓ Support and thank everyone who decides to share their story.
- ✓ Always end the meeting positively, reminding them that they have already taken the first step toward their new chapter.

Day 3

Topics:

- 7. STRESS AND COPING STRATEGIES
- 8. RESILIENCE
- 9. SELF-ESTEEM (OR CREATIVITY)

7. Stress and coping strategies

Duration: 90 minutes

Materials: papers with schematically drawn human body, markers, tape with a scale drawn from 1 to 10, “magic wand” made of a wooden stick wrapped in foil with a star on top (or something similar)

Goals: better understanding of stress and psychosomatic reactions to stress; distinguishing the factors of stressful situations; learning new coping strategies; applying stress-relief techniques

Methods: drawing, scaling, and discussion

Procedure

Activity 1. Reporting on positive changes (20 min)

The facilitator asks questions:

“What has happened in your life since our last meeting that you would like to continue happening? What else? And what else? How do you explain this kind of change to yourself? How did you contribute to making things better? How did your surroundings react to this change? How did you feel?”

Activity 2: Drawing stress (10 min)

The facilitator distributes prepared papers with a human body scheme. Then asks participants to mark, with a color of their choice, on the drawing how and on which parts of the body they experience stress. They have 10 minutes for the task.

After they finish drawing stress, the facilitator invites participants, one by one in a circle, to show their drawings and share their thoughts with the group. They note that those who do not feel comfortable do not have to participate in this part of the exercise.

Activity 3: Coping strategies (20 min)

The facilitator posts posters with brief descriptions of the main coping strategies in the corners of the room:

- **Problem-solving** – an active, problem-focused way of coping with stress. Problem-solving includes becoming informed about the situation, seeking advice, devising strategies to solve the problem, planning activities, arranging, negotiating, etc.
- **Avoidance** – a way of coping by trying to avoid the situation or the reaction the situation might trigger in us. Daydreaming, denial, risky behavior, humor, “dark humor” are some forms of avoidant behavior.
- **Seeking social support** – social support has two main components: instrumental and emotional. The first refers to getting information, seeking opinions, advice, or recommendations about possible actions. The emotional component includes consolation, understanding, support, and empathy.
- **Emotion-focused coping refers to different actions aimed** at dealing with stress through changes in thought and/or behavior, as well as through “emotional releases.” Emotional releases can be visible verbally (quarreling, shouting, blaming oneself and/or others) or behaviorally (breaking things, hitting, venting anger).
- **Cognitive restructuring and distraction**– a strategy where emotional relief is achieved by changes in the thought process. “It will be better,” “The situation is not so hopeless” are some of the mental constructs with which individuals encourage themselves and achieve emotional relief. Distraction more often involves behavioral activities that achieve a mental shift. Riding a bike, walking, exercising, reading, watching TV are some behaviors that allow us to distance ourselves from the situation and thus relax.

The facilitator then invites participants to walk around, read all the strategies, and choose one they most often use or that is somehow dominant for them. The facilitator

approaches and talks with participants from each group about their strategies by asking:

1. In which situations have you noticed that you use the chosen strategy?
2. Do you also use other strategies?
3. In what way has the strategy you use helped you?
4. What else have you done so far that has been useful to you in dealing with stress?

Activity 4: Looking for exceptions – theoretical introduction (10 min)

Understanding a problem and discovering its causes is often not enough to bring about change. The SFBT approach suggests that detailed insight into the problem is not necessary for change. If we know that something is wrong, that tells us nothing about how to improve things. What can, however, give us guidance for successfully solving the problem is paying attention to exceptions, previous successful forms of behavior. This becomes the path to seeking and finding solutions. Exceptions are those moments when:

- The problem happens less often;
- The problem causes fewer disturbances in life;
- We do not experience the problem as intensely, or
- We can refrain from participating in the problem.

Through the following exercise, we will look for a connection between the desired future (e.g. a sense of control over stress, calmness, and relaxation) and forms of behavior that have already proven at least somewhat successful.

Activity 5: Scaling (20 min)

The facilitator places a drawn scale from 1 to 10 in a visible place. They ask participants to close their eyes when they wave the “magic wand” and imagine that the wand has managed to resolve the stress they experience and reduce it to exactly the level they want. The facilitator distributes sticky notes to participants and asks them to write their name on them.

Question: On a scale from 0 to 10, where 10 means you have achieved the state in which you have exactly the kind of control over stress that you would like – where would you place yourself at this moment?

The facilitator gives participants pre-prepared stickers of different colors and shapes (different for each participant), on which they write their names. A sufficient number of identical stickers must be prepared for each evaluation in the program. Each participant places their sticker with their name (in Latin script) (or with a specific symbol/emblem in smaller groups) on the spot on the scale that the facilitator has prepared in advance on the flipchart.

The facilitator asks one volunteer to say which number they gave themselves and to answer some questions:

- What tells you that you are at (e.g. 3) and not at 1? (If they said number 1, ask whether there were times in life when it was better and what number they would have given themselves then.)
- What are you already doing now that brought you to 3?
- What else tells you that it is so? And what else?...
- How will you recognize when you get to 4? By what will you recognize that things are a little better?
- What will you be able to do then that you cannot do now?
- Will someone from your surroundings notice that you have made at least a little progress, and how?
- How will they react?
- With which number on the scale would you be satisfied?
- What else could you do right now to start moving toward 4 or 5?

It is important that the facilitator formulates questions in such a way that they encourage the participants' belief that change is possible and that the goal will be achieved.

Activity 6: Feedback (10 min)

What did you hear in today's group from other members that impressed you or seems like it could also help you if you applied it?

At the end, the facilitator summarizes in a few sentences the common mechanisms and coping strategies that emerged from the group work.

8. Resilience

Duration: 90 minutes

Materials: template for each participant with a drawn “Wheel of Balance,” colored pencils/markers, tape, colored markers, mobile phones (each participant can use their own phone), projector, internet connection

Goals: recognizing strengths and weak areas; developing self-assessment skills; creating a basis for defining goals; encouraging a sense of control and choice; raising awareness of one’s own resilience and the areas that represent its pillars; identifying skills and resources for continuous and sustainable resilience-building, especially during experiences of adversity

Methods: writing, scaling, discussion

Procedure

Activity 1: “My strength” (20 min)

Participants take a selfie that expresses their strength. When they make one they are satisfied with, they send it to the facilitator. The facilitator displays the photos on the screen and comments on them together with the participants.

Activity 2: “Wheel of Balance” (60 min)

The Wheel of Balance technique is a visual and reflective tool that helps a person see how balanced different areas of their life are.

The Wheel of Balance is a circle divided into segments, where each segment represents an important area of life. A person chooses 8 areas they consider important and assesses their level of satisfaction in each area on a scale from 1 to 10, then draws a chart. The resulting “wheel” shows which areas are the foundation of resilience and where there are imbalances that should be worked on.

Examples of life areas:

- Health
- Activity/Hobby
- School/Work
- Relationships with friends
- Family/Partnership relations
- Finances
- Personal development/Learning/Skills and knowledge
- Emotional state/Stress
- Self-confidence
- Future/Goals
- Community involvement

How to conduct the technique (step by step):

1. Preparation

- Draw a circle divided into equal sectors (6–10).
- Label each sector as one life area.

2. Assessment

- Rate your satisfaction in each area on a scale from 1 (lowest) to 10 (highest).
- Draw points on the scale closer to the center (1) or edge of the circle (10).

3. Visualization

- Connect the points — you will get a shape resembling a wheel.
- Check if the “wheel” is balanced — would it be able to roll?

4. Analysis

Questions:

- Which areas are currently most important to you? Where are you strongest? That is the foundation of your resilience.
- Is there something that surprised you, and in what way?

5. Planning

Choose 1 area for improvement

The facilitator asks for a volunteer and helps them carry out the following exercise. The facilitator prepares a scale from 1 to 10 on the floor or wall of the room. They ask the

volunteer to say in which area they want to progress and what score they have given themselves for that area of life. The facilitator records it on the scale.

Step 1.

Then the facilitator asks with which score the person would be satisfied and what it will look like when they reach that score — e.g., when satisfaction with this area (such as friendships) is at 10 (or at the score with which they would be satisfied). Together with the participant, the facilitator tries to get the clearest possible picture of the desired future through questions such as: How will you recognize that you are at, for example, 8 (desired future) or 10? And what else? What will you be able to do then that you cannot do now? Who else will notice that the situation is better? How will that person notice the change? How will that person/people react to the improvement? How will you feel when you see others' reactions, etc.?

Step 2.

Then the facilitator asks what tells the participant that at this moment they are, for example, at 6 (the number the person says), and not at 1. And what else, and more... Together with the participant they look for exceptions, indicators that they already have some successes in the given area. For example: being in contact via social networks with friends in Ukraine; having one Ukrainian friend in Croatia; meeting some Croatians at last month's workshop, etc.

Step 3.

After that, the facilitator asks how the participant will recognize when they move one step higher on the scale, e.g., when they are at 7. What will tell them that they have at least made some progress? What will then be different, better for them?

Step 4.

Finally, together they design a task based on the desired future and the identified exceptions: What can they already do now, or tomorrow, as a small step toward 7?

Step 5.

At the end, they agree that by the next meeting the participant will try to complete the task and keep track of and note all other things that happen until the next meeting that they would like to continue happening.

Then the facilitator repeats the exercise with another person from the group.

Notes:

It is important that the desired future is connected to the area the participant wants to improve and that the goal — the change that will lead to improvement in that area — is set in detail and precisely. If the change is not clearly described and cannot be achieved step by step, then a new goal should be sought until an appropriate one is found. For example, in the area of education, a suitable goal could be: “Learn Croatian well enough to be able to find a job in my profession.” Then evidence is sought that some things are already being done that bring the person closer to the goal: attending a course, writing down unfamiliar words, trying to speak Croatian with their children, etc.

Activity 4: Feedback (10 min)

The facilitator goes around in a circle and asks participants to share their impressions of the workshop.

9. Self-esteem

Duration: 90 minutes

Materials: worksheet “My Positive Traits”, pens, hard cardboard, fabrics of different patterns, glittering ribbons, buttons, sequins, glue, scissors, jewelry scraps

Goals:

- Encouraging self-esteem
- Strengthening the sense of belonging to the group
- Developing creativity and imagination

Methods: modeling, discussion

Procedure

Activity 1: Positive list (15 min)

On the paper you received, quickly write down a few of your positive traits.

The facilitator asks the group: How easy was it for you to do this? After a few people respond, they comment that some struggle to recall their positive traits. This is because, culturally, we are inclined to pay attention only to negative things, and highlighting our good qualities often has a negative connotation. We rarely pay attention to positive things we do, our qualities, positive outcomes, or positive comments from others.

Through this workshop and the entire program, we would like you to start noticing the positive sides within yourself that you often ignore and to acknowledge them.

The facilitator then asks participants to show nonverbally how they felt during the workshop.

Activity 2: Evidence (20 min)

Using the worksheet My Positive Traits, recall concrete examples of how you demonstrated each of the positive traits you listed. In this way, each trait becomes a real, specific, and detailed memory of something that actually happened.

For example:

1. I brought flowers and a book to a friend when he was sick.
2. I listened to a colleague who was going through a hard time.
3. I lent my brother some money when he needed it.

This will take time, but the effort pays off. Remembering concrete events that illustrate your positive qualities will allow the list to influence your self-view, making it real.

Activity 3: Medals (40 min)

- Before the session, the facilitator prepares medal bases. From hard cardboard, they cut out several different shapes: square, circle, ellipse, star, triangle... Cardboard and other materials are laid out on the work surface. If there is a lot of material, it should be arranged in small groups for clarity.
- Start with a general discussion about medals and recognitions. (When does someone receive a medal? What types of medals do you know? Have you ever received a medal and for what?) Then steer the conversation toward personal achievements. Tell participants they will create a medal for personal successes (e.g. for being persistent, brave, good friends, "artists," patient, good parents...).
- Using the available materials, participants create medals (1-2) for their most important positive trait.
- First, they choose a base shape that suits them best. On the base, they glue fabric and optionally add color, sequins, buttons, beads... When the medal is shaped, a safety pin is attached to the back.
- They have 20 minutes for shaping.
- When all participants finish their work, tidy the workspace and prepare participants for the ceremonial medal awarding. Approach each participant, ask them what merit they are receiving the medal for.
- Then attach the medal and congratulate them, while other participants follow the act with applause and congratulations.
- Finally, discuss in a circle about the experience of the process: How did you feel while making the medal? For what merits was the medal intended? How did you feel during the awarding of the medal?
-

Activity 4: Feedback (15 min)

The facilitator asks participants, one by one in a circle, to say how they felt during the workshop.

OR

9. Creativity

Duration: 90 minutes

Materials: space where participants can move freely, slips of paper with written movement instructions, paper and pens, colored pencils, containers with different spices and scents, cardboard (10x10 cm and 20x20 cm), glue

Goals:

- Giving group members “permission to play and be creative”
- Focusing attention on the “here and now”
- Reviving and raising awareness of sensory experiences
- Enjoying the process of imagining and creating
- Reminding that, regardless of talent, we all have creative potential

Methods: movement, pair exercises, drawing, imaginative play, sensory exploration, collage making, group discussion

Tips for facilitators:

- Provide group members with a sense of security, self-worth, and freedom from fear and shame, and do not undermine it in any way.
- By choosing materials for work, strive to revive and raise awareness of all sensory experiences; draw participants’ attention to all the sensations they experience while looking at and touching objects, listening to sounds, and tasting food. Ask them to describe the sensations, to name and compare them. Encourage imaginative play, enable participants to take part as richly and actively as possible in artistic, musical, and dance creativity. It is important that you yourself also participate, create freely, expressing your own experience, story, and thoughts in your own way, without imitation and without seeking approval.
- In all activities, in all problem situations, in all processes of imagining and finding solutions, it is always good to point participants to the possibility of different ways of working, techniques, instruments, and paths to achieving results.

- It is neither necessary nor good to evaluate and judge whether a proposal or an idea is good or bad. It is not good to criticize, and especially not to mock clumsy or illogical proposals; it is necessary to allow each person to “try out” their proposal, to question its value themselves, to criticize it themselves, replace it, or reject it. Creative thinking and behavior require confidence in one’s own judgments and courage to stand up for one’s own ideas.
- Do not help participants by giving ready-made examples and solutions. Do not rush them, leave enough time for work.
- Show participants how you yourself enjoy the process of imagining and creating.

Facilitator’s introductory words:

“Creativity requires a change of usual routine, stepping out of the comfort zone, and paying attention to the present moment. It is connected with the way of thinking and strategies of self-regulation, is desirable in every sphere of life, and positively influences an individual’s mental health. Creative activities encourage psychological freedom, which gives us greater satisfaction, a sense of fulfillment, and competence. If we define everyday creativity as a survival ability that enables people to adapt to changing environments, then reconnecting with creative processes increases health and well-being. Creative thinking can be hindered by demands to ‘think like others’ and to follow safe, familiar, and well-trodden paths. For the release of creative energy, an atmosphere of emotional security and a stimulating environment for the development of creativity is necessary, which we will try to achieve through the following activities.”

Activity 1: Moving in space (5 min)

The facilitator prepares in advance for each participant a slip of paper with a written way of moving (e.g., sleepy, playful, hopping, lazy, sliding, sideways, on all fours, thoughtful, robotic, etc.). Each person draws one slip, reads how they should move, and moves for 5 minutes in that way, using the whole space.

Activity 2: Find me by similarity (5 min)

Each person receives one word, which they will describe through movement. Two people must have the same word. If the number of participants is odd, the co-facilitator

or facilitator also takes part. Through movement, pairs with the same word should find each other in the room.

Activity 3: Exercise No. 2: Wavy Birds (20 min)

Participants sit in pairs formed in the previous exercise.

(Wavy Birds) is a quick exercise intended for warming up and boosting drawing confidence, which participants often lack. The exercise shows how quickly our brain can recognize patterns and establish connections, and how little effort it takes to turn random lines into recognizable objects.

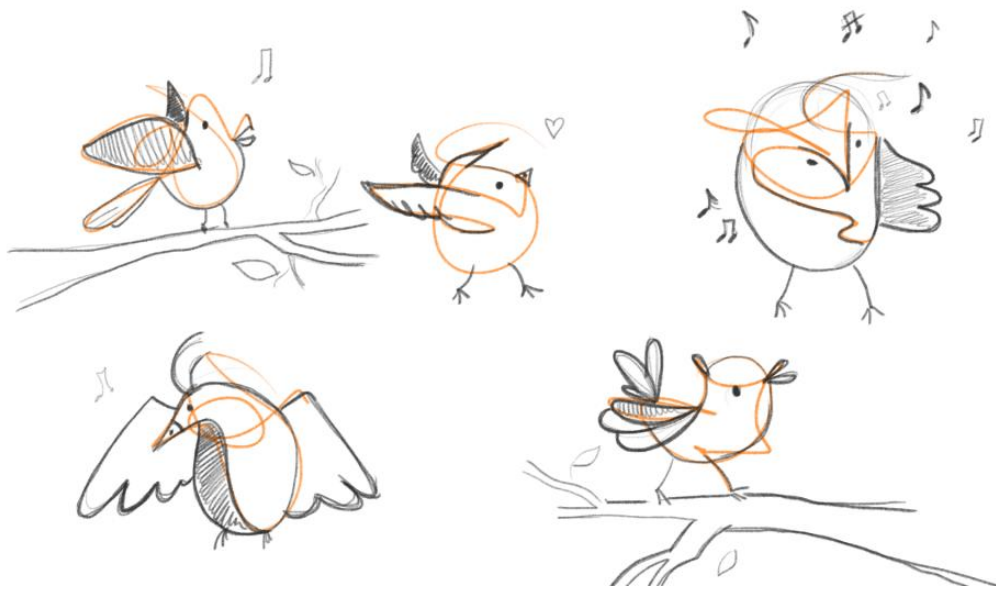
Each participant takes a sheet of paper and a pencil. The facilitator can work on the whiteboard together with the participants. It is important to note that you do not have to be an artist to be able to draw, and within a few moments everyone will see how simple it is.

Participants have one minute to fill the paper with several random wavy lines — preferably larger ones, and no fewer than five.

After drawing the wavy lines, participants should start turning them into birds. They should think about the main characteristics of a bird (beak, wings, legs) and begin adding them to the lines. First, they draw the beak, which is a simple triangle — the facilitator encourages them to make variations in size and position. Then they do the same with the wings, which are also triangles. Finally, they add legs made of simple sticks.

Participants then look at their drawings and spend a minute reflecting together on how the brain finds patterns. The pairs then exchange papers so that they can finish each other's birds (decorate them, color them, etc.). The facilitator can also introduce storytelling — each participant can present the personality of one of their birds.

The task of the facilitator is not only to explain the exercise but also to demonstrate how our brain fills in gaps and how easy it is to convey different ideas through visual representations.



Activity 4: Fragrant Picture (50 min)

Before the workshop, the facilitator prepares different containers with pleasant aromatic spices, herbs, and other scented items (cinnamon, cloves, dried lemon, bay leaf, lavender, pepper, or pieces of paper, bits of wood, or fabric soaked with essential oils).

The containers are placed around the room.

Participants walk from container to container and smell each one. Around 15 minutes are dedicated to trying out the scents, adjusting the duration depending on the size of the group and the number of scent containers.

Each participant then chooses the scents/spices that were most pleasant to them and makes a collage with them, selecting one of the pre-prepared cardboard templates on which they glue them. The entire surface of the cardboard should be covered.

They have 20 minutes to make the collage. When the collages are finished, they smell them again. They should focus on the scents created by combining different fragrant items.

The facilitator continues with a discussion about the activity, going around in a circle:

- How did you feel while trying out the different scents?
- Which scents were the most pleasant, and which the least pleasant?

- Show your work to the others and describe it! What is it made of? What is its scent like? Are you satisfied with your work? Which works in the group do you also like?

Activity 5: Feedback (10 min)

The facilitator goes around in a circle and asks participants to share their impressions of the workshop.

Day 4

MODULE III: SELF-ADVOCACY

Topics:

- 10. REFRAMING A PROBLEM INTO A SOLUTION
- 11. SOCIAL NETWORK – SYSTEM OF SUPPORT AND RESOURCES
- 12. COMMUNICATION SKILLS – ACTIVE LISTENING

10. Reframing a problem into a solution

Duration: 90 minutes

Materials: clay, clay modeling base, white cardboard

Goals: to feel more successful in problem solving; to learn how to separate the problem from oneself; to take an easier, less stressful approach to the problem

Methods: drawing, conversation

Procedure

Activity 1. Reporting on positive changes (20 min)

The facilitator asks questions: “What has happened in your life from the time of our last meeting until today that you would like to keep happening? What else? And what else? How do you explain this kind of change to yourself? How did you contribute to things getting better? How did your surroundings react to this change? How did you feel?”

Activity 2. Problem and solution (55 min)

Each participant receives 2 pieces of clay for modeling. They should warm the clay with their hands, play with it a little and get to know it.

The task of participants is to choose a problem they would like to solve (whose solution is within their power, not one they cannot influence) and to shape that problem in one of the two pieces of clay they received. The facilitator notes that we are not evaluating the quality of the work, it is only important to visualize the problem in some way and transfer it to the clay. They have 15 minutes for the task. When they finish, participants should give a name to their work/problem.

After that, in the second piece of clay they should shape the solution to the problem in the form of some animal or imaginary figure. They have 15 minutes for the task. The works should be kept separate.

When everyone finishes, each person gets one white cardboard on which they place both works (their problem and solution).

Conversation:

The facilitator then asks one participant to comment on their experience of the activity, present the problem they created and say the name they gave to the problem.

Talk about the problem from an external perspective. Ask the person to place the “problem” close to themselves and describe what happens when the problem is too close (e.g., when anger takes control). Talk about who notices this and how they react.

Ask the person to place the problem further away from themselves and imagine what it would be like if some new, useful creature appeared that could change things for the better. Let them take their second work, the “solution,” say what it is called and in what way this new, useful creature would change the way things unfold in their life. How would things be different, who would notice the change and how would he/she react to that reaction.

Ask the person to think about how they can achieve/bring the “solution” so that the “solution” is more often nearby than the “problem.” Let them try to describe what they can do to keep the problem further away.

After finishing with one participant, the facilitator asks someone else to present their “problem” and “solution” in the same way.

Note: Clay can be replaced with a drawing or picture that participants make, and the “solution” with an associative card or figurines.

Activity 3: Feedback (15 min)

The facilitator goes around the circle asking participants to share their impressions of the workshop.

11. Social network – system of support and resources

Duration: 90 minutes

Materials: black higher quality drawing paper, dry pastels, fixative spray, adhesive tape for attaching to the wall, table(s) for drawing

Goals: to look at the current state of the support network, to visualize the desired future, to determine sources of support (people and resources) as well as personal capacities in order to set appropriate goals

Methods: drawing, conversation

Procedure

Activity 1. Human knot (10 min)

“Human knot” is a classic game for building togetherness. Arrange the participants in a circle in a standing position. Everyone extends the right hand toward the center. They grab with their right hand the person across from them, and then in the same way with the left hand grab the hand of a new partner. Now they must “untangle” themselves by moving next to, under, or over colleagues without letting go of hands.

Activity 2. My personal universe (70 min)

The facilitator gives participants black papers, puts pastels in the middle of the table or workspace and asks them to recall what the sky full of celestial bodies looks like and to imagine a constellation. In the middle of the paper they received they should first paint themselves as some celestial body. Let them choose the color(s) they want and carefully paint that celestial body that represents them.

After that, let them imagine or draw the orbit that is closest to them and on it the people/organizations that are their support (note that these can also be people who are no longer alive). Let them also represent them in the picture as celestial bodies (planets, stars...). While drawing let them think about in what way these people/organizations were or are now support to them. When they finish with the closest circle, on the next orbit let them represent people (note that these can also be

pets) who are somewhat further (maybe they used to be close or are more rarely in contact), but whom they still feel as support. Let them also represent them as celestial bodies. Note that they decide themselves how many of those people there will be, what color and shape they will have and how far from themselves they will be shown.

On the last, farthest, orbit they should draw people or organizations/institutions that they think could be support in the future, but so far they have not made contact or not the contact they would like. Let them also think about what kind of support they would like to receive from them.

When everyone finishes, participants should give a name to their work. The facilitator asks one volunteer to first present their system of support, asking questions:

- What was it like to see yourself and your network of support in this way?
- What was it like to work with the offered materials?
- Are they satisfied with their work?
- Do they like the works of other participants?

Then the facilitator asks the volunteer to present their network of support to the group. The facilitator tries in a discreet way to encourage the person to say as much as possible about the people in their closer and more distant environment they can count on, especially asking questions about what specific support that person provides. The facilitator notes that names are not important and that they talk about the system of support only as much as they want.

When they finish with comments, the person attaches their work to the wall, and the next person in the circle presents their network.

When all participants finish with the presentations, the facilitator in some way connects the collective work with a comment about the system of support that we all have.

Activity 3: Feedback (10 min)

The facilitator, in a circle, asks participants one by one to present their impressions of the workshop.

12. Communication skills: active listening

Duration: 90 minutes

Materials: /

Goals:

- understanding the difference between passive and active listening;
- better understanding of the importance of listening in achieving effective communication

Methods: conversation

Procedure

Activity 1. Reporting on positive changes (15 min)

The facilitator asks questions: "What has happened in your life from the time of our last meeting until today that you would like to keep happening? What else? And what else? How do you explain this kind of change to yourself? How did you contribute to things getting better? How did your surroundings react to this change? How did you feel?"

Activity 2: Day and night (10 min)

The game "Day – Night" is a game for two or more players. One player is chosen to say the words "day" or "night". When the player says "day" – the other players should stand up, and when he says "night" – they should crouch down. At the same time, the person who says "day" and "night" tries to "trick" the other players to make mistakes, so several times in a row they may say "day" or "night" and thus change the game's dynamics. Whoever makes a mistake drops out of the game, and the last one remaining is the winner.

The game is played in Croatian.

Activity 3: The arch (50 min)

The facilitator gives the participants the task to count themselves: first, second, first, second... The first group takes chairs and forms a circle, facing outward. The second group forms an outer circle of chairs around them. Each person in the inner circle must have their pair in the outer circle. The pairs sit facing each other. Their task in this exercise is to listen carefully to each other. The facilitator explains that we will do the exercise in a special, ritual manner – each pair greets each other with a handshake at the first contact and then one of them starts answering the question. At the facilitator's signal, they switch roles. When both members of the pair finish answering the question, they greet each other again with a handshake and the outer circle moves one place clockwise. After that the ritual starts again – handshake, then one answers the question, then the other, then handshake and finally moving one place clockwise. The activity continues until participants once again arrive at the person with whom they started the activity.

During the exercise the facilitator asks the following questions (depending on the number of participants in the group 4 to 6 questions may be asked):

- What was your favorite toy from childhood?
- Which space in the house is your favorite and why?
- What part of the day is your favorite and why?
- Where would you go on your dream trip and why?
- What is your favorite season?
- What is your favorite book and why?

There are as many questions as there are pairs. When all the questions are asked, a large common circle is formed again. The facilitator directs the discussion to each individual, inviting the other participants to tell what they talked about with them (e.g., "What did we learn from the answer to the question about Ljilja? Who talked with her about her favorite toy?"). It is important to ask the person being talked about whether they are satisfied with what their colleagues remembered and whether they would like to add something. Only then continue with the next person. The activity ends when we learn the answers to all the questions of all participants in the group.

Activity 4: Feedback (5 min)

The facilitator, in a circle, asks participants to mark their name on the barometer attached to the wall next to the number that represents their level of satisfaction with their own activity in the workshop.

Day 5

Topics:

- 13.COMMUNICATION SKILLS: ASSERTIVENESS
- 14.NEGOTIATION SKILLS – CULTURAL ASPECTS
- 15.NEGOTIATION SKILLS – SITUATION SIMULATION

13. Communication skills: assertiveness

Duration: 90 minutes

Materials: Material 2 cut into slips with statements; slips of paper with written situations for simulations

Goals: understanding the difference between passive and active listening; better understanding of the importance of listening in achieving effective communication

Methods: situation simulation, discussion

Procedure

Activity 1: Theoretical input (5 min)

Assertiveness is a quality, skill, or ability to stand up for oneself and one's rights and to directly express opinions and attitudes. It is open and unambiguous communication, but it is extremely important to emphasize that people we call assertive do not endanger the rights of others but respect and value them. This is the main difference between assertiveness and aggressiveness, because an assertive person will not achieve their rights, interests, desires, and needs by harming others. Assertiveness could also be explained as a form of behavior that lies between passivity and aggressiveness, because passive people do not want to express their views or feelings in order to avoid conflict with others. Namely, throughout childhood we are taught to be polite, to remain silent when we are dissatisfied, and to keep our opinions to

ourselves. However, as science and the fields of psychology and sociology developed throughout history, assertive behavior, unlike passive or aggressive, was recognized as desirable behavior for the development of the individual. Assertiveness is a skill that is learned and developed throughout life.

Activity 2: Sorting (15 min)

The facilitator places about 20 slips of paper with statements in the middle of the room, some of which are examples of non-assertive behavior and some of assertive behavior. The task of the participants is to take 1–2 statements and sort them into: passive, aggressive, and assertive on a poster that the facilitator places on the flipchart. The facilitator then reads the statements and comments together with the group whether they are in the right place.

The statements are in Material 2.

Activity 3: Situation simulations (60 min)

The facilitator divides participants into pairs through the game “Atom” with the instructions: “Move freely around the entire space, in the way that suits you. When I shout ‘ATOM!’ you will stop, and if I shout for example ‘ATOM 3!’ you will stop and grab hands with the two nearest people to you and thus make a group of three – that is atom 3. If I shout ‘ATOM 5!’ you will make a group of 5 members, etc., depending on the number I say after the word ‘atom’.” The facilitator can vary the game by saying “atom” and some number, and then giving the instruction for participants to continue walking. This is repeated several times, and the last number is the one that creates the desired number of small groups. In this case, the group is divided into pairs, so the last number the facilitator shouts will be 2. The pairs thus formed sit together.

The facilitator prepares in advance and cuts out the situations for simulation (there should be as many as there are pairs in the group and each situation should have its own number).

The situations should refer to:

- sincerely receiving and giving compliments
- asking for help if needed

- expressing disagreement with someone's opinion
- saying "NO" when we don't want to do something
- accepting an opinion different from our own
- speaking in front of a group

Ideas:

- Asking a superior at work for days off.
- Asking a colleague not to have private conversations with their children throughout the workday.
- At a job interview, asking about the expected salary.
- Refusing help requested by a colleague if we consider the request inappropriate.
- Asking the employer when they will receive an answer about whether they are hired or not.
- Asking a friend to lend a small amount of money.
- A parent refusing a child's request to stay out past midnight.

Pairs have 15 minutes to prepare a scenario. The facilitator reminds them that it is important for the pairs to demonstrate an assertive way of communication in the simulation. They note that acting is not important, but how assertive the communication was.

After the preparation time ends, the facilitator asks one pair to read the situation and act it out in front of the others. Before that, they may arrange the space if needed.

After all pairs finish performing, each person in the group ranks all the performed situations except their own. The facilitator writes on the flipchart the scores each pair received for the communication they designed and presented.

At the end, the facilitator asks participants to comment on the situation that had the widest range of scores and to suggest how the communication could proceed so that it would be more assertive.

The facilitator summarizes the group's comments and adds: "Do not give up on assertiveness if it happens that at certain moments you still react strongly, aggressively, or withdraw completely. Sit down and think about what you wanted to say and how, and over time assertive behavior will come spontaneously. Both private and professional relationships and situations you will resolve in a much higher quality way and thus definitely be a more satisfied and successful person."

Activity 4: Feedback (10 min)

The facilitator, in a circle, asks participants to share their impressions of the workshop.

14. Negotiation skills – cultural aspects

Duration: 90 minutes

Materials: /

Goals: better understand what negotiation skills are and what they are used for; understand cultural differences in negotiation

Methods: role play, plenary discussion, cultural comparison, individual reflection, creative storytelling, group feedback

Procedure

Activity 1: YES – NO (10 min)

The facilitator gives the instruction: “We will divide into pairs and stand facing each other. Each pair will have a conversation using only two words: YES and NO. Each in the pair will say only one word. One will persistently say only YES, and the other only NO. Each must convince the other of their opinion and make their partner eventually give in. Although you can say only one word, you can use all other means of persuasion: intonation, volume of voice, body positions and movements. When I say stop, the pair will switch roles. The one who was saying YES will now say NO and vice versa.” Apart from these words (YES – NO), the words I WANT – YOU WON’T or YOU MUST – I DON’T HAVE TO can also be used.

Activity 2: Theoretical introduction to negotiation (10 min)

INTRODUCTION: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/2eb257d2-8208-475a-8926-bdbe69d750ba/Training%20module%20-%20Negotiation_BH.pdf

Negotiation is “a process through which two or more parties who are in conflict over certain outcomes try to reach an agreement. It is a constructive, positive alternative to arguing or quarreling; the goal is to reach an agreement, not to win a battle.

People who master negotiation skills can: recognize and resolve conflicts peacefully; negotiate common needs and goals; better understand the views and needs of others; increase self-confidence in communication; overcome everyday challenges in communication; create win-win situations and build relationships; achieve their goals faster and easier; recognize opportunities for growth and development; better manage stress and emotions; overcome fear of conflict and turn it into an opportunity for growth.

Negotiation requires:

- At least two parties
- Differences
- Need to resolve disagreements
- Attempt to reach an agreement
- Exploration of different possibilities
- Development of options.

Activity 3: Plenary discussion (20 min)

- The facilitator asks participants the questions:
- How often do you negotiate in everyday situations?
- Do you always use the same method of negotiation?
- What do you look for in every negotiation you take part in?
- What do you think are the key elements of every negotiation? (some possible answers are: agreement, communication, relationship building, motivation, etc.).

Activity 4: Cultural aspects of negotiation (30 min)

In almost every negotiation, culture is a key factor for achieving the best possible outcome. Culture influences perception and approach to negotiation. Cultural differences are differences in power, time, risk, communication, and complexity.

Let us look at some cultural differences significant for the negotiation process on the example of differences between Eastern and Western cultures¹:

¹ Gesteland 2002, Brett 2001, Hendon 2001, Lewicki et al. 1999, Martin et al. 1999, Salacuse 1998, Wise 1997, Usunier 1996, and Weiss 1994.

Goal – Thai, Chinese, and Japanese negotiators value long-term relationships. Western negotiators aim at signing a contract.

Protocol – The level of formality in negotiations differs from culture to culture. Thais value etiquette and polite manners. English and German negotiators are very formal and very interested in proper protocol.

Communication – Thais usually speak slowly, gently, and almost without gestures, and prefer indirect language. Americans are direct and prefer very straightforward presentation with minimal playing of games.

Time – Americans are sensitive to time. They see it as a limited resource that should not be wasted. Japanese approach time in the opposite way and spend it studying their counterparts. Thais have a relaxed attitude towards time and ordering of priorities.

Attitude towards risk – Japanese prefer predictable situations and strict adherence to rules. Thais are more flexible towards rules and acceptance of changes.

Groups vs. individuals – In decision-making, cultures that are more collective place emphasis on group priorities. Cultures that are more individual-oriented are more independent and persistent. Thai culture is group-oriented but hierarchical; decisions are made by top managers. Japanese negotiators rely on consensus.

Nature of agreement – Thais generally value contracts, but personal commitment has greater value. Germans are detail-oriented and prefer specific provisions.

Exercise no. 2

After you have looked at certain cultural differences, try to define your own cultural characteristics for the following elements:

Goal: _____

Protocol: _____

Communication: _____

Time: _____

Attitude towards risk: _____

Groups vs. individuals: _____

Nature of agreement: _____

The facilitator asks participants to fill out the form within 10 minutes. After that, the facilitator invites those who wish to share their observations with the group and comments on them. Short comments from other participants are also allowed.

Activity 4: Accordion making (15 min)

The facilitator distributes pencils and paper and tells members that they will answer special questions. As soon as they hear the first question, they must, in their minds, quickly shape as imaginative and colorful a story as possible. At the next question, they answer in accordance with the story already started. Therefore, it is necessary to carefully follow the questions, and the facilitator also warns them that when they answer a question, they will fold the sheet back (away from themselves) and thus hide their answer. The folded sheet will, at the facilitator's signal, be passed to their neighbor on the right.

Questions:

- Who and who were they? (create characters in the story, at least 2, e.g., Lion and the Sun)
- Where were they?
- What were they doing?
- What did others say about them? (Others said...)
- What did they reply? (They replied...)
- What do you think about that?

When the trainer finishes with the questions, they say that everyone, at their signal, should pass the sheets two more times, and then they can open them.

Volunteers are asked to read the story, without leaving out any word; they may only add linking prepositions to connect the sentences.

There is no discussion; the facilitator only asks members how they feel, since the exercise is intended only for relaxation.

Activity 5: Feedback (5 min)

The facilitator, in a circle, asks participants to nonverbally show their impressions of the workshop.

15. Negotiation skills – situation simulation

Duration: 90 minutes

Materials: /

Goals: recognize one's own negotiation competitiveness; practice negotiation skills

Methods: writing, situation simulation, reflection

Procedure

Activity 1: YES – NO (10 min)

Participants are divided into pairs. The pairs have the task of conducting a “dialogue” using only 2 words: “yes” and “no.” All pairs work simultaneously. In doing so, they can use as much nonverbal communication as they want, raise their voice, gesture, and use facial expressions. First, 1 member of the pair persuades the other using only the word “yes,” and the other responds with “no.” The game lasts a few minutes. At the facilitator’s signal, they switch roles.

The facilitator then assigns some more word pairs for the continuation of the game: “I can” – “you can’t,” “you will” – “I won’t,” etc.

Activity 2: Theoretical part on goals and outcomes of negotiation (15 min)

Negotiation goals

Goals represent the needs, desires, and priorities considered before negotiation. Outcomes represent the possible results of negotiation. Before you begin negotiating, carefully think about what you need, want, or prefer, and which results are realistically possible. Goals determine acceptable outcomes for you. The broader the goals, the better the outcomes. If you have more than one goal, you can also have multiple possible outcomes.

Every negotiation can have one of three outcomes:

- **win-win** (both sides win)

- **win-lose** (one side wins, the other loses)
- **lose-lose** (outcomes are equally divided)

Elements of negotiation:

- **Reciprocity** represents the process in which you “return the favor” and respond to an offer made by the other side.
- **Trust** means that all parties will work toward achieving an outcome favorable to everyone involved.
- **Ethics** is related to the personal behavior of the negotiator.
- **Power** means dealing with situations when negotiations do not go as expected. It is connected to the alternatives available to the parties involved; more power – more alternatives.
- **Information** represents knowledge of what is and what is not possible as an outcome.

Negotiation planning

Before negotiating, it is useful to plan.

Planning tips:

- Be sure of your goals, attitudes, and core interests;
- Try to understand the best solution you can expect, what is a fair and reasonable agreement, and what is the minimum acceptable agreement;
- What information do you have and what do you need;
- What are your competitive advantages and disadvantages;
- What are the advantages and disadvantages of the other side;
- Think about your strategy;
- It is very important to be clear about what is important to you;
- Be clear about your real goals and real problems and try to understand the real goals and problems of the other person.
- It is useful to have a “min-max” strategy.

Recognize your competitive advantage – your strongest points, but also the advantages of the other side in negotiation. Know your weaknesses and the weaknesses of the other side.

In most conflict resolution or negotiation situations, the relationship with the other person continues, which is why it is important that both sides feel that they have “won.” Behind hard positions there are often shared or common interests, so it is important to recognize the integrative potential in the situation.

Activity 3: Negotiation planning “Min-max approach” (15 min)

The facilitator asks participants to answer on the paper provided the questions written on the board:

1. What is the minimum I can accept in negotiations (for a job or some other negotiation awaiting me)?
2. What is the maximum I can ask for without seeming excessive?
3. What is the maximum I can give?
4. What is the least I can offer without seeming excessive?
5. Try to predict the answers the other person will have to these questions.

Activity 4: Simulation of a job negotiation situation (40 min)

After everyone finishes answering, the facilitator asks two volunteers to simulate a job negotiation situation. One person is the employer, and the other is the unemployed person. The pair has 10 minutes to prepare for the conversation, after which, at the facilitator's signal, they act out the job interview and negotiation over working conditions. The rest of the group is tasked with observing the conversation and noting:

- Which elements of negotiation they noticed (e.g., was there trust, reciprocity, ethics, power...);
- Whether the job seeker had clear goals, the necessary information, whether they emphasized their advantages, etc.

After the conversation ends, all participants give the job seeker constructive suggestions on what he/she could change or add so that the negotiations have a more successful outcome for them.

If necessary, the pair repeats the negotiation, taking into account the suggestions.

If time remains, the exercise is repeated with another pair.

Activity 5: Feedback (10 min)

The facilitator, in a circle, asks participants one by one to share their impressions of the workshop.

Day 6

MODULE IV: JOB-SEEKING SKILLS

Topics:

- 16. INDIVIDUAL PLAN
- 17. SMART GOALS
- 18. RISK MANAGEMENT

16. Individual plan

Duration: 60 minutes

Materials: printed material “Individual Plan” for each participant, prepared posters
“Individual Plan” for each participant

Goals:

- systematizing the knowledge and experiences of participants
- motivating for active job seeking
- providing group support to individuals

Methods: presenting Individual Plans, discussion

Procedure:

Activity 1: Individual Plans – individual preparation (20 min)

The facilitator distributes the Individual Plan material to participants and invites each to fill it out for themselves. They have 15 minutes for the task.

Activity 2: Individual Plans – poster (60 min)

After 15 minutes, the facilitator asks for a volunteer who would like their plan to be prepared again collectively in the group, with the help of all members. The facilitator carefully listens, asks additional questions to help the person recognize all their knowledge, skills, qualities, personality traits, strengths, limitations, and opportunities for training and employment. The facilitator strives to encourage and validate ambition and effort, as well as to use questions to guide a realistic planning process.

The Individual Plan of each participant is written on a prepared poster, visible to all, so that everyone can provide suggestions and input when needed. The group contributes ideas and supplements the Individual Plans.

After creating the poster for one participant, the facilitator invites the next one to make his/her plan as well.

Activity 3: Feedback (10 min)

The facilitator, depending on the remaining time, asks participants how the workshop was for them.

17. Smart goals

Duration: 90 minutes

Materials: bases, A4 papers, crayons and markers

Goals:

- Adopting the “step by step” technique for goal realization
- Developing initiative and persistence
- Empowerment

Method: lecture, drawing, writing, discussion

Procedure:

Activity 1: BASKETBALL (25 min)

- At one end of the room a paper basket is set up, and from it to the other end a line 2–2.5 meters long is made from tape, with distances marked every half meter. On the flipchart, a table is made with the names of all participants, three attempts for each, and the points that each distance from the basket brings (1/2 m – 1 point, 1 m – 2 points, 1 1/2 m – 3 points, 2 m – 4 points, 2.5 m – 5 points).
- Each participant has the right to choose the distance from which they will throw the ball into the basket, but must know how many points each distance brings. Everyone throws the ball three times, and at the end the points are added up and a winner is declared.
- Afterwards, the facilitator goes around in a circle asking participants:
 - Which distances did you choose?
 - Why did you choose exactly those goals?
 - Do you usually set such goals for yourself?

Activity 2: Theoretical part on SMART goals (10 min)

What are SMART goals?

Actually, it is an acronym of the words: Specific, Measurable, Achievable, Relevant, and Time-bound. It is a concept in which goals are concrete and achievable. We must know exactly what we want to achieve.

However, defining a SMART goal is not enough. You must know exactly what you need to do in order to reach the goal more easily step by step:

S – (Specific) Specific

Target a certain area for improvement. Specific goals answer six questions:

- Who – who is involved?
- What – what do you want to achieve?
- Where – where will you fulfill the goal?
- When – when do you want to do it?
- Which – which obstacles could stand in your way?
- Why – why are you doing this?

M – (Measurable) Measurable

Measurable goals determine precision, answer “How to achieve something?” and help you understand whether you are moving in the right direction.

A – (Achievable) Achievable

SMART goals should be achievable. A goal should be set so that it is a little beyond our reach (outside the comfort zone), but not too far, so that we can still achieve it within the planned timeframe.

R – (Relevant) Relevant

SMART goals are directed toward what is important for you and your life, e.g., you want to save a certain amount of money that will help you one day become financially independent, or finish a forklift course, which will allow you to get a better-paid job.

T – (Time-bound) Time-bound

SMART goals have a date or a timeframe by which the results should be achieved. Time-bound goals keep you grounded but are also a challenge at the same time.

Activity 3: Setting a SMART goal (10 min)

Participants receive templates for creating a SMART goal (Material SMART Goals).

Activity 4: Steps to Success (35 min)

- Before the workshop begins, prepare templates. On an A3 sheet of paper, draw steps. Plan for 5 to 7 steps, connected to each other. Each step should have enough space to be written in. Make as many templates as there are participants.
- Explain to the participants that the templates represent the “steps to success.” At the top of the paper, they should write their name. On the highest step, they write a goal that has SMART characteristics, which they defined in the previous exercise.
- Starting from the bottom step, they should write the steps to achieving that goal. Example: The goal is: “to learn a new skill.” The first step would be: to think about the advantages of learning that skill, why it would be good for me to, for example, attend a manicure course. Second step: to think about what I already know and can do, that can help me to learn manicure more easily. Third step: research the offer, i.e., find programs in Zagreb, prices, deadlines, etc. Fourth step: collect or set aside money for the course. Fifth step: enroll in the course. Sixth step: attend the course. Seventh step: pass the final exam.
- On top of the steps, everyone draws themselves celebrating success. They may also add a medal or a trophy to the drawing for the achieved success.
- They have 20 minutes for drawing.
- When everyone finishes, one by one they present their work. The facilitator talks with them about the steps leading to achieving the goal, guiding them with SFBT questions: How will you feel when you achieve the goal? What will you be able to do that you cannot do now? Who will notice your success? How will they react? etc.

Activity 5: Feedback (10 min)

The facilitator, depending on the remaining time, asks the participants how the workshop was for them.

18. Risk management

Duration: 90 minutes

Materials: mobile phones or computers, wastebasket, small ball, markers, adhesive tape, flip chart

Goals:

- Better understanding of risk in entrepreneurship and the importance of risk management
- Self-assessment of risk tolerance

Methods: interactive games, PowerPoint presentation, completing an online questionnaire, discussion

Procedure

Activity 1: Basketball (40 min)

At one end of the room, place a paper basket, and from it to the other end make a line with adhesive tape, 2–2.5 meters long, with distances marked every half meter with a marker (0.5, 1, 1.5... m). On the flip chart, make a table with the names of all participants, three attempts for each, and the points awarded for each distance from the basket (0.5 m – 1 point, 1 m – 2 points, 1.5 m – 3 points, 2 m – 4 points, 2.5 m – 5 points).

Each participant has the right to choose the distance from which they will throw the ball into the basket, but they must know how many points each distance carries. Everyone throws the ball three times, and at the end the points are added up and the winner is announced.

After that, going around in a circle, the facilitator asks the participants (the facilitator should also note next to each participant's name which distances they chose and in what order):

- Which distances did they choose and in what order?
- Why did they choose those particular targets?
- Did they think about risk when they chose the distance?
- Does the game remind them of any real-life situations?

Activity 2: Introduction to risk in entrepreneurship (5 min)

"All modern organizations operate under conditions of risk. Entrepreneurial risk is the exposure that an individual or an organization has to factors that can reduce profit or lead to failure. Anything that threatens the ability of an organization to achieve its financial goals is considered entrepreneurial risk. There are many factors that create entrepreneurial risk. Sometimes the very way of management creates situations in which the company may be exposed to a higher degree of risk. However, sometimes the cause of risk lies outside the company. Because of this, it is impossible for a company to be completely protected from risk. However, there are ways to mitigate the overall risks associated with business; most companies achieve this by adopting a risk management strategy.

The fact is that risk is present in all activities in our lives. Every time we go out on the street, we accept risk. Just as we accept it if we stay at home.

The difference is only in the extent to which we accept the risk and what the potential reward is. More precisely, we seek the best possible balance between risk and reward (or at least we should).

For the mental health of a future entrepreneur, assessing risk tolerance is key.

Assessing personal risk tolerance is not simple. We can follow these guidelines and still misjudge ourselves. And that is harder than it may seem.

Nevertheless, we will probably not know our risk tolerance for sure until we burn ourselves a little on the market."

Activity 3: Self-assessment of risk tolerance (15 min)

Participants fill out the online questionnaire Determining Personal Risk Tolerance on their mobile phone or computer. If online access is not possible, the questionnaire can be printed.

Activity 4: Discussion (20 min)

Participants who wish to do so present their results, and the facilitator guides the discussion with questions about readiness for risk and ways of controlling risk.

Ideas for questions: What dangers can you predict in advance? Who could be harmed and how? What are you already doing now to control risk? What actions do you still need to take to control risk? Who should carry out future risk control activities? When should risk control activities be carried out? etc.

The facilitator can conclude the workshop with comments on learning the skill of risk management:

“You don’t have to be an expert at the beginning. The skill of risk management develops through learning and practice. Here are some ways you can improve it:

- Education and certified courses
- Analytical thinking and a logical approach to problems
- Working on projects with real business challenges
- Using risk assessment tools (e.g. SWOT analysis, risk matrix)
- Mentoring programs and experience in teamwork.”

Activity 5: Feedback (10 min)

Depending on the remaining time, the facilitator asks the participants how the workshop was for them.

Day 7

Topics:

- 19. WRITTEN PRESENTATION
- 20. PRESENTATION SKILLS
- 21. JOB INTERVIEW

19. Written presentation

Duration: 90 minutes

Materials: A4 paper, pens, good examples of cover letters and CVs printed for all participants, examples of recent job ads printed for all participants, CV template printed for all participants

Goals:

- strengthening self-confidence and sense of self-efficacy;
- acquiring self-presentation skills;
- developing the ability to target and specifically present one's skills, knowledge, abilities, and personal characteristics to an employer through a written job application and CV preparation.

Methods: writing

Procedure:

Activity 1: Educational-instructive part – PowerPoint presentation on CV and cover letter (15 min)

After the theoretical part, the facilitator shows a slide with an example of a CV and a cover letter and explains each item.

Activity 2: Creating a CV (40 min)

Participants receive a CV form in EU format and fill it out, with supervision and additions from the facilitator. If possible, participants create their CV on a computer or online.

Activity 3: Creating a cover letter (30 min)

Participants are divided into pairs. The facilitator shares a page with current job vacancies on the screen. They also distribute examples of job applications and paper for writing. Each participant writes their own job application for one of the vacancies, presenting their knowledge, skills, abilities, qualities, and experience. Facilitators provide support and assistance during the writing.

If technically feasible, participants create the application online.

Each participant gives their job application to their pair to read, and they give each other feedback on what is well explained and convincing in the application. Those who wish may read their cover letter aloud.

DEBRIEFING:

- What was easy, and what difficulties did they face in writing the cover letter?
- Which elements in the cover letter can interest the employer?
- What should the introduction of the cover letter look like?
- How to end the cover letter effectively?
- Is there such a thing as a universal cover letter?

Activity 4: Feedback (15 min)

Depending on the remaining time, the facilitator asks the participants how the workshop was for them.

20. Presentation skills

Duration: 90 minutes

Materials: /

Goals:

- Better understanding of the importance of impression and presentation skills
- Practicing presentation skills - monitoring the state of the audience and techniques for maintaining attention

Methods: voice and breathing exercises, articulation practice, individual speeches, group observation, peer feedback, discussion

Procedure:

Activity 1: Voice and speech exercises (15 min)

Voice and pronunciation exercises help us achieve a balanced voice color, contribute to pronunciation accuracy, voluminousness, strengthen the voice and give it confidence.

Stretching and relaxation

Before we start practicing the voice, we will stretch and prepare the body. Take a stance with your legs slightly spread outwards and your heels shoulder-width apart. Your arms fall relaxed. From this position, stretching, yawning, rotation of the joints, rotation of the head to the right and left begin. These exercises last for 3 minutes. Rotational movements of the head and shoulders should be performed very relaxed, as if the head and shoulders were weightless.

Deep breathing with the diaphragm and abdominal muscles

The next exercise is deep breathing with the diaphragm and abdominal muscles. The purpose of this exercise is to relax and make the respiratory muscles ready and not to breathe only with parts of the lungs. We perform breathing exercises in a correct standing position. First we inhale and then exhale, making sure to use the diaphragm and abdominal muscles. We inhale through the mouth and in order to inhale more precisely we can close our nose, and when exhaling we also exhale through the mouth and we can articulate the sound /s/ with the exhalation.

Impulsive loud vocalization, “ha” with a twitch from the plexus

Next comes the exercise of impulsive loud vocalization, “ha” with a twitch from the plexus. This exercise strengthens the lower breathing and requires strong subglottic thrust. It is repeated a maximum of 10 times.

Prolonged pronunciation /a/

The fourth exercise is an exercise of prolonged pronunciation/phonation of the sound /a/ for as long as possible in one breath. The purpose of this exercise is to achieve optimum tone, volume and timbre. One phonates at one's physiologically most comfortable tone and a little louder. After a deep breath, one begins to phonate the vowel /a/ for as long as possible in one breath. The average phonation time for /a/ is 25 seconds.

Extended phonation with throat massage and lowering of the larynx

Next comes the phonation exercise, but with throat massage and lowering of the larynx. The sternum is slightly protruded, and the vibrations are amplified by light strokes of the palm on the chest. The purpose of this exercise is to achieve a lower tone and a more stable voice.

Fast counting in a whisper to one hundred

In order to strengthen and improve pronunciation, we will perform the breakneck exercise, fast counting in a whisper to one hundred. This exercise involves strong work of the muscles of the tongue, lips and soft palate. The exercise is performed in a loud whisper. Breaths should be short and as quiet as possible, and the exercise is well performed if you do not breathe in more than 5 to 7 times while counting to one hundred.

Activity 2: “Hyde Park” (60 min)

The facilitator makes a short introduction to the topic of public speaking: what types of public speaking are there, what to look out for, and offers some tips for improving public speaking. Emphasize that public speaking is a skill that can be practiced and that practice helps us gain more self-confidence and become better speakers.

Then, the facilitator gives the following instructions to the group:

“Have you heard of the Speaker’s Corner in London’s Hyde Park?

Do you agree that we should try to organize something similar here, in our group? We can play a little, have fun, and get to know ourselves and others in the context of public speaking.

We will offer you a list of different topics, from which you will choose one on which you would like to give a short speech in front of us (3 to 5 minutes).

Everyone will perform as convincingly as possible, using different techniques, involving the audience, using examples, and illustrating what they are talking about. You have 15 minutes to prepare.

Who wants to start?”

While one person is speaking, others will monitor their public performance: their persuasiveness, the techniques they use, whether they managed to convey their message...

Discussion:

After the performance, the group analyzes the speeches, discussing the following questions: • What made the performance convincing? • What techniques did individual participants use? • What were their strengths and weaknesses? Etc.

Activity 3: Feedback (15 min)

The facilitator asks the participants, in accordance with the remaining time, how they felt about the workshop.

21. Job interview

Duration: 90 minutes

Materials: A4 paper, pens, good examples of cover letters and CVs printed for all participants, examples of recent job ads printed for all participants, CV template printed for all participants

Goals:

- strengthening self-confidence and sense of self-efficacy;
- developing the skill of targeted and specific presentation of one's skills, knowledge, abilities, and personal characteristics to the employer through a written job application and CV preparation;
- practicing communication and presentation skills.

Methods: writing, presenting, discussion

Procedure:

Activity 1: Attitude Barometer (15 min)

At one end of the room place a paper with I agree, and at the other end a paper with I disagree (Appendix 1). Participants are asked to stand in the part of the room according to their agreement/disagreement with the statements. After each statement, participants are invited to argue their stance and discuss. If they change their mind, they can move. The facilitator also provides statistical information on each statement.

Statements:

- It is only possible to get a job if you have connections.
- What kind of worker you are has no influence on whether you will be fired.
- I would not agree to work for minimum wage.
- It is important to me that the job is close to where I live.

Activity 2: Educational-instructive part (10 min)

The facilitator briefly explains the key elements of a CV and cover letter, points out common mistakes, and introduces participants to the most frequent job interview questions. Practical tips are provided on how to adapt applications to job ads, prepare for an interview, and make a good first impression.

Activity 3: How to present your qualities (15 min)

The candidate controls almost the entire impression the employer will form about them and almost everything the employer will learn. Therefore, if we want the employer to know about a certain skill, knowledge, ability, or characteristic, it is essential that we tell them. To be convincing, one should be specific and provide an example of a situation in which that quality was demonstrated.

It is useful to follow this model (write on the board):

- name the skill, knowledge, ability, or characteristic;
- give an example when the quality was demonstrated;
- state what positive results it led to;
- connect it with the job applied for.

The facilitator reads the example given in the appendix, highlighting and explaining each element (showing on the board where the elements are listed). If necessary, the facilitator explains other qualities, skills, knowledge, or abilities using another example.

Participants then receive the form How to present your qualities. Each should choose one of their qualities and present it in the described way in the provided space.

Activity 4: Pair work (15 min)

Participants are divided into pairs. Each pair receives a short list of Job interview questions. One member takes the role of employer, the other the role of job seeker. The participant in the role of employer asks questions from the list, while the candidate gives short answers (no longer than two minutes per question). Candidates should answer the questions by presenting their skills, knowledge, abilities, and qualities in a specific and concrete way.

When the candidate finishes, the participant in the role of employer shares their positive impressions and gives suggestions. Participants then switch roles and repeat the exercise.

Activity 5: Simulation of a job interview with an employer (30 min)

A pair of volunteers demonstrates a job interview in front of the whole group. Other participants are asked to give the candidate their impressions and suggestions for improving their performance in front of an employer.

Activity 6: Feedback (5 min)

The facilitator asks participants to show nonverbally (or on a scale posted on the wall) how the workshop was for them.

Day 8

Topics:

22. ENTREPRENEURSHIP

23. TEAMWORK

24. FEEDBACK AND FINAL EVALUATION

22. Entrepreneurship

Duration: 90 minutes

Materials: sticky notes, flip chart, markers

Objectives:

- introducing participants to the concept of entrepreneurship in an engaging and interactive way
- recognizing key qualities and skills of entrepreneurs
- encouraging group reflection on personal perceptions of entrepreneurship

Methods: interactive games, writing, discussion

Procedure:

Activity 1: Quiz – Associations (30 min)

At the beginning, the facilitator does not reveal the topic of the workshop but instead places on the wall a poster with associations (the terms are covered). The terms should be related to the workshop topic. The facilitator prepares at least 3 terms in advance, divides the group into 2 teams, and explains the rules for uncovering the terms.



Activity 2: The Entrepreneur (30 min)

The group nonverbally chooses among themselves one person in whom they have recognized entrepreneurial qualities during the previous work. The chosen person sits in the middle of the circle on a chair. The facilitator places a large number of sticky notes on the floor and asks participants to take several notes each, write one quality that an entrepreneur should have on each note, and stick it on the “entrepreneur.” It is emphasized that notes can be stuck all over them (on hair, face, etc.). In the end, the whole “entrepreneur” is covered with sticky notes.

The facilitator then removes the notes and sticks them on a sheet prepared on the wall, grouping the qualities by similarity.

Activity 3: Discussion about entrepreneurship (20 min)

The facilitator invites participants to reflect on the qualities listed in the previous activity and discuss what they believe are the most important characteristics of a successful entrepreneur. Guiding questions may include: Which qualities do you already recognize in yourself? Which ones would you like to strengthen? What challenges might entrepreneurs face, and how can these be overcome? The discussion concludes by summarizing the group’s views on what entrepreneurship means in practice.

Activity 4: Feedback (10 min)

23. Teamwork

Duration: 90 minutes

Materials: markers, large sheets of paper, felt-tip pens, adhesive tape

Goals:

- Better understanding of functioning in a team
- Practicing communication skills

Methods: World Café, discussion

Procedure

Activity 1 – “Shark” (20 min)

The facilitator asks participants to imagine that they are swimming in the sea into which a shark is coming. They can save themselves if they stand on islands. Thus, participants move around the room (representing the sea), and during the movement the facilitator rattles keys, which is a signal of safety, meaning there is still no shark. As soon as the facilitator stops rattling the keys, it is a sign that the shark is coming, and the swimmers can save themselves if they climb onto islands, i.e. papers placed around the room.

There are not enough papers for everyone, and how many will be saved depends on the swimmers' behavior, i.e. their cooperation, competitiveness, aggressiveness, coordination... When the swimmers get to safety, the facilitator checks who did not step on a paper. Whoever did not, is out of the game.

After that, the game continues in the same way, but each time the assistant reduces the number of safety papers, so the game becomes increasingly difficult, until in the end there are only enough papers left for two or three people. During the game the facilitator constantly observes the relationships between participants: do they cooperate, how much do they help each other, do they only look after their own interest, how does the endgame affect relationships, etc.

After the game, participants sit back in their places. The facilitator asks and discusses with the participants:

- How did the game go?
- How did you behave—did you help each other or just look out for yourself? Why?
- Could the number of those saved in certain stages have been higher? If yes, what stopped you from doing it?
- Does this game remind you of any real-life situations? If yes, which ones?

Activity 2: World Café (25 min)

The facilitators divide participants into groups. Each group receives a topic written on paper with an explanation. Three tables are arranged in the room, and each table represents one topic:

What are the qualities of a good “team player” (e.g. listening, clear communication, reliability, conflict management...);

The importance and role of the team leader/facilitator;

Constructive behaviors in a team.

Each group will have 10 minutes to discuss their assigned topic, and each group has a moderator who asks questions such as: “How can improving teamwork skills help us in everyday life?”, “How can understanding teamwork principles help us in getting and keeping a job?” etc. After the discussion, the group writes its conclusions on the poster with the topic.

After 10 minutes, groups switch tables, thus also changing the topic, and repeat the process. At the end, each group presents what they wrote, followed by a discussion. The posters are then placed on the wall.

Conclusion:

There is a discussion about what was good and useful and what was not, and the facilitator summarizes the joint conclusions at the end.

Activity 3: Compliments (40 min)

The facilitator notes that people often do not feel comfortable when they are the center of attention, when they talk about themselves, or when they receive compliments, but that this is also part of assertive behavior and it is important to practice these skills.

Participants sit in a circle. The facilitator places one chair (preferably one that can swivel) in the center of the circle. One volunteer is asked to sit in the center, and the task is explained: The person in the center will choose who in the group to start with and will turn toward them. The chosen person will give them a “compliment,” naming a positive quality they noticed during the group’s work together. They should try to be authentic and look the person they are complimenting in the eyes. The person in the center will simply thank them politely for the compliment, without any further comment (the facilitator insists on this rule for everyone).

After receiving a compliment, the volunteer turns to the next person in the circle (to the left or right of the one who started) and the compliments continue until the circle is closed. After that, the next person takes the seat in the center. The activity continues until all participants have received compliments from everyone in the group.

When the compliment circle is complete, the facilitator starts a new round of questions, asking everyone in turn:

- How did you feel when receiving compliments?
- What was easier, giving or receiving a compliment?
- Was it difficult to come up with an authentic compliment for others?

Activity 4: Feedback (5 min)

The facilitator asks participants to show nonverbally how the workshop was for them.

24. Feedback and final evaluation

Duration: 90 minutes

Materials: scale from 1–10 written on a large sheet of paper, sticky notes, markers

Goals:

- evaluating the success of the module and the entire program
- exchanging experiences

Methods: discussion, filling out evaluation questionnaire

Procedure:

Activity 1: Kahoot Quiz (20 min)

Facilitators create a quiz with questions summarizing all workshops and what was covered in them. The quiz includes questions such as: “What is a CV?”, “What is non-formal education?”, “How should you look for a job interview?”, etc. Participants may play in groups or individually. The quiz is conducted online, and everyone answers questions via their own mobile phone.

Activity 2: Group discussion about the work process (20 min)

- What was helpful to you during the last four weeks?
- What was not helpful?
- What did you have the opportunity to learn from other group members?
- What are you taking away from here?

Activity 3: Scaling (10 min)

- On a scale from 0 to 10, where 0 means being at the same place as at the start of this group and 10 means you have achieved mastery over your challenges, where would you say you are now?
- How can you continue to make improvements?

Activity 4: Feedback (10 min)

Facilitators give each participant specific positive feedback on their achievements.

Activity 5: Wrap-up activity (10 min)

Give each participant an envelope and ask them to write their name on it and place it on the table.

Distribute to each participant as many slips of paper as there are group members minus one. Ask them to write a few words or a sentence for each group member, focusing on what they find most impressive about them. It is important that this is anonymous and exclusively positive and empowering.

Participants put their notes into the envelopes on the table. Once all messages have been placed in the envelopes, each participant takes the envelope with their name and reads the notes inside. Instruct them to keep the envelopes and, whenever they face obstacles or setbacks, return to them and reread the messages.

Activity 6: Group evaluation (20 min)

At the end, all participants complete the evaluation questionnaire to assess their status at the conclusion of the program.

4. Forms for monitoring progress and evaluating activities

4.1 Questionnaire for baseline assessment – adapted for Ukrainian participants in Croatia

Program: *“Small Steps to Success”*

(To be completed before the start of the training/support program)

You are asked to complete this questionnaire before starting the support activities within the program *“Small Steps to Success”*, as part of the Humanity Hub project. The purpose is to honestly reflect on how you currently feel regarding your life in Croatia, your knowledge of the Croatian language, your career path, job satisfaction, the level of support you have, and your self-confidence.

Your answers will help us better understand your needs and ensure that the support we provide is as effective and tailored as possible.

All responses are completely anonymous and will not be shared publicly. Your data will be protected in accordance with legal regulations, GDPR, and professional ethics.

Please be honest – thank you for your participation!

SELF-ASSESSMENT OF SKILLS (0–10)

How competent do you currently feel in the following areas?
0 – not at all | 10 – very confident and competent

1. Please write down your number/nickname/initials that you will remember and use again when completing the questionnaire at the end of the training. Only you will know this code/pseudonym, and it will allow us to link this survey with the one at the end of the program. _____

Identity, Self-Esteem, and Desired Future

- I have a clear idea of what my future in Croatia should look like.
- I know what I need to do, how, and where, to achieve my goals for life in Croatia.
- I feel that I can create a better future for myself here.
- I believe I deserve success, friendship, love, and fulfillment.
- I am able to make decisions, overcome challenges, and adapt to changes in the new environment.
- I have clear professional goals.
- My knowledge, profession, skills, and experience are useful and relevant in Croatia.
- I feel welcome and safe in my new environment in Croatia.

Coping with Stress and Change

- In stressful situations, I remain calm and find solutions.
- I can handle new situations and changes.
- I feel that I have control over my life.
- I know how and where to seek help when I need it.
- I am familiar with ways of accessing social support and mental health services in Croatia.
- I use psychosocial support services for my mental health here in Croatia.

Culture, Communication, and Negotiation Skills

- I know and actively use the Croatian language.
- I am learning Croatian and/or making an effort to use it.
- I understand the basic rules of workplace behavior in Croatia.
- I can communicate with people from Croatia.
- It is easy for me to meet new people in a new environment.
- I have contacts, acquaintances, or friends from the local community.
- I am ready to take initiative to protect my interests.

Attitudes Towards Work and the Labour Market

- I want to work in Croatia.
- I can write a CV in Croatian.
- I can write a motivation letter in Croatian on my own.
- I know where to look for job postings and vacancies (portals, applications, contacts).
- I know where to find information about jobs, employers, and the labour market in Croatia.
- I can identify suitable job advertisements that match my skills.
- I can present myself to a group or employer (orally or visually).
- I feel ready to attend a job interview in Croatian.
- I understand how to behave at a job interview (nonverbal communication, dress, approach).
- I know how to communicate my strengths and experience to an employer in Croatia.
- I am ready to undertake additional education/training for employment.
- I feel that I can find a job that suits me.

Motivation, Risk-Taking, and Professional Confidence

- I feel motivated for professional development and change.
 - I find meaning and purpose in work that inspires me.
 - I am ready to take some risks to achieve professional goals.
 - I set clear professional goals and actively work towards achieving them.
 - I want to work in my profession.
 - I believe I have the skills necessary for success in my job.
 - I want to contribute to society and the Croatian economy through my work.
 - I am willing to invest additional effort, education, etc., to achieve professional results.
-

REFLECTIVE QUESTIONS (QUALITATIVE – OPEN-ENDED)

- What do you expect to learn or achieve through this training?
- What are your biggest current challenges in adapting to life in Croatia?
- What change would you like to see in yourself after completing this program?

4.2 Form for Monitoring User Progress

The Form for Monitoring User Progress is designed as a brief self-assessment tool to track participants' experiences and the impact of the "Small Steps to Success" training program.

- The form can be used at the beginning and at the end of the entire program to capture overall changes in well-being, social adjustment, professional motivation, and confidence.
- It can also be applied after each module as a quick check-in to monitor short-term progress and identify areas where participants may need additional support.
- The average completion time is **2-3 minutes**, making it easy to integrate into group sessions without taking significant time away from activities.

Program: "Small Steps to Success"

Name/Code: _____

Age:_____ Gender:_____

Date: _____

Instructions

Please think about the last week (or since the previous session) and mark on the lines below how you feel you are doing in the following areas of your life. Marks on the left represent low levels, while marks on the right indicate high levels.

1. Personal well-being

(How I feel about myself, my self-confidence, and my ability to cope with change)

Very Low Very High

2. Social and cultural adjustment

(My comfort in Croatia, communication in Croatian, relationships with people here)

I ----- I
Very Low Very High

3. Career and professional goals

(My motivation, clarity of goals, and readiness for employment/entrepreneurship)

I ----- I
Very Low Very High

4. Overall well-being and progress

(How I feel overall about my life and future in Croatia)

I ----- I
Very Low Very High

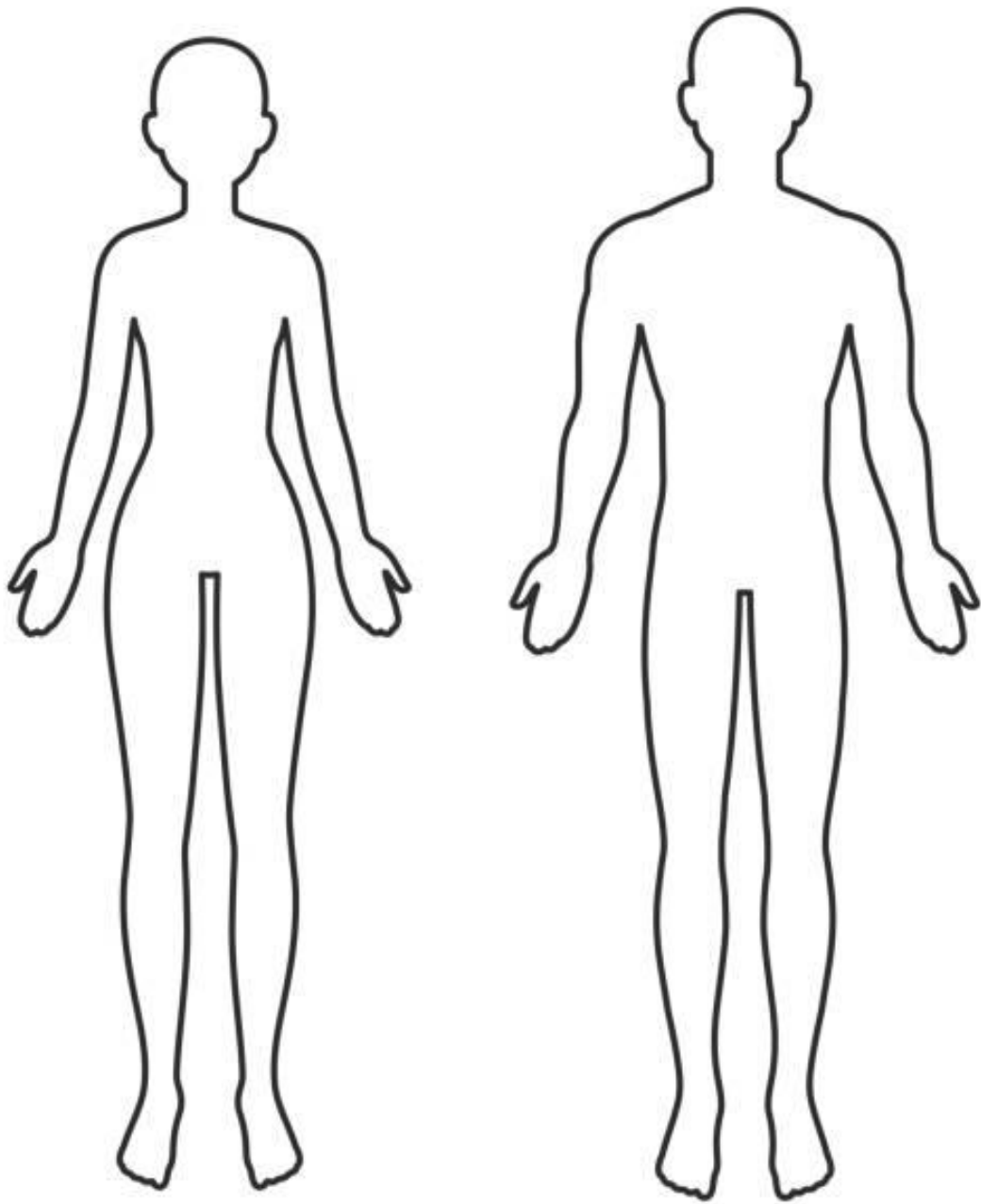
Optional Reflection (1–2 sentences)

- What is one positive change you noticed since the last session?
-

- What is one area you would like to improve further?
-

5. Worksheets

5.1 Worksheet 1: Drawing stress



5.2 Worksheet 2: My SMART goal

1. My SMART goal is (be as specific as possible):

2. What is the first small step I can take RIGHT NOW to get closer to my goal:

3. Next steps to get closer to my goal:

STEP 1:

Time needed for completion:

Support/resources that can help me:

STEP 2:

Time needed for completion:

Support/resources that can help me:

4. How will I know (what will be different in my everyday life) when I achieve my goal?

5.3 Worksheet 3: "The story I want to write"

Page titles

Card 1:

A CHAPTER IN WHICH I WAS STRONG

Card 2:

MY NEW CHAPTER

Card 3:

OVERCOMING OBSTACLES

Card 4:

RECOGNIZING MY RESOURCES

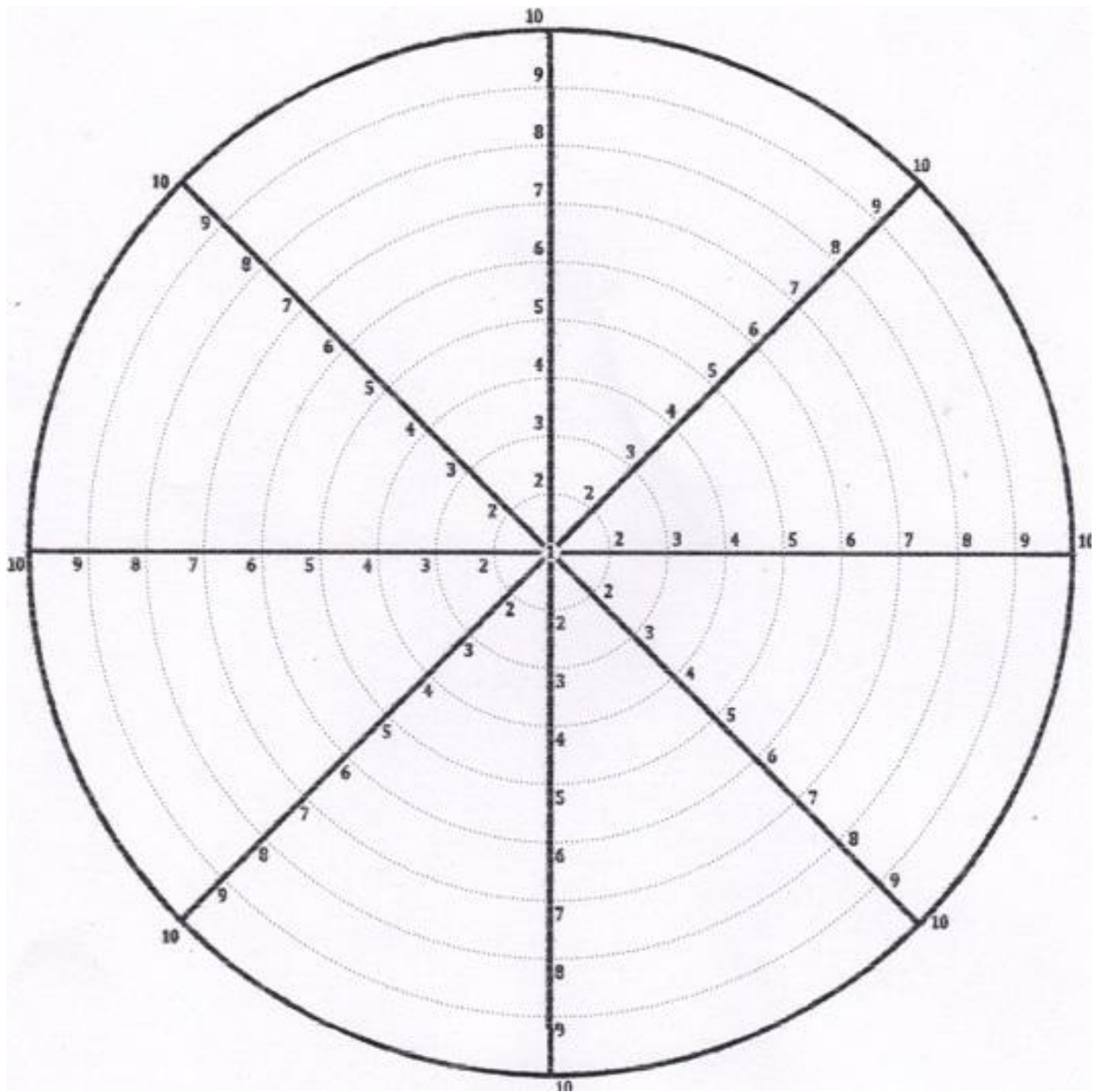
Card 5:

MEETING HELPERS

Card 6:

THE VOICE OF THE HERO/HEROINE

5.4 Worksheet 4: The wheel of balance



5.5 Worksheet 5: My positive qualities

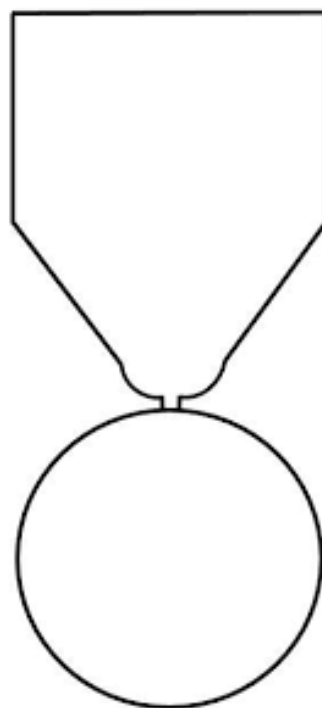
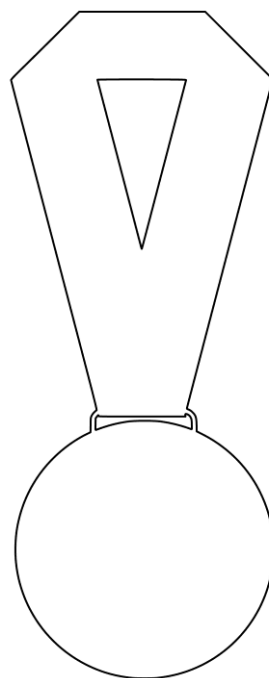
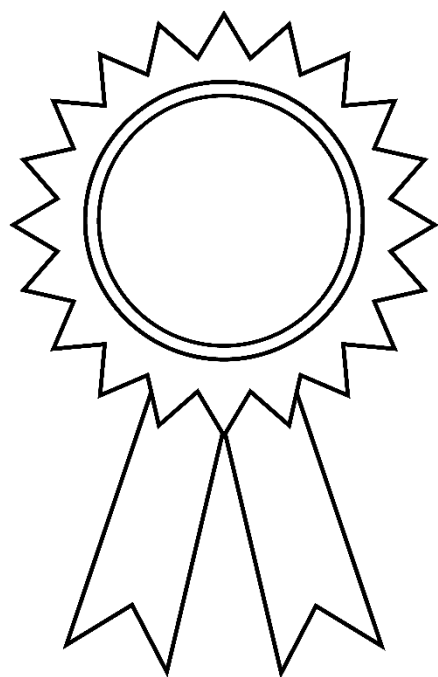
My positive quality:

Example of when this quality was demonstrated:

My positive quality:

Example of when this quality was demonstrated:

5.6 Worksheet 6: Medal templates



5.7 Worksheet 7: My Cultural Characteristics

Goal:

Protocol:

Communication:

Time:

Attitude towards risk:

Groups vs. individuals:

Nature of agreement:

5.8 Worksheet 8: My individual plan

Full name:: _____

Education (starting from highest completed):

Years of experience:

Work experience:

Additional training (with certificates):

Knowledge and skills (without certificates):

Hobbies, interests:

My qualities and strengths:

Further training and learning:

Employment opportunities:

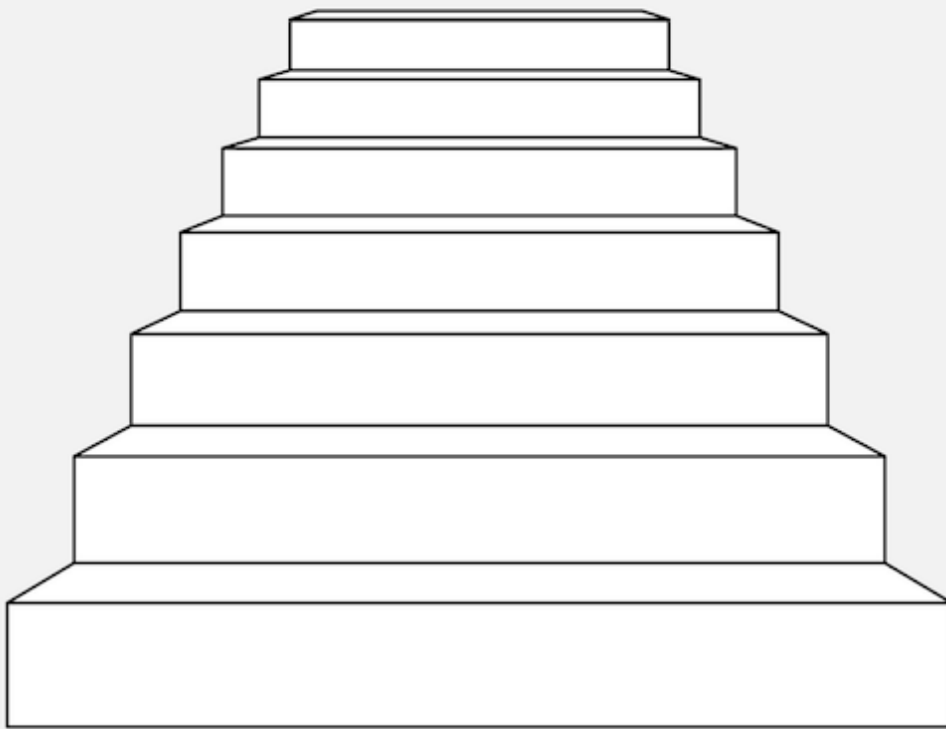
Ways I am willing to look for work:

Availability for work (start date, shifts, weekends, mobility...):

Work limitations:

Expected salary:

5.9 Worksheet 9: Steps to success



5.10 Worksheet 10: Public speaking

YOU SHOW ATTENTION AND INTEREST IN THE TOPIC
AND SPEAKER.

YOU SHOW INDIFFERENCE, OPEN INATTENTION,
DISTRACTS OTHERS (E.G. DROPS A PEN, USES A MOBILE
PHONE, RUSTLES PAPERS, ETC.)

YOU ASK MANY ADDITIONAL, IRRELEVANT QUESTIONS,
BORE OTHERS WITH COMMENTS

YOU ASK AGGRESSIVE, ATTACKING QUESTIONS

5.11 Worksheet 11: Curriculum Vitae

Europass Curriculum Vitae

Insert photo. Delete sections if not relevant.

Personal information

Name and surname

Address

(street name, house number, postal code, city, country)

Mobile:

Phone

E-mail

Date of birth:

Gender

Desired employment / field of work:

Work experience

Add separate entries for each relevant job you have held, starting from the most recent

Date

Job title

Main activities and responsibilities

Name and address of employer

Business sector

Education and training

Add separate entries for each relevant education and training, starting from the most recent

Date

Title or qualification obtained

Main subjects / skills acquired

Name and type of organization providing the qualification

5.12 Worksheet 12: Job interview

MOST COMMON QUESTIONS EMPLOYERS ASK

- **TELL US SOMETHING ABOUT YOURSELF**

In the shortest terms, present your education, work experience, abilities, and link them to the job requirements. Briefly “retell” your CV.

- **WHICH SKILLS WOULD YOU HIGHLIGHT?**

Emphasize those skills that you know are necessary for performing the given job. Remember what you know about the company and the job position you are applying for, and speak in accordance with that.

- **WHY DO YOU WANT TO WORK WITH US?**

Show interest. Speak positively about the company. Highlight everything you have learned about the company that works in your favor and supports your qualifications.

- **WHY DID YOUR PREVIOUS JOB END?**

Give a neutral answer. For example:

- the company changed location
- the company lost business due to competition
- the job was temporary, you worked on a fixed-term contract
- you had no possibility for advancement or further training of your knowledge and skills
- you want a job that matches your qualifications

- **WHAT ARE YOUR ADVANTAGES COMPARED TO OTHER CANDIDATES?**

Highlight your qualities that you think other candidates may not possess. For example, present situations from your professional experience where you successfully solved a business problem. Suggest a solution to a problem you noticed in this company (but be careful not to offend the employer). Potential advantages a candidate may have can also be living close to the workplace, flexibility with working hours, or the ability to perform different tasks that would otherwise require more people, etc.

- **WHY SHOULD WE HIRE YOU?**

A simple answer: "Because of the knowledge, experience, and abilities I possess."

- **WHAT INTERESTS YOU MOST ABOUT THIS JOB?**

The answer could be:

- the dynamism of the job
- the creativity of the job
- the possibility of advancing your knowledge and gaining experience

- **HOW LONG WOULD IT TAKE YOU TO ADAPT AND START WORKING?**

The shortest possible time. Emphasize that you learn quickly, so you will not need much time to reach maximum efficiency at work.

- **HOW LONG DO YOU PLAN TO STAY WITH US?**

Answer: "As long as our cooperation is mutually beneficial and satisfying," or "As long as we have a shared interest."

- **DO YOU PREFER TO WORK INDEPENDENTLY OR IN A TEAM?**

Answer: "I can work both independently and in a team." If you assess that teamwork is valued, emphasize that teamwork is what you prefer.

- **WHAT SALARY DO YOU EXPECT?**

Leave salary negotiations for the end of the interview. It is best if the employer is the one to present a concrete offer. If you are forced to state your expectations, then give a salary range (from-to). Take care not to underestimate or overestimate the value of your work. You can get an approximate idea about salary by asking friends/acquaintances who work in similar or identical positions and have qualifications similar to yours (work experience, years of service, etc.).

- **HOW OFTEN WERE YOU ABSENT FROM YOUR PREVIOUS JOB?**

You should say that you were rarely absent, only in situations when you had "serious" reasons.

- **DO YOU HAVE ANYTHING TO ADD THAT YOU CONSIDER IMPORTANT BUT WE HAVE NOT ASKED?**

Use this opportunity to emphasize what you consider important, which the employer did not ask or did not pay enough attention to when you mentioned it.

PERSONAL QUESTIONS

▪ DO YOU HAVE A HOBBY?

This question is used to create a personal profile of the candidate. Depending on the impression you want to leave, you can mention the following hobbies:

- chess/preference/bridge ... analytical skills
- reading/music/painting ... creativity
- individual sports ... determination, persistence, resilience
- group sports ... ability to work in a team

▪ WHAT IS YOUR HEALTH LIKE?

The answer should be that you are healthy, i.e., that you do not have health problems. If you do have health issues, you should emphasize that they do not interfere with your daily work, i.e., that they do not affect your work ability. If you are a person with medically documented disability, you should inform the employer that the Croatian Employment Service (HZZ) provides incentives for the employment of persons with special needs and specify what the incentive entails (which costs of your work are covered by HZZ and which by the employer – pension, health insurance, etc.).

▪ ARE YOU CREATIVE?

Answer affirmatively. It would be good to provide an example of your creativity at work, such as how you creatively solved a problem you encountered.

▪ WHAT ARE YOUR FUTURE PLANS?

Talk about your long-term plans and connect them with your potential engagement in this company.

5.12 Job interview reminder

How to prepare?

- Review your CV once again.
- Learn something about the job you are applying for (carefully read the job requirements, talk to someone who works in that field, look for job descriptions in the media and on the internet). If you know enough about the job and its requirements, you will be able to better prepare answers to the questions that are often asked during interviews.
- Prepare answers to questions about yourself (especially the question *“Tell us something about yourself”*).
- Think about answers to the most frequently asked questions.
- Practice your interview with a friend, teacher, or mentor.
- Find out about the organization advertising the position (which products and services it offers, who owns it, when the organization was founded, its business performance, its competitors, the state of the market, etc.). This way you will obtain information that will allow you to ask a few questions during the interview about the company where you may work.
- Prepare several questions for the employer regarding the company/organization. Asking such questions during the interview shows that you are genuinely interested and motivated.

How to present yourself?

- Be neat and clean (well-groomed hair, tidy beard, clean shoes).
- Dress appropriately (recommended for men – shirt and neat trousers, proper hairstyle, clean-shaven; recommended for women – shirt or blouse with sleeves in calmer colors, tidy hair, neat nails). Always avoid excessive details, jewelry, or kitsch. It is always better to dress in a classic style. Choose clothes in which you feel comfortable, but do not overdo it (e.g. do not wear a tracksuit).
- Do not chew gum or smoke.

What to bring to the interview?

- Personal identification documents
- Notebook and pen
- Curriculum Vitae (CV)
- Addresses and references (if available) from former employers, professors, mentors, etc.

5.13 Application preparation

MY ADVANTAGES (compared to job requirements)	MY DISADVANTAGES (compared to job requirements)



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