

EmpowerHer: Enhancing Refugee Women's Skills for the Hospitality Sector

Women Supporting Women:

The EmpowerHer Guide to Peer Learning and Community Building

A practical guide for trainers working with migrant and refugee women in the hospitality sector

The EmpowerHer project presents the Peer Learning and Community Building Guide, a resource that supports activities focused on community engagement, peer support and social integration.

The guide provides practical guidance for creating participatory spaces where migrant and refugee women connect, exchange experiences and support each other throughout their learning and integration journeys. Through peer learning and mentoring, participants strengthen confidence, expand their networks and become active members of a supportive community.

By encouraging collaboration, trust and mutual support, the EmpowerHer approach contributes to stronger community connections, meaningful engagement and sustainable integration.



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Introduction

This guide is part of the EmpowerHer project, a European initiative aimed at supporting migrant and refugee women in their processes of empowerment, language learning, professional skills development and personal confidence building, particularly in the hospitality sector.

Beyond professional training, EmpowerHer places strong emphasis on community engagement, social integration, networking and communication. The project recognises that successful integration is not only about acquiring skills, but also about building relationships, trust and supportive social networks that enable women to participate actively in their communities and professional environments. As a trainer or facilitator, this guide has been designed as a practical methodological support tool for the implementation of WP4 activities. It is not intended to be a rigid manual or a theoretical document. Instead, it serves as a flexible resource that supports trainers in designing and facilitating safe, participatory and inclusive learning environments where women can connect, exchange experiences and support one another. Through peer learning, mentoring and collaborative activities, participants strengthen their communication skills, confidence, professional identity and sense of belonging. At the same time, they develop networks that can support their integration into the labour market and into the wider community.

The guide therefore helps trainers create spaces where participants can learn together, build connections and develop both professional competences and social capital, reinforcing the collective empowerment that lies at the heart of the EmpowerHer approach.

The purpose of the guide

Element	Description
Main objective	Strengthen peer learning and community engagement within the EmpowerHer project through mentoring and peer-to-peer exchange.
Learning approach	Horizontal learning where participants exchange experiences, knowledge and skills in a collaborative environment.
Key benefits	Strengthens confidence, autonomy, communication skills and sense of belonging within a supportive community.
Learning outcomes	Development of linguistic, professional, social and interpersonal competences.
Long-term impact	Empower participants to act as both learners and mentors while building networks that support integration and professional development.

The purpose of this guide in your role as a trainer

Trainer Role	How the Guide Supports You
Structuring activities	Provides a clear framework for planning reflection, participation and collaborative learning activities.

Supporting peer learning	Encourages non-hierarchical exchange, networking and mutual support among participants.
Monitoring progress	Helps trainers support participants in recognising their personal, linguistic and professional development.
Creating safe spaces	Provides guidance for building predictable, respectful and trauma-informed learning environments that foster communication and trust.

How to use the guide in EmpowerHer activities

Project Activity	How the Guide Is Used
Mentor training	Provides structure for preparing peer mentors and strengthening leadership and communication skills.
Peer learning workshops	Supports the design of interactive learning activities where participants exchange knowledge and experiences.
Language support system	Encourages practical language exchange and communication practice among peers.
Cultural exchange activities	Promotes community engagement, intercultural dialogue and the creation of supportive social networks.

Supporting the use of the guide

When working with the guide in a session, it is important to clearly explain:

- what is going to be done,
- the purpose of the activity,
- and how it will be carried out.

Clear and repeated instructions help reduce uncertainty and encourage active participation.

During individual or group work, your role is mainly one of support. It is recommended that you respect reflection times, allow for silence, avoid interpretations, and reinforce effort and participation, not results. Using this guide means trusting in the potential of peer learning and in the ability of participants to support each other, learn together, and develop new skills in a safe and collaborative environment. This guide is designed to support your work as a trainer within the EmpowerHer project. Use it as a flexible resource, adapt it to your style and context, and allow it to fulfil its main function: **to strengthen peer-to-peer learning and collective empowerment through exchange, trust and mutual recognition.**

EmpowerHer Learning Model

The EmpowerHer learning model combines peer mentoring, practical skill development, language learning and community-building activities. The approach is designed to support refugee and migrant women in strengthening their professional competences, communication skills and social networks while preparing for integration into the labour market and the wider community.

Project Component	Purpose	Main Activities	Impact on Participants
A2 – Training Workshops for Peer Mentors	Prepare participants to support and guide other women through peer learning	Mentor training sessions, communication practice, leadership development	Development of mentoring skills, confidence and leadership
A3 – Interactive Skill-Sharing Workshops & Language Buddy System	Strengthen professional and language skills through practical workplace simulations	Hospitality task demonstrations, role-plays, peer mentoring, language practice	Improved professional competences and workplace communication
Language Buddy System	Encourage continuous language practice and peer support outside workshops	Informal language exchange between participants	Increased confidence in everyday communication
A4 – Success Story Sharing Sessions & Cultural Exchange Events	Strengthen self-esteem, recognition of achievements and community engagement	Human Library storytelling, reflection activities, intercultural exchange	Stronger sense of belonging, empowerment and social integration
Community & Networking	Build supportive relationships and connections among participants	Collaborative learning, peer support, group activities	Creation of supportive networks and community engagement
Integration & Employment Pathways	Support participants' transition into the labour market	Development of workplace skills, confidence and communication abilities	Improved employability and social participation

How the EmpowerHer model works

The EmpowerHer approach is based on the idea that learning is most effective when participants are actively involved, recognised for their experiences and supported by a community of peers.

The programme therefore combines 3 complementary learning dimensions:

1. Peer mentoring - Participants support each other through shared experiences, guidance and mutual encouragement.
2. Practical skill development - Workshops focus on real tasks and workplace communication in the hospitality sector.
3. Community building - Storytelling, cultural exchange and collaborative activities strengthen social networks and a sense of belonging.

Through this integrated model, EmpowerHer not only develops professional competences but also supports **confidence, communication skills, networking and long-term integration**.

Trainer note - Trainers play a key role in facilitating this model by creating safe learning environments, supporting peer interaction and encouraging participants to recognise their own progress and strengths.

EmpowerHer Learning Pathway

The EmpowerHer learning pathway illustrates how the different activities of WP4 are interconnected and how participants progress through mentoring, practical learning, language development and community engagement.

Stage	Activity	Key Focus	Result
Step 1	A2 – Training Workshops for Peer Mentors	Preparing participants to act as peer mentors and develop communication and leadership skills	Women gain confidence and mentoring readiness
Step 2	A3 – Interactive Skill-Sharing Workshops	Practical hospitality skills combined with workplace language practice	Development of professional and communication competences
Step 3	Language Buddy System	Continuous peer language practice outside workshops	Improved everyday and workplace communication
Step 4	A4 – Success Story Sharing Sessions	Reflection, storytelling and intercultural exchange	Strengthened self-esteem and recognition of achievements
Step 5	Community & Networking	Building supportive relationships among participants	Stronger social networks and sense of belonging
Step 6	Integration & Employment	Application of skills and confidence in real-life contexts	Increased employability and social integration



This pathway reflects the core philosophy of EmpowerHer: learning happens through experience, mutual support, communication and shared growth. Participants move from learners to mentors while building professional skills, confidence and supportive networks that support their integration into the labour market and society.

Total Activities per Partner

Activity	Description	Number of Sessions per Partner
A2 – Training Workshops for Peer Mentors	Preparation of participants to act as peer mentors, including mentoring skills, communication and leadership	2 sessions
A3 – Interactive Skill-Sharing Workshops & Language Buddy System	Practical workshops focused on hospitality tasks combined with workplace language practice	8 workshops
Language Buddy System	Interactions, communication among refugee women	2 sessions
A4 – Success Story Sharing Sessions & Cultural Exchange Events	Storytelling, reflection and intercultural exchange activities to strengthen empowerment and community	4 sessions

A2 — Training Workshops for Peer Mentors

1. Objective

The **Training Workshops for Peer Mentors** activity aims to prepare and empower migrant and refugee women to take on an **active role as mentors** within the **EmpowerHer peer-to-peer** learning model, accompanying other women in their language and professional learning process linked to the hospitality sector. This activity contributes directly to the objectives of **WP4**, strengthening a **sustainable learning community** where knowledge is shared among peers and consolidated through relationships of trust and mutual support. Given that many of the participants have experienced trauma, loss or prolonged instability, the activity is designed from a **trauma-informed** approach, prioritising **clarity, predictability and emotional security**. Each session is explained step by step, anticipating what is going to happen and repeating the information as many times as necessary, reducing uncertainty and facilitating active participation.

2. Duration of the workshop

- 2 sessions of 2 hours
- Total duration: 4 hours

3. Expected outcomes

At the end of activity A2, participants are expected to:

Competence Area	Expected Outcome
Methodological understanding	Participants understand the peer-to-peer learning model.
Mentoring readiness	Women feel prepared to act as peer mentors.

Communication skills	Development of empathetic communication and active listening.
Leadership	Strengthened horizontal leadership and collaboration skills.
Personal development	Increased self-esteem, confidence and sense of belonging.

4. Participant profile

Characteristic	Description
Target group	Migrant and refugee women
Language level	Approx. A2–B1
Background	Participants in EmpowerHer programme
Experience required	No prior mentoring or teaching experience needed
Motivation	Interest in supporting and guiding other women

5. Suggested programme

Session 1 Example

Step	Activity	Purpose	Duration
1	Welcome and programme introduction	Create emotional security and clarify expectations	15 min
2	Icebreaker “We all know something”	Recognise participants’ knowledge and break the ice	20 min
3	Link experience to theory	Introduce peer learning concept	5 min
4	Presentation of peer methodology	Explain peer-to-peer approach and relevance	45 min
5	Role of the mentor	Clarify mentor responsibilities and values	30 min
6	Reflection circle	Encourage participants to reflect on mentoring role	5 min

For migrant and refugee women, this methodology is particularly suitable because it reduces pressure, avoids hierarchical relationships, and reinforces a sense of personal capacity and worth.

Why is the peer-to-peer methodology important in the EmpowerHer project?

In the context of the **EmpowerHer** project, the peer-to-peer methodology is a key tool for learning, empowerment, and integration.

Through this approach, participants can:

- Share **vocabulary, expressions and protocols useful in the workplace.**
- Exchange **practical advice and strategies** for day-to-day tasks.
- Promote **cultural diversity and mutual respect.**
- Strengthen their **self-esteem and leadership skills.**

At EmpowerHer, peer learning also means **building community and sustainable support networks.**

6. Introduction to the role of the mentor (30 minutes)

What is a mentor?

A mentor is a trusted, more experienced person who **guides, supports, and** encourages someone with less experience in an area of learning, work, or personal development.

What is a mentor in the EmpowerHer project?

At **EmpowerHer**, a mentor is a woman with more experience in language, job skills or integration processes, who accompanies another woman in her learning process.

An EmpowerHer mentor:

- **Is not a teacher.**
- **Is not a supervisor.**
- **Does not evaluate.**

Is a **companion** who guides with empathy, respect, and equality.

What an EmpowerHer Mentor Does	Description
Shares experience	Helps other women develop confidence and practical skills
Supports language learning	Encourages simple and accessible communication practice
Encourages participation	Creates a safe learning environment
Listens actively	Provides emotional support without judgement
Supports goal setting	Helps mentees define small achievable goals
Promotes empowerment	Encourages autonomy rather than dependence

Closing and conclusions (5 min)

A mentor is a **positive role model** who walks alongside another woman—not in front of or above her—and helps her develop the skills and confidence she needs to **integrate, participate, and move forward.** Being a mentor **does not mean being perfect**, but being available.

Mentoring is also a learning process



At EmpowerHer, being a mentor also involves a **process of personal growth**. Accompanying other women allows mentors to strengthen their own skills, develop empathy, and reinforce their **confidence and self-esteem**.

To close the session, the facilitator invites the group to stand in a circle and **Each participant, if they wish, completes one or two simple sentences: "As a mentor, today I can offer..." (something they feel they can contribute to another woman)**

Session 2 — How to accompany and give feedback as a mentor

Session overview

Element	Description
Session title	How to accompany and give feedback as a mentor
Total duration	2 hours
Objective	To help mentors practice designing mentoring sessions and develop skills in supportive feedback within the EmpowerHer peer learning approach
Methodology	Peer learning, collaborative work, mentoring session design, presentations and reflective feedback
Working format	Participants work in 8 subgroups, each designing a mentoring activity linked to A3 workshops

Preparation for the trainer

Element	Description
Workshop implementation	Each partner organisation will organise eight practical workshops during Activity A3 — Interactive Skill-Sharing Workshops + Language Buddy System.
Workshop topics	A list of 16 workshops has been developed covering main hospitality roles such as housekeeping, cooking, stock management and reception.
Learning focus	Workshops combine professional skill development, language practice and emotional management skills.
Methodology	Workshops are experiential and practical, integrating peer-to-peer learning, simulations, role-playing, visual resources and model phrases adapted to the linguistic level of participants.
Expected impact	This structure supports meaningful learning aligned with WP4 objectives and reinforces professional, social and linguistic skills necessary for employment in the hospitality sector.

Total duration: **2 hours**

Session structure

Step	Activity	Description	Duration
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1	Introduction and explanation	The facilitator introduces the objectives of the session and explains how the activity will be carried out.	15 minutes
2	Group work: designing mentoring sessions	Participants work in groups to design mentoring sessions based on workshop topics.	45 minutes
3	Presentation and EmpowerHer feedback	Groups present their proposals and receive constructive feedback.	45 minutes
4	Closing reflection activity	Participants reflect on learning and mentoring roles.	15 minutes

1. Introduction to the session and connection to Interactive Skill-Sharing Workshops + Language Buddy System (15 minutes)

The session begins with a clear and structured explanation by the facilitator, anticipating the content and objective of the work to be done.

The facilitator explains:

- The connection between this training session and **Activity A3 — Interactive Skill-Sharing Workshops + Language Buddy System**.
- That the work will be carried out **in groups**.
- That each group will prepare **a proposal for a mentoring session**.
- That the aim of the activity is **not perfection but practice and learning**.

This introduction helps participants understand their role as mentors and prepares them to apply the peer learning approach in future workshops.

2. Practical work in groups: designing mentoring sessions (45 minutes)

Participants are divided into **eight subgroups**. Each group is assigned **one topic from the list of 16 workshops**. Each subgroup works collaboratively to prepare a mentoring session proposal following the structure below.

Structure for designing a mentoring session

Component	Description	Examples
Introduction	Explain clearly what the session will focus on and why it is important.	Example: explaining a hospitality task or communication situation
Icebreaker	Short activity to build trust and create emotional security within the group.	Simple questions, short discussions or small games
Practical content	Experiential activities where participants practice skills.	Role-play, simulations, brainstorming, questions and answers
Closing	Reflection moment to gather impressions, reinforce confidence and summarise learning.	Sharing learnings and experiences

All activities should be adapted to **the linguistic level of the participants**.

During this time, the facilitator:

- Accompanies the groups,
- Answers questions,
- Clarifies instructions when necessary,
- Encourages participants to propose their own ideas and learning dynamics.

This process reinforces the **active role of mentors** and promotes confidence in their capacity to guide learning activities.

3. Presentation of proposals and EmpowerHer feedback (45 minutes)

Each subgroup briefly presents its mentoring session proposal to the rest of the group.

After each presentation, feedback is provided following the **EmpowerHer approach**, which understands feedback not as evaluation, but as **accompaniment, support and shared learning**.

EmpowerHer feedback approach

Step	Purpose	Example
Recognise strengths	Build confidence and acknowledge effort.	“Your explanation was very clear.”
Identify improvement	Describe possible improvements in a constructive way.	“Maybe the instructions could be explained more slowly.”
Reinforce mentors	Encourage mentors and strengthen their confidence.	“Your approach created a safe space for participation.”

This feedback process allows participants to:

- Practise receiving feedback in a **safe and supportive environment**,
- Learn how to provide **respectful and constructive feedback** to other mentors,
- Consolidate the mentoring approach that will later be applied in **Activity A3 workshops**.

4. Closing activity – “I take away / I offer” (15 minutes)

To close the session, the facilitator invites participants to form a circle.

This moment is designed as a brief space for **sharing feelings and reflections**, without judgement or evaluation.

Each participant, if they wish, completes one of the following sentences:

- **“Today I take away...”** (an idea, learning or feeling)
- **“Today I can offer...”** (something they feel able to contribute as a mentor)

Contributions are brief and are not discussed by the group. If the group is large, participants may choose to share only one sentence. The facilitator concludes the session by reinforcing an important message: **Mentoring is a process. We learn by accompanying others.** Participants are reminded that mentoring is not about perfection, but about **support, shared learning and mutual empowerment.**

A3-Interactive Skill-sharing workshops + Language Buddy System

1. Objective

The Interactive Skill-Sharing Workshops & Language Buddy System activity aims to strengthen the professional and language skills of refugee and migrant women in the hospitality sector through practical, participatory workshops combined with a Language Buddy System that supports continuous peer learning. These workshops provide applied learning environments where participants practise real tasks related to different hospitality roles, including housekeeping, kitchen assistance, stock management and front desk operations. At the same time, the activities integrate the functional use of language in everyday workplace situations.

Beyond technical training, the workshops promote communication, collaboration and mutual support among participants. Through peer learning and mentoring dynamics, women develop confidence, strengthen their professional identity and build networks that support their integration into the labour market and the wider community.

2. Duration per workshop

Each workshop lasts approximately 2–3 hours. The duration may be adapted depending on:

- the professional role being practised
- the linguistic level of the group
- the experience of mentors and participants

Each partner organisation implements a minimum of **8 Interactive Skill-Sharing Workshops & Language Buddy System sessions.**

3. Expected Results

Area	Expected Outcome
Professional skills	Improvement of practical skills related to hospitality roles
Language skills	Increased functional use of workplace language
Confidence	Reinforced self-esteem and professional identity
Peer learning	Stronger collaboration through the Language Buddy System
Empowerment	Increased autonomy and participation
Integration	Better preparation for employment and social participation

4. Participant Profile

Characteristic	Description
Number of participants	Up to 30 participants per partner
Target group	Refugee or migrant women participating in EmpowerHer
Language level	From beginner level to approximately A2/B1
Mentors	Peer mentors trained in the Training Workshops for Peer Mentors
Support staff	At least one VET trainer facilitating and supervising the workshop

Methodological note: although up to 30 women participate, the workshops are organised with **subgroups, task rotation** and **demonstrations led by mentors** to ensure participation and quality.

5. Suggested Programme - Session Model

Interactive Skill-Sharing Workshops + Language Buddy System

The **Interactive Skill-Sharing Workshops + Language Buddy System** sessions are designed to be **practical, collaborative and empowering spaces**, where the roles of the **peer-to-peer mentor** and the **VET trainer** complement each other in a clear and balanced way.

These sessions build on the previous work carried out in the **Training Workshops for Peer Mentors** activity, where the mentors, together with the trainers, **have previously selected and prepared the eight topics** that structure the eight sessions of this activity. In this way, the sessions do not focus on theoretical planning, but on **practical application, knowledge exchange and peer learning**.

Sessions Overview

Phase	Responsible	Activity	Duration
Preparation	Peer mentor	Preparation of practical tasks, vocabulary and examples	20 min
Introduction	VET trainer	Welcome, explanation of objectives and icebreaker	10–15 min
Practical activity	Peer mentor	Demonstration of hospitality tasks and language use	60 min
Feedback	VET trainer	Constructive feedback and reinforcement of key learning points	40 min
Reflection	Group	Closing discussion and reflection on learning outcomes	10–15 min

1. Prior preparation by the mentor (20 minutes)

Before the workshop begins, the mentors:

- Prepare the practical task to be worked on, related to their professional role.
- Select key vocabulary and functional expressions for the workplace.
- Identify possible technical or linguistic difficulties for the group.
- Organise real examples based on their own professional experience.

This moment reinforces their **leadership, self-esteem and active role**, while consolidating their own learning process and confidence as role models within the group.

2. Introduction and icebreakers (led by the VET trainer)

While the mentors finish their preparation, the trainer:

- Welcomes the group.
- Briefly recalls the objective of the **Interactive Skill-Sharing Workshops + Language Buddy System**.
- Conducts a **brief icebreaker**, focusing on trust, communication and group cohesion.
- Reinforces the idea that the workshop is a **safe, participatory and non-evaluative space**, where mistakes are a natural part of learning.

This introduction helps to create a climate of emotional security and openness, which is key to active participation.

3. Practical presentation led by the mentor (60 minutes)

The mentor leads the central part of the workshop:

- Demonstrate real tasks specific to the professional role being worked on.
- Explains the procedures step by step in a clear and accessible way.
- Introduces and practises key vocabulary and expressions in context.
- Promotes active participation through questions, demonstrations and practical exercises.
- Addresses questions and encourages support among participants.

The approach is **practical, experiential and horizontal**, based on peer learning rather than traditional formal teaching, reinforcing the value of shared experience.

4. Feedback and reinforcement from the VET trainer (40 minutes)

The trainer:

- Provides **constructive and respectful feedback** to the mentor.
- Completes or reinforces relevant technical or linguistic aspects.
- Introduces suggestions for improvement or practical recommendations.

- Explicitly validates the work done by the mentor and the group.
- Reinforces key learnings, connecting them to real situations in the workplace.

This block is essential for **promoting empowerment**, reinforcing the mentors' confidence and consolidating the learning of the group as a whole.

5. Closing and final reflection

- Brief space for group reflection.
- Identification of practical and linguistic learning.
- Recognition of the value of peer learning.
- Reminder of **the Language Buddy System** as a tool for daily practice outside the workshop.
- Positive conclusion, reinforcing confidence, motivation and sense of belonging to the group.

Cross-cutting approach to empowerment

The **Interactive Skill-Sharing Workshops + Language Buddy System** should not be understood solely as technical training, but as a **key tool for empowerment**, where:

- Women are recognised as bearers of knowledge and experience.
- Autonomy, active participation and speaking up for oneself are encouraged.
- Mistakes are normalised as part of the learning process.
- A sustainable community of support and learning is built.

The trainer must always keep in mind the central objective of the **Interactive Skill-Sharing Workshops + Language Buddy System**, ensuring that each session contributes to both the **professional development** and **personal growth** of the participants.

A4 – Success Story Sharing Sessions & Cultural Exchange Events

1. Objective.

The Success Story Sharing Sessions & Cultural Exchange Events activity aims to strengthen participants' motivation, self-esteem and sense of belonging while promoting intercultural dialogue, community engagement and mutual support within the EmpowerHer programme. Through the sharing of personal experiences, guided reflection on achievements and intercultural activities designed collaboratively by the participants, these sessions create a space where women can recognise their progress, exchange experiences and build meaningful connections with others.

The activity highlights the personal and professional growth that participants have experienced during the project while reinforcing confidence, strengthening social networks and consolidating the supportive community developed throughout WP4.

2. Duration of the workshop

- 4 sessions of 2.5 hours
- total duration 10 hours.

3. Expected results

At the end of the **Success Story Sharing Sessions & Cultural Exchange Events** activity

participants are expected to:

- Recognise their personal and professional achievements more clearly.
- Reinforce their self-esteem and confidence.
- Feel like an active part of a supportive community.
- Improve their intercultural understanding.
- Increase their involvement and participation within the group.

4. Participant profile

The sessions are aimed at women participating in the EmpowerHer project, both mentors and participants in the learning process, with diverse personal and cultural backgrounds and different levels of linguistic competence.

Participation in storytelling activities or the organisation of intercultural activities is always voluntary.

5. Suggested programme

Session overview

Session	Focus	Duration
Session 1	Introduction to storytelling & preparation of intercultural activities	2.5 hours
Session 2	Human Library – sharing personal success stories	2 hours
Session 3	Recognition of achievements & self-esteem building	2.5 hours
Session 4	Intercultural exchange activity	2.5 hours

Session 1 – Introduction to Success Story Sharing Sessions & Cultural Exchange Events and preparation of activities

Duration: 2.5 hours

1.1 Opening and welcome

The session begins with a welcome and an explanation of the purpose of **Success Story Sharing Sessions & Cultural Exchange Events** within the project. The trainer presents this phase as a space focused on sharing experiences, recognising achievements and valuing cultural diversity as part of the process of empowerment and group cohesion.

The basic rules for the functioning of the group are reviewed, emphasising respectful listening, confidentiality, and voluntary participation.

1.2. Development of the activity

In the first part, the trainer presents the dynamics of **Success Stories – Human Library**. It is explained that the Human Library is a participatory methodology in which people replace books: instead of reading a text, participants listen directly to another woman who shares her personal story, her learning process or her experience of overcoming adversity. The value of this methodology lies in the encounter, listening and exchange between peers, in a space based on respect and voluntary participation.

It is clarified that the stories do not have to be perfect examples of success, but rather real accounts that include difficulties, lessons learned and progress. In the context of EmpowerHer, the Human Library makes real processes of integration and growth visible, reinforcing motivation, self-esteem and a sense of belonging to the group. Next, participants who wish to do so are invited to volunteer to act as "human books" in the following sessions, proposing an initial group of **six volunteers**. In the second part of the session, the **intercultural dimension** is explored through open brainstorming. Participants propose activities that represent their culture or promote cultural exchange within the group, such as tastings of typical dishes, cultural presentations, integration games, or activities on cultural stereotypes.

Subsequently, a space for reflection is opened where each participant expresses which activity they would like to propose or in which they feel capable of actively participating. This moment allows ideas to be transformed into commitments and the programme for Session 4 to begin to be defined.

1.3. Closing

The session closes with a summary of the proposals collected and the commitments expressed by the group. The trainer acknowledges the participants' contributions and briefly previews the content of the next session.

Session 2 – Success stories: Human Library

Duration: 2 hours

2.1 Opening and welcome

The session begins with a brief welcome and a reminder of the objective of the Human Library. The trainer introduces the participants who will act as "human books" and reinforces the importance of active listening and respect.

2.2. Activity

The Human Library is carried out with **four volunteers**, organised into **four rounds of 25 minutes** each. In each round, a volunteer shares their story for approximately 15 minutes, followed by a space for listening, questions and comments from the group. The participants are organised into small groups and the trainer moves between them to accompany the process, keep track of time and ensure a safe environment.

2.3. Closing

The session ends with a brief discussion, where participants share which stories they found most meaningful and what they learned from the experience.

Session 3 – Recognition of achievements and self-esteem

Duration: 2.5 hours

3.1 Opening and welcome

The session begins by explaining the importance of recognising one's own journey and achievements as a fundamental part of the process of personal empowerment.

3.2. Activity

- **Skills flower:**

Objective: to help participants identify and recognise their own strengths, abilities and personal resources, which are often overlooked in their daily lives.

Each participant receives a template with a flower. In the centre, they write their name and, on each petal, they note a skill, quality or ability that they recognise in themselves. These are not only professional skills, but also personal and relational abilities, such as patience, responsibility, adaptability, caring for others or perseverance.

The activity is carried out individually and in a calm atmosphere. Once completed, participants are invited to voluntarily share their flower with the group. This moment promotes mutual recognition, reinforces self-esteem and allows women to see themselves in a kinder and more realistic light.

- **Sorting out my personal value**

Objective: a guided reflection exercise that helps participants organise how they perceive themselves, what they do well and what they have achieved, transforming this awareness into a form of self-reinforcement. Through a series of simple questions, participants reflect and write about four aspects: what they are like as people, what they do well in their daily lives, what they have achieved—including small steps forward—and how they can reinforce themselves when they doubt or feel insecure.

The exercise is designed to be unhurried, with no right or wrong answers. The aim is not to evaluate oneself, but to look at oneself with honesty and respect, recognising the path travelled. At the end, a brief personal reflection is suggested so that each participant can read what they have written and become aware of the value in their own story.

This activity helps to reinforce self-esteem, self-worth and the ability to sustain oneself emotionally, which are key aspects of personal empowerment and social integration.

- **Letter to myself on the first day of the project.**

Each participant keeps the letter in an envelope, with the symbolic proposal to open it in a year's time as a reminder of the journey they have made and the personal growth they have experienced.

3.3. Closing

The session closes with a group reflection space where participants share their feelings and learnings, reinforcing the recognition of individual and collective effort and progress.

Session 4 – Intercultural activity

Duration: 2.5 hours

4.1 Opening and welcome

The session begins by recalling the process initiated in the first session and highlighting the group's involvement in preparing the intercultural activity.

4.2. Activity

The intercultural activity designed collectively by the participants is carried out. Each woman takes an active role in implementing the activity, encouraging participation, collaboration and cultural exchange.

The trainer accompanies the development of the session, supporting the organisation and taking care of the group atmosphere.

4.3. Closing

The session ends with a collective reflection where participants share what they have learned, how they have felt and what it means to them to be part of the group. Activity A4 is closed by acknowledging the process experienced and the growth achieved within WP4.

Trainer Tips for Facilitating A4 Sessions

Recommendation	Explanation
Create a safe environment	Encourage voluntary sharing and remind participants that they can decide how much they want to share.
Respect emotional boundaries	Some stories may involve difficult experiences. Allow participants to step back if needed.
Encourage equal participation	Ensure that quieter participants also feel invited to contribute.
Focus on strengths	Highlight participants' achievements and progress rather than difficulties.
Support intercultural dialogue	Encourage curiosity, respect and openness towards different cultural perspectives.

Key EmpowerHer Principles

Principle	Application in the Activities
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Peer learning	Participants learn from each other's experiences and knowledge.
Empowerment	Activities strengthen confidence, autonomy and leadership.
Community building	Participants develop supportive networks and friendships.
Communication	Activities encourage dialogue, storytelling and language practice.
Cultural exchange	Participants share traditions, perspectives and experiences.

Appendices

Appendix 1 — List of A3 workshops

N o.	Workshop title	Associated Professional Role	Areas of Work
1	Room cleaning	Housekeeping	Functional language + expressing doubts and work pace.
2	Basic food preparation	Cooking	Clear instructions, safety, verbal coordination.
3	Inventory and stocks	Stock management	Technical vocabulary + written and oral communication.
4	Basic reception skills	Front desk	Phrases for welcoming, saying goodbye, and professional conduct.
5	Security and protocols	All	Clear communication in emergencies, trust.
6	Communication with customers	Front desk / Housekeeping	Active listening, courtesy, emotion management.
7	Teamwork	All	Verbal interaction, confidence, managing differences.
8	Stress management in the workplace	All	Emotional regulation techniques and internal language.
9	Complaint handling and conflict resolution	All	Assertiveness, appropriate tone, emotional management.
10	Check-in and check-out with a human touch	Front desk	Verbal structure + warmth in customer service.
11	Internal communication and telephone use	Front desk / Kitchen / Stock	Clarity, structure and listening skills.
12	Emotional intelligence in the workplace	All	Recognising and naming emotions at work.

13	Emotional self-care and setting boundaries	All	Expressing needs and limits in simple language.
14	Organisation of shifts and priorities with clear communication	All	Planning + functional language among colleagues.
15	Essential emotional and professional vocabulary	All	Key words for expressing states and tasks.
16	Simulation of real situations in hospitality	All	Role-play of conflicts, customer service and team coordination.

Appendix 2 — EmpowerHer approach to giving feedback to peer-to-peer mentors

In the **EmpowerHer** project, feedback is not conceived as an evaluation or a hierarchical assessment. It is, above all, a **tool for support**, learning and empowerment, designed to support the mentor in the same way that she supports other women.

Feedback should always be given in a **safe environment**, paying attention to both content and form. To do this, it is important to choose a quiet moment, acknowledge the mentor's commitment and clearly explain that the purpose of feedback is **to learn and improve together**, not to judge or correct.

A key principle in EmpowerHer is that feedback **always starts with strengths**. Recognising what works builds confidence and helps the mentor feel seen and valued. This recognition should focus on specific, observable behaviours, not personal traits.

When areas for improvement are identified, they are presented as **learning opportunities**, never as mistakes. Gentle and respectful language is used, avoiding judgements or generalisations, and describing what is observed in a clear and specific manner. Whenever possible, the positive impact that the suggested improvement can have on the mentee is explained.

Feedback at EmpowerHer is also a **dialogue**, not a monologue. Therefore, the mentor is invited to share how she feels in her role, what she finds easiest and what she finds most challenging. Listening to her perspective is an essential part of the mentoring process.

The conclusion of the feedback is as important as the beginning. It should never generate insecurity. On the contrary, it should **reinforce confidence**, reminding the mentor that mentoring is a continuous learning process and that their involvement is, in itself, a valuable form of support.

As a practical guide, EmpowerHer feedback can be structured in four simple steps:

1. Recognise strengths.
2. Describe one area for improvement in a concrete and non-judgmental way.
3. Suggest a possible alternative or adjustment.

4. Reinforce the mentor's confidence and value.

In short, feedback to an EmpowerHer mentor should **support, encourage, guide and empower**, helping to create a safe, horizontal and humane learning environment.