



Widht

Women in diaspora communities
as champions of live togrther

Social inclusion in the local community

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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

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Partners



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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.

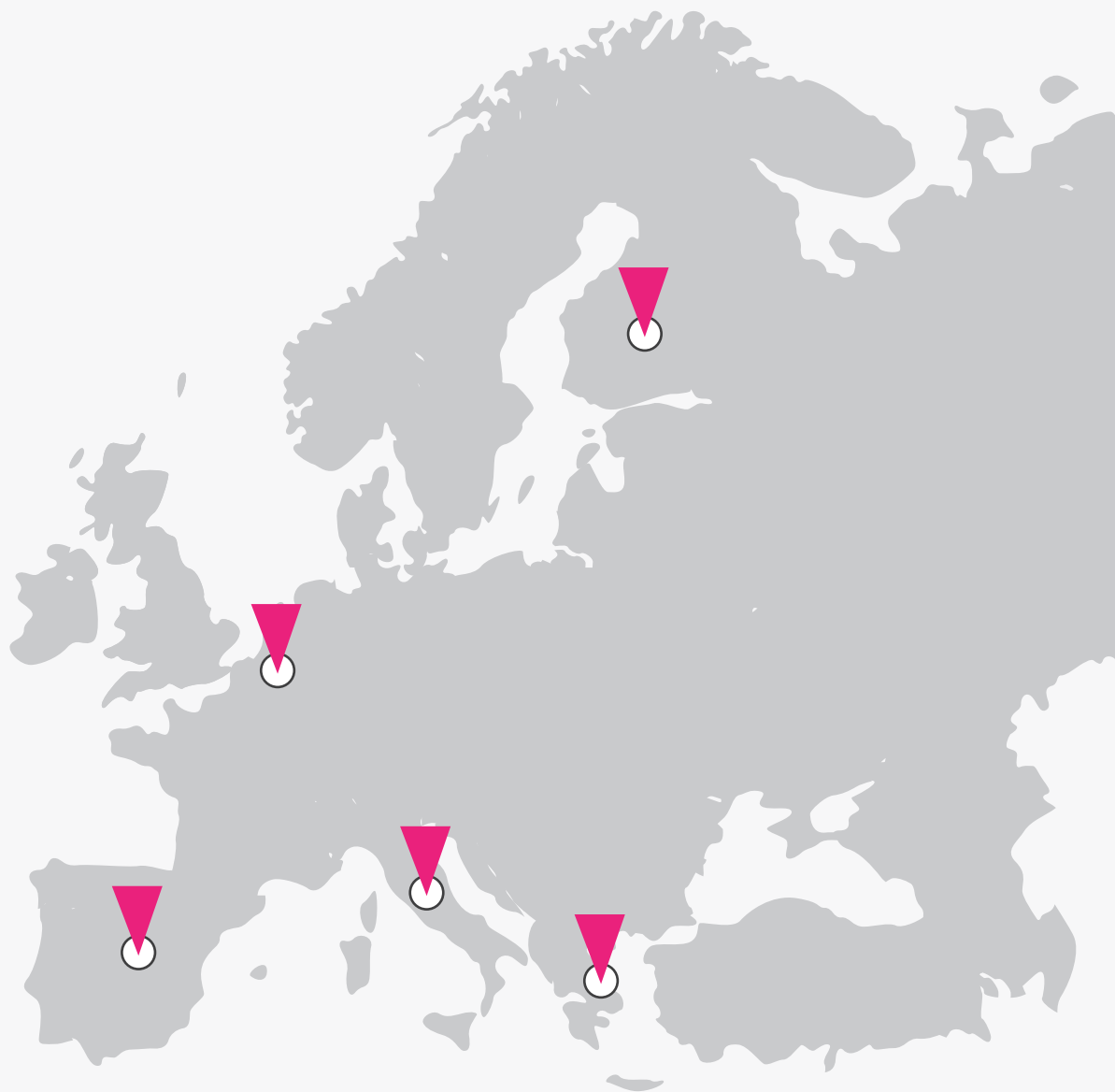


The video:



Video: 20 min

Group feedback & discussion: 25 min



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