

GUIDELINES FOR INITIATING AND MAINTAINING MOTIVATION

This Manual is a Product of the
Transnational Partnership ITHACA

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1. Preface

This edition is the result of the work delivered by the members of the Working Group "Development of Tools". The Working Group was created following the provisions of the Transnational Cooperation Agreement (TCA) of the ITHACA Project. The ITHACA Partners, coming from the Netherlands, Germany, Spain and Greece, have agreed that they all share the same interest on finding ways for facilitating the access to the labour market of under-privileged target groups.

According to this, they have specified as the main objective of the ITHACA Transnational Cooperation

"the exchange of experiences and the joint and parallel development of tools, methodologies and competencies for the improvement of employability and the facilitating of integration to the labour market for persons facing discrimination and inequality" (ITHACA TCA, The Common Objectives).

The partners have decided to further explore three particular fields of interest, one of which referred to the development of training modules for under-privileged target group. Three working groups were formed, each one corresponding to the fields mentioned above.

The working group "Development of Tools" based the development of its final products on team work: the period of working together (June 2002 – May 2004) gave to all the members of the group the opportunity to further explore participatory rules and methods and enrich their experience, which was considered by all as a gain. The design of tools and training modules presented is based upon the contributions of each member and it reflects the diversity and richness brought in by the different approaches of each country. It was preceded by analysis of

- i. Requirements existing on national and international level in relation to the sources available to the Ithaca Project
- ii. Terms used
- iii. “Best practices” existing per participating country.

According to the Working Group decisions, the analysis approach was qualitative, it included designing of common format to be used during the data collection, as well as comparisons and synthesizing of the data gathered, plus working definitions.

According to the TCA the objective of this Working Group was to produce training modules and quality indicators on motivation and social skills. The “final products”, i.e. the tools and training modules, their rational and instructions on how and when to implement them are described in this edition. It is important to add that during the development procedure inter-connections and complementary aspects of these tools and training modules became all the more obvious to all the members of the group.

It seemed that by omitting these dimensions our work would not be wholesome, so we have decided to proceed further and to work on elaborating a “method” on initiating and maintaining motivation as a means towards the integration of immigrants. As a result, another tool and guidelines are added to the initial four, the WG has anticipated producing. Table 1 presents the final products of the working group Development.

INITIAL OBJECTIVES OF THE WG	FINAL PRODUCT-TITLE OF THE TOOL
Group Techniques on initiating and maintaining motivation	<i>Motivation Rope</i>
Training Module on Problem-Solving	<i>Internal Dialogue Process</i>
Training Module on Self-Management	<i>The Ladder</i>
Quality Indicators on Motivation	<i>Quality Indicators</i>
	<i>Learning Diary</i> , a tool on Self-Management, additional product.
	<i>Guidelines</i> , a framework for initiating and maintaining motivation, additional product.

Table 1: Final products of the working group Development

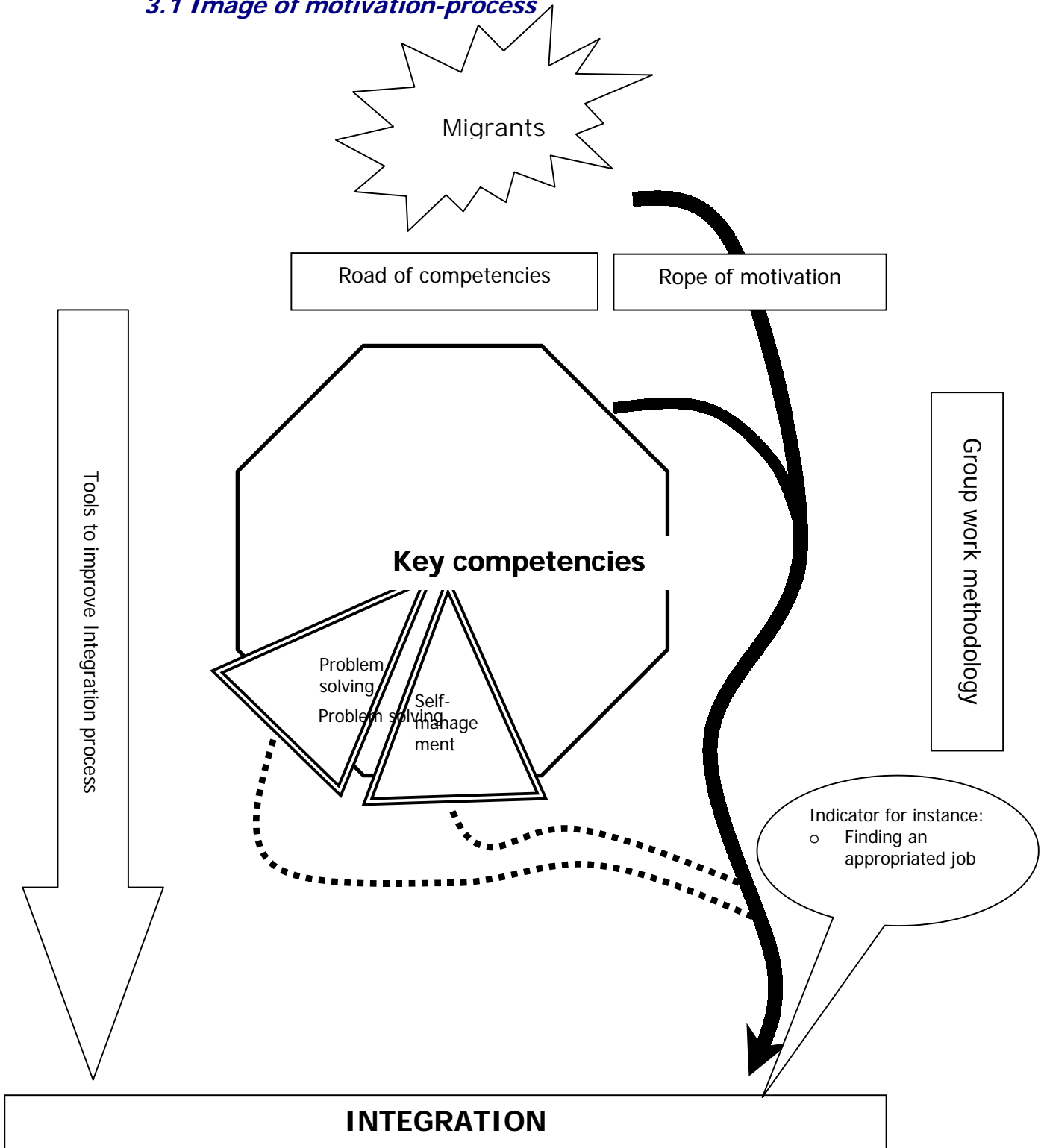
We feel obliged to stress out that the description presented here is merely a suggestion. The members of the Working Group share the view that in the field of social services methodology should not be considered a “closed” or definite system. On the contrary, it must be open to further enrichment through research and pilot-testing results. Under this perspective, on-going evaluation and constant assessment of tools is considered as integral to their implementation.

2. Summary/Abstract

The Guidelines presented here summarize the expertise and the experience of professional's working in Social Services and educational and vocational organisations in different parts of Europe on the field of immigrants integration in the receiving country that came together in the ITHACA EQUAL Project. The present edition contains a step-by-step description and the relevant framework on four tools/training modules that are designed for group-work in the realm of Services that share the objective mentioned above in the course of their daily work. These tools/training modules place particular emphasis on the notion of motivation, this regarded as a main component of the successful integration process of the immigrants.

3. Description of a motivation-process

3.1 Image of motivation-process



3.2 Description of a motivation process

- Target group: immigrants In the context of EQUAL aims and the EU principles, immigrants that suffer of social exclusion consequences must be facilitated in their effort to live and work in the receiving country, a process through which both parts have only advantages to gain.
- Integration process: it starts when the user asks for a service. It is considered “finished” when the user does not need the service any more and/or the service has seen that the person has left the crucial path that his/her life has taken. Integration is equivalent to entering the labour market, finding and, if possible, keeping a job.
- Motivation is considered as a main aspect of the integration process. Motivation exists when the person/user of the services is oriented towards a target intentionally. Under this light, motivation is an internal or personal process, also connected to (a) the learning process, especially to the acquisition of skills (b) the empowerment of the person involved in the process of integration.
- Key competencies: Key Competencies are “hyper-professional” competencies. They complete and enlarge professional competencies. In this sense they cannot be separated and are jointly developed. Social and vocational skills, communication skills, self-management, problem solving, self-development, flexibility and adaptability are ingredients of Key Competencies. Acquisition of skills is understood as the result of learning process and as such it is connected to motivation.
 - Problem solving and self-management are considered of special importance towards the aim of integration, since they consist parts of key competencies such as adaptability and social skills.
- Tools and training modules depicted here are based on Group Work methodology. Group Work_refers to the implementation of techniques that ensure collaboration generated by inter-group communication. This is considered a means towards self-empowerment that includes motivation,

thus facilitating integration. Group work contains practices or techniques that encourage learning and acquiring of skills. The practices suggested here for creating and maintaining motivation are regarded as an ongoing, dynamic process that occurs through interaction and exchange.

As a result we can say that stimulation of motivation is a means towards integration of immigrants and helps to take the steps so that the immigrant finds a job suitable to his/her skills and thus become integrated form a procedure that we will call from now on "integration process".

During this process

- the immigrant is supported to enrich or add to his/her competencies.
- the immigrant is motivated (a) towards enriching his/her competencies (b) so that he/she is able to struggle against frustration and disappointment (=empowerment).

The tools suggested here are connected to the above rational/objectives as described in the following Table 2.

TYPE OF THE TOOL	OBJECTIVES	NAME OF THE TOOL
Group techniques on initiating and maintaining motivation	Becoming active and finding a job through group techniques	<i>Motivation Rope</i>
Training module on Key Competencies	Acquiring skills on problem solving	<i>Internal Dialogue Process</i>
Training module on Key Competencies	Acquiring skills on self management	<i>The Ladder</i>
Tool on Key Competencies	Acquiring skills on self management	<i>Learning Diary</i>

Table 2: Motivation Tools

4. Goals, aims, objectives

Within the framework of the general goals and aims of EQUAL transnational aims and objectives focusing on improvement of employability and facilitating the integration to the labour market for persons facing discrimination and inequality. Consequently:

- a. Aims of the WG: exchange of experiences, joint development of tools within the above framework.
- b. Objectives of the working: techniques-tools on initiating and maintaining motivation, training modules on key competencies.

5. Description of the Tools

5.1. The concept

The design of the tools presented here is based on the following assumptions:

- In the case of immigrants, *the more you learn (about the receiving country), the more empowerment you gain and therefore the more motivated you are and vice versa*. In this case, motivation is considered as both a means and an end. It involves learning, this considered not as a static or one-sided acceptance of information but as “the process of creating knowledge” (Juarema A., Ayvaeri A., 2003), created and re-created by the individual (Swan et al., 1999). On the other hand, social interactions, ensured by the group work, promote and facilitate learning.
- The principles on which the design of the tools is based upon are derived from the interaction theory (Goffman, 1961) and the multicultural approach (Sleeter et al., 1998) as far as philosophical-pedagogical aspects are concerned. Their structure and content are drawn from “Structured Learning – the Goldstein Model”
- The design of the tools presented here focuses on the emancipation of the individual, this being simultaneously a goal and an end. The main

objective as regards the individual user is to offer him/her support so that he/she becomes able to make life choices in a new environment.

- The approach towards integration that underlies the tools presented here takes into account the equivalence between the immigrant and the society he/she is trying to fit in. this process is an open-ended relationship that has two members, i.e. both the immigrant and the society.
- Awareness, information, language and social skills, vocational training and better chances on job placement are crucial factors of the integration process. Motivation and integration: placement of the immigrant in the labour market is the most crucial point to the fulfilment of the integration process. Motivation is a means, perhaps the most effective one, for this goal to be achieved. In the present approach some of these factors, such as social skills training, awareness and information are considered integral parts and also the results of the motivation process.
- Motivation and the learning process: motivation towards adding on knowledge on the new society immigrant is entering in, is considered as a means to enablement/empowerment and consequently to re-motivation. This becomes more apparent if language skills are taken under consideration: knowing the language better involves better understanding of the local culture and consequently better interaction with the other members of the society. This ensures motivation process at the degree that it facilitates empowerment.

5.2. The tools

5.2.1. GROUP TECHNIQUES ON INITIATING AND MAINTAINING MOTIVATION		
Name of the instrument	MOTIVATION ROPE	
Description of methods/practices to be used	Group techniques: role-playing, simulation, dialogues, bringing in the process previous life experiences, picking out differences and similarities, sharing of experiences and skills (team work), job-club techniques.	
Behaviour to be changed	Becoming active, making decisions, communicating	
Expected results	Direct results : improvement of skills such as <ul style="list-style-type: none"> o retrieving/finding and using information o using information to form future plans o language command o finding and forming alternatives Indirect results: empowerment of the individual, depicted as <ul style="list-style-type: none"> o increase of self-confidence o better understanding of local/national culture o increase of self- awareness o increase of self-organisation 	
Materials / media needed	e.g. questionnaires, flipchart, whiteboard, overhead projector, etc.	
Steps of the process (Structure)	Content of each step	Time of the process suggested minimum time
Module 1. Let's know us better	- group building techniques	5 h
Module 2. How to get information? (First we have to show them ways how to get independently information's)	- Ways of collecting information - Using the phone book, new media and internet - (...)	10 h
Module 3. Getting information on	- where the employment agencies are - how to contact employment agencies (what to say etc) - the taxation system, regulations on social security, wages etc. - how to get a driving licence - assistance resources	20 h / one hour per meeting

Steps of the process (Structure)	Content of each step	Time of the process suggested minimum time
Module 4. Finding out more....	about each other : - immigration experiences (best and worse experience, what was expected and what we found) - describing and comparing cultures - hobbies, fields of interest - abilities, specialities self-image, self presentation	10 h
Module 5. Getting ready to....	find a job : - asking/applying for a job - adapting personal plan - preparing portfolio and CV	20 h. or more, depending on the person (user) and/or the way of preparing the CV (typed or hand-written)
Module 6. "Open house"	The module "open house" contains the idea that 90% of the things someone does she/he will remember. To know if a job fits to someone's personnel profile it could be helpful to see this job "in action". Therefore enterprises open their doors. For one or two days people who are interested have the opportunity to get an impression about the working field etc. NOTICE: The implementation of this module depends on a. whether the enterprises follow "open door" policies b. the kind of recruitment policies the enterprises follow.	3h – 4h Preparation of the visiting group 1h – 2 h per group up to 1 or 2 days, depending on the enterprise.

5.2.2. TRAINING MODULE ON PROBLEM SOLVING

Name of the instrument (i.e. "best practice")	INTERNAL DIALOGUE'S PROCESS (LEARNING TO CONFER WITH MYSELF)	
Description	Through concrete experiential exercise, the participant learns the dialogue with his/herself, developing his / her "INTERNAL VOICES", receiving each time the most appropriate DECISION under the circumstances (especially when facing serious dilemmas in life, e.g. whether to practise enterprising activity or not)	
Behaviour to be changed	Internal confusion, weakness of decision's reception, instability, irresolution, psychopathic behaviours	
Expected results	Improvement of 'main' self-reception of right decisions – reinforcement of the self-esteem – empathy – internal dialogue	
Materials needed	Voluntary mood – a table or a pedestal	
Steps of the process (Structure)	Content of each step	Time of process
EXERCISE - DEMONSTRATION	<ul style="list-style-type: none"> -The participants are informed that a game will take place. - The trainee sets a person to play the 'main self' and all the participants are informed about the main dilemma. -Each participant is given the role of a different 'inner voice' and they all start expressing their thoughts at the same time, probably even raising their voices to be heard. -The 'main self' is asked to give his/her decision, after hearing all these controversial voices. Logically, the 'main self' is confused and unable to make a decision. (e.g. Mary has to decide whether to open up a new venture or not. She starts an inner dialogue. An inner voice informs her about the financial risk, another about the social impact of a potential failure, the 'mother' inner voice interferes, and so does the 'victim' inner voice. They all start shouting at the same time and Mary has to decide which is difficult because they all talk at the same time, and they even touch and push her. 	20 min

Steps of the process (Structure)	Content of each step	Time of process
SOLUTION	<ul style="list-style-type: none"> -The trainee asks the main self for a solution to enable a dialogue with the inner voices. Each suggested solution is put into practice, but usually with no visible results. -The trainee guides the main self to stand on a table or a pedestal, saying that this is a preferable solution, since the main self is beyond the voices and their bodily manipulations. Standing there, the main self can start a dialogue with the voices 	10 min
ADAPTATION	<ul style="list-style-type: none"> -The participants are encouraged to express their thoughts about the 'game' -They are asked to use the procedure to deal with their own personal dilemmas -They are also asked to define what plays the role of the table in their personal system (what makes their main self rise beyond the controversial roles e.g. a system of values) 	1-2 sessions

5.2.3. TRAINING MODULE ON SELF-MANAGEMENT: SELF ASSESSMENT

Name of the instrument (i.e. "best practice")	THE LADDER (Building up a ladder)	
Description	<p>Through this exercise the participants realise that the achievement of our goals is a step- like procedure that integrates our 'want' and 'can'. In a piece of paper where a ladder has been drawn, they interchange and combine their desires (in a horizontal direction) with their abilities (in a vertical direction), while guided by the 'door' of achievement at the first steps of their personal and professional planning. It is noted that the course starts from the top to the bottom, so that the end of the stairs signifies their self at the present condition.</p> <p>There are different ways of using this tool. Given that it aims at supporting the process of self-assessment and at obtaining a realistic point of view, it is suggested that it is used during the first stage of a migrant's life in the receiving country.</p>	
Behaviour to be changed	Low self esteem, disability to put targets in hierarchical order, lack of personal development plan, 'blind' and random decision-making, feeling of disability and failure.	
Expected results	Mapping out a professional and life plan, reinforcement of self esteem, acquisition of orderliness, reduction of risk in the decision- making process, empowerment.	
Materials needed	Note pad, pencil.	
Steps of the process (Structure)	Content of each step	Time of the process
Explanation of task	-The trainer asks each of the participants to draw in a piece of paper a ladder that leads to a door. The door is the professional or any other goal that the participant has, and is being defined by him/ her (e.g. opening up a new business).	15 min.
	The participants are told that, starting from the 'door' (their final goal), they should start noting down the steps- actions towards the bottom of the stair, like descending a staircase. The trainer sets the following parameters: a) the horizontal lines of the staircase start with the verb 'I want to' and the vertical ones with the verb 'I can'. b) horizontal and vertical lines are interchanged, as each 'I want to' is accompanied by the relevant 'I can'.	
'Climbing the ladder'	Through the guiding of the trainer, the participants complete theirs ladders individually. The trainer makes it clear that there should be no gaps.	20 min
Consolidation	When the ladder has been completed, it provides a complete plan for life or business. The participants have to realize that the bottom of the staircase represents their present desires and abilities and the distance to the top is, after all, the path that they have to cover in order to reach their goal, nothing that is beyond their reach or abilities.	The rest of the session
	This Self-Assessment tool is considered as the first part / step on the "road of competencies". The trainers then invites a discussion to reinforce and enrich each personal plan	

5.2.4. TRAINING MODULE ON Self management

Name of the instrument	"Learning diary"	
Description	Keeping a "learning diary" is a special help for the learners. Every learner notes down his/her individual results and difficulties in each seminar. The diary is private and confidential. The teacher (trainer) supports the learner with guidelines.	
Behaviour to be changed	Training of independent and autonomous learning	
Expected results	<ol style="list-style-type: none"> 1) Activation and order of previous knowledge 2) Enlargement the previous knowledge with new information 3) Collection and reflection new experiences and knowledge 4) Realisation and solving the own deficits and difficulties 	
Materials needed	Writing pad and pencil	
Steps of the process (Structure)	Content of each step	Time of the process
Presentation of the idea and rejecting prejudice	Explanation of the method and the individual profit	1 hour
Regular use of the diary (after every learning unit)	Every learner gets time to fill in his/her results and difficulties	15 minutes per unit
Reflection and laying down of new aims	At the end of the day every learner has the chance to discuss some points in the plenary session. So he/she gets an individual feedback and support to solve the difficulties.	20 minutes

5. Methodology: Pre-requisites, How to use the Tools

- The tools presented focus on group techniques: group dynamics are seen as an important means towards enhancing motivation and expanding the results expected from the implementation of the tools.
- Each tool is a step-by-step procedure that constitutes a course. Their structure is modular, so that each step or each tool can be seen as a separate technique that can be applied independently of the others.
- Needs and goals of individuals participating in the group must of course be respected. Therefore, the diagnosis of needs and assessment of abilities and skills is a pre-requisite.
- The concept presented gives particular emphasis on indirect rather than on direct approach. The impact of the course on the individual should therefore be assessed as two-dimensional: the first dimension refers to direct, visible results, such as the development of language skills. The second dimension refers to indirect or more tacit results that have to do with to the influence that participating in the group has for each individual member.
- Participants, immigrants- members of the group, are regarded as actors and not as mere recipients of services. The implementation of the techniques we propose takes into account the input of the participants. In this context (a) the participants and the professional that leads the group are considered as members on equal basis (b) the particular culture of each participant is treated also on equal basis. Diversity of cultures into the same group is considered an asset that facilitates exchange and interaction, aiming at better understanding the "other" culture.

6. Quality Indicators

The list of Quality Indicators that follows is "open-ended": it is not presented here as a definite and all-encompassing catalogue of the only quality indicators available. It is rather a suggestion, aiming at contributing to the current exchange of views among scientists and professionals in the field of

social services. Under this light, professionals that may implement these indicators in their everyday work are supposed to choose these indicators that better match the target-groups they are working with and the specific goals and objectives they set.

1. Safety

- a. Safety (confidence) in our groups
- b. Personal attention
- c. Mutual respect
- d. Open atmosphere
- e. Knowledge of the expected program and targets

2. Satisfaction of the client / use

- a. Quality of course
 - i. Quality of training / coaching
 - ii. Quality of teachers/trainers/coaches
 - iii. Quality of organisation
- b. Balance of expectation and results in the view of the client

3. Motivation of the client

- a. Live up agreements or not?
- b. Execute a job / an exercise as agreed
- c. Active participation
- d. Stimulating environment

4. Successfulness

- a. Do the tools fit to the target and the client?
- b. Input vs. Output → how many people finish successfully?
What is success?
 - i. Official criteria belonging to the country and the course
 - ii. Individual criteria belonging to the participant (sub-targets)

7. Common definitions

The following definitions are used in the guidelines:

- **Integration process**: it starts when the user asks for a service. It is considered "finished" when the user does not need the service any more and/or the service has seen that the person has left the crucial path that his/her life has taken. It is equivalent to entering the labour market, finding and, if possible, keeping a job.
- **Motivation**: it exists when the person/user of the services is oriented towards a target intentionally. It is therefore an internal or personal process, also connected to (a) the learning process, especially to the acquisition of skills (b) the empowerment of the person involved in the process of integration. Motivation is a means towards integration of immigrants.
- **Key Competencies**: they are "hyper-professional" competencies. They complete and enlarge professional competencies. In this sense they cannot be separated and are jointly developed. Social and vocational skills, communication skills, self-management, self development, flexibility and adaptability are ingredients of Key Competencies.

8. References

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9. Annex: Pilot Tests

A. Pilot test in the Netherlands

Method: Learning diary

Competency: self management

Quality indicators: safety and motivation

Period: 3 weeks, march 2004

Participants: 3

Organisation: Werkartaal Zeist, the Netherlands. A vocational centre (learns and does).

Start:

The participants are asked to join/participate in the pilot by their coach. Normally every 4 – 6 weeks they have progress meetings about their functioning and behaviour in a working situation. The coach explains that joining the pilot may let to results and experiences that are interesting for themselves and for Werkartaal. The 3 participants are willing to cooperate at the pilot, but they don't see exactly what the results may be of any use to them.

Short description of the participants:

Participant 1:

Male

43 years

Afghanistan

Follows a training in wood processing

Phase of the program: at the beginning of a term of probation/apprentice

Participant 2:

Male

38 years

Irak

Follows a training in bicycle repair

Phase of the program: in the middle

Participant 3:

Male

47 years

Marokko

Follows an orientation program technical vocation

Phase of the program: just started

Instruction: to fill in their "learning diary", evaluate and discuss this every Friday morning.

1a What are the (at least 3) most important items you learned/ experienced this week?

(think of practical skills, working with machines/ tools, understand instructions, fulfil tasks, education/knowledge, working attitude, competencies of employees, working safety regulations, mix with colleagues, cooperate with colleagues and trainers)

1b Why are the items that you learned/experienced important for you?

2a What problems did you face last week?

2b Who or what could help you, or helped you to solve these problems?

3a What do you want to learn/reach next week? What goals of education do you want to work at, next week?

3b Could you make a plan how to reach these goals? How are you going to handle this?

When the participants formulated their goals it was made clear to them that these goals also could be small. For example: "to learn working safely with a special machine", "practice to measure", "learn what different kinds of wood exist". These goals are just as valuable as big goals like "to dismantle a bike".

Results and conclusions:

At an individual base the method Learning Diary brought new understanding/experiences and was considered added value by the participants.

Werkartaal as the organisation could use the method for a certain period although it is rather intensive to evaluate every week. Probably once a month is more preferable.

General conclusions:

- a. the participants did feel even more responsible for their program. It happened because they got more the feeling and understanding that they themselves can have influence on their own program, even in this short period of 3 weeks.
- b. The motivation/involvement of the participants regarding their learning process is more increased; they experience every week what they learned and that difficult matters of last week, already were solved or improved.
- c. Because the participants were in different phases in their program, they could learn of each others experiences and solving during the plenary part of the discussions.
- d. It was hard for the participants to get used to think precisely/weekly about their goals, their way of functioning, and their program, to write and talk. In some cultures talking doesn't fit with working. Nevertheless all participants were positive about the plenary part of the discussions.
- e. By filling in the 'learning diary' the participants became conscious of their obtained knowledge, skills, possibilities, aims and the influence they have themselves.

NB

Of course we realise that the results depend on the characteristics of the participants.

Other target groups may lead to other results.

Werkartaal although expects that the method of the learning diary will result in new Views for every participant regarding his/her way of functioning in their education or working situation.

It is also a useful method for (not motivated) pre-school leavers with behavior-problems of participants with (former) psychiatric problems.

B Pilot test in Spain

The workshop of motivation “Ithaca” took place from 22nd to 26th March and the timetable was from 10⁰⁰ am to 14⁰⁰ pm, a total amount of 20 hours.

19 people from all those organizations that belong to Equalbur Project and that take part in the Transnational Working Group and which work with immigrants were proposed to make this workshop. Finally, 15 people began it and 12 finished it (9 women and 3 men). The reason because some people didn't finish was due to two of them got a job and a third one had some interviews. The participants were from seven different nationalities; 2 Moroccans, 1 Rumanian, 2 Dominicans, 1 from Paraguay, 1 Panamanian, 4 Ecuadorians and 1 from Colombia whose ages were from 19 to 37 years old. This diversity favoured that the exchange of experiences was very rich. There were also some differences among the legal situation in the country, 8 people were in an irregular situation whereas 4 people had got the work permit. Labour experiences for the participating women were only connected with taking care people and domestic service and for men with the construction sector. Connected with their background, it is important to emphasize that although the majority had primary education, there were two people who had a high educational level in their countries, and one who was unable to read or write.

The evaluation, as an essential tool to fit the workshop, has become as very important one. In this sense, an evaluation was made at the end of each session. The dynamics used with this purpose were: *“sum up in one word how you have felt during this morning, write in a card what your valuation about this day is (contents, working atmosphere, feelings...), punctuate the work made during this session from 0 to 5 and explain why, express in the big group how you feel in relation to the first day”*. The information collected from each session was useful, on one hand, to fit the working rhythm, to check the good course of the workshop and on the other one, to contribute to “create group”. The final evaluation also had great importance; therefore, the last day a questionnaire of satisfaction was passed which is enclosed as an annex and which was used to evaluate the workshop.

After analyzing all the data gathered, we can affirm that participants valued this workshop in a very positive way. High punctuations in items correspond to

usefulness, to improvement of individual skills, to the satisfaction degree and the grade in which expectations were achieved; 9´16, 8´91, 8´75 y 8´67 respectively, corroborate this statement.

One of the aspects that facilitated the right development of the workshop and the achievement of the suggested aims was the atmosphere established. Since the first day this climate favoured the participation, the listening, the exchanging of experiences, the respect, the confidence...In this sense participants valued this atmosphere created with an average punctuation of 9´5.

The item with a lower punctuation was about the length of the workshop; 5´67, because most of the people considered that it should have been longer.

It is also important to emphasize their valuation about how they have been given attention and about the general organization of the workshop, whose punctuations were 9´25 and 9 respectively.

The general evaluation made about the professional is also very positive, with a punctuation of 9´67. This item included aspects like: how she imparted the workshop, if doubts have been solved, her kindness, if she could motivate people, if her explanations were clear enough...

Our transnational commitment, after the last meeting in Athens 2004, can be summed up in the implementation of several tools that are the result of this working group during all these months: Training module on self management "The ladder", training module on problem solving "Internal dialogue process" and training module on self management "learning diary" The punctuations obtained in these topics allowed to check the grade of satisfaction with each one.

*Learning Diary: It is evaluated with an average punctuation of 8´25. It is high valued the holding of this working tool, because in their opinion, this tool will allow them to remember all their personal commitments undertaken within this workshop.

*Internal dialogue process: It is evaluated with an average punctuation of 8´41. They emphasized the dialogue created in the group through this tool. Participants

felt identified with the main dilemma described and they declared what strategies they use to deal with this kind of problematic situations. High degree of transfer to their daily life.

*The ladder: It is evaluated with an average punctuation of 8´75. It was valuated in a very positive way the chance that this tool gave them to identify the personal moment they are living, what their labour objective in the long term is, which plan they have to achieve it, always considering the self skills.

As facilitator of this workshop, I would like to say that it has been a great personal and professional satisfaction to have directed it. The group has showed big enthusiasm in order to take part and to follow the proposed working dynamics. It is worth to highlight the big grade of implication and the working atmosphere built; in this sense even people who in the first moment resisted the idea of undertaking the work proposed, they experienced a big progression during the workshop.