



**AMIF**

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**Migrant Women Empowerment and Integration**  
**WEMIN – No 776211**



**WEMIN**

Migrant Women  
Empowerment and Integration

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## Abstract

The WEMIN project foresees the implementation of empowering session to 40 MR women in each partner country.

Two possible scenarios of learning are proposed by Oxfam Italia Intercultura taking as model the tool kit of the Council of Europe at:

<https://www.coe.int/en/web/language-support-for-adult-refugees/scenarios-for-language-support>

These short scenarios proposed for empowering come from the experience of OTC in implementing language courses.

Materials of these scenarios were collected by Oxfam Italia Intercultura during empowering intervention on health and job orienting targeting refugees.

Partners can take these documents as possible models for their interventions, adapting their activities on their local context and on the needs of their groups.

## 1. First Scenario

### Empowering MR women on healthcare

#### Objectives of the session:

1. Empower MR women on the awareness, access and use of healthcare system
2. Improve access to women's healthcare services

#### Communicative situations

- Spotting available services on healthcare at local level
- Asking basic information on health and booking medical appointments
- Expressing basic needs on health

#### Materials

- Map with available health care services in town
- Texts with short dialogues: doctor patient; asking for medical examinations etc.
- Role-play cards: at the gynaecologist's, cultural mediation service, etc.

#### Empowering activities

##### Activity 1

Use the service map:

- Indicate hospitals, clinics, family doctors explaining where they are and what they are used for e.g. basic medical examination, analysis, pregnancy attendance, abortion, etc.
- Check their understanding on the healthcare system by asking them to match pictures with a short sentence on the function of the service (health point dedicated to attend pregnancy etc.).

##### Activity 2

- Reading dialogues: the trainer takes the role of the secretary who books the appointments, MR women take the role of the patients – the simulation will involve all participants
- Use simple questions to check their understanding: e.g. *When is the clinic open? Do they have interpreters? Must I go there with someone else?*

##### Activity 3

Women are divided by the trainer in small groups (if possible, women in the group are close by age). The group works on formulating and collecting main questions on women's healthcare needs. The trainer and eventually a family doctor (engaged by the trainer) support the groups' discussions. The main questions related to women's health are collected (in a paper MR women draw and write questions).

The trainer or the family doctor answers the questions collected, providing basic information, and then with the help of the map of the activity 1 indicates the medical services available and suitable for the health needs that came up during the session.

## 1.1 Sample materials

### (a) Pictures and cards describing situations and places



**(b) Role-play cards**



1. Medical visit and cultural mediation support



2. Booking an appointment for a medical visit



3. Gynecological visit and screening

## 2. Second Scenario

### Empowering for job research

#### Objectives:

1. Find out more about job opportunities
2. Introducing to job research: Cvs, job applications and interviews

#### Communicative activities

- Reading job alerts/or ads and replying
- Writing Cv and cover letter
- Job interviews

#### Materials

- Collection of job alerts/ads (internet, employment office announcements etc).
- Grid on how to read and respond to job offers and help you write curriculum vitae (CV) form
- Role play cards (simulation of job interviews)

#### Empowering activities

##### Activity 1

Reading of different job advertisements selected by the trainer. Job offers are categorized by typology and participants fill the table (see grid below) according to/providing info on tasks and job characteristics.

##### Activity 2

The class works on the CV content and the different categories in relation to the job offers. Each participant fills out her own CV with the support of the instructor, defining her professional objective and promoting the skills acquired during her past work experience.

##### Activity 3

Simulation of the job interview in the class: trainers and participants.

Self introduction

Questions about work motivation

Description of previous work experience and expectations.

##### Activity 4

Personnel of employment agencies are invited in class to consult and cooperate with the students. Professional staff carries out a simulation of a job interview (role play) using the job announcements/offers that were used during activity 1. After that, the instructor gives feedback to participants concerning their verbal and non-verbal language, the most common questions asked, and their attitude during the interview.



## 2.1 Sample materials

### (a) Format to be completed

1. Grid to be filled with info provided on the collected job offers

	Job offer n.1	Job offer n.2	Job offer n.3	Job offer n.4
Task				
Location of the job and time schedule				
Requirements (education/ qualification, past work experience)				
Typology of the contract				

2. CV format Europass

<b>PERSONAL INFORMATION</b>	First name(s) Surname(s)		
		Address	
		Replace with telephone number                Replace with mobile number	
		<u>e-mail address</u>	
		Sex Enter sex   Date of birth dd/mm/yyyy   Nationality Enter nationality/-ies	

JOB APPLIED FOR POSITION PREFERRED JOB STUDIES APPLIED FOR PERSONAL STATEMENT	Job applied for
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### WORK EXPERIENCE

Replace with dates (from - to)	occupation or position held
	employer's name and locality
	main activities and responsibilities
	Business or sector - type of business or sector

## EDUCATION AND TRAINING

Replace with dates (from - to)	Qualification acquired	
	education or training organisation's name and locality (if relevant, country)	
	principal subjects covered or skills acquired	

## PERSONAL SKILLS

Mother tongue(s)	Replace with mother tongue(s)				
Other language(s)	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
Replace with language	Enter level	Enter level	Enter level	Enter level	Enter level

Communication skills	Specify in what context they were acquired.
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Organisational / managerial skills	Specify in what context they were acquired.
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Job-related skills	
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Digital skills	SELF-ASSESSMENT
	Levels: Basic user - Independent user - Proficient user <u>Digital competences - Self-assessment grid</u>

Other skills	Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example: ▪ Carpentry
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Driving licence	Replace with driving licence category/-ies. Example: B
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**ADDITIONAL  
INFORMATION**

Courses Certifications others	
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**ANNEXES**    Copies of relevant documents (certificates, references etc.).

**(b) Role play cards**

**Employment**



**Exchange**



Job offers



Job interview