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

WP4 – Practices, Stories & Takeaways

Consolidated partner contributions

Spain · Greece · Germany · Austria

Project No. 2024-1-DE02-KA220-VET-000254575

This compilation retains the content of the four partner submissions. Partner-provided draft notes and unverified items are retained where present.

CC BY

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

SPAIN – Egeria

1. Partner Information

Item	Partner response
Partner organisation / country	Asociación Egeria Desarrollo Social
Person completing the template	Soledad Enciso Rizzo

2. Two Practices Worth Replicating

Practice 1

Field	Partner input
Title	Women Who Pave the Way: Turning Life Stories into Peer Inspiration
Linked activity	Story sharing / peer-to-peer learning / success stories
The idea	Participants' life stories were collected and transformed into short biographies and visual infographics. These stories became the exhibition "Women Who Pave the Way", presented at the final event without the women knowing in advance that they themselves would be the protagonists.
Why we used it	We wanted women to recognise the value of their own experiences and to see themselves not only as participants or beneficiaries, but also as women whose stories could inspire others. The activity was designed to strengthen self-esteem, mutual recognition and peer-to-peer learning through shared lived experience.
How we did it	1. We created a safe space for each woman to share her life story voluntarily. 2. We identified key moments, strengths, changes and learning from each story. 3. We transformed each story into a short biography and a visual infographic. 4. We brought all the infographics together in an exhibition. 5. At the final event, women were invited to visit the exhibition without being told beforehand that they were the protagonists. 6. After discovering their stories, we created space for reflection, recognition and exchange among participants.
How women responded	The moment when participants recognised themselves in the exhibition generated strong emotional reactions, pride and surprise. Many women saw their own experiences differently when they were presented publicly and valued by others. The activity strengthened connection within the group and encouraged women to recognise not only their own resilience, but also the strengths and achievements of their peers.
Why it worked	The practice worked because it transformed personal experience into a shared peer-learning resource. Instead of using external role models, women became role models for one another. The surprise element also reinforced the emotional impact and helped participants understand that their own life stories were meaningful, valuable and worthy of recognition.
What another organisation needs to know	The activity requires time to build trust and collect stories sensitively, one or two facilitators, consent from participants, and simple design and printing materials for the exhibition. Participation should always be voluntary and women should be able to decide what information they want to share. A safe and respectful environment is essential, especially when stories include migration, loss, family difficulties or other personal experiences.
Photo(s) / material available	Photos of the exhibition and final event; individual biography infographics; introductory exhibition text; photographs of participants discovering and visiting the exhibition.

Practice 2

Field	Partner input
Title	From Participant to Teacher: Sharing Skills, Culture and Knowledge
Linked activity	Skill-sharing / cultural exchange / peer-to-peer learning

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Field	Partner input
The idea	Participants were invited to share skills, traditions, knowledge and cultural practices from their countries of origin with the rest of the group. The session combined practical activities, food preparation, poetry, dance, stories and traditions, allowing each woman to become both learner and teacher.
Why we used it	We wanted women to experience that their own knowledge and life experience have value and can be useful to others. The activity aimed to strengthen self-esteem, confidence, mutual recognition and connection through a horizontal peer-to-peer learning process.
How we did it	1. We invited participants to think about a skill, tradition, story or cultural practice they would like to share. 2. Women chose the content and the way they wanted to present it. 3. During the session, different contributions were alternated, including Moroccan participants preparing couscous live, poetry readings, regional dances, stories and traditions. 4. Participants were encouraged to ask questions, participate and learn from one another. 5. Short reflection moments were introduced throughout the activity so women could express how they felt while sharing. 6. The session ended with a group reflection on what each woman had learned from the others and what she had contributed herself.
How women responded	Participation and engagement were very high. Women showed pride when sharing something connected to their culture or personal experience, and many were surprised by the genuine interest of the group. Some of the most meaningful reactions were: “I feel important,” “I didn’t think this could be interesting to others,” and “I have things to contribute.” These responses showed increased confidence, recognition and a stronger sense of belonging.
Why it worked	The practice worked because the peer-to-peer methodology changed the usual roles within a training activity. Women were not only receiving information from a facilitator; they became sources of knowledge for one another. Moving between the roles of learner and teacher created reciprocity, strengthened mutual respect and made informal and cultural knowledge visible and valuable.
What another organisation needs to know	The activity needs a safe and flexible space, enough time for women to share without feeling rushed, and one or two facilitators to support the process. Materials depend on the contributions and may include cooking equipment, food ingredients, music, printed texts or simple presentation materials. It is important to let participants choose freely what they want to share and avoid turning the activity into a stereotypical or folkloric presentation of cultures. The focus should remain on peer learning, recognition and exchange.
Photo(s) / material available	Photos of the intercultural session; photos of the couscous preparation and other shared activities; participant contributions such as poems, stories or cultural materials; photographs of group interaction and participation

3. One Powerful Participant Moment / Story

Field	Partner input
Title	“I Feel Important”: A Moment of Recognition and Self-Worth
What happened?	During the intercultural peer-learning session, one participant shared that taking part in the activity had helped her see herself differently. After presenting something connected to her own background and receiving interest and positive attention from the other women, she explained that she felt visible and valued in a way she had not expected. She said that these activities had made her realise that what she knows, what she has lived and what she can contribute are meaningful to others. She also expressed that this experience had had an important impact on her self-esteem. The moment emerged naturally during one of the reflection spaces integrated into the session, where participants were invited to talk about how they felt when sharing their knowledge and experiences with the group.
How did the women respond?	The group listened attentively and responded with empathy and recognition. Other participants identified with what she was saying and reinforced the idea that each woman had something valuable to contribute. The atmosphere became especially supportive and connected, and the exchange encouraged other women to speak more openly about their own feelings and experiences.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Field	Partner input
Why did this matter?	This moment showed how peer-to-peer activities can go beyond knowledge exchange and directly affect confidence and self-perception. Being listened to, recognised and valued by other women helped the participant move from seeing herself mainly as a learner or beneficiary to seeing herself as someone with knowledge, experience and value. It also demonstrated the role of peer recognition in strengthening self-esteem, belonging and active participation.
Participant quote	"I feel important. I didn't think this could be interesting to others. I have things to contribute."
Best photo(s)	Photo of the participant sharing during the intercultural session; photo showing group interaction and active listening; photo of the collective peer-learning activity.

4. Key Takeaways from Our Experience

TAKEAWAY 2

Being seen, listened to and valued by peers can have a direct impact on women's self-esteem and sense of belonging.
What from your experience shows this?
During one of the reflection moments, a participant explained that taking part in the peer activities had helped her feel visible and important. She described a positive impact on her self-esteem after seeing that other women were genuinely interested in what she shared.
Useful visual / proof:
Participant quotes: "I feel important." / "I didn't think this could be interesting to others."
Photo showing group interaction or active listening.

TAKEAWAY 3

Women's own life stories can become powerful peer-learning resources and inspire recognition, connection and mutual support.
What from your experience shows this?
For the exhibition "Women Who Pave the Way", participants' life stories were transformed into biographies and visual infographics. At the final event, the women discovered that they themselves were the protagonists of the exhibition. Seeing their experiences presented as meaningful stories allowed them to recognise their own journeys differently and to value the experiences of other women in the group.
Useful visual / proof:
Photos of the exhibition; participant-created biography infographics; photographs of the women discovering the exhibition.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

GREECE – EKPA

1. Partner Information

Item	Partner response
Partner organisation / country	Ekpaideftiki Paremvasi KDVM S.A. (EKPA) / Greece
Person completing the template	Eleni Tsaireli (confirm as signatory)

2. Two Practices Worth Replicating

Practice 1

Field	Partner input
Title	Learning Together: Integrating Mentoring, Language and Practical Skills
Linked activity	Peer mentor training / skill-sharing / Language Buddy / storytelling and cultural exchange
The idea	EKPA combined the different WP4 elements in one connected programme of eight sessions in Thessaloniki, rather than delivering A2, A3 and A4 as isolated blocks. Participants practised communication and mutual support alongside practical and work-related tasks and personal exchange.
Why we used it	The integrated format was chosen to make the activities accessible to women with different language abilities and backgrounds. We wanted peer mentoring to emerge through cooperation and for women to experience language as a useful part of meaningful shared tasks.
How we did it	1. We organised eight sessions as a single programme. 2. We introduced active listening, empathy and peer support through simple exercises. 3. Women completed paired and small-group activities with realistic communication tasks. 4. We combined games, role-based tasks and practical learning with language practice. 5. Participants exchanged experiences, successes and cultural perspectives voluntarily. 6. Facilitators gathered post-session feedback and adjusted the pace as needed.
How women responded	Facilitators observed less hesitation and more willingness to speak, volunteer and assist peers over time. Among 20 evaluated questionnaires, practical usefulness averaged 4.8/5 and Language Buddy support for real-situation practice averaged 4.65/5.
Why it worked	The same relationships supported several types of learning: trust created room for communication, communication enabled cooperation, and practical activities gave women a reason to help each other. The peer-mentor role could therefore be introduced gradually.
What another organisation needs to know	Use flexible facilitators, plain-language instructions, visual explanation and enough time for small-group work. A predictable structure helps, but participants should be free to share only what they wish. For future rounds, allow more time for discussion and simple follow-up tasks for buddies.
Photo(s) / material available	Greek WP4 session records, aggregate evaluation results (20 questionnaires) and facilitator observations. Photographs: confirm availability and publication consent.

Practice 2

Field	Partner input
Title	Making Participation Possible: Childcare and a Safe Learning Space
Linked activity	Inclusive participation / peer mentoring / community building
The idea	EKPA provided free childcare and care packages alongside a welcoming, family-sensitive eight-session programme. Predictable activities, respectful facilitation and voluntary sharing

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Field	Partner input
	made participation more accessible to women with family responsibilities and varied personal experiences.
Why we used it	Practical care responsibilities can limit attendance, while unfamiliar group settings may make open discussion difficult. The aim was to remove a concrete access barrier and create conditions in which women felt safe enough to participate and develop connections.
How we did it	1. We reached women via community contacts and migrant-support networks. 2. We arranged free childcare during the sessions and provided care packages. 3. Facilitators used clear, predictable session structures. 4. Participation in personal storytelling remained voluntary. 5. We introduced paired tasks and small-group discussions before larger exchanges. 6. We gathered evaluations on safety, belonging and comfort.
How women responded	Women repeatedly valued meeting peers, being understood and feeling less alone. The combined rating for safety, belonging and comfort was 4.9/5. Facilitators noted increasing openness and engagement as trust developed.
Why it worked	The approach addressed logistical access and emotional safety together. Childcare reduced a practical obstacle for mothers, while respectful group processes helped women take part without pressure to disclose sensitive experiences.
What another organisation needs to know	Plan childcare, staffing and accessible premises at the outset, with suitable safeguarding arrangements. Establish clear expectations and offer alternative ways to contribute; do not assume all participants want to discuss migration or trauma. Assess inclusion through feedback as well as attendance.
Photo(s) / material available	Programme records, facilitator observations and aggregate evaluation results. Childcare documentation and photographs: confirm availability and permissions.

3. One Powerful Participant Moment / Story

Field	Partner input
Title	From Hesitation to Mutual Support: A Group Experience
What happened?	This is a composite account of changes observed across the Greek programme, not an individually witnessed incident. At the beginning, some participants hesitated to share experiences or speak in front of others, particularly when using a language they were learning. As trust developed through paired conversations, practical tasks and voluntary storytelling, more women contributed to discussions and helped peers. In evaluation feedback, women spoke about connection, feeling understood and being less alone. The programme created opportunities to recognise common experiences of adaptation, work, family responsibility and resilience.
How did the women respond?	Facilitators documented increasing openness, curiosity, initiative and mutual support. Participants responded especially well to paired work, games, practical exercises and discussion rather than long theoretical presentations.
Why did this matter?	The collective experience illustrates how regular peer interaction and an emotionally safe setting can support participation and belonging. It should not be presented as proof of long-term outcomes or attributed to a named individual.
Participant quote	No individual quotation is reproduced. The report summarises feedback referring to feeling “not alone”; check original questionnaires and consent before publishing any direct quote.
Best photo(s)	Session photographs showing group discussion or peer work, if available and consented; otherwise aggregate evaluation results and facilitator notes.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

4. Key Takeaways from Our Experience

TAKEAWAY 1

TAKEAWAY 1 – THE MESSAGE
Combining mentoring, practical learning and language in the same sessions creates useful connections between skills.

What from your experience shows this?
Eight integrated sessions linked peer support, work-related exercises, Language Buddy practice and personal exchange. Practical usefulness averaged 4.8/5; real-situation language practice averaged 4.65/5.

Useful visual / proof:
Eight-session programme outline; aggregated questionnaire results.

TAKEAWAY 2

TAKEAWAY 2 – THE MESSAGE
A safe learning environment helps women move from initial hesitation to active contribution.

What from your experience shows this?
Facilitators observed increased willingness to speak, volunteer and encourage peers. Safety, belonging and comfort received an average of 4.9/5 in the Greek evaluation.

Useful visual / proof:
Facilitator notes; aggregated evaluation; consented session photographs if available.

TAKEAWAY 3

TAKEAWAY 3 – THE MESSAGE
Childcare is an inclusion measure, not an optional extra, when family responsibilities affect access.

What from your experience shows this?
EKPA provided free childcare and care packages during the programme to reduce practical barriers to participation.

Useful visual / proof:
Programme/childcare records; records of delivery.

TAKEAWAY 4

TAKEAWAY 4 – THE MESSAGE
Peer contact needs light follow-up structures to continue beyond facilitated workshops.

What from your experience shows this?
Language Buddy interaction worked well during sessions, but continuation outside the sessions was uneven. EKPA recommended planned follow-up meetings, shared buddy tasks or a moderated communication channel.

Useful visual / proof:
Facilitator assessment and final recommendations; no claim of consistent independent continuation.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

GERMANY – Gewerkstatt

1. Partner Information

Item	Partner response
Partner organisation / country	QBS Gewerkstatt gGmbH / Germany
Person completing the template	Ofelya Weinblat

2. Two Practices Worth Replicating

Practice 1

Field	Partner input
Title	Learning Together Through Cooking: Everyday Skills as Peer Learning
Linked activity	Skill-sharing workshops / intercultural exchange / everyday and workplace language
The idea	Shared cooking activities offer a practical setting in which women can contribute food-related knowledge, cooperate on tasks and communicate with one another. This is directly relevant to EmpowerHer's hospitality orientation.
Why we used it	We wanted to build peer learning around skills participants might already possess, creating opportunities to speak, show a task and learn from each other without making advanced German a prerequisite.
How we did it	1. Choose a simple shared preparation task appropriate for the group. 2. Invite women to suggest or demonstrate familiar methods voluntarily. 3. Arrange small teams and distribute tasks. 4. Encourage participants to explain ingredients, tools and work steps in accessible language. 5. Allow women to help each other when someone needs clarification. 6. End with a brief exchange on the practical and communication skills used.
How women responded	German activities included shared cooking, which was positively rated
Why it worked	The method starts with a concrete shared outcome and recognises participants as people with skills to offer, rather than simply as recipients of instruction.
What another organisation needs to know	A safe and accessible kitchen, ingredients, suitable equipment, a facilitator and sufficient time are required. Check food safety and allergies, keep participation voluntary and explain tasks visually when needed.
Photo(s) / material available	photographs, activity plans and facilitator notes

Practice 2

Field	Partner input
Title	Language Cafés: Practising German Through Mutual Support
Linked activity	Language cafés / Language Buddy / informal peer communication
The idea	Language cafés create an informal opportunity to practise spoken German using everyday topics and mutual assistance. Peer exchange can continue alongside practical community activities.
Why we used it	We wanted to reduce barriers to speaking and create a setting where women could ask questions, clarify words and communicate with others in ordinary situations.
How we did it	1. Invite a small group to an accessible, predictable meeting space. 2. Choose everyday or vocationally relevant conversation topics. 3. Use pictures, objects or shared tasks as prompts. 4. Encourage paired exchanges and explanation in participants' own words.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Field	Partner input
	5. Facilitate support without turning every conversation into correction. 6. Invite reflections on useful expressions and situations for future practice.
How women responded	German language-café activities were part of the identified local formats.
Why it worked	The low-pressure format links conversation with meaningful social contact and permits learners with different language levels to contribute.
What another organisation needs to know	A quiet space, simple prompts, a facilitator and flexible timing are sufficient. Avoid putting anyone on the spot; multilingual clarification and paired conversations can support participation.
Photo(s) / material available	attendance lists, session notes and photos

3. One Powerful Participant Moment / Story

Field	Partner input
Title	A Small Act of Peer Support in a Shared Task
What happened?	The German programme included practical group activities such as cooking and informal language exchange. These settings can produce important moments when a woman moves from seeking assistance to offering it herself. A specific observed episode has not yet been documented in the materials available for this draft. Before publication, replace this paragraph with one actual event recorded by a facilitator: what task was being done, how one participant helped or taught another, and what changed in the group. Avoid attaching a reconstructed anecdote to a real participant.
How did the women respond?	Women were actively engaged and motivated
Why did this matter?	peer roles are created through practical contribution rather than formal designation.
Participant quote	
Best photo(s)	

4. Key Takeaways from Our Experience

TAKEAWAY 1

TAKEAWAY 1 – THE MESSAGE
Real tasks make peer learning tangible.

What from your experience shows this?
Gewerkstatt's WP4 activity formats included group cooking and other practical tasks, which are suitable occasions for explaining and sharing knowledge.

Useful visual / proof:
Cooking agendas, photographs or facilitator observations

TAKEAWAY 2

TAKEAWAY 2 – THE MESSAGE
Informal conversation creates accessible opportunities to practise German.

What from your experience shows this?
Language cafés were among the German community formats, providing conversation settings outside conventional lessons.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Useful visual / proof:
Language café records and facilitator observations

TAKEAWAY 3

TAKEAWAY 3 – THE MESSAGE
Participants' existing knowledge can be the starting point for learning together.

What from your experience shows this?
Shared cooking and gardening offer occasions for women to contribute practical experience rather than only receive instruction.

Useful visual / proof:
Activity examples and documented participant contributions

TAKEAWAY 4

TAKEAWAY 4 – THE MESSAGE
Peer learning can be integrated into established community settings.

What from your experience shows this?
Gewerkstatt connected WP4 with language cafés, group activities and community preparation instead of requiring an entirely separate training infrastructure.

Useful visual / proof:
German agendas and records linking events explicitly to WP4

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

AUSTRIA – BEST

1. Partner Information

Item	Partner response
Partner organisation / country	BEST/ Austria
Person completing the template	Peter Zimprich

2. Two Practices Worth Replicating

Practice 1

Field	Partner input
Title	I am walking for my Job
Linked activity	peer mentor training / skill-sharing / Language Buddy / story sharing / cultural exchange
The idea	The participants use the specialized German language skills and industry knowledge gained during the training to introduce themselves in person to potential employers as part of an outdoor activity.
Why we used it	The participants are to learn that they possess sufficient self-confidence and knowledge to convince potential employers of their suitability. The application process often takes place primarily online. This active approach equips them with an additional tool for successful integration into the labor market and increases their chances of finding employment.
How we did it	1. Briefing of the participants and collecting their application forms. 2. Research potential employers in their area who allow in-person interviews. 3. Participants form small application groups. 4. During an outdoor day, participants can actively visit companies and introduce themselves in person. They bring their EmpowerHer learning materials to show the companies which content they have covered [4-6 simple steps so another organisation could repeat or adapt it.]
How women responded	The first reaction appears to be critical, the women are unsafe and not confident, looking for companies themselves and application personally. Because of the group activity engagement and confidence was rising and participation by the women enhanced, especially when we achieved success for one or more women getting a job interview or job offer. Was. The connection between the women after this outdoor activity was sustainable strong for further coworking. [What did you actually observe? Reactions, engagement, confidence, connection, participation, etc.]
Why it worked	Electronic application materials do not reflect the applicant's personality and commitment. They present only the bare facts of the CV, while the personality gets lost. Yet, beyond technical skills, it is precisely this personality that is crucial for success in fields such as gastronomy and customer service. This information is also vital for a potential employer.
What another organisation needs to know	Time: one day with 3 or 4 groups, every group about 3 to 4 people, public space and application forms necessary. Before the activity search for relevant businesses for the participants in the near neighborhood. [Time / people / space / materials + 1-2 practical tips.]
Photo(s) / material available	List and attach separately.

Practice 2

Field	Partner input
Title	Build your own learning team for your professional future
Linked activity	peer mentor training / skill-sharing / cultural exchange
The idea	Migrant women often facing great challenges of language learning alone or looking for a job only by themselves. We focus on teambuilding in small groups for sustainable support in both

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Field	Partner input
	topics, enhancing their confidence and believe to be successful in their new society of a new country.
Why we used it	Women should experience their own strength and power to achieve their personal goals.
How we did it	1. Brief introduction by the mentors of their own background to open the discussion. 2. As result of this first input questions occur an similar experiences of the women as an “ice breaker” 3. Out of the larger group smaller groups are formed, similar in personal history, culture, professional background. 4. Learning groups are established, where the members helping each other to overcome challenges and complications during the process of learning work specific German language and to be engaged of defining new strategies looking for their own job. [4-6 simple steps so another organisation could repeat or adapt it.]
How women responded	The women responded very positive to this setup, because of their overlap personal experiences and they appreciated very much the idea of focused learning groups instead of learning alone [What did you actually observe? Reactions, engagement, confidence, connection, participation, etc.]
Why it worked	This practice works very successfully because of interaction of women facing the same problems, but usually have no chance to address them and talk about. Therefore, this practice is a new approach to them.
What another organisation needs to know	Session time about 3 hours/ about 15 women later split into smaller groups depending on certain experiences / indoor classroom / materials paper for notices Ice breaking is very important for that activity; personal input of the trainer/mentor should be given for stimulating the discussion
Photo(s) / material available	Attach separately in WP4 report

3. One Powerful Participant Moment / Story

Field	Partner input
Title	Finding your real personality
What happened?	During a group activity, the participants were asked to introduce themselves and briefly describe their personal backgrounds. One participant was particularly quiet, and it was clear she felt very insecure during the activity. The other participants shared their stories and personal experiences, their difficult job searches, and some also spoke about their private lives. The quiet participant mostly looked down but began nodding more frequently as the others shared their perspectives. When it was her turn, she explained that she recognized much of what she had heard in herself and had never dared to speak about it before. It wasn't in her nature to talk about such things, but now that the other participants had done so, she felt more courageous. She wanted to achieve something in her life but had been held back by her personal experiences. Now she recognized this obstacle and felt even more comfortable learning within the group. She suddenly saw herself and her personality in a completely new light and was highly motivated to learn German with the group for her work and also to better understand the environment in the hospitality sector, for which she had previously considered herself unsuitable. [Maximum 150-200 words.]
How did the women respond?	The participants were initially surprised by their colleague’s remark, as they had not expected such a statement—she had struck them as shy. However, the atmosphere in the group visibly relaxed thereafter; the participants agreed with their colleague and offered her encouragement. From that moment on, group dynamics and cohesion improved significantly, and the conversations were characterized by active listening and empathy.
Why did this matter?	It shows, that personal experiences shared with others enhance peer support, support in the group between participants and sense of belonging is strongly enhanced for every participant in a group. If a member of the group is able to speak about the personal situation because of the groups input, this is recognized and participation of all group members gets stronger [What does it show about confidence, peer support, recognition, belonging, participation, etc.?]
Participant quote	I never looked in that way to myself and could talk about my needs and experiences so free [Optional - short, anonymized and consented.]

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Field	Partner input
Best photo(s)	Attach separately in WP4 report

4. Key Takeaways from Our Experience

TAKEAWAY 1

Together we are strong women
What from your experience shows this? Self-esteem of your women was increasing strongly after the training with respect of working as a group together
Useful visual / proof: Photos attach separately in WP4 report

TAKEAWAY 2

Learning is fun, when focusing on what you wish to achieve in your personal and professional life
What from your experience shows this? Especially when focusing on the work language, all of our refugee women see the advantages of learning work specific German language in addition to a usual language course.
Useful visual / proof: [Photos attach separately in WP4 report

TAKEAWAY 3

Believe in yourself with support!
What from your experience shows this? Two women really got a job out of our activities, because they introduced themselves in person at a company.Useful visual / proof: none

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.