



Widht

Women in diaspora communities
as champions of live togrther

The European Dimension

PROJECT NUMBER: 2018-1-IT02-KA204-048351

This project has been funded with support from the European Commission. This publication [communication] 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.



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+

DISCLAIMER

ABOUT THIS UNIT

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Development by the partnership

Associazione CReA – Centro Ricerche e Attività

CE.S.MED. – CENTRO STUDI DI MEDITERRANEO SOCIETÀ
COOPERATIVA

CPIA7

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

FUNDACION INTERED

KANSANVALISTUSSEURA

I.E.D. – INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT

images from unsplash.com

Partners



Associazione CReA
Centro Ricerche e Attivita



CE.S.MED. – CENTRO STUDI DIL MEDITERRANEO
SOCIETA COOPERATIVA



CPIA7



EUROPEAN ASSOCIATION
FOR THE EDUCATION OF ADULTS



FUNDACION INTERED



KANSANVALISTUSSEURA



I.E.D. – INSTITUTE OF ENTREPRENEURSHIP
DEVELOPMENT

The European Dimension

Level

Basic

Overall Aim

To promote the European Citizenship

Specific Objectives

- » Trainees to learn about the history of Europe
- » Trainees to understand what the European citizenship is
- » Trainees to learn ways of obtaining the European citizenship
- » Trainees to get educated on the Europe's immigration and asylum policy
- » Trainees to see the achievement of the EU through the last years

Theoretical Content

The European Dimension:

- » EU's history in a nutshell
- » European Citizenship
- » How to get an EU citizenship
- » The EU's immigration and asylum policy in a nutshell
- » Achievement through the last years

Competences

- » Ability to understand how the EU works towards immigrants and asylum seekers
- » Knowledge on the European history
- » Ability to understand what the European citizenship is

TARGET GROUP



- » Educators of migrants/refugees with few educational qualifications
- » Migrants/refugees with few educational qualifications and basic knowledge of the national language (A1/A2)

Activities

Activity 1: A short video for the EU's history

Estimated time of delivery: 1 didactic hour (45 minutes)

Activity 2: Workshop on the EU

Overall estimated time of delivery: 4 didactic hours (4*45 minutes)

Activity 3: Quiz: "How is the EU relevant to your daily life?"

Estimated time of delivery: 1 didactic hour (45 minutes)

Expected results

- » Gained knowledge on the EU's history and function
- » Gained knowledge on the EU citizenship
- » Developed the sense of the European Citizen

Methodology

- » Face to face training
- » Video presenting and active participation of the trainees
- » Group workshops
- » Open discussions

Notes:

1. It is very important the trainees to actively participate in the training process. The educator must encourage the participants to discuss on the topics presented and express their questions and opinion.
2. For the best possible delivery of the lesson, the group of trainees should not exceed the number of 30.
3. The gender equality is of a great importance. The educator must ensure that equal number of women and men attend the lesson.
4. The groups will consist of persons from different backgrounds, countries, cultures. The educator must ensure the smooth implementation of the lesson, taking into account and respecting their differences and promoting their similarities.

Schedule

2 didactic hours

Delivery of the theoretical content (lecture)

6 didactic hours

Delivery of the activities: 6 didactic hours



Activity 1: Meet the EU!



1 didactic hour
DURATION



INSTRUCTIONS

TRAINERS

It is an interactive activity, which will help the trainees to comprehend better the information shared from the theoretical part of the unit.

STEPS FOR DELIVERY

1. The trainer shows the video to the trainees.
2. After the video is completed the trainers will organize an open discussion session with the trainees in order to answer their questions and hear their opinion.



The video:



Material needed:

- Laptop or PC
- Projector (preferably)
- Speakers

Activity 2: Workshop on the EU



4 didactic hours
DURATION



INSTRUCTIONS

TRAINERS

This is a pleasant and funny activity that helps trainees to apply the knowledge that have obtained until the moment and share their thoughts.

STEPS FOR DELIVERY

1. The trainees will be separated into groups of 3 persons and will work together.
2. The trainees will start with the exercise **“Who is a member state of the EU?”**.
3. Presentations of the exercises and discussion.
4. The groups will continue with the exercise **“What the EU’s values and principles mean in practice”**.
5. Presentations of the exercises and discussion.



Material needed:

1. *The exercises “Who is a member state of the EU?” and “What the EU’s values and principles mean in practice” printed. One per group*
2. *Pens*
3. *Additionally the “EU & me” publication, which is available in all EU languages*

- **Delivery of the “Who is a member state of the EU?”: 1 didactic hour**
- **Presentations and discussion: 1 didactic hour**
- **Delivery of the “What the EU’s values and principles mean in practice?”: 1 didactic hour**
- **Presentations and discussion: 1 didactic hour**

The “EU & me” publication

* shorturl.at/diorA

EU Member States

The European Union is not a state, but a unique partnership between European countries, known as Member States. Together they cover much of the European continent. The EU is home to over 446 million people, which corresponds to around 6 % of the world's population. Citizens of the EU Member States are also citizens of the European Union.

The EU is currently made up of 27 countries. In June 2016 the United Kingdom voted to leave the EU, and left in 2020.

EXERCISE 1

WHO IS A MEMBER OF THE EU?

Look at the list of flags and country names on the right. They are all European but they do not all belong to the European Union. From the list, identify which do. Once you have identified them, locate them on the map. If you need help, take a look at this website: europa.eu/!cW78Hk



- ☐  ALBANIA
- ☐  ANDORRA
- ☐  AUSTRIA
- ☐  BELGIUM
- ☐  BOSNIA AND HERZEGOVINA
- ☐  BULGARIA
- ☐  CROATIA
- ☐  CYPRUS
- ☐  CZECHIA
- ☐  DENMARK
- ☐  ESTONIA
- ☐  FINLAND
- ☐  FRANCE
- ☐  GERMANY
- ☐  GREECE
- ☐  HUNGARY
- ☐  ICELAND
- ☐  IRELAND
- ☐  ITALY
- ☐  LATVIA
- ☐  LIECHTENSTEIN
- ☐  LITHUANIA
- ☐  LUXEMBOURG
- ☐  MALTA
- ☐  MOLDOVA
- ☐  MONTENEGRO
- ☐  NORTH MACEDONIA
- ☐  NETHERLANDS
- ☐  NORWAY
- ☐  POLAND
- ☐  PORTUGAL
- ☐  ROMANIA
- ☐  SERBIA
- ☐  SLOVAKIA
- ☐  SLOVENIA
- ☐  SPAIN
- ☐  SWEDEN
- ☐  SWITZERLAND
- ☐  TURKEY
- ☐  UKRAINE
- ☐  UNITED KINGDOM
- ☐  VATICAN CITY

EXERCISE 3

WHAT THE EU'S VALUES AND PRINCIPLES MEAN IN PRACTICE

Part 1. Put a cross in the correct column for each of the nine questions below. In small groups, discuss what you think a country must do and should never do if it wants to be part of the EU.

A country ...	(A) Can join the EU	(B) Cannot join the EU
1 That does not have freedom of the press	<input type="checkbox"/>	<input type="checkbox"/>
2 That applies the death penalty	<input type="checkbox"/>	<input type="checkbox"/>
3 That allows its citizens to protest against the government	<input type="checkbox"/>	<input type="checkbox"/>
4 In which the parliament is elected on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>
5 In which a president governs until death and is succeeded by a son or a daughter	<input type="checkbox"/>	<input type="checkbox"/>
6 In which the army determines policy and may even intervene in internal affairs with military power	<input type="checkbox"/>	<input type="checkbox"/>
7 In which people are considered innocent until their guilt has been established by a court	<input type="checkbox"/>	<input type="checkbox"/>
8 In which there is only one party which is always in government	<input type="checkbox"/>	<input type="checkbox"/>
9 Which protects minorities, even when the majority is against them	<input type="checkbox"/>	<input type="checkbox"/>

Part 2. In small groups, choose two of the five EU values listed below and discuss with others in your group what they mean to you.

DEMOCRACY
HUMAN DIGNITY
FREEDOM
EQUALITY
RESPECT FOR HUMAN RIGHTS

Activity 3: Quiz



1 didactic hour
DURATION



INSTRUCTIONS

TRAINERS

A teamwork and funny activity, which will help trainees to understand more on how the EU affects positively our lives.

STEPS FOR DELIVERY

1. The educator will present the EU's quiz called "How is the EU relevant to your daily life".
2. The trainees will decide together which of the answer is right.
3. After each answer the educator will discuss with the trainees about the topic of the question and then will continue to the next question.
4. The quiz consists of 12 test questions.

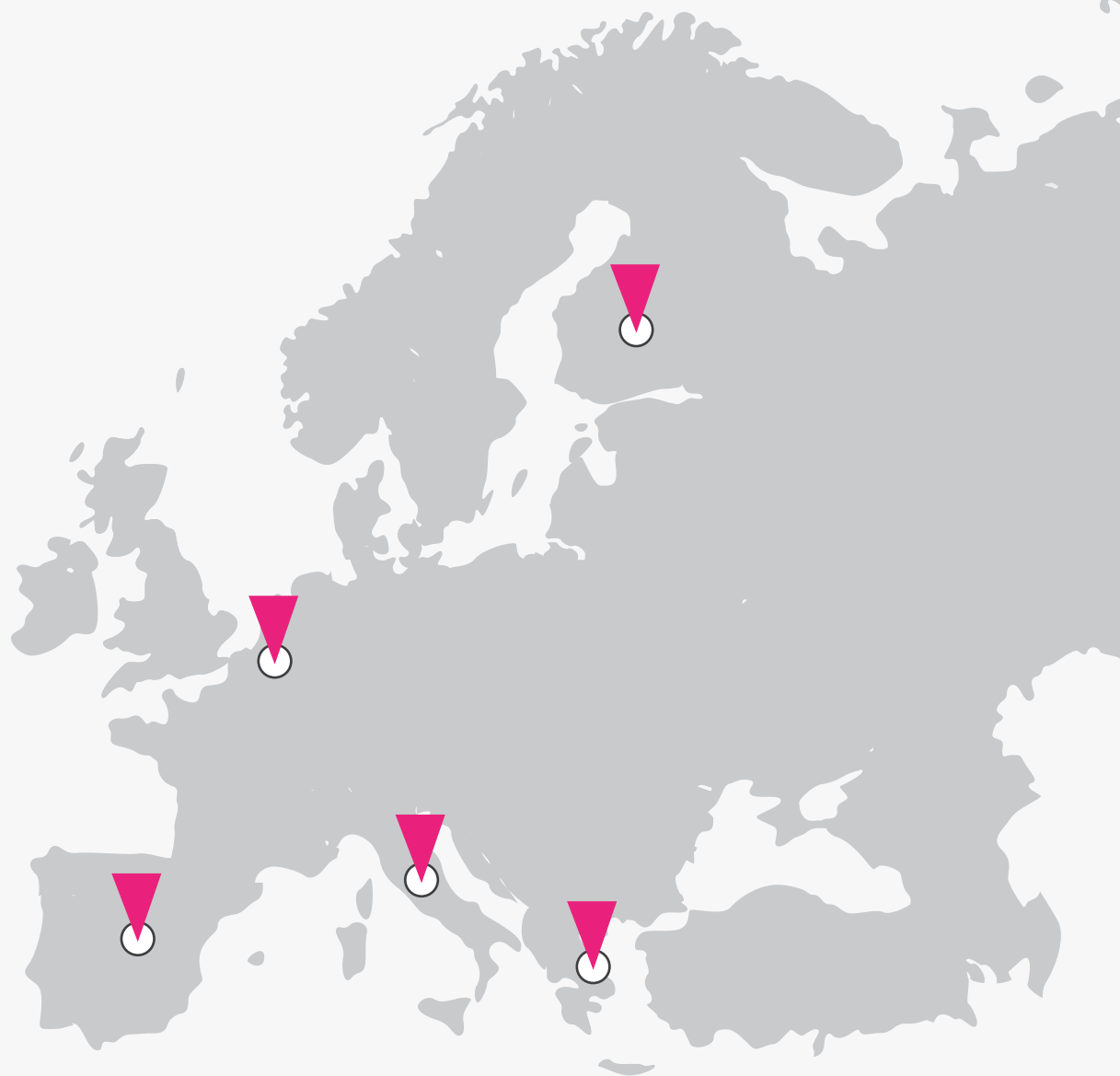


Link to the quiz:

* https://europa.eu/learning-corner/quiz/life_en

Material needed:

- Laptop or PC with access to internet
- Projector (preferably)



Widht

Women in diaspora communities
as champions of live together



Co-funded by the
Erasmus+ Programme
of the European Union



Widht

Women in diaspora communities
as champions of live togrther

Active Citizenship

PROJECT NUMBER: 2018-1-IT02-KA204-048351

This project has been funded with support from the European Commission. This publication [communication] 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.



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+

DISCLAIMER

ABOUT THIS UNIT

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Development by the partnership

Associazione CReA – Centro Ricerche e Attività

CE.S.MED. – CENTRO STUDI DI MEDITERRANEO SOCIETÀ
COOPERATIVA

CPIA7

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

FUNDACION INTERED

KANSANVALISTUSSEURA

I.E.D. – INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT

images from unsplash.com

Partners



Associazione CReA
Centro Ricerche e Attivita



CE.S.MED. – CENTRO STUDI DIL MEDITERRANEO
SOCIETA COOPERATIVA



CPIA7



EUROPEAN ASSOCIATION
FOR THE EDUCATION OF ADULTS



FUNDACION INTERED



KANSANVALISTUSSEURA



I.E.D. – INSTITUTE OF ENTREPRENEURSHIP
DEVELOPMENT

Active Citizenship

Level

Basic

Overall Aim

To share the knowledge on the active citizenship in the different partner countries

Specific Objectives

- » Trainees to understand how the host country's political and voting system is functioning
- » Trainees to know their rights and responsibilities both in EU and the hosting country
- » Trainees to understand how can get engaged with the local community

Theoretical Content

Active Citizenship:

Brief Introduction

Part 1: The case of Italy:

- » The political and voting system in the hosting country
- » Rights and responsibilities
- » Engagement with the community

Part 2: The case of Greece:

- » The political and voting system in the hosting country
- » The electoral system in Greece
- » Rights and responsibilities
- » Charter of the fundamental rights of the EU
- » Engagement with the community

TARGET GROUP



- » Educators of migrants/refugees with few educational qualifications
- » Migrants/refugees with few educational qualifications and basic knowledge of the national language (A1/A2)

Theoretical Content

Active Citizenship:

Brief Introduction

Part 3: The case of Spain:

- » The political and voting system in the hosting country
- » Rights and responsibilities
- » Governance of migrant integration in Spain
- » Engagement with the community

Part 4: The case of Finland:

- » The political and voting system in the hosting country
- » Rights and responsibilities
- » Engagement with the community

Competences

- » Knowledge on the political system of the host country
- » Ability to vote without needing assistance
- » Knowledge on the voting process of the host country
- » Ability to stand for their rights
- » Ability to recognize their responsibilities towards the community
- » Ability to develop their initiatives regarding the enhancement of the active citizenship among migrants/refugees

Activities

Activity 1: "Matching cards"

Estimated time of delivery: 1 didactic hour (45 minutes)

Activity 2: "Civic Engagement TedEx talk"

Estimated time of delivery: 1 didactic hour (45 minutes)

Activity 3: "Role play and simulation for active citizens"

Estimated time of delivery: 3 didactic hours (3*45 minutes)

Expected results

- » Gained on the political and voting system of the host country
- » Gained knowledge on rights and responsibilities of a citizen in the host country
- » Ability to engage with the society and become an active citizen

Methodology

- » Face to face training
- » Video presentation
- » Active participation of the trainees
- » Group workshops
- » Open discussions

Notes:

1. It is very important the trainees to actively participate in the training process. The educator must encourage the participants to discuss on the topics presented and express their questions and opinion.
2. For the best possible delivery of the lesson, the group of trainees **should not exceed the number of 30**.
3. The gender equality is of a great importance. The educator must ensure that equal number of women and men attend the lesson.
4. The groups will consist of persons from different backgrounds, countries, cultures. The educator must ensure the smooth implementation of the lesson, taking into account and respecting their differences and promoting their similarities.

Schedule

3 didactic hours

Delivery of the theoretical content (lecture)

5 didactic hours

Delivery of the activities: 6 didactic hours



Activity 1: Matching Cards



1 didactic hour
DURATION



INSTRUCTIONS

TRAINERS

It will be an activity to comprehend the definitions of some terms that we will use within the scope of the project.

STEPS FOR DELIVERY

1. The trainer leaves around the classroom the cards with the terms and definitions;
2. The trainees have to collaborate and match accurately the terms with their definitions;
3. They will have 20 minutes in their disposal to match the term and definitions;
4. After the time has passes, the trainer will ask the trainees to show their results;
5. A discussion session will follow.



Material needed:

- Printed cards (or pieces of paper) with the terms and the definitions
- Terms to be added:
Democracy, voting system, human rights, citizenship, active citizenship, civic engagement, social inclusion, social security, social awareness, social responsibility, equality

- **Trainees match the terms with their definitions: 20 minutes**
- **Trainees show the results: 10 minutes**
- **Discussion session: 15 minutes**

Source:

* “Prosoa Rural: Promoting Social Awareness in Rural Areas”; Training Module I: Active participation in Local Culture; Institute of Entrepreneurship Development; 2019

Activity 2: Civic Engagement TedEx talk



1 didactic hour
DURATION



INSTRUCTIONS

TRAINERS

Videos are an increasingly popular format to create awareness for today's real - world issues, helping to inspire change.

STEPS FOR DELIVERY

1. The trainer shows the video to the trainees.
2. A discussion session will follow, during which the trainees will comment the video, they will express their opinion and ask questions (if any).



The video:



Material needed:

- Laptop or PC with access to internet
- Projector (preferably)

Activity 3: Role play and simulation for active citizens



3 didactic hours
DURATION



INSTRUCTIONS

TRAINERS

This is a creative and design thinking exercise that enables participants to create and present an action plan on how they would deal with a social problem. The purpose of this activity is to enable participants to become active citizens and try to solve a social problem

STEPS FOR DELIVERY

1. The trainer has to find 2 social problems and provide a picture that shows this real problem (on of them local problem and the other global problem).
2. The trainer will separate the trainees in groups of 4-5 people.
3. The trainer asks trainees to imagine that they are care about problems and they initiative action for solving problems and improve community's (global) life.
4. Each group has to make an action plan and show how active citizenship help solve problems (local and global).
5. Each group shortly presents results.



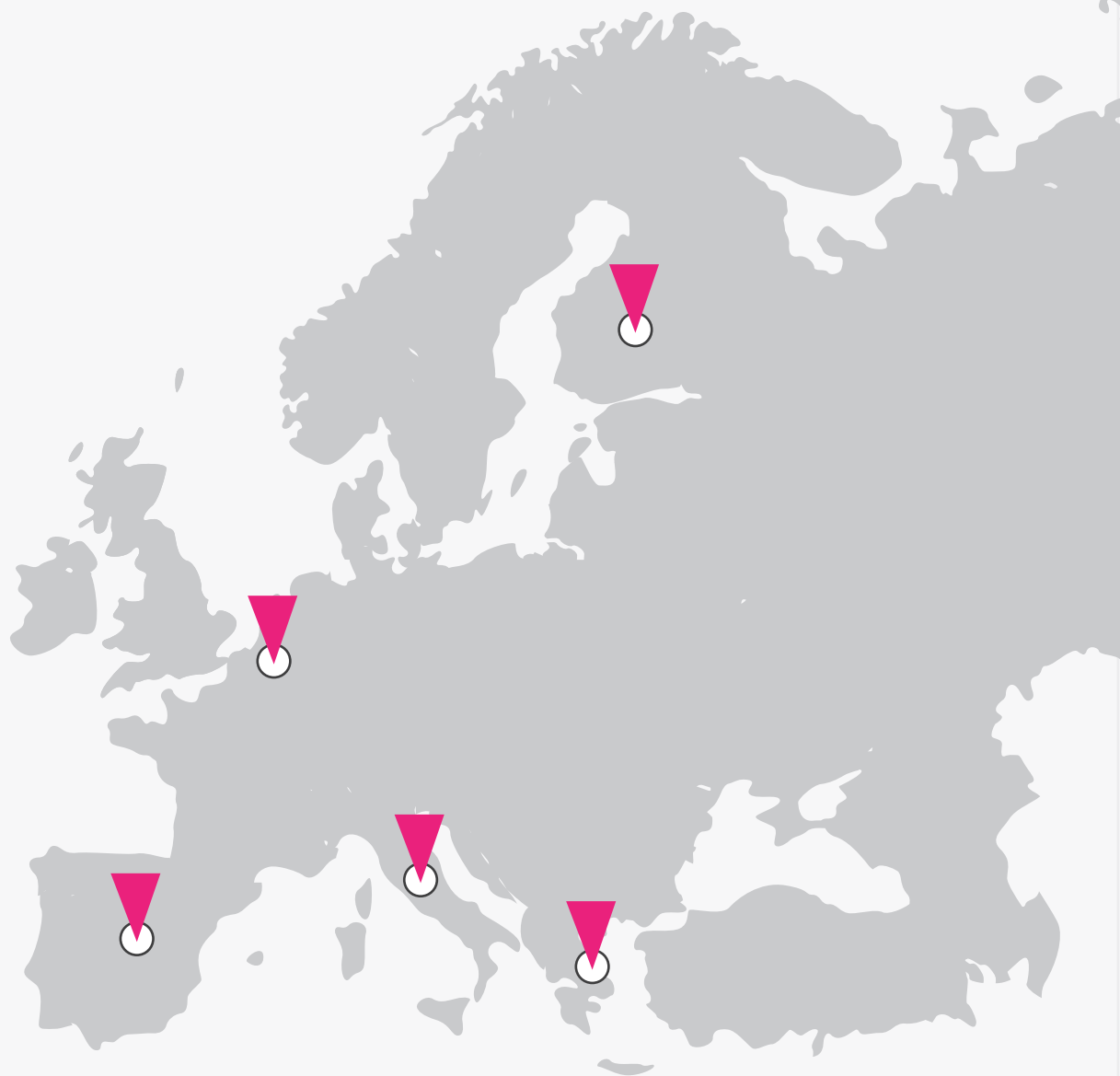
Material needed:

- The representation of 2 social problems on printed paper (they can be photos, articles, etc.)
- Papers
- Pens

- **Development of the action plans: 1 didactic hour**
- **Presentations of the groups: 1 didactic hour**
- **Group feedback/discussion: 1 didactic hour**

Source :

✿ YOU. A.C.E.!: Innovating youth work to foster youth active citizenship, (social) entrepreneurship and (self-)employability, "Development and testing of a new and innovative curriculum and blended training course based on non-formal education methodologies and tools, to foster youth (social) entrepreneurship, active citizenship, inclusion and (self-) employability", Institute of Entrepreneurship Development, 2019



Widht

Women in diaspora communities
as champions of live togrther



Co-funded by the
Erasmus+ Programme
of the European Union



Widht

Women in diaspora communities
as champions of live togrther

Job Orientation

PROJECT NUMBER: 2018-1-IT02-KA204-048351

This project has been funded with support from the European Commission. This publication [communication] 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.



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+

DISCLAIMER

ABOUT THIS UNIT

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Development by the partnership

Associazione CReA – Centro Ricerche e Attività

CE.S.MED. – CENTRO STUDI DIL MEDITERRANEO SOCIETÀ
COOPERATIVA

CPIA7

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

FUNDACION INTERED

KANSANVALISTUSSEURA

I.E.D. – INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT

cover image from [SFIO CRACHO / stock.adobe.com](https://www.stock.adobe.com/stockphoto/SFIO_CRACHO/)

Partners



Associazione CReA
Centro Ricerche e Attivita



CE.S.MED. – CENTRO STUDI DIL MEDITERRANEO
SOCIETA COOPERATIVA



CPIA7



EUROPEAN ASSOCIATION
FOR THE EDUCATION OF ADULTS



FUNDACION INTERED



KANSANVALISTUSSEURA



I.E.D. – INSTITUTE OF ENTREPRENEURSHIP
DEVELOPMENT

Job Orientation

Level

Basic

Overall Aim

To educate migrants/ refugees on how the job market works in the job market in the host country, how they can find a job and adjust themselves to the workplace culture of the host country

Specific Objectives

- » Trainees to know which public bodies are responsible for the workforce of the host country
- » Trainees to know their rights and responsibilities as workers in the host country
- » Trainees to understand the labor legislation of the host country
- » Trainees to learn more about the job market of the host country
- » Trainees to learn how to apply for a job in the host country
- » Trainees to understand the workplace culture of the host country

Theoretical Content

Job Orientation:

Brief Introduction

Part 1: The case of Italy:

- » Competent labor bodies & legal framework
- » Job market & Workplace culture

Part 2: The case of Greece:

- » Competent labor bodies & legal framework
- » Job market & Workplace culture

TARGET GROUP



- » Educators of migrants/refugees with few educational qualifications
- » Migrants/refugees with few educational qualifications and basic knowledge of the national language (A1/A2)

Theoretical Content

Job Orientation:

Brief Introduction

Part 3: The case of Spain:

- » Competent labor bodies & legal framework
- » Job market & Workplace culture

Part 4: The case of Finland:

- » Competent labor bodies & legal framework
- » Job market & Workplace culture

Competences

- » Knowledge on the labor bodies and the legal framework of the host country
- » Ability to apply for a job in the host country
- » Ability to recognize their rights and responsibilities towards the labor marker
- » Ability to adapt themselves in the local workplace

Activities

Activity 1: "Traditional Job to Do"

Estimated time of delivery: 2 didactic hours (2*45 minutes)

Activity 2: "3 Round Storify"

Estimated time of delivery: 2 didactic hours (2*45 minutes)

Activity 3: "The Europass CV"

Estimated time of delivery: 1 didactic hour (45 minutes)

Expected results

- » Gained knowledge on the national labor bodies and legal framework
- » Gained knowledge on the national labor market
- » Ability to recognize their rights and responsibilities as part of the host country's work force
- » Ability to apply for a job in the host country
- » Adaptability in the host country's workplace culture

Methodology

- » Face to face training
- » Active participation of the trainees
- » Group workshops
- » Open discussions

Notes:

1. It is very important the trainees to actively participate in the training process. The educator must encourage the participants to discuss on the topics presented and express their questions and opinion.
2. For the best possible delivery of the lesson, the group of trainees **should not exceed the number of 30**.
3. The gender equality is of a great importance. The educator must ensure that equal number of women and men attend the lesson.
4. The groups will consist of persons from different backgrounds, countries, cultures. The educator must ensure the smooth implementation of the lesson, taking into account and respecting their differences and promoting their similarities.

Schedule

3 didactic hours

Delivery of the theoretical content (lecture)

5 didactic hours

Delivery of the activities: 6 didactic hours



Activity 1: Traditional job to do



2 didactic hours
DURATION



INSTRUCTIONS

TRAINERS

Through this activity each participant can have a picture of the type of traditional activity present in the other countries and verify if it is actually possible to do it in his country by imitating the model.

STEPS FOR DELIVERY

1. Trainees are divided into pairs.
2. Without saying the type of work, each trainee of the couple must give examples of the activities carried out in the traditional work of their country, and the other trainee of the couple must guess the work.
3. Couples change after both participants have guessed.
4. Group feedback and discussion.

Explaining the activity: 10 min

Group Activity: 60 min

Group Feedback – discussion 20 min

Source :

* *“Prosoa Rural: Promoting Social Awareness in Rural Areas”;
Training Module I: Active participation in Local Culture; Institute of
Entrepreneurship Development; 2019*

Activity 2: 3 Round Storify



2 didactic hours
DURATION



INSTRUCTIONS

TRAINERS

An interactive activity that will strengthen teamwork, creativity and critical thinking among the trainees.

STEPS FOR DELIVERY

1. The trainees are divided in three teams and each team receives a flipchart paper and markers.
2. They will have 8' to discuss within the team and think of a problem/difficulty that a foreigner faces in the workplace of the host country and write down.
3. After this, the trainer will ask the teams to pass their paper to the team on their left and receive the paper from the team on their right.
4. They will now have 12' to find solution(s) to that problem/issue.
5. Then, they do again the paper shift, and for the one that they will receive they have 15' to come up with some characters and a short story of how they faced the problem.



Discussion

- Flipchart papers
- Markers of different colours

Explaining the activity: 15 min

Group Activity: 50 min

Presentations of the stories: 35 min

SOURCE :

* *“Prosoa Rural: Promoting Social Awareness in Rural Areas”; Training Module I: Active participation in Local Culture; Institute of Entrepreneurship Development; 2019*

Activity 3: The Europass CV



1 didactic hour
DURATION



INSTRUCTIONS

TRAINERS

This is a pleasant individual activity that will give the opportunity to the trainees to create their own CV.

STEPS FOR DELIVERY

1. The trainer explains what the Europass CV is and the steps to fill it.
2. The trainees individually fill the Europass CV template.
3. The trainer assists the trainees throughout the whole process.



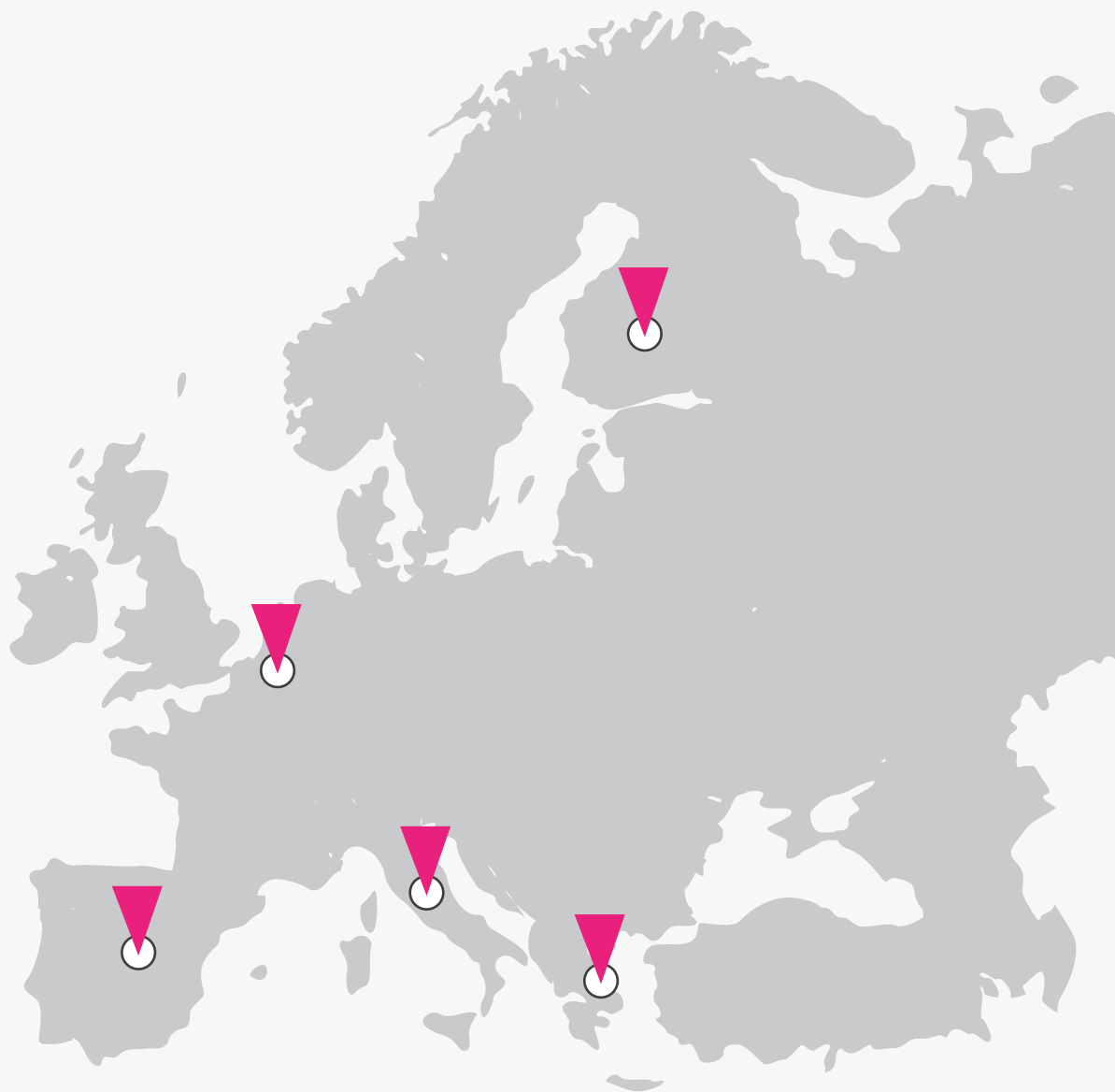
Material needed

- *The template of the Europass CV printed (one for each trainee)*
- Pens

Explanation of the activity: 10 min

Filling the CVs: 30 min

Group Feedback – discussion: 5 min



Widht

Women in diaspora communities
as champions of live together



Co-funded by the
Erasmus+ Programme
of the European Union



Widht

Women in diaspora communities
as champions of live togrther

Social inclusion in the local community

PROJECT NUMBER: 2018-1-IT02-KA204-048351

This project has been funded with support from the European Commission. This publication [communication] 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.



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+

DISCLAIMER

ABOUT THIS UNIT

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Development by the partnership

Associazione CReA – Centro Ricerche e Attività

CE.S.MED. – CENTRO STUDI DI MEDITERRANEO SOCIETÀ
COOPERATIVA

CPIA7

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

FUNDACION INTERED

KANSANVALISTUSSEURA

I.E.D. – INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT

cover image from unsplash.com

Partners



Associazione CReA
Centro Ricerche e Attivita



CE.S.MED. – CENTRO STUDI DIL MEDITERRANEO
SOCIETA COOPERATIVA



CPIA7



EUROPEAN ASSOCIATION
FOR THE EDUCATION OF ADULTS



FUNDACION INTERED



KANSANVALISTUSSEURA



I.E.D. – INSTITUTE OF ENTREPRENEURSHIP
DEVELOPMENT

Social Inclusion

Level

Basic

Overall Aim

Migrants/refugees to learn some basic words on the host country's language, which will help them during their every day life, as well as to learn about the host country's social security and healthcare system.

Specific Objectives

- » Trainees to start learn the national language
- » Trainees to be aware of the organizations that help migrants/refugees to get socially integrated in the local community
- » Trainees to be aware of how the social security and healthcare systems work in the host country

Theoretical Content

Social Inclusion:

Brief Introduction

Part 1: The case of Italy:

- » National Language
- » Social security & healthcare

Part 2: The case of Greece:

- » National Language
- » Social security & healthcare

TARGET GROUP



- » Educators of migrants/refugees with few educational qualifications
- » Migrants/refugees with few educational qualifications and basic knowledge of the national language (A1/A2)

Theoretical Content

Social Inclusion:

Brief Introduction

Part 3: The case of Spain:

- » National Language
- » Organizations and migrants' support services
- » Social security & healthcare

Part 4: The case of Finland:

- » National Language
- » Social security & healthcare

Competences

- » Knowledge of the every day vocabulary of the host country's language
- » Ability to find organizations that help migrants/refugees to get socially included
- » Knowledge on the function of the social security and healthcare system of the host country

Activities

Activity 1: "Shopping Spree"

Estimated time of delivery: 2 didactic hours (2*45 minutes)

Activity 2: "Where do you stand?"

Estimated time of delivery: 2 didactic hours (2*45 minutes)

Activity 3: "Video on Social Inclusion"

Estimated time of delivery: 1 didactic hour (45 minutes)

Expected results

- » Gained knowledge on the basic national language of the host country
- » Ability to apply the national language in their everyday life
- » Ability to use the social security and healthcare systems of the host country independently

Methodology

- » Face to face training
- » Video
- » Active participation of the trainees
- » Group workshops
- » Open discussions

Notes:

1. It is very important the trainees to actively participate in the training process. The educator must encourage the participants to discuss on the topics presented and express their questions and opinion.
2. For the best possible delivery of the lesson, the group of trainees **should not exceed the number of 30**.
3. The gender equality is of a great importance. The educator must ensure that equal number of women and men attend the lesson.
4. The groups will consist of persons from different backgrounds, countries, cultures. The educator must ensure the smooth implementation of the lesson, taking into account and respecting their differences and promoting their similarities.

Schedule

3 didactic hours

Delivery of the theoretical content (lecture)

5 didactic hours

Delivery of the activities: 6 didactic hours



Activity 1: Shopping Spree



2 didactic hours
DURATION



INSTRUCTIONS

TRAINERS

The activity involves every-day vocabulary, money exchange and numbers. This “Monopoly” style board game just keeps going, while focusing on a few useful language items in the world of going shopping.



Running the activity

- Following general “Monopoly” rules, players will collect a sum of money each time they pass “Go.” They’ll choose a Luck card when falling on the “Luck” square. Be creative with the spaces they land on and what they’ll need to do in each case.
- When trainees land on a “Supermarket” square, they choose a food card from the top of the pile. They say “I’d like some peas, please” or “How much are the carrots?”, and you tell them the cost from your price list. They pay the bank and put the food into their shopping cart. Have them count out the money, have the cashier (the person who’d be the banker in “Monopoly”) count out the change.
- This activity can go on without end, or you can set a goal, such as having five products in the shopping cart earns you another shopping cart to fill. The trainee with the most full shopping carts is the best shopper (winner) of the day.

STEPS FOR DELIVERY

1. The trainer draws it out like a “Monopoly” board, with a “Go” square, a couple of “Lucky Day!” squares, at least one “Supermarket” square per edge and other creative squares like “Exchange a Product” or “Sell a Product.” Of course, this should all be written in the target language.
2. The trainees cut and paste pictures of different food items from publicity fliers on cards. The trainer makes a price list for these products. It isn’t necessary to write the name of the food on the card, your students should learn to name the product from its picture.
3. The trainer makes up a couple dozen “Lucky Day!” cards with rewards related to shopping, like “10% discount on your next purchase” or “You’ve just won 10 euros in the super sweepstakes!”

Material needed:

- **A large piece of cardboard to make the playing board**
- **Dice**
- **Play money**
- **Food cards**
- **Shopping cart folders**
- **Lucky cards**

Source :

* <https://www.fluentu.com/blog/educator/foreign-language-activities/>



2 didactic hours
DURATION

Activity 2: Where do you stand?



INSTRUCTIONS

TRAINERS

Where do you stand dynamic is an exercise to promote participation and promote personal reflection and group debate regarding social inclusion

STEPS FOR DELIVERY

1. The trainer prepares a series of statements (5-10) connected to the topic of participation. In general, it is important to ensure that the statements are clear and can be understood by everyone.
2. Glue two posters with the words “Yes” & “No”; on opposite walls.
3. Trainees should be placed on the “Yes” or “No” side depending on whether they agree with the statements or not. Everyone has to choose one side, no one can remain in the center, but, depending on the strength of the “Yes” or “No”, it will be possible to be closer wall or closer to the center.
4. Next, some of the trainees will have to explain their position.
5. During this debate, the trainees are free to change sides. It may be good to underline that there is nothing wrong with changing side after being convinced by someone arguments from the other side.



Material needed:

- Two large papers to write the “Yes” & “No”

Explaining the activity: 10 min

Running the activity: 60 min

Group feedback & discussion: 30 min

Source:

* *“Prosoa Rural: Promoting Social Awareness in Rural Areas”;
Training Module I: Active participation in Local Culture; Institute of
Entrepreneurship Development; 2019*

Activity 3: Video on Social Inclusion



1 didactic hours
DURATION



INSTRUCTIONS

TRAINERS

A TEDx talk by Vikki Butler a senior research and policy officer where she poses the question: “What is social exclusion and what are the costs of not having an inclusive society?”

STEPS FOR DELIVERY

1. The trainer shows the video to the trainees.
2. After the video is completed the trainer organizes an open discussion based on what was heard during the video.

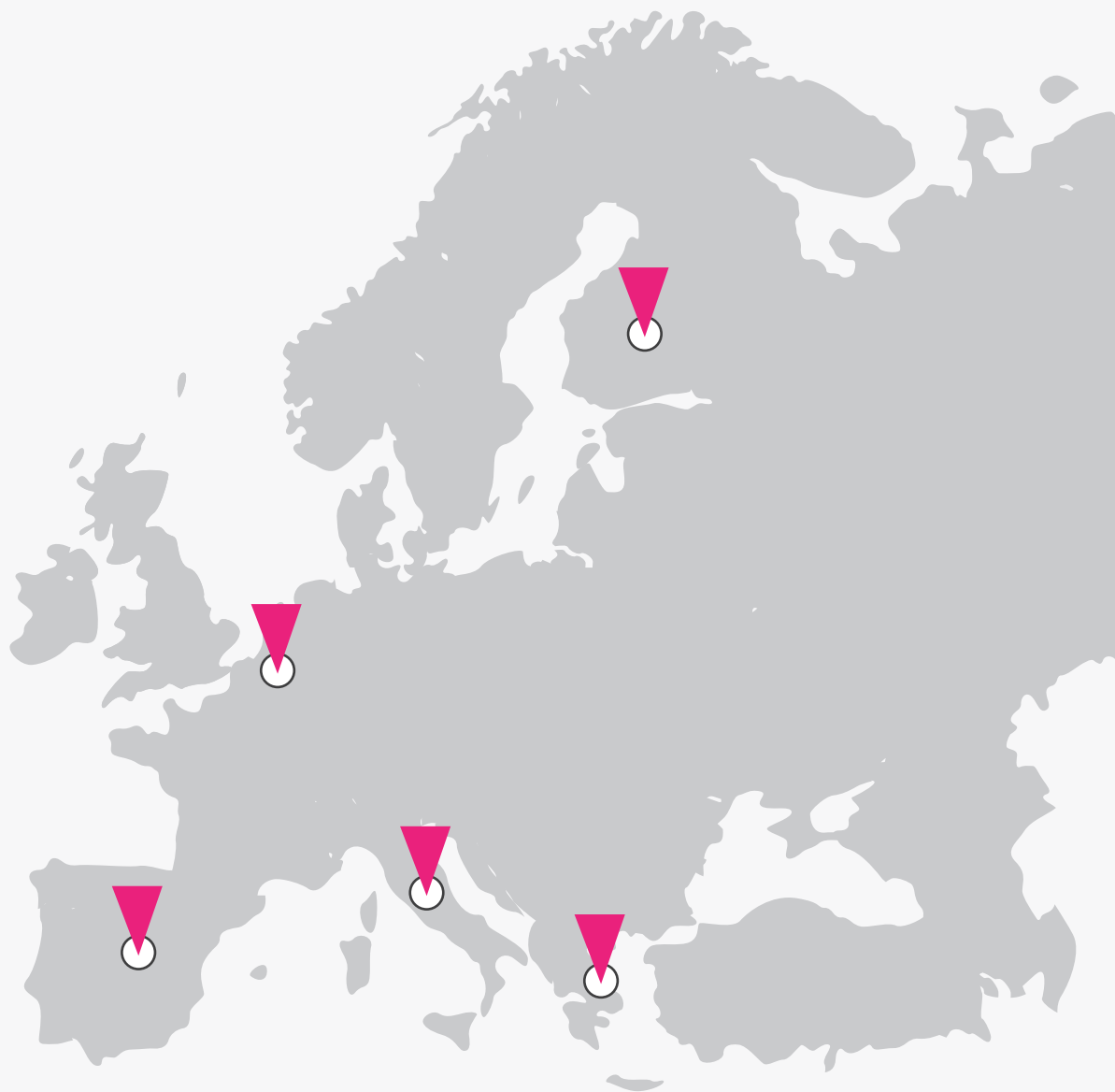


The video:



Video: 20 min

Group feedback & discussion: 25 min



Widht

Women in diaspora communities
as champions of live together



Co-funded by the
Erasmus+ Programme
of the European Union



Widht

Women in diaspora communities
as champions of live togrther

Intercultural mediation to support learning paths

PROJECT NUMBER: 2018-1-IT02-KA204-048351

This project has been funded with support from the European Commission. This publication [communication] 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.



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+

DISCLAIMER

ABOUT THIS UNIT

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Development by the partnership

Associazione CReA – Centro Ricerche e Attività

CE.S.MED. – CENTRO STUDI DIL MEDITERRANEO SOCIETÀ
COOPERATIVA

CPIA7

EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

FUNDACION INTERED

KANSANVALISTUSSEURA

I.E.D. – INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT

cover image from unsplash.com

Partners



Associazione CReA
Centro Ricerche e Attivita



CE.S.MED. – CENTRO STUDI DIL MEDITERRANEO
SOCIETA COOPERATIVA



CPIA7



EUROPEAN ASSOCIATION
FOR THE EDUCATION OF ADULTS



FUNDACION INTERED



KANSANVALISTUSSEURA



I.E.D. – INSTITUTE OF ENTREPRENEURSHIP
DEVELOPMENT

TITLE

Intercultural mediation to support learning paths

Level

Basic

Overall Aim

Migrants/refugees to gain more knowledge on the host country's culture as well as to get informed about the educational opportunities that the host country offers and how they could enroll.

Specific Objectives

- » Trainees to gain knowledge on the host country's culture (gender roles, family ties, religion, etc.)
- » Trainees to understand the educational system of the host country
- » Trainees to be aware of the educational opportunities that the host country offers

Theoretical Content

Intercultural mediation to support learning paths:

Brief Introduction

Part 1: The case of Italy:

- » Knowledge of the host country's culture
- » Educational opportunities and bodies providing professional education

Part 2: The case of Greece:

- » Knowledge of the host country's culture
- » Educational opportunities

TARGET GROUP



- » Educators of migrants/refugees with few educational qualifications
- » Migrants/refugees with few educational qualifications and basic knowledge of the national language (A1/A2)

Theoretical Content

Intercultural mediation to support learning paths:

Brief Introduction

Part 3: The case of Spain:

- » Knowledge of the host country's culture
- » Educational opportunities

Part 4: The case of Finland:

- » Knowledge of the host country's culture
- » Educational opportunities

Competences

- » Knowledge on the host country's culture
- » Knowledge on the functioning of the educational system of the host country
- » Knowledge on the opportunities for education that the host country offers

Activities

Activity 1: "Explore the country and its traditions"

Estimated time of delivery: 2 didactic hours (2*45 minutes)

Activity 2: "Gender matters in Europe – The story so far"

Estimated time of delivery: 1 didactic hours (45 minutes)

Activity 3: "Let's talk about gender!"

Estimated time of delivery: 2 didactic hour (2*45 minutes)

Expected results

- » Gained knowledge on the host country's culture (gender roles, politics, religion, etc.)
- » Ability to understand and respect the gender roles of the host country
- » Ability to respect and behave according to the host country's culture
- » Ability to find educational opportunities in the host country

Methodology

- » Face to face training
- » Video
- » Active participation of the trainees
- » Group workshops
- » Open discussions

Notes:

1. It is very important the trainees to actively participate in the training process. The educator must encourage the participants to discuss on the topics presented and express their questions and opinion.
2. For the best possible delivery of the lesson, the group of trainees **should not exceed the number of 30**.
3. The gender equality is of a great importance. The educator must ensure that equal number of women and men attend the lesson.
4. The groups will consist of persons from different backgrounds, countries, cultures. The educator must ensure the smooth implementation of the lesson, taking into account and respecting their differences and promoting their similarities.

Schedule

3 didactic hours

Delivery of the theoretical content (lecture)

5 didactic hours

Delivery of the activities: 6 didactic hours



Activity 1: Explore the country and its traditions



2 didactic hours
DURATION



INSTRUCTIONS

TRAINERS

This activity will help participants to explore the host country and find out more about its culture and traditions.

STEPS FOR DELIVERY

1. The trainer separates the trainees into groups of 3-4 persons.
2. Each group has to choose one region of the host country.
3. Each group has to make a research on the customs and traditions of the region they have chosen.
4. Each groups presents their findings.
5. Group discussion.



Material needed:

- PC or laptop with internet connection;
- Papers
- Pens/markers

Explaining the activity: 10 min

Realizing the research: 35 min

Presenting the findings: 25 min

Group discussion: 20 min

Source:

* *“Prosoa Rural: Promoting Social Awareness in Rural Areas”;*
Training Module I: Active participation in Local Culture; Institute of
Entrepreneurship Development; 2019

Activity 2: Gender matters in Europe



1 didactic hour
DURATION



INSTRUCTIONS

TRAINERS

This activity will help trainees to understand the attitude that Europe has towards gender equality.

STEPS FOR DELIVERY

1. The trainer shows the video to the trainees.
2. The trainer organizes a group discussion in order the trainees to express their opinion and questions.



The video:

Showing the video: 25 min

Group discussion: 20 min



Activity 3: Let's talk about gender!



2 didactic hours
DURATION



INSTRUCTIONS

TRAINERS

This activity uses the "fish-bowl" technique to explore attitudes to sexuality, including homophobia.

STEPS FOR DELIVERY

1. Set the scene. Explain that, although most people view sexuality as a private matter, the right not to be discriminated against because of sexual orientation is a fundamental human right and protected by legislation in most European countries.
2. Hand out the slips of paper and pens and ask people to write down any questions they have about homosexuality or sexuality in general, and to put their papers in the hat. The questions should be anonymous.
3. Explain that this activity is about exploring attitudes to sexuality. People may present points of view with which they agree, or with which they disagree without fear of ridicule or contempt.
4. Place the three chairs in a half-circle in front of the group. These are for the three conversationalists who are in the "fish-bowl". The rest of the group are observers.
5. Explain that you will begin by inviting two volunteers to join you in a conversation in the "fish bowl". If at any point someone else would like to join you then they may do so, but as there is only room for three fish in the bowl at any one time, someone will have to swap out. Someone who wishes to join the conversation should come forward and gently tap one of the "conversationalists" on the shoulder. These two people exchange seats and the original "conversationalist becomes an observer.
6. Ask a volunteer to pick up a question from the hat and start discussing it. Let the discussion run until people have exhausted the topic and points are being repeated



Material needed:

- PC or laptop with internet connection;
- Papers
- Pens/markers

Source:

* <https://www.coe.int/en/web/compass/69>

Explaining the activity: 10 min

Realizing the research: 35 min

Presenting the findings: 25 min

Group discussion: 20 min



Widht

Women in diaspora communities
as champions of live together



Co-funded by the
Erasmus+ Programme
of the European Union