

TAKE THE NEXT STEP



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Of Our Lives

ANCHORS FOR THE FUTURE



ANCHORS

for the future

Erasmus+ KA205

Strategic partnerships projects
in the field of Youth

Project Title:
ANCHORS FOR THE FUTURE



Laboratorium
Zmiany



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jovesólides
JÓVENES HACIA
LA SOLIDARIDAD
Y EL DESARROLLO



conversas
associação
internacional



This project has been funded with support from the European Commission. This publication and all its contents reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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PARTNERS OF THE PROJECT



Laboratorium Zmiany (The Laboratory For Changes)
Together with girls and women, we learn how to stand with the courage in front of the world, to speak our own voice and to support each other. With men, we are looking for promising solutions for creating better relationships and a more friendly world for everybody.



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Business & Professional Women CR z.s. is a public benefit organization, which associates active women, who want to do much more than just business. The organization supports women in activities towards economic independence, seeks to increase the number of women in the public space, runs projects supporting higher representation of women in decision-making positions.



jovesólides
JÓVENES HACIA
LA SOLIDARIDAD
Y EL DESARROLLO

Jovesólides association is an association made up of young people from different countries. Its primary objective is to promote equal opportunities and social justice, through access to higher education of young people from Southern countries as a tool for strengthening development processes and social change in their countries and communities of origin.



CAI - Conversas Associação Internacional is an association whose founding members are key professionals involved in social intervention, as drug prevention projects focused in the nightlife settings working both with the target population as with stakeholders (industry, staff, other actors). Education both non-formal and informal, and community intervention.



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OUR MISSION



We want to help girls understand that they live some type frameworks that they can change (change for different frameworks). To have a will or chance to do that they need **anchors**: skills/ abilities which help them to feel safe in new situation/ new framework.

Girls are taught from a young age strictly defined behaviors. There are specific expectations as to what they should do and in which way. Up to a certain moment, they have to follow the path appointed for them by their carers and other adults. But then they reach the stage where it starts to depend on them, in which direction they will go - whether they choose a new road or continue the known path.

In this process, they meet with social expectations, but also the pressure from the environment, family and friends - it is better to choose something known than another, new path (professional or personal) that is not checked or tested by someone close to girls. There is also the problem of gender stereotypes - what you should do if you are a man or a woman, what you shouldn't do, etc.

In this way, the potential of girls is wasted - they could have better achievements in areas that are not an obvious path for them. If they can make a conscious choice of their life path, we can expect improvement in their wellbeing and mental health.

The main aim of our project is to provide girls with competences that will help them in the process of *anchoring in the world*. The another aim will be to make them aware that these competences and skills are needed, help them make informed decisions, deal with difficult situations and encourage being reflective.

Competences needed to develop anchors:

CRITICAL THINKING

SENSE OF AGENCY

THE RIGHT TO MAKE MISTAKES

OWN DECISION-MAKING SKILLS

OWN RESOURCES AWARENESS

ABILITY TO ASK FOR HELP

ABILITY TO GAIN ALLIES





ABILITY TO GAIN ALLIES

Allies are people who offer one another backing, assistance, advice, information, protection and even friendship. They go the extra mile to help out.

Strong and mutually beneficial alliances can help each party to survive and to thrive, and to get things done more quickly and smoothly than if they were to go it alone.

Knowing that there are people who've "got your back" can reduce stress, boost your confidence and resilience and encourage rapport and collaboration.



Here are few tips to build and strengthen alliances:

1. **Be supportive.** Start by offering your support to others when you can see that they need it.
2. **Nurture your allies.** Alliances need nurturing, so engage with potential and actual allies regularly. This will keep those connections in a healthy state of readiness.
3. **Communicate effectively.** Open and timely communication is vital for any relationship to flourish, but especially if you have divided or conflicting loyalties.
4. **Don't ask for too much.** It's important to be realistic about the level of support you expect. Your allies will want to help you as much as they can, but this doesn't mean that they are always available.
5. **Don't take offence.** When you or your allies occasionally have to say "No" to one another, remember the trust that you have built together. Instead, negotiate a compromise, or seek support from elsewhere.



"Working in a group helps me to develop my capacity for empathy, to value the capacity of others and to accept different points of view."



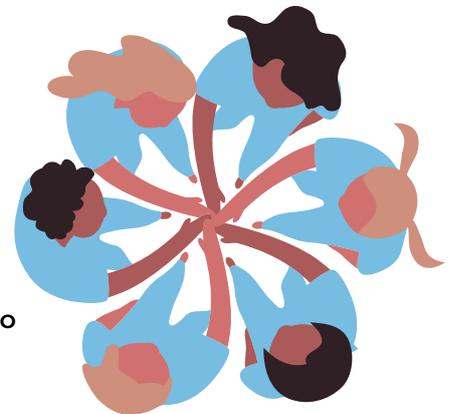
ABILITY TO GAIN ALLIES

(GIRLS EXPERIENCES)



Know when you fit in or that these people make you fit in and feel that you have found a safe place in them. On a professional level, they have to be people you trust, people who value your abilities and with whom you believe you can get along well enough to bring something to fruition. It doesn't matter how well you get along, but that you trust their talents to perform the job well or in the best way possible.

Natalia likes working in a group. If she is interested in a topic and feels like she has enough knowledge about it, she loves being an initiator of creating a group. When creating a group, Natalia focuses on what she knows about other people and how willing they are to work together. It only makes sense to work that way. She does not like when group work becomes work of only one or two people most involved.



I like to work in a group in situations that are more convenient for me. For example, if I am able to do something on my own, I will do it, but if I do not know how to do something, I prefer to be in a group. But then it also depends on the mood. As an introvert, I sometimes find it difficult to establish new relationships.

Daria doesn't like working in groups. She used to like it but thinks that online learning during the pandemic changed her attitude towards school in general. She wishes to never come back to the usual form of face-to-face school. Thanks to the remote form of studying, she has much more time. The length of Covid-19 could also be her reason for not being a big fan of working with others. Remote school doesn't include much group work which makes her quite happy.





CRITICAL THINKING

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. It might be described as the ability to engage in reflective and independent thinking.

In essence, critical thinking requires you to use your ability to reason. It is about being an active learner rather than a passive recipient of information.

The skills that we need in order to be able to think critically are varied and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making.

Specifically we need to be able to:

- Think about a topic or issue in an objective and critical way.
- Identify the different arguments there are in relation to a particular issue.
- Evaluate a point of view to determine how strong or valid it is.
- Recognise any weaknesses or negative points that there are in the evidence or argument.
- Notice what implications there might be behind a statement or argument.
- Provide structured reasoning and support for an argument that we wish to make



"I break down the matter into questions, opinions and theories.
I know when something is not a fact, you can keep it for
yourself"



CRITICAL THINKING

(GIRLS EXPERIENCES)



I have never had a problem-solving strategy and I always try to find a solution that suits me and it is always in different way.
Overall, I don't like solving problems, because I personally have been in them for a very, very long time and I'm constantly trying to find out other reasons for the problem.

Daria likes solving problems when she knows she can actually solve them. If she is not sure enough, she likes exploring different schemes and ways of problem solving. She also likes that kind of exploration when she can't see effects of her work.



I feel that I'm right when the reasons I'm giving can be valid according to universal rights and to my sense of what's fair or not. It can sound pretty subjective said that way, because everyone who has an opinion believes that opinion is valid, but I think that the difference remains in the way you express yourself, the facts you mention and the way it can affect other people. When I'm right I feel empowered and I see things clearly, so I try to share my thoughts and spread my opinion to make a better world.

Breaking things down into smaller pieces comes easily to Natalia. She finds it useful in situations where she wants to get to the source of the matter. However, in situations where it needs a specific response, sometimes it is not worth breaking anything down into smaller particles. Then we get a simple answer.





THE RIGHT TO MAKE MISTAKES

As human beings, we have the right to make mistakes.

Making mistakes is part of human nature because our brains are designed to make mistakes and learn from them. There are numerous studies confirming this, including a scientific study, reported in the *Journal of Cognitive Neuroscience*, which confirms the so-called proverb "we learn by making mistakes".

Research shows that making mistakes is beneficial to you. The result is not only social acceptance but also an increase in brain efficiency.

1. *From the social-psychological point of view, people tend to sympathize with those who make small mistakes and admit them. When we demonstrate our vulnerability and imperfection, the level of empathy and acceptance towards us from other people rises. We perceive more positively those who make mistakes since we also make mistakes.*

2. *When we make mistakes, we gain life experience. The personality that we have today was formed because we made mistakes, analyzed them, and learned from them.*

3. *By accepting your failures, your brain activity increases, so you absorb information better. After making a mistake, the brain begins to analyze the information more slowly and more thoroughly before making a new decision. This leads to the fact that the likelihood of further inaccuracies decreases.*



"When I make mistakes, I explain that it is an artistic disorder, and it should be like that"



THE RIGHT TO MAKE MISTAKES

(GIRLS EXPERIENCES)



I usually feel awful when I don't have the correct answer to something I'm very into. I feel helpless and disappointed with myself, so I find it hard to have an optimistic outlook again. I feel totally blocked. Unconsciously, I keep in mind the last bad experience when I want to make another attempt, so the memories that remind me how I failed chase me and avoid any kind of positive attitude. These kinds of moments brings me a lot of frustration, sadness and impotence, but, after some time, it becomes a reference to achieve new improvements and keep growing.

Natalia has a lot of acceptance for herself. On top of that, she also has acceptance and distance for things that are directed at her by others. She doesn't really care about what people think of her unless these people are close to her - then she cares a bit more about what they have to say. Natalia mentions she doesn't like the idea of being alone - that would make her go crazy.



I tend to get frustrated easily, especially when I make the same mistake several times. When I am doing something and I don't think about the result, unfortunately, I am very strict with myself so I don't give myself a margin of error and my disappointments are more common.

When she makes a mistake, Kačka feels that she is not educated or educated enough. Even though it's human to make mistakes, sometimes it just bothers her. But it also depends more on the mood. If it's a positive day, it's not such a problem for her to deal with it, but if the day is bad, it's worse.

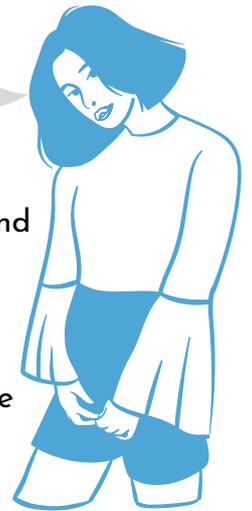




ABILITY TO ASK FOR HELP

Many people are scared to ask for help for fear of looking stupid. This self-handicapping behaviour might be the single biggest thing holding back students. It may provide short term-comfort, but often this is at the expense of long-term development.

Whilst there may be a misconception that asking for help is a sign of weakness, evidence suggest that it is often the hallmark of a mature and resilient learner. Creating an environment where students feel confident to do so can help them improve their well-being, knowledge, mindset, and academic performance.



WHY ASKING FOR HELP HELPS?

1. **Develops Relationships:** Asking for help, or sharing personal information and problems, demonstrates to others that we want to develop the relationship.
2. **Is the Sign Of A High Performer:** High performers want to improve, and as such seek advice to identify and improve their weaknesses.
3. **Improves Resilience:** If we are able to ask for help and obtain feedback, we can overcome setbacks and grow.
4. **Teams Are Often Better Than Individuals:** Having a team around you can enhance effort levels.
5. **Develops Growth Mindset:** Help from others can be acquired in the form of praise and feedback, which can facilitate better performance.
6. **Improves Mental Health:** Key to improving well-being is feeling connected to others and learning new things.
7. **Other People See It As A Good Character Trait:** Others think of our vulnerability as a sign of courage.



“When I ask for help, I usually feel respected by the people who listen to me, because I feel that the other person could be in the same situation.”



ABILITY TO ASK FOR HELP

(GIRLS EXPERIENCES)



I like help from the others when I can't cope with some situations, especially in unfamiliar areas. For example, in the organization of time in studies or aspects that I do not know. I do not hesitate to ask for help, if someone can offer it to me.

I usually surround myself with people who support me when I need them or can look for me when they need me. A nice way to complement each other.

When Sofia asks for help, she usually feels respected by the people who listen to her, because she feels that the other person could be in the same situation. She seeks to respect in the same way without judgment. If it is a strong, controversial topic or one that could have a negative reaction, it generates uneasiness in her but she is never afraid to ask for help.



When I ask for help, I feel stressed, because I feel like maybe the thing I am struggling with is easy and I should already have the knowledge on it. Once I gather information and understand something I had trouble with, stress goes away.

Natalia likes reaching for help from others in situations when she can't tackle something - for example - has problems with a subject at school. If somebody helps her, it brings her joy. However, she hates when another person is trying to help her when she does not ask for it. That frustrates her.

She likes asking for help when she knows the person/people. Knowing her, they know how to help her.





SELF-CONTROL

Agency is the ability to cut through all of what pulls at us, find emotional and physical balance, think more clearly, and advocate for ourselves so we can take a course of action that makes sense. With agency, we can feel more in command of our lives.

Taking control of your life means cutting through all the noise, finding emotional and physical balance, thinking more clearly, and advocating for yourself.



Seven steps creating more personal agency:

1. Agency begins with what you let into your mind.
2. Associate selectively.
3. Move: Physical movement puts your body and mind into balance, giving you greater motivation, strength, and stamina.
4. Position yourself as a learner: People with high levels of agency are continually learning more and expanding their capacity to learn.
5. Manage your emotions and beliefs: Being more self-reflective helps you keep grounded by slowing down your thinking process.
6. Check your intuition: When used wisely, it can be a tremendous boost to our creativity and help us make important decisions, thereby increasing our level of agency.
7. Deliberate, then act: When making an important decision, like where to move or how to advance your career, it's helpful to stop and deliberate first.

”

"When something concerns me, my school, my interests...
I realize only I have an impact on my life, I choose my own
path"

“



SELF-CONTROL

(GIRLS EXPERIENCES)



I can influence people with my words and, I hope, to make their lives better. On the other hand, I used to be constantly controlled and influenced by part of my family. Mainly because of my economic dependence. But now I've learned that I don't owe my life to anybody, which has made me grow in my direction. I'm more independent each day and I'm excited to start a new life this year. Far away from the place that I used to call my house but could never be my home. I own my faith and it's the first time I'm feeling this way.

In matters of life decisions, Natalia believes that if something concerns only her, she has the greatest voice, she decides what will happen. There are some moments of hesitation when she hears opinions of others about her decisions, but eventually realizes that it all depends on herself.



I am able to definitely say NO and choose my own path when I think it will not hurt the people around me or if I definitely do not like the solution. I feel responsible for my actions.

Responsibility, to Daria, means awareness of the committed deeds and the outcomes of them. It also is a skill of thinking about other people and how they can feel in given moments while adapting our own behaviors.

She needs to control her emotions. Sometimes that doesn't work out, but she believes it is a big lesson she can take with her to her future adult life. Once she has kids, she can be richer in those experiences and that will bring a lot for her and her future children.





OWN DECISION-MAKING SKILLS

People often say that they find it hard to make decisions.

Unfortunately we all have to make decisions all the time, ranging from trivial issues like what to have for lunch, right up to life-changing decisions like where and what to study, and who to marry.



Decision-making is the act of choosing between two or more courses. In the wider process of problem-solving, decision-making involves choosing between possible solutions to a problem. Decisions can be made through either an intuitive or reasoned process, or a combination of the two.

Intuition is using your 'gut feeling' about possible courses of action. Although people talk about it as if it was a magical 'sense', intuition is actually a combination of past experience and your personal values. It is worth taking your intuition into account, because it reflects your learning about life. It is, however, not always based on reality, only your perceptions, many of which may have started in childhood and may not be very mature as a result.

Reasoning is using the facts and figures in front of you to make decisions. Reasoning has its roots in the here-and-now, and in facts. It can, however, ignore emotional aspects to the decision, and in particular, issues from the past that may affect the way that the decision is implemented.

Intuition is a perfectly acceptable means of making a decision, although it is generally more appropriate when the decision is of a simple nature or needs to be made quickly.



“There are some moments of hesitation when I hear opinions of others about my decisions, but eventually I realize that it all depends on myself.”



OWN DECISION-MAKING SKILLS

(GIRLS EXPERIENCES)



When deciding which people to work with, it depends on whether I know the people I choose from or not. If I know these people, I choose those with whom I can communicate well. If I don't know them, I choose them at random and according to my intuition.



I am stubborn. In certain situations when I disagree with my parents, I try to fight for what I need and want. Although there have been situations in which I preferred to back up, knowing being too eager will cause more harm in future arguments. I believe my determination can sometimes cause discouragement on the other side. I never want to overuse somebody's patience but it can be quite hard. Sometimes past lost arguments come back to me after time and create unwanted emotions that I hide inside and I can become rude at times.



“People who aren't self-reflective are going to end up making bad decisions because they don't really know what they want in the first place.” - David Welch, PhD

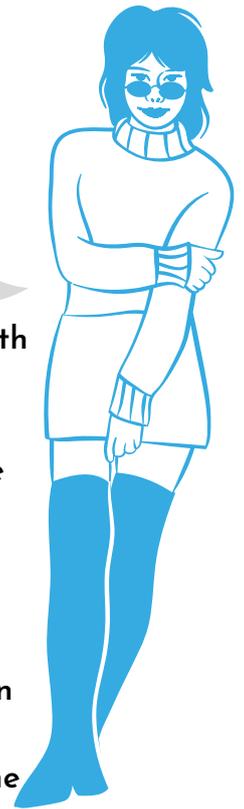




SELF-AWARENESS

Self-awareness involves being aware of different aspects of the self including traits, behaviors, and feelings. Essentially, it is a psychological state in which oneself becomes the focus of attention. Self-awareness is one of the first components of the self-concept to emerge.

Research suggests that when we see ourselves clearly, we are more confident and more creative. We make sounder decisions, build stronger relationships, and communicate more effectively. We're less likely to lie, cheat, and steal. We are better workers who get more promotions. And we're more-effective leaders with more-satisfied employees and more-profitable companies.



If you want to cultivate or enhance self-awareness, here's what mental health experts recommend:

- Be curious about who you are
- Let your walls down - Try to let go of judgment and the instinctual urge to protect yourself.
- Keep a journal and note what triggers positive feelings
- Substitute some screen time with people time - we need reflections to develop our sense of self in relation to others
- Ask others how they see you - use a portion of face-to-face time to learn about how your loved ones perceive you
- Angry at someone? Take a "third-person" perspective - Trying to imagine yourself in other person's place will improve self awareness, reduce defensiveness, and quite possibly improve your relationship with that person as well
- Keep learning - the journey never ends



"People don't believe me that I can do something, but I know. I know what I am, I don't have to prove it to them"



SELF-AWARENESS

(GIRLS EXPERIENCES)



I do not know how to express it, but by choosing the high school I'm in, I wanted to change the world like a small child, but I have the impression that this world is so organized and does not tolerate rebellion that it is unlikely to change. You often have to follow the rules and I often hear something about what girls can and cannot.

When Daria knows she is good at something, she feels very good, but also always feels like she could do even better at it. On one hand, Daria says it is good to feel it that way, but on the other hand, it can be very draining for her. She thinks it can be a positive advantage in some professions but a negative mental one.



In my opinion, communication is my strength. I think I can communicate very well with people I don't know. I can listen to them and then explain my point of view. It just takes some time to make first connection to me because I am not able to address them here and there.

When Sofia has to face new challenges, she doesn't usually like keeping an attitude based on arrogance, so she doesn't feel comfortable talking about her achievements in front of people because she thinks it creates expectations about a situation that could be different to what she's experimented before. To avoid future frustrations and trying to be as humble as possible, she would be realistic from the start, commenting just general positive values like her sense of responsibility, ability to focus and creativity. She also believes that this kind of long and "heavy" presentations create a distance between mates, which would make her be seen as a big-headed person hiding behind a bunch of titles or assumptions. She would simply say that she is always looking forward to doing her best.





EDUCATIONAL PLATFORM



In the international team of the "Anchors for the Future" project, we have created a platform that is extremely useful for people working with young people, not only in the field of gender equality!

With a simple and open tool, Padlet, you can not only use this space, but also co-create it with us. So far, we have divided the materials into divisions: inspiring girls stories (girls point of view), youth workers tips on competency development, best practices for NGOs and youth workers, tools & games to develop competences, reports and data of gender equality among girls and also information about advocacy & self-advocacy.



How to use Padlet in your work? It is simple!

1. Click on the button bellow.
2. Read, watch & listen to the content that interests you (you can find content in several languages, a short description of the material is always in English).
3. Want to share your content? Select a column by topic and click the plus sign.

What can you do for us?

1. Use the platform in your work.
2. Share the link with others to who it may be helpful.
3. Give us feedback! Write us what you can do better, what you like best and what you would like to find on the Padlet.

You can contact us via the project  [Facebook group](#)

VISIT PADLET





GAME



We learn something in our youth and try to unlearn it for the rest of our lives. So why not learn what we need most in adulthood right in our youth? What do we want our daughters to carry into adulthood? What could they rely on in themselves?

According to us and many researches, girls learn certain stereotypical behaviors and face specific expectations of what to do and how to do it. They are under pressure from expectations from society and, in many cases, their parents.

Whatever the stereotype that has entered our minds over the centuries, by using it, we are wasting the **potential of girls** who could achieve better results in areas in which they have talent but which are not an obvious social path for them. If girls can consciously choose a way of life, then their quality of life - both personal and economic - can improve. And thus the quality of life of the whole society.

Serious games are games which primary purpose is not just fun. They help players acquire, develop and consolidate specific skills and solve problems.



At the beginning of the development of our game, we asked ourselves this question: How can we work with girls and young women to help them feel confident in their choices, to build their own way of life and to be proud of it?

We haven't set a very simple goal, do you think? Even so, we set to work, and with the help of the Design Thinking method, we created a game that, in our opinion, answers this question.

Among other things, the game supports the vision that wherever we are, we can find someone who has a strength that will complement us and we can help each other in our life journeys. Whether we know each other or not, we can support each other.

Let's play! Through the game, we will strengthen key competencies that are important for our future. We will find that every ability we wield has its power and we can use it even in situations where it would seem to us to be useless.

[DOWNLOAD THE GAME](#)





MEET THE GIRLS



Natalia is 16 years old. She attends first year of high school that specializes in police crisis situations. She lives in a small village. Because of the pandemic, she now lives at home, but normally she would have lived in a boarding school 80 kilometers from home where her high school is.



Sofia is 17 years old and she has just finished the high school. She is interested in the world of visual and performing arts, where she would like to be a leader of the next generation of artists. She is going to start studying Art Direction and Drama.



Daria is 17 years old. She is a sophomore in high school. She studies with an intention to pick medical studies at the university. She puts her focus on biology and chemistry. She lives in a small village and spends her free time playing with her two dogs - Saba and Rex. Saba is more of her parent's dog that is older, and Rex is more of hers.



Kateřina (Kačka) is 18 years old. She is a student at the Secondary Vocational School of Multimedia and Promotional Production. She is also the head of the Young Firefighters organization in one of the city districts of Prague. Her hobbies include reading, listening to music, taking photos and various types of culture events, such as visiting galleries and museums. And also walks around Prague and accompanying people around Prague.

[READ ALL STORIES](#)





SOURCES OF INFORMATION



In the online world there are so many sources where you can search information you are interested in. Don't forget to verify their veracity and use multiple sources at once to compare information.

Here are links to those we used for preparation of this material:

<https://mondointernazionale.com/en/il-diritto-di-sbagliare>

<https://www.lofficiel.cy/psychology/why-it-is-good-to-make-mistakes>

<https://blog.innerdrive.co.uk/why-its-good-to-ask-for-help>

<https://www.mindful.org/seven-ways-to-develop-personal-agency/>

<https://www.indeed.com/career-advice/career-development/decision-making-skills>

<https://www.skillsyouneed.com/>

<https://www.mindtools.com/>





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