

### Activity name: SWOT Analysis

(self assessment to establish learning goals)

<b>Participants</b>	Young people, PWID, students, other participants of training/seminar
<b>Material</b>	Use pictures, icons, or symbols to help participants express their ideas, especially for those with limited reading or writing skills.
<b>Method</b>	<ul style="list-style-type: none"> <li>• <b>Facilitated Discussions:</b> In group settings, facilitators can guide participants through each section of the SWOT analysis, helping them reflect on their experiences through simple prompts and discussions.</li> <li>• <b>Simplified Language:</b> Keep the language easy to understand and provide concrete examples that participants can relate to, ensuring clarity in each of the four areas.</li> <li>• <b>Support from Accompanying persons:</b> Encourage accompanying persons or mentors to assist participants in completing the analysis, helping them articulate their thoughts and making the process collaborative.</li> </ul>
<b>Aim</b>	A self-assessment technique that aids in goal-setting and reflection on the learning process. This approach invites individuals to focus on both their strengths and areas where they require additional support through an organised type of self-reflection.
<b>Practical example</b>	Below.

## Strengths

### (Identifying personal strengths that support their goals)

- Good communication skills: The individual can express themselves clearly, both verbally and through gestures, making it easier to connect with others.
- Reliable and punctual: They consistently show up on time for scheduled activities and are dependable.
- Friendly and approachable: Known for being warm and kind, which helps build relationships with others.
- Attention to detail: They remember important tasks and details that others may overlook.

## Weaknesses

### (Recognizing areas that require additional support or improvement)

- Difficulty with problem-solving under pressure: When faced with unexpected challenges, they may struggle to come up with solutions independently.
- Need for support with reading or writing: The individual requires assistance with written tasks or understanding written instructions.
- Limited social interaction skills in group settings: They may feel anxious or uncomfortable in large groups, making it difficult to engage with multiple people at once.
- Time management challenges: Sometimes struggles to prioritize tasks, leading to incomplete assignments or missed deadlines.

## Opportunities

### (Identifying resources or chances for growth and success)

- Participation in job readiness training: Joining a program focused on teaching practical workplace skills like time management and problem-solving could enhance their independence.
- Use of assistive technology: They can use apps or devices that support reading, writing, and task reminders to help them complete tasks.
- Community support programs: Engaging in local community events or support groups that focus on social skills could improve confidence in group settings.
- Volunteer opportunities: Gaining experience through volunteer work will offer real-world practice and help improve job skills in a supportive environment.

## Threats

### (Identifying external challenges or obstacles)

- Negative perceptions or stigmas: Facing misunderstandings or prejudice from others due to their intellectual disability, which may impact their self-esteem or opportunities.
- Limited availability of tailored support services: In some areas, support services or programs that cater to PWID may be limited or hard to access.
- Overwhelming environment: If the work environment is too fast-paced or chaotic, it could lead to stress or anxiety for the individual.

