



# CulMed

**Erasmus+ EACEA**

Grant Agreement Number: **2018-1-EL01-KA202-047904**

Project Duration: **24 months**

**PORTFOLIO OF LEARNER'S RESOURCES**

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## Introduction

This portfolio collects all learning resources developed by ELTA's Project Team in the framework of the "CULMED Project" for:

### A. Theoretical (online) Training

- 3 Manuals
  - A.1 Legal and Postal Framework for servicing Third Country Nationals
  - A.2 Communication skills
  - A.3 Cultural and historical background
- Presentations
  - Legal and postal framework
  - Communication skills
- ICT Skills Manual
  - Working on Microsoft Windows
  - Searching for information on the internet on Microsoft Explorer
  - Writing texts about the Project using Microsoft Word
  - Creating a presentation for the Project on Microsoft PowerPoint
  - Working on statistical data using Microsoft Excel

### B. "Train-The-Trainers" Programme

The Programme included the following Experiential Training Activities:

1. ACTIVITY 1 - CORDS (ICE BREAKER)
2. ACTIVITY 2 - FAMILY SET-UP
3. ACTIVITY 3 - ESCAPE AND SEPARATION
4. ACTIVITY 4 - EMERGENCY SUPPLY CASE
5. ACTIVITY 5 - CROSSING THE BORDERS/ASYLUM OFFICE
6. ACTIVITY 6 - MEETING LOCAL POPULATION (1)
7. ACTIVITY 7 - NON VERBAL COMMUNICATION (BODY LANGUAGE)
8. ACTIVITY 8 - INTERCULTURAL COMMUNICATION CODES
9. ACTIVITY 9 – MEETING LOCAL POPULATION / ARABIC VOCABULARY (2)
10. ACTIVITY 10 - COUNTRIES OF ORIGIN / ICT SKILLS (1)
11. ACTIVITY 11 - COUNTRIES OF ORIGIN (1)

Note: This Portfolio focuses on those activities, for which concrete learning resources were applied. The rest of the activities were carried out on the spot through verbal input by the trainers.

### C. Transversal Linguistic Interventions

- Word Cards
- Role Playing
- Arabic WordBoard

**D. Photo Gallery (electronic folder)**

**E. Video Gallery (electronic folder)**

Note: The present portfolio includes screenshots of the abovementioned learning resources. The full version of the online training material (manuals, presentations) as well as the resources related to the experiential training activities (handouts, etc.) are provided in printouts or in electronic format.

**A. Theoretical (online) Training**



A.1.2 Communication Skills

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**Training Material**  
Unit 2.1 - Diversity

Each person is unique and at the same time different from the others. The diversity starts with the difference we have between us, in our outward appearance. We are different, because we can be taller, shorter, and denser. We are different because we can have different color and style in our hair, we can have many tattoos, many earrings on our body. We may be different because we dress differently or have an alternative style.

Some people have different education, others have been diagnosed with learning difficulties, and some are rich and others poor. Children might be growing up with either their parents or children from single parent families. People might come from different religions, with different sexual orientation and people with different skin color. People can have different personalities, different daily habits, hobbies and lifestyles.

People of different backgrounds, age, educational backgrounds and even nationalities are invited to coexist in the same workplace, such as people from a minority or children of immigrants.



**Fig. 1:**

We are all different, and we are called not only to coexist in a society, but to create and be productive members of that society.

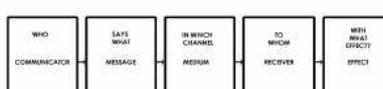
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The communication process has been of particular concern to communication theorists, who at the beginning of the 20th century began to systematically and persistently deal with the description of the communication process, formulating different approaches. We will dwell on 2 basic communication models:

**Lasswell Communication Model (1948)<sup>18</sup>**

Harold Dwight Lasswell - a leading communication theorist, American political scientist, professor at Yale University - argued that the following 3 key questions must be answered to describe a communication practice:

- "Who?"
- "Says what?"
- "From which channel?"
- "To whom?"
- "With what effect?"

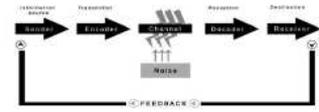


**Fig. 1: Lasswell Model**

This model is easy to understand, but was criticized as simplistic and linear.

**Shannon – Weaver communication model (1949)<sup>19</sup>**

This model, based on mathematical and quantitative terms, has for many years marked the theoretical field of communication and influenced many of the later theorists.



**SHANNON-WEAVER'S MODEL OF COMMUNICATION**

**Fig. 1: Communication Model Shannon –Weaver**

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2.2.3 Basic rules of Communication

When communicating with others, especially when serving a customer, we need to remember that communication, in order to be effective, is based on some simple but basic rules.

**Rule # 1: Diversity**

No man and no client are the same as each other. We are all unique - we have our own personality, our own inner world, our own outward appearance, our different needs.

Therefore, when we serve a customer, wherever he comes from, we must put aside our prejudices, listen carefully, respect his needs, and treat him as a special case.

**Rule # 2: KISS vs KILL<sup>20</sup>**

**KISS vs KILL = Keeping it short and simple vs. keeping it long and lengthy**

Key concept in customer service / sales and beyond: if I want my message to be effective, I want it to be worded as soon as possible and simply, instead of being big and long, full of meaningless details.

I give my interlocutor the main points / key points as soon as possible.




**Fig. - KISS vs KILL**

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2.5.3 Hands



**Fig. 14**

One of the great ways to find out if one is open and honest or not is to look at the way he expands his palms. Open palm has been associated with truth, sincerity, devotion and submission. For example when people want to be completely open or honest they will keep one or both of their palms open to the other person.

On the contrary, it is an attempt to hide from an unfavorable situation. Attitude that indicates aggression, defense, need for self-protection.



**Fig.**

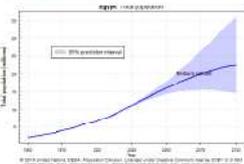
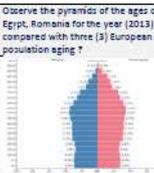
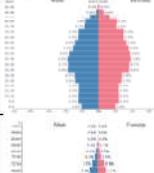
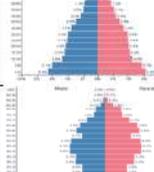
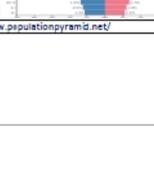
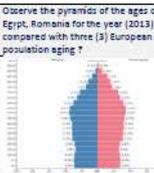
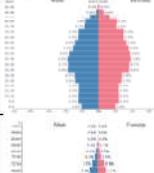
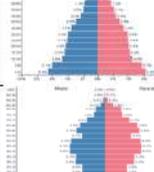
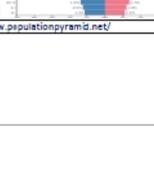
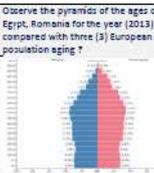
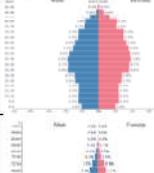
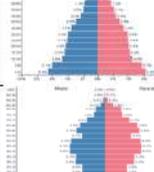
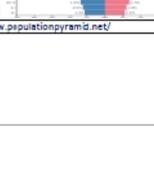
Shaking hands is a gesture of frustration and negative attitude. The gesture has three positions: the hands clenched in front of the face, resting on the desk or above the knees. As with all negative gestures, action must be taken to release the hands and expose the palms and the front of his body<sup>21</sup>.

A.1.3 Cultural and Historical Background

AFGHANISTAN

<p><b>CulMed</b> </p> <p><b>Section 5.1 - Afghanistan</b></p> <p><b>Geography - Demography</b></p> <p>Afghanistan, officially the Islamic Republic of Afghanistan, is a country in southern central Asia.</p> <p>It borders to the north with Turkmenistan, Uzbekistan and Tajikistan, with a total length of 1680 km, northeast to the Xinjiang Uygur Autonomous Region of the People's Republic of China, with a border of 80 km, and the Jammu Kashmir area, which is claimed by Pakistan at a distance of 320 km, east and south with Pakistan at a total length of 1810 km and west with Iran at a distance of 820 km. The capital of Afghanistan is Kabul.</p> <p>Image 1 - Afghanistan and neighboring States</p> <p>The climate in Afghanistan is mainly continental dry, while in the south end east (on the border with Pakistan) it is subtropical, that of the arid steppe with cold winters and very hot summers, but with many climate variations such as in the NE part where the climate is subtropical. In general, the climate of the country is influenced by the monsoon of the Indian Ocean with humidity and rain (July - September).</p> <p>It has an area of about 647,500 km<sup>2</sup> and a population of 37.2 million<sup>1</sup>.</p>	<p><b>CulMed</b> </p> <p>Image 3 - Fertility rate in Afghanistan (Source: World Bank)</p> <p><b>Workforce Unemployment</b></p> <p>The increasing proportion of young people provides the country with the necessary workforce, which is 62% of the total population.</p> <p>Unemployment in Afghanistan is at a very low level, below 2%, compared to that of Greece, Romania and Belgium.</p> <p>However, 34.3% of the country's population lives below the poverty line, earning \$ 1.30 a day.</p> <p>Poverty and other reasons (see related section on multidimensional poverty) urge Afghans to emigrate.</p> <p><b>Afghanistan has a growing number of refugees</b></p> <p>Afghanistan accepts flows of refugee-war refugees, civil strife, environmental factors and persecution from countries such as:</p>
<p><b>CulMed</b> </p> <p>This is also confirmed by the following charts showing Afghanistan's GDP per capita (\$ 521 per year for 2018) compared to Greece's 2018 per capita of \$ 20 324 per year.</p> <p><b>Cost of Afghanistan as a percentage of GDP</b></p> <p>The debt-to-GDP ratio stood at 6.83% in 2018.</p> <p>(Source: <a href="https://countryeconomy.com/national-debt/afghanistan">https://countryeconomy.com/national-debt/afghanistan</a>)</p> <p><b>Exports - Imports</b></p> <p>According to the Economic Complexity Index, Afghanistan is the 150th largest exporter in the world.</p> <p>(Source: <a href="https://ec.world/en/profile/country/afg/">https://ec.world/en/profile/country/afg/</a>)</p> <p>In particular, Afghanistan's exports in 2017 amounted to \$ 878 million, while imports amounted to \$ 3.07 billion, resulting in a trade deficit of \$ 4.19 billion.</p>	<p><b>CulMed</b> </p> <p><b>Civilization</b></p> <p><b>UNESCO Heritage Site - Minaret from the Bamyan Valley (Archaeological Site)</b></p> <p>The Jam's Minaret as well as the archaeological remains of the site are located in the Ghor area by the river Han in Afghanistan. Located about 100 kilometers east of the city of Herat, Minaret was built in 1174-9 or 1194-9 by bricks and is 69 meters high [1]. It is located by the river Han and is surrounded by mountains reaching 3400 meters. Since 2002 the monument has been on the UNESCO list of endangered World Heritage Sites.</p> <p>The Afghan Post has issued a stamp depicting the Jam's Minaret.</p> <p><b>UNESCO Heritage Site - Bamyan Valley (Archaeological Site)</b></p> <p>The Bamyan Valley is known as an area of expression of Buddhism that characterized the region of Bactria from the 1st to the 13th century.</p> <p>Bactria, or Bactrian or Tokharistan, is a historic area in which Bactria was the capital, today's Balch. It extends north of Hindu Kush and south of the river Ixos. He was home to the religious leader Zoroastrianism. It currently belongs to Tajikistan, Uzbekistan, and Turkmenistan to Afghanistan.</p> <p>It includes a large number of Buddhist monastic complexes and temples. It has also been an important pilgrimage center for centuries. In March 2011, the Taliban destroyed two huge 1,000-year-old Buddha statues.</p>

EGYPT

<p> </p> <p><b>Section 5.2 - Egypt</b></p> <p><u>Geography - Demography</u></p> <p>Egypt, officially known as Arab Republic of Egypt, is a state located in northwestern Africa and partly in the Sinai Peninsula, which forms the passage to Southwest Asia, thus becoming Egypt a transcontinental country and to be considered as a major power in North Africa, the Mediterranean Sea in the Islamic world and the Red Sea. It covers an area of 1,001,456 sq. Km. Egypt northeast borders with the Gaza Strip and Israel, in the west with Libya and in south with Sudan. It lies south of the Mediterranean and west of the Red Sea.</p> <p>Egypt is one of the most populous countries in Africa and the Middle East with 95,102,011 inhabitants.</p>  <p>Figure 1 - Egypt and neighboring States</p>  <p>Figure 2 - Egypt Population &amp; Forecasts</p>	<p> </p> <p><b>Food for thought</b></p> <p>Observe the pyramids of the ages of the Countries: Belgium, Greece, Egypt, Romania for the year (2013). What differentiates Egypt compared with three (3) European Countries? Why is the European population aging?</p> <table border="1"> <tr> <td>Belgium</td> <td></td> </tr> <tr> <td>Greece</td> <td></td> </tr> <tr> <td>Egypt</td> <td></td> </tr> <tr> <td>Romania</td> <td></td> </tr> </table> <p>Source: <a href="https://www.populationpyramid.net/">https://www.populationpyramid.net/</a></p>	Belgium		Greece		Egypt		Romania	
Belgium									
Greece									
Egypt									
Romania									
<p> </p> <p><u>Some statistics</u></p> <p>It's worth to mention that besides the growth rate of Egypt, which is justified by the annual increase of GDP index, the extremely low GDP per capita highlights particular and serious problems of development such as:</p> <ul style="list-style-type: none"> <li>• poverty</li> <li>• corruption</li> <li>• illiteracy</li> <li>• health care and</li> <li>• terrorism</li> </ul> <p><u>Corruption Perception index</u></p> <p>This indicator ranks 180 countries and regions according to the prevailing perception for the corruption in the public sector, among market experts and professionals.</p> <p>To define this index, a scale of measurement from 0 to 100 is issued, where 0 is the highest: corruption and 100 the country without corruption.</p> <p>What is noticed in the next map for 2018 is that:</p> <ul style="list-style-type: none"> <li>• Egypt notes very low score on the <u>Corruption Perceptions Index</u>, ranking in 105<sup>th</sup> place among 180 countries rated to 35 out of 100.</li> <li>• more than 2/3 of countries scored in 2018 average an index of 43/100, that is a score below the "base" which is 50/100.</li> </ul>  <p>Source: <a href="https://www.transparency.org/cpi/18">https://www.transparency.org/cpi/18</a></p>	<p> </p>  <p><u>The Ancient Thebes and its Necropolis - (1878)</u></p> <p>As in case of Egypt (olive in <u>ancient-greek-transliterated</u>) was appointed to the <u>ancient</u> city of <u>Newt</u> in <u>Egyptian</u> (niwt) (H) Tower and <u>Newt</u> (niwt-st) (H) South City, located about 800 km south of the <u>Mediterranean</u>, on the east bank of the <u>Nile</u>.</p>  <p>The ancient city was the <u>capital</u> of <u>Waset</u>, the fourth <u>prefecture</u> of <u>Upper Egypt</u>, though the name <u>Waset</u> was used to describe the city itself. Thebes became the capital of Egypt during the <u>18th Dynasty</u> of the <u>18th dynasty</u> and the <u>19th dynasty</u> of the New Kingdom, though most of Egypt's control and management services were located in <u>Memphis</u>. During the <u>26th dynasty</u> the <u>headquarters</u> was moved to the <u>Nile Delta</u>. The <u>archaeological remains</u> of <u>inches</u> provide considerable testimony to <u>egyptian civilization</u> in its peak.</p>								

PAKISTAN

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### Unit 5.1 - Pakistan

**Geography - Demography**  
 The Islamic Republic of Pakistan, is a country in South Asia. It spans over the area where South Asia, Central Asia and the Middle East collide.

Pakistan has a 1,048-kilometre coastline along the Arabian Sea and Gulf of Oman in the south and is bordered by India to the east, Afghanistan to the west, Iran to the southwest, and China (Xinjiang Uygur Autonomous Region) in the northeast. It is separated narrowly from Tajikistan by Afghanistan's Wakhan Corridor in the northwest.

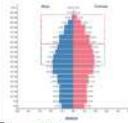
Its capital city today is Islamabad, while in earlier years it was Karachi.



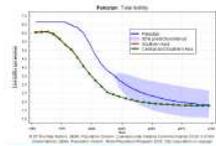
**Image 3-Pakistan and surrounding countries**

Pakistan's climate is semi dry and has as a characteristic very hot summers and very cold winters. It spans over a territory of 880,940 km<sup>2</sup> with a population of 212 million people (Human Development Report, UNDP, 2015), a number that is expected to rise within the coming years.

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Tendency	Rate	Result
Fertility rate (average number of births per woman)	1.57 births per woman (2011)	The minimum rate that is required to achieve population stability without the need of incoming immigrants is 2.1. The minimum rate is called "H Ελάχιστη τμήση αναπαραγωγής" (replacement index)
Decrease of fertility		Decrease of fertility results in: (1) increase of 45-65 age groups in the age pyramid (2) retirement of baby boomers (born after World War II) increases the rate of elderly people that need to be supported by a decreasing number of active workforce
Life Expectancy	Greece: 81,29 Belgium: 81,23 Romania: 74,96 Pakistan: 66,38	Impressive increase of the 80-90 years old age group (pensioners for many decades)

**Pakistan Fertility Rate**  
 Pakistan's fertility rate is approximately 2.5, meaning a lot bigger than the relevant rate of the European Union. The fertility rate combined with the low life expectancy and the increase of population, contributes to the increase of 25-45 age group in Pakistan that are capable to enter the workforce.



**Image 4-Fertility Rate Pakistan (Top) World (low)**

**Workforce-employment**  
 The increased percentage of young people offers the country the necessary workforce that corresponds to 52% of the total population.

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- Australia,
- Canada,
- Japan,
- United Kingdom,
- Norway and
- Switzerland

Pakistan also represents one of the main countries of origin of those who seek asylum. Through the submission of a total of 26.332 applications in 44 developed countries, Pakistan was 6<sup>th</sup> in a row in 2014, according to UNHCR.

**Pakistani immigrants in Greece**  
 Incoming flow of Pakistani immigrants in Greece is significant as presented on the map below.



Historically, the relocation of Pakistani workers is traced back to the 1970s in the form of signing two transnational agreements:

- The transnational agreement for the temporary employment of Pakistani workers in the Skaramanga shipyard (Demertzopoulos 2006, Leghari 2009, Triantafyllidou, 2010).
- The commercial agreement of the Greek Business and Industrial Association to employ specialized Pakistani workers in the field of Greek textiles. (Demertzopoulos, 2006:3).

The second wave of Pakistani immigrants coming to Greece, arrives during the 1980s (the year of the Greek accession to the EEC), because of the expectation for easy relocation to other countries of the European Economic Community through Greece (crossing point), Tonchev (2007).

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Source: [www.thinkstock.com/2014/04/24/first-time-of-46years/](http://www.thinkstock.com/2014/04/24/first-time-of-46years/)

In the first half of the 19th century, the area of present-day India and Pakistan came under the control of the British East India Society.

The 20th c. was marked by the birth of the Indian independence movement.

In 1906, the All-India Muslim League of 1906 was established in Dhaka, with the most important leader being Muham-mad-Ali-Jinnah, a supporter of the creation of an independent state for the Muslims of India.



**To Democracy - Independence**  
 On August 14, 1947, Pakistan was declared a sovereign state of the Commonwealth under the command of Muham-mad-Ali-Jinnah.



Since then, the country has been characterized by periods of economic and military development, and distinguished by its political instability.

SYRIA

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**Geography - Demographics**

Syria is a country in the Middle East, that expands between the Euphrates River, the Arabian Desert and the Mediterranean Sea.

Borders Turkey to the North, Iraq to the East, Jordan to the South, Israel and Lebanon to the Southwest, and it is washed by the Mediterranean Sea. The capital is Damascus.

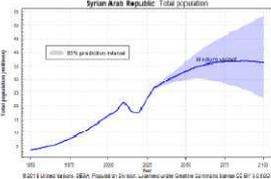


**Image 1 - Syria and neighboring countries**

In the coastline of the country the climate is Mediterranean, but with very warm and dry summers. The climate in the coastline is better in terms of human survival and agricultural development.

The climate varies from the humid Mediterranean coast, through a semiarid steppe zone, to arid desert in the east. In the Great Desert of Syria the area is covered by various plants when it rains in the spring

The area is 185.180 square kilometers and the population is 17.070.155.



**Image 1 - Syrian population and Predictions**

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**Demography - Why is the population of Europe getting older?**

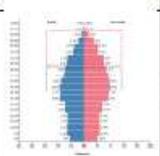
During the 60s the net migration (the difference between the entrance of immigrants and the emigration to a region in a certain period) was balanced. Since 1992 and especially after 2007, the highest population that enters the EU, contributes to the population increase of the member-states.

The relative ratio of the European population with regard to the global population will be reduced from 14% that it is today to 9% in 2050. Why? Because Europe is getting older

Social and economic factors, as well as scientific achievements that increase the life expectancy have led to the aging of the population. For instance: low fertility percentages, baby boomers' retirement, low birth rate due to the high cost of living, difficulties of working women to find balance between professional and private life, reduction of marriages and increase of the divorces, contraception, late pregnancy, etc.

But mainly, the aging of the European population is a result of three (3) demographic tendencies:

- Low birth rates;
- Reduction of fertility;
- Increase of life expectancy.

Demography	Rate	Issue
Birth rate (average birth number per woman)	1,37 child per woman (2011)	The lowest rate of the indexes is 1.1. In order to be stabilized the population and avoid the need of immigrants, the lowest rate is called replacement-level fertility.
Sexuation orientation		the reduction of fertility leads to consequences: 1) Increases the participation of the aged 40-60 in the age pyramid 2) The baby boomers' retirement (born after the WW2) increases the percentage of the elderly that are being supported by a decreasing number of workers.
Life expectancy	Spain: 81,29 Belgium: 81,23 Tombola: 74,00 Syria: 70,29	The increase of the number of people age 80-90 (old or for many decades)

**What is the fertility rate of Syria?**

The fertility rate is 2.0, higher than the rate of the EU. The fertility rate combined with the lower life expectancy and the increase of the population contributes to the rise of the population groups of the country aged (25-49), opposite of labor.

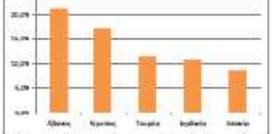
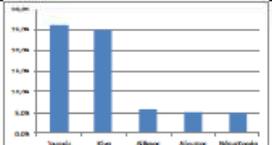
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The biggest part regarding imports are the raw sugar and the wheat flour.



**Image 1 - Importation of Syria**

Source: <https://osc.world/en/profile/country/syr/>

Food for Thought	Which countries do you think are the biggest clients of Syria?
<ul style="list-style-type: none"> <li>Lebanon (11.17%)</li> <li>Egypt (47.6%)</li> <li>Turkey (11.3%)</li> <li>Jordan (10.7%)</li> <li>Syria (4.6%)</li> </ul>	
Question	Which countries are the most important suppliers of Syria?
<ul style="list-style-type: none"> <li>Turkey (24.3%)</li> <li>China (24.8%)</li> <li>Lebanon (3.5%)</li> <li>Egypt (4.3%)</li> <li>South Korea (4.5%)</li> </ul>	

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**The Ancient City of Bosra**

On the outskirts of this historically rich southern city lies a magnificent 2nd century Roman theater, some of the oldest surviving Islamic mosques and Christian ruins as well. The ancient city of Bosra, listed as a UNESCO World Heritage Site in 1980 and added to the list of UNESCO World Heritage Sites in Danger in 2013, was once the capital of the Roman province of Arabia and was a caravan station on the road to Mecca.

This area of huge cultural importance was bombed by government helicopters in 2015, causing severe damages in the ancient city.



**The Ancient City of Aleppo**

Aleppo is one of the oldest cities in the world, with human settlements dating back to the 7th millennium BC (4). In the 3rd millennium BC it was part of the neighboring kingdom of Ebla and was called Armi, and around 3000 BC, it was named Halpe (for the Greek Halves because it was the largest steel production center in the region).

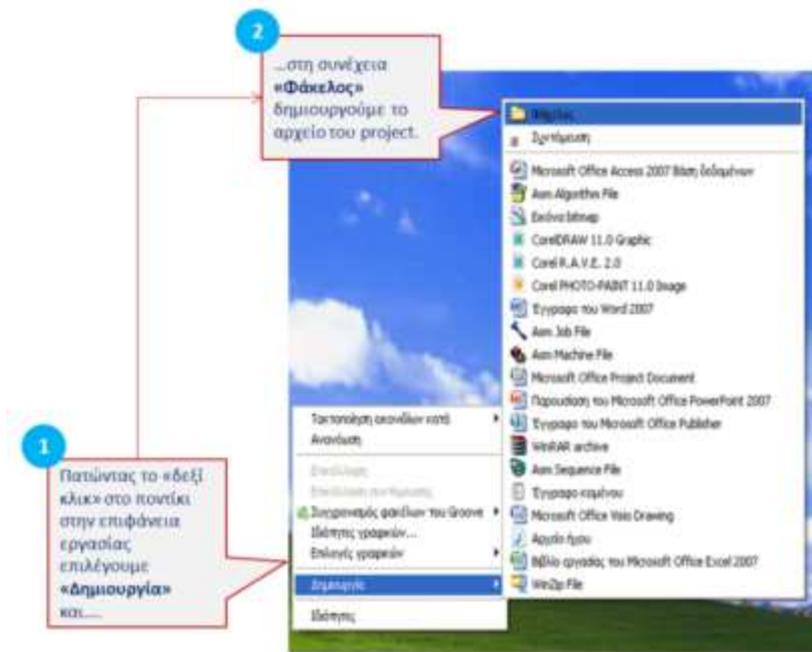




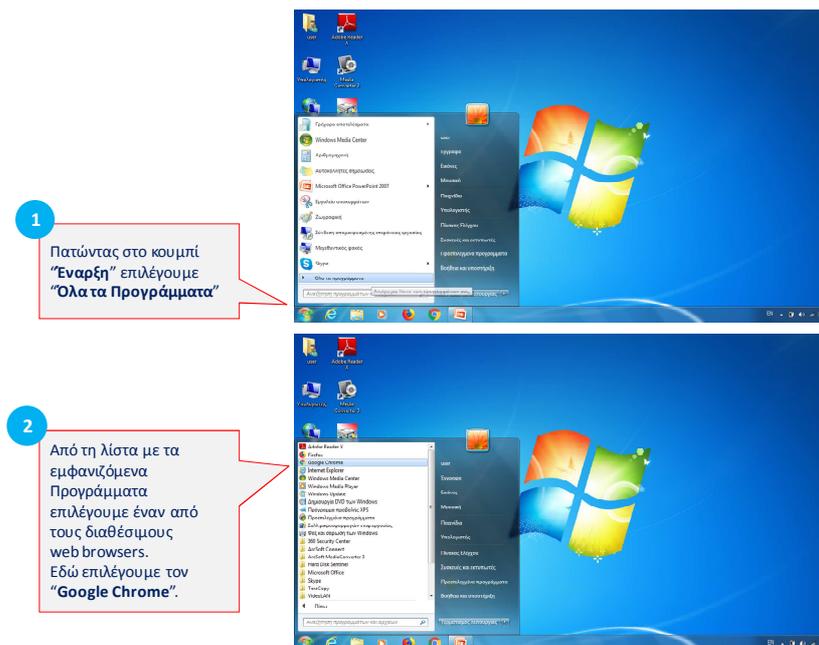


### A.3 ICT Skills Manual

#### Working on Microsoft Windows

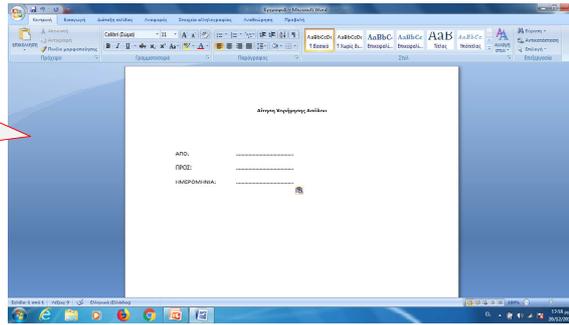


#### Searching for Information on the Internet

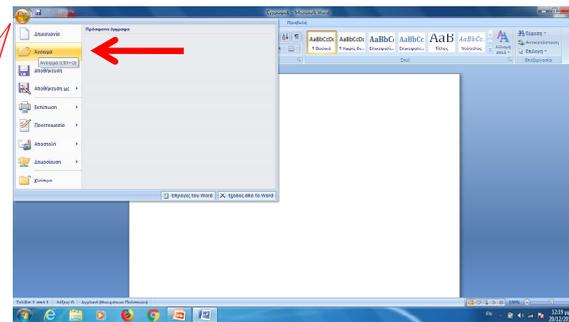


## Writing texts about the Project using Microsoft Word

6 Στο Word μπορούμε να δημιουργήσουμε νέα έγγραφα πληκτρολογώντας κείμενο/

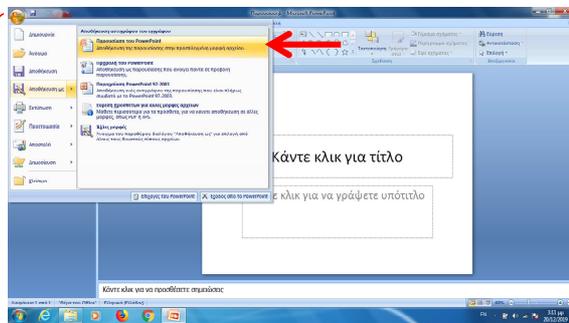


7 Επίσης, μπορούμε να ανοίξουμε και να επεξεργαστούμε ήδη υπάρχοντα έγγραφα που δημιούργησαν άλλοι χρήστες.  
Επιλέγουμε το κουμπί εργασιών (πάνω αριστερά), και πατάμε “Ανοιγμα”.



## Creating a Presentation for the Project on Microsoft PowerPoint

4 Το αρχείο PowerPoint που θα δημιουργήσουμε πρέπει να αποθηκευτεί. Πατώντας το κουμπί εργασιών (επάνω αριστερά) εμφανίζονται οι διαθέσιμες επιλογές. Επιλέγουμε: “Αποθήκευση ως” / “Παρουσίαση του PowerPoint”



5 Επιλέγουμε τον φάκελο στον οποίο θα αποθηκευτεί το αρχείο και συμπληρώνουμε το πεδίο με το όνομα του αρχείου.  
Τέλος, επιλέγουμε: “Αποθήκευση”



## Working on Statistical Data using Microsoft Excel

**5** Ο χρήστης μπορεί να επεξεργαστεί τα αριθμητικά στοιχεία που εισάγει το φύλλο Excel, όπως να κάνει μαθηματικές πράξεις και σύνθετους υπολογισμούς χρησιμοποιώντας μαθηματικούς και οικονομικούς τύπους.

**6** Ο χρήστης μπορεί να δημιουργεί πίνακες με αριθμητικά στοιχεία και/ή κείμενο, να τους μορφοποιεί (επιλογή χρωμάτων και γραμματοσειρών) και να επεξεργάζεται τα στοιχεία.

Ποσότητα	Κατηγορία	Τιμή μονάδας	Τιμή (€)
Α	Απορρυπαντικό	12	120
Β	Απορρυπαντικό	14	140
Γ	Απορρυπαντικό	7	56
Δ	Απορρυπαντικό	7.4	66.6
Ε	Απορρυπαντικό	49	588
Σύνολο		54	117.80

**B. “Train-The-Trainers” Programme**

### “Train-the-Trainers” Programme

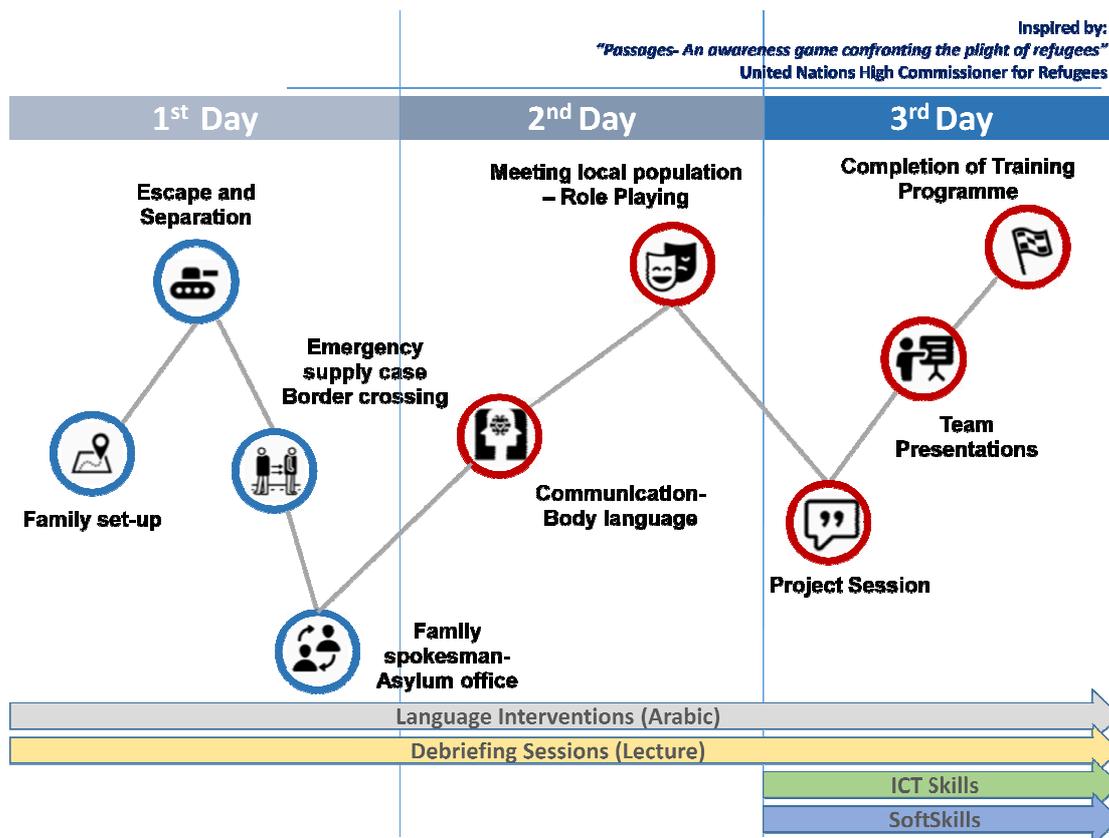
Training was initially inspired by “*Passages- An awareness game confronting the plight of refugees*” by the United Nations High Commissioner for Refugees, a non-political, humanitarian agency devoted to protecting and assisting the world’s refugees.

The Training Programme included various experiential simulation exercises (ex. escape and separation, border crossing, asylum office procedure), outdoor activities, development of communication skills focusing on the importance of body language, language skills learning, teamwork and team learning through project-based activities, debriefing sessions.

Special emphasis was given on language skills learning, which was coordinated by arab-speaking trainers and was a transversal learning activity taking place throughout the 3days programme.

The following chart depicts the training roadmap. Blue circle activities were based on the *Passages* game, while red circle activities were tailor-developed by ELTA’s Project Team.

The Training Programme Roadmap is presented in the figure below. Blue circle activities were based on the *Passages* game, while red circle activities were tailor-developed by ELTA’s Project Team.



<b>Activity: Cords (Ice Breaker)</b>	
<b>Indoors / Outdoors / Both</b>	Indoors
<b>Maximum number of participants (trainees) recommended</b>	All trainees in one group
<b>Minimum number of trainers recommended</b>	All trainers
<b>Competence targeted</b>	Communication, coordination & cooperation
<b>Objective</b>	To break the ice between the group of trainees and make them feel comfortable. To divide the teams evenly.
<b>Duration</b>	10'
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The trainer welcomes all trainees.</li> <li>2. Trainees are asked to form a circle standing one next to the other.</li> <li>3. One trainer stands in the middle of the circle holding the cords tightly, so that their color is not visible. Each cord has a color in its middle (that represents a family) and two separate ends.</li> <li>4. Each trainee chooses an end of a cord.</li> <li>5. The trainer releases the cords and according to the chosen color, all trainees know which family they belong to.</li> <li>6. Each family must consist of 4 to 5 trainees.</li> </ol>
<b>Analysis &amp; conclusions of the activity</b>	Easy way of breaking the ice. In the end, the teams are formed randomly, thus leaving aside any personal relationships/ people knowing each other in advance do not end up going in the same team.
<b>Materials</b>	Cords colored in the middle.
<b>Add any other information concerning the preparation of the activity</b>	The activity takes place after the morning welcome coffee and registration.

The Cords

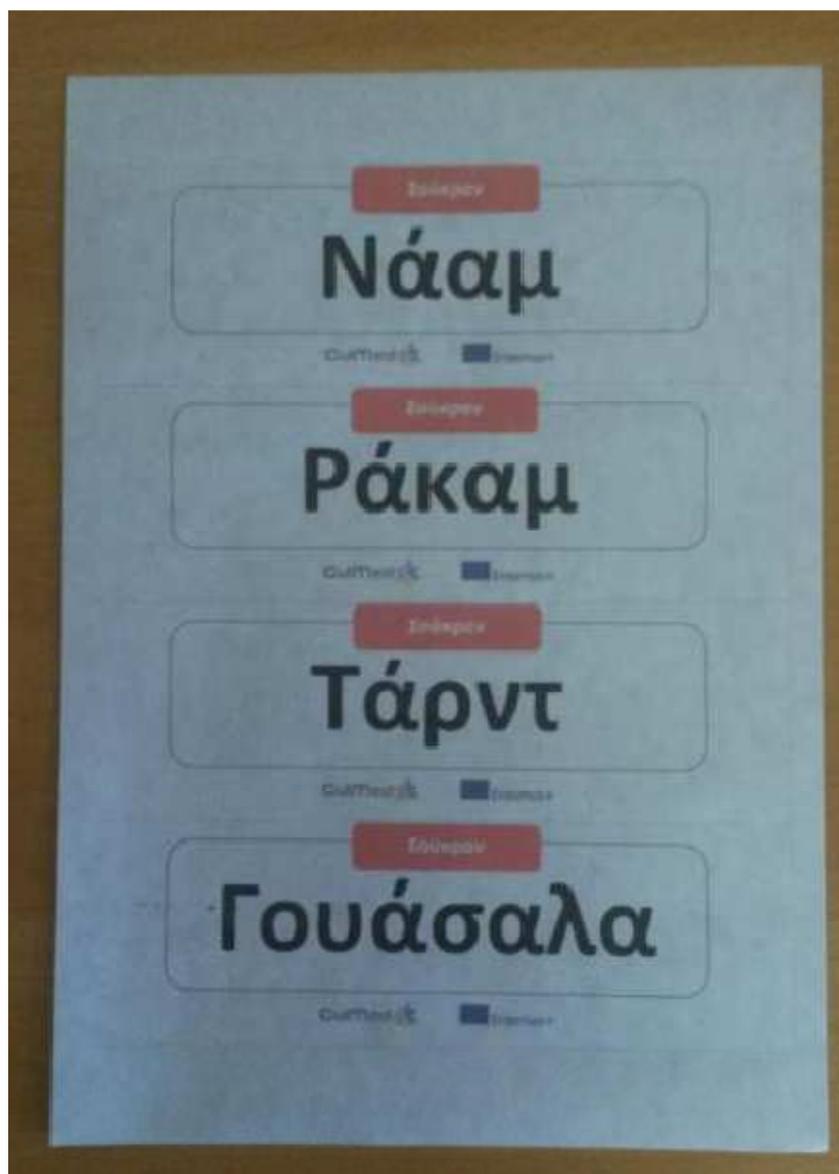


<b>Activity: Family Setup</b>	
<b>Indoors / Outdoors / Both</b>	Indoors
<b>Maximum number of participants (trainees) recommended</b>	All trainees
<b>Minimum number of trainers recommended</b>	2 (one of them being the Arab speaking trainer)
<b>Competence targeted</b>	Coordination & cooperation/ identity/ Language training
<b>Objective</b>	To form different family teams and assign specific roles to all trainees. To learn basic Arabic words.
<b>Duration</b>	20'
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Once separated in two different teams- families (5 members each), each family gets its own colored folder containing all documents needed for the 3days activities.</li> <li>2. Each family is assigned a family name (surname).</li> <li>3. Each member of a family then acquires a sticker with the family last name as well as his/her first name, both in Arabic.</li> <li>4. Members of the family try to memorize their names and, under the guidance of the Arab speaking trainer, they change places according to the sticker they are wearing, so as to form a basic Arab phrase.</li> </ol>
<b>Analysis &amp; conclusions of the activity</b>	Trainees become part of a team (sense of belonging). From the very beginning, trainees become more familiar with basic Arabic words, which are to be used throughout the 3days programmeme.
<b>Materials</b>	Colored folders with the family documents, pens (one for each family), stickers
<b>Add any other information concerning the preparation of the activity</b>	The words assigned to each family member are not imaginary. Instead of assigning Arabic names, every word was carefully chosen beforehand (cooperation of the Project Team with the Arab speaking trainer), so as to represent a useful keyword (either "social" word, like sucran=thank you, or postal terminology).

### The Name Stickers







<b>Activity: Escape &amp; Separation</b>	
<b>Indoors / Outdoors / Both</b>	Outdoors
<b>Maximum number of participants (trainees) recommended</b>	All trainees, divided in families
<b>Minimum number of trainers recommended</b>	2-3 trainers
<b>Competence targeted</b>	Coordination and cooperation/ Empathy/ Language training
<b>Objective</b>	Simulation of war scene for better understanding of loss and desperation
<b>Duration</b>	20'-30'
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The trainer explains the activity to the trainees in a common group.</li> <li>2. The trainees are asked to read and complete the "Family Data" sheet (1 per family) which mentions the family background and the reasons why they have been forced into a refugee situation. Once the form is completed, they are all assigned a different role (parents, children etc).</li> <li>3. The family members, in an open area, blindfold their eyes with scarves in the family color and spread around the area. Their hearing is also impaired by the use of "war noises" that are heard through their headphones connected to their mobile phones. The situation simulates families that lose each other in the dark, trying to escape a war zone.</li> <li>4. The family members have to end up finding each other by calling the other members with the Arabic word that is written on their sticker.</li> <li>5. After finding their family members, they regroup and open their eyes.</li> <li>6. When the activity ends, the trainer asks the families to go off by themselves and to fill out the "Escape and Separation" section of their Family Game Sheet.</li> </ol>
<b>Analysis &amp; conclusions of the activity</b>	<p>Trainees are assigned a role, "carrying it" throughout the programme, while developing a high level of emotions.</p> <p>This procedure helps the trainees familiarize even more with the basic keywords, as well as understand the circumstances a real refugee family has faced in their attempt to escape.</p>
<b>Materials</b>	Scarves with the family colors, headphones, war noises, whistle, megaphone (if available)
<b>Add any other information concerning the preparation of the activity</b>	It is very important to choose a space where the blindfolded players will not be in danger, such as an open field, a sports field, a park etc. The play area should be flat, far away from roads, well-defined, presenting no danger around its edges and it should be relatively free of obstacles such as holes, trees, rocks or anything that could cause an accident. You should take a complete tour of the terrain before starting the game in order to verify that it is safe.

**ΦΥΛΛΟ ΟΙΚΟΓΕΝΕΙΑΚΗΣ ΚΑΤΑΣΤΑΣΗΣ**

**Επίθετο:**

Μ.....

**Όνόματα**

.....  
 .....  
 .....  
 .....

**Χαρακτηριστικά**

- Πατέρας, 40 ετών, δημοσιογράφος.
- Μητέρα, 35 ετών, ιδιοκτήτρια βιβλιοπωλείου.
- Κόρη, 9 ετών, μαθήτρια.
- Κόρη, 5 ετών, μαθήτρια.
- Πιός, 6 μηνών, δεν περπατάει, πρέπει κάποιος να τον κρατάει αγκαλιά.

**Ιστορικό και κατάσταση της οικογένειας**

Δυο μεγαλύτεροι γιοι σκοτώθηκαν όταν εξερράγη μια βόμβα που είχε τοποθετηθεί στο βιβλιοπωλείο της μητέρας τους. Η βομβιστική ενέργεια έγινε για αντίποινα κατά του πατέρα, ο οποίος είχε γράψει άρθρα όπου κατηγορούσε την πολιτική διαφθορά στη χώρα του. Κάθε μέρα η οικογένεια λαμβάνει απειλητικά γράμματα.

**Λεπτομέρειες**

- Τρώνε όλες τις τροφές
- Άθλιοι
- Μιλούν πέντε γλώσσες

**Τι περιλαμβάνει το οικογενειακό δέμα ειδών έκτακτης ανάγκης**

**ΦΥΛΛΟ ΟΙΚΟΓΕΝΕΙΑΚΗΣ ΚΑΤΑΣΤΑΣΗΣ**

Επίθετο: τ. Σαυράν

<p><b>Ονόματα</b></p> <p><u>Ασπ</u></p> <p><u>Ριχάρντ</u></p> <p><u>Κωνσταντίν</u></p> <p><u>Αγγελική</u></p> <p><u>Τάρι</u></p>	<p><b>Χαρακτηριστικά</b></p> <p><input checked="" type="checkbox"/> Δίπλωμα, 40 ετών, έμπειρος γυμναστής</p> <p><input checked="" type="checkbox"/> Μόνη, 30 ετών, μόλις και τίς και μερικευτικά φάρμακα</p> <p><input checked="" type="checkbox"/> Γιος, 7 ετών, γυμναστής σε μινιατούρα</p> <p><input checked="" type="checkbox"/> Κόρη, 7 ετών</p> <p><input checked="" type="checkbox"/> Λίλιαν αγόριο, 3 ετών</p>
--	--

**Ιστορικό και κατάσταση της οικογένειας**

Η οικογένεια Τ. κατοικεί από την κέρση πόλη της πατρίδας. Η οικογένεια θέλει να είναι να επισκεπτόμενη στην Ελλάδα που μετρημένα χρόνια στο Παρά μας γαλλογενής χώρας, στην πόλη όπου οι οι θρησκευτικές αρχές τους.

Εδώ και αρκετά χρόνια, η εθνοτική μειονότητα ομάδα τους κέρσητα διεύθυν της κατάσταση από την κέρσητα. Ένας αδελφός του πατέρα έχει σκοποθεί σε κάποια ανασταλάξη κέρσητα

**Ασπιμέριες**

- Έρουν όλα τα είδη τροφών
- Δέχονται φαρμακεία
- Μιλούν τρεις γλώσσες

**Τι περιλαμβάνει το οικογενειακό δέμα ενών έκτακτης ανάγκης**

- Μια τσάντα λανδερν 

- 10 φάρμακα ~~υφασμα~~ 

- μακωρί 

- σάκχαρ 

- παγωτό 

- χυμός 

29

The Scarves (Blindfolds)



Game Review Form

ΦΥΛΛΟ ΑΠΟΛΟΓΙΣΜΟΥ ΤΟΥ ΠΑΙΧΝΙΔΙΟΥ

ΟΙΚΟΓΕΝΕΙΑ .....

**Φυγή και Αποχωρισμός**

Γράψτε τις λέξεις που εκφράζουν καλύτερα τα συναισθήματα κάθε μέλους της ομάδας . . . .

.....  
.....  
.....

Διαλέξτε, συναινετικά, δυο λέξεις απ' αυτές που θα κρατήσει η οικογένεια. ....

.....

**Προσωρινό καταφύγιο**

Καταγράψτε τι είδους περιορισμούς νιώσατε κατά τη διάρκεια του παιχνιδιού. ....

.....  
.....  
.....

Κάθε μέλος της ομάδας να αξιολογήσει, σε μια κλίμακα από το 1 έως το 10, το βαθμό δυσκολίας που ένιωσε κατά τη διάρκεια του παιχνιδιού (1= εύκολο, 10 = δύσκολο).

.....

Υπολογίστε τον μέσο όρο αξιολόγησης της ομάδας. ....

.....

**Η απόφαση να εγκαταλείψετε την πατρίδα σας**

Αφού περάσατε τη νύχτα σ' αυτό το προσωρινό καταφύγιο, η οικογένειά σας πρέπει να πάρει τη δύσκολη απόφαση αν θα εγκαταλείψει ή όχι τη χώρα. Προτού κάνετε οτιδήποτε, αποφασίζετε να το συζητήσετε ως οικογένεια. Όλα τα μέλη της οικογένειας πρέπει να εκφράσουν τα συναισθηματά τους πάνω στα θέματα που ακολουθούν. Καταγράψτε τις διάφορες απόψεις.

Τι σας ωθεί να εγκαταλείψετε τη χώρα σας. ....

.....  
.....  
.....

Τι σας κάνει να διστάζετε να εγκαταλείψετε τη χώρα σας;

.....  
.....  
.....

Τι ελπίζετε να βρείτε από την άλλη πλευρά των συνόρων;

.....  
.....  
.....

Τι φοβόμαστε ότι σας περιμένει πέρα από τα σύνορα;

.....  
.....  
.....

**Εγκατάσταση σε καταυλισμό**

Τι νιώθετε...

...όταν η κατάσταση άρχισε να αλλάζει; .....

.....  
.....  
.....

...στο τέλος, όταν δώσατε πίσω τα χέρδιά σας;

.....  
.....  
.....

**Εποχή με τον νότιο πληθυσμό**

«Παίζει μηνιμάταν»: Τι δυσκολίες αντιμετωπίσατε όταν προσπαθήσατε να γίνετε κατανοητοί;

.....  
.....  
.....

«Δίκτες μηνιμάτων»: Τι νιώσατε όση ώρα προσπαθήσατε να καταλάβετε,

.....  
.....  
.....



Activity: Emergency Supply Case	
<b>Indoors / Outdoors / Both</b>	Outdoors
<b>Maximum number of participants (trainees) recommended</b>	All trainees, divided in families
<b>Minimum number of trainers recommended</b>	1-2 trainers
<b>Competence targeted</b>	Coordination and cooperation/Empathy/Crisis management
<b>Objective</b>	Simulation of a sudden flight situation, in which each family must decide which items to carry on the journey (one choice per person).
<b>Duration</b>	10'
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. The trainer presents the activity to the trainees.</li> <li>2. Each family is given a box, laminated cards with the names of emergency supplies and a list of these emergency supplies.</li> <li>3. Each family has to decide in 5 minutes what to take in their emergency supply case (one object per family member). Everyone must be in agreement as to what is chosen.</li> <li>4. According to the items chosen from the list, the families will have to place the specific laminated cards in the box.</li> <li>5. Once families have chosen their supplies and placed them in the given box, each family must draw randomly an "event card" from the family folder.</li> <li>6. This card represents an item that the family will have to leave behind.</li> </ol>
<b>Analysis &amp; conclusions of the activity</b>	<p>This activity helps trainees experience the psychological anguish and feeling of deprivation most refugees feel when they have to leave their homes and belongings behind.</p> <p>It also shows how difficult it is for someone to have to decide in very little time what to take with them.</p> <p>Interesting conclusions when listening to the arguments and discussion between family members (emotion vs logic, dominant team members etc.), so as to reach consensus.</p>
<b>Materials</b>	2 Boxes, laminated cards with names of emergency supplies, lists with emergency supplies

Boxes



Emergency Supplies



## ΔΕΜΑ ΜΕ ΕΙΔΗ ΕΚΤΑΚΤΗΣ ΑΝΑΓΚΗΣ

### Οδηγίες για τους παίκτες

Η ζωή σας έχει έρθει τα πάνω κάτω. Πρέπει να φύγετε. Πρέπει να γλιτώσετε και να αφήσετε πίσω σας τα πάντα, εκτός από ένα αντικείμενο που μπορεί να πάρει μαζί του το κάθε άτομο.

Η επιβίωση της οικογένειάς σας ίσως εξαρτηθεί από τα αντικείμενα που θα επιλέξετε. Γι' αυτό, πάρτε αυτά που πιστεύετε ότι θα σας φανούν περισσότερο χρήσιμα κατά τη διάρκεια της φυγής σας.

Κάθε μέλος της οικογένειάς μπορεί τώρα να επιλέξει ένα αντικείμενο.

Έχετε 5 λεπτά για να συζητήσετε την επιλογή του καθενός σας και να συγκεντρώσετε στο τέλος ένα οικογενειακό δέμα με είδη έκτακτης ανάγκης.

Από δω και πέρα θα πρέπει να κουβαλάτε διαρκώς μαζί σας αυτά τα είδη.

### Λίστα

Διαλέξτε τα αντικείμενα σας και στη συνέχεια ζωγραφίστε τα στο φύλλο «Οικογενειακής κατάστασης», στο τετραγωνάκι με τον τίτλο «Οικογενειακό δέμα με είδη έκτακτης ανάγκης».

- τράπουλα
- κούκλα
- κουτί πρώτων βοηθειών
- υπνόσακος
- τσαγιέρα
- κόσμημα
- σαπούνι
- πυξίδα
- 10 μέτρα ύφανση
- βιβλίο
- χάρτης της περιοχής
- ζευγάρι παπούτσια
- μαχαίρι
- φορητό ραδιόφωνο
- μικρή σκηνή
- φακός
- ρολόι χειρός
- παγοθρί
- 50 μέτρα σκοινί
- σακίδιο
- πολύγλωσσο λεξικό
- χρυσός

Όλα τα μέλη θα πρέπει να συμφωνήσουν για το τι θα πάρει μαζί σας από τη λίστα.

*Προσέξτε αυτά τα αντικείμενα σαν τα μάτια σας.*

*Μπορεί να σας σώσουν τη ζωή!*





Event Cards

ΚΑΡΤΕΣ «ΓΕΓΟΝΟΤΩΝ» ■

 <p>Εγκαταλείψτε το αντικείμενο που διάλεξε το μεγαλύτερο μέλος στην οικογένεια.</p>	 <p>Εγκαταλείψτε το πλέον χοντροκομμένο αντικείμενο του οικογενειακού δέματος ειδών έκτακτης ανάγκης.</p>
 <p>Εγκαταλείψτε το αντικείμενο που διάλεξε ο παίκτης που τράβηξε αυτή την κάρτα.</p>	 <p>Σας σταμάτησε η αστυνομία. Εγκαταλείψτε το μικρότερο αντικείμενο του οικογενειακού δέματος ειδών έκτακτης ανάγκης.</p>
 <p>Σας σταμάτησε η αστυνομία. Αποφασίστε ποιο αντικείμενο θα εγκαταλείψετε.</p>	 <p>Εγκαταλείψτε το αντικείμενο που διάλεξε το νεαρότερο μέλος της οικογένειας.</p>



Σε ένα σημείο ελέγχου η αστυνομία κάνει κατάσχεση στα αντικείμενα του οικογενειακού δέματος ειδών έκτακτης ανάγκης που μπορούν να χρησιμοποιηθούν για μετάδοση πληροφοριών.



Πρέπει να εγκαταλείψεις ένα αντικείμενο από το οικογενειακό δέμα ειδών έκτακτης ανάγκης.



Πρέπει να εγκαταλείψεις γρήγορα το μέρος όπου βρίσκεσαι, αφήνοντας πίσω σου το βαρύτερο αντικείμενο του οικογενειακού δέματος ειδών έκτακτης ανάγκης.



Σε ένα σημείο ελέγχου η αστυνομία κάνει κατάσχεση στο χρυσό, τα κοσμήματα και τα ρολόγια που καταφέρατε να πάρετε μαζί σας.



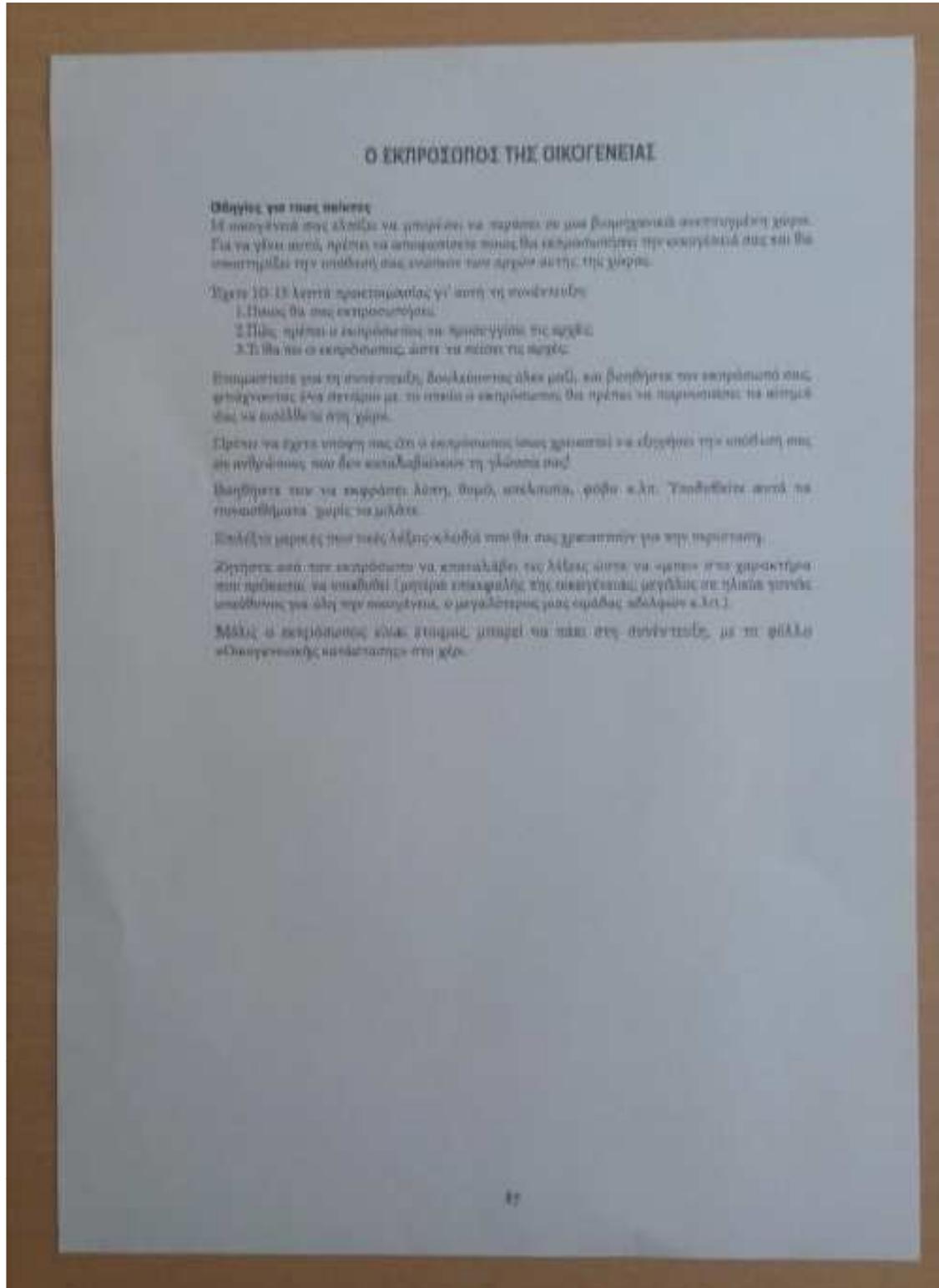
Σε ένα σημείο ελέγχου η αστυνομία κάνει κατάσχεση σε ένα από τα πράγματα που χρησιμοποιείτε ως οδηγό στο ταξίδι σας.



Πρέπει να εξαγοράσετε τη διάβασή σας με ένα αντικείμενο από το οικογενειακό δέμα ειδών έκτακτης ανάγκης.

<b>Activity: Crossing the Borders / Asylum Office</b>	
<b>Indoors / Outdoors / Both</b>	Indoors
<b>Maximum number of participants (trainees) recommended</b>	All trainees
<b>Minimum number of trainers recommended</b>	2 (one of them being the Arab speaking trainer)
<b>Competence targeted</b>	Communication Skills/Empathy/Role-play
<b>Objective</b>	Simulation of the asylum office procedure. Give trainees an understanding of the problems faced by refugees when they flee to another country, particularly when they do not speak the language of the host country and they must explain their situation in order to be granted asylum.
<b>Duration</b>	30'
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. All trainees return from the open area to the learning center only to find access denied.</li> <li>2. A guard on the door denies access in an angry tone and in a language they do not understand.</li> <li>3. In order to access the classroom they have to pass through the guard and then the asylum office, where an unfriendly officer speaks a language they do not comprehend.</li> <li>4. The representative of the family is the only person who is allowed to communicate with the officers.</li> <li>5. Considering that the family documentation is not filled out correctly and in order to be allowed access, each family is asked to solve riddles written in cards using fonts of an unknown language and then bring them back.</li> <li>6. Once the riddle is solved, the family is granted asylum and they can cross the border.</li> </ol>
<b>Analysis &amp; conclusions of the activity</b>	This activity enables the trainees to stand in the shoes of those who have gone through a lot to save themselves and that desperately need to be allowed access to another country. This activity, achieves better understanding and empathy for refugees, while familiarizing trainees with role-playing.
<b>Materials</b>	A desk to prevent access to the classroom, seals, papers.
<b>Add any other information concerning the preparation of the activity</b>	Set-up pattern for the "border" and an experienced Arab speaking trainer who can spontaneously role-play the scene.

## Family Representative



## Password Codes

### ΣΥΝΘΗΜΑΤΙΚΟΙ ΚΩΔΙΚΕΣ ✠



#### Πολίτης: Το Π γίνεται Δ

(Οι λέξεις είναι κωδικοποιημένες με ένα αντιμετατιθέμενο αλφάβητο, όπου το Α είναι Ν, το Β είναι Ξ, το Γ είναι Ο, κ.ο.κ.)

Ρ Ψ Ρ Θ Υ Ρ Ε Φ Ν : ΕΛΕΥΘΕΡΙΑ

Ρ Φ Ρ Τ Α Τ : ΕΙΡΗΝΗ

Ν Ψ Ψ Τ Ψ Ρ Ο Θ Τ : ΑΛΛΗΛΕΓΓΥΗ

Ν Ζ Ι Ν Ψ Ρ Φ Ν : ΑΣΦΑΛΕΙΑ

Κώδικας του Ραμσή:  
ΕΛΕΥΘΕΡΙΑ  
ΕΙΡΗΝΗ  
ΑΛΛΗΛΕΓΓΥΗ  
ΑΣΦΑΛΕΙΑ

<b>Activity: Countries of Origin</b>	
<b>Indoors / Outdoors / Both</b>	Indoors
<b>Maximum number of participants (trainees) recommended</b>	All trainees
<b>Minimum number of trainers recommended</b>	All trainers/facilitators
<b>Competence targeted</b>	Teamwork/ Collaboration/ Communication-Presentation skills, ICT skills
<b>Objective</b>	To refresh to trainees basic ICT skills (Internet, Word, Power Point, computer files, MS Excel), necessary to perform the project-based activity. To learn about the background of the country/countries specified through experiential training. To present the work they have done as a team to other trainees.
<b>Duration</b>	120'
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Trainees are divided in teams/classroom according to the initial Family Set-Up.</li> <li>2. A trainer explains to trainees the expected final deliverable: they are asked to gather information on the background of the country specified on geography, economy, culture, history, politics etc.</li> <li>3. He also shows them the basic ICT skills needed to perform the activity, as well as a PPT presentation prepared by the Project Team as an example/guide.</li> <li>4. Each team allocates the tasks to its members.</li> <li>5. Every team/family member searches the Internet for information on the area of research they have agreed.</li> <li>6. Then, all team/family members work together to make a Power Point presentation on the country specified using the information gathered.</li> <li>7. Both teams meet in the central classroom and make a presentation on the project they have prepared.</li> </ol>
<b>Analysis &amp; conclusions of the activity</b>	<p>This activity familiarizes trainees with searching on the Internet as well as with the use of Word, Excel, Power Point and computer files. Trainees exploit the ICT skills toolkit developed by the Project Team. They also understand the importance of stamps as an educational tool.</p> <p>The activity helps trainees to get to know a third country nationals country, using all available resources (incl.stamps)- experiential activity instead of a theoretical lecture.</p> <p>They enhance their collaboration and teamwork/team learning skills.</p> <p>Trainees also practice their presentation skills.</p> <p>Interesting conclusions can be extracted on each team's way of work (tasks allocation, dynamics, way of presentation etc.).</p>
<b>Materials</b>	Laptops, Internet connection, USB flash disks, board, projector

## Countries of Origin

### “Train-the-Trainers” Team Presentations

#### Team Presentations: Team “ASIF”

	<p><b>CulMed</b></p> <p>1. ΓΕΩΓΡΑΦΙΑ - ΔΗΜΟΓΡΑΦΙΚΑ</p> <p>Η <b>Ισλαμική Δημοκρατία του Πακιστάν</b> (<b>Πακιστάν</b>): (پاکستان) είναι μια χώρα της Νότιας <b>Ασίας</b>. Βρίσκεται στην περιοχή όπου ενώνονται η <b>Νότια Ασία</b>, η <b>Κεντρική Ασία</b> και η <b>Μέση Ανατολή</b>. Βρέχεται από την <b>Αραβική Θάλασσα</b> και έχει ακτογραμμή μήκους 1.046 <b>χιλιομέτρων</b>, και συνορεύει με το <b>Αφγανιστάν</b> και το <b>Ιράν</b> στα δυτικά, το <b>Ταϊβαν</b> στα βόρεια, την <b>Ινδία</b> στα ανατολικά και την <b>Σίνα</b> (αυτόνομη περιοχή Σιανάγκ-Ουγκούρ της Κίνας) στα βόρεια. Έχει έκταση 880.940 <b>χ.λμ.</b> και πληθυσμό 207.774.520<sup>(1)</sup> κατοίκους σύμφωνα με την απογραφή του 2017. Πρωτεύουσα σήμερα είναι το <b>Ισλαμαμπάντ</b>, ενώ παλαιότερα ήταν το <b>Καράτσι</b>.</p> <p><small>*Στη γλώσσα <b>Ουρτού</b> και το <b>Πακ</b> η λέξη σημαίνει Γη των Αγίων (πες = αγιός, κτάν = μέρος). Αυτόσο προτίθεται να ως αρκούμενο το οποίο δημιουργήθηκε το 1933 και αναφέρεται στις 5 βόρειες πολιτείες του <b>Βαμπαρ</b>, του <b>Μπαλτ</b>, <b>Αφγαν</b>, <b>Κασιμί</b>, <b>Σίν</b>, και <b>Σινδ</b> όπως με το γράμμα I να προστίθεται για την διακρίση της προφοράς και για την ορθογραφία και ανατολική απόφαση της ονομασίας.</small></p> <p>Erasmus+ Agreement Number: 2018-1-EL01-KA202-047904</p>
<p><b>CulMed</b></p> <ul style="list-style-type: none"> <li>• Στην γλώσσα τους βρισκόμε λέξεις που έχουν κοινές ρίζες με τη δική μας γλώσσα:</li> <li>• <b>NOM</b>=όνομα</li> <li>• <b>ΠΑΡΙΜ</b>=πορεύομαι, διαβαίω εκ του πάριμι</li> <li>• <b>ΧΕΜΑΝ</b>=χρυσάνας</li> <li>• <b>ΙΛΑ</b>=έλα</li> <li>• <b>ΔΟΝΤΟΥΠΑ</b>=δόντια</li> <li>• <b>DI</b>=δίω</li> <li>• <b>ΙΣΠΑΤΑ</b>=χαίρετσμός, εκ του ασπάζομαι. Γι' αυτό φιλούνται όταν συναντιούνται μετά από καιρό.</li> </ul> <p>Erasmus+ Agreement Number: 2018-1-EL01-KA202-047904</p>	<p><b>CulMed</b></p> <p>ΙΣΤΟΡΙΑ - ΠΟΛΙΤΙΚΗ</p> <ul style="list-style-type: none"> <li>• Το 712 μ.Χ. κατακτήθηκε από τους Άραβες - οι οποίοι το χρησιμοποιούσαν και ως βάση για περαιτέρω κατακτήσεις ανατολικά - και ο πληθυσμός εξισλαμίστηκε. Αργότερα συμπεριελήφθηκε μαζί με την Ινδία στην <b>Βρετανική Αυτοκρατορία</b>.</li> <li>• Το 1947 οι Βρετανοί αποχώρησαν από την ηνία, από την οποία αποσχίστηκε το καθαρό Μουσουλμανικό κράτος του Πακιστάν, το οποίο χωριζόταν σε δυτικό και Ανατολικό τμήμα, ανάμεσα στα οποία βρισκόταν 1.600 χλμ. ινδικού εδάφους.</li> <li>• Το σημερινό Πακιστάν προέκυψε μετά την αποκήρυξη του Ανατολικού Πακιστάν και τη δημιουργία νέου κράτους (του <b>Μπαγγλαντές</b>) το 1971.</li> </ul> <p>Erasmus+ Agreement Number: 2018-1-EL01-KA202-047904</p>

## Countries of Origin "Train-the-Trainers" Team Presentations

### Team Presentations: Team "SHUKRAN"

<p>Project Coordinator: Makarios Giamas for Social Research / Agreement Number: 2018-1-EL01-KA202-047904</p>	<p><b>ΠΑΚΙΣΤΑΝ</b> <b>ΓΕΩΓΡΑΦΙΑ-ΔΗΜΟΓΡΑΦΙΑ</b></p> <ul style="list-style-type: none"> <li>• Ισλαμική Δημοκρατία του Πακιστάν (ισόγλωσσος) είναι μια χώρα της Νότιας Ασίας</li> <li>• Πρωτεύουσά σήμερα είναι το Ισλαμαμπάντ</li> <li>• Βρέχεται από την Αραβική Θάλασσα</li> <li>• Συνορεύει με το Αφγανιστάν και το Ιράν στα δυτικά, το Τατζικιστάν στα βόρεια, την Ινδία στα ανατολικά και την Κίνα στα βόρεια.</li> <li>• Έχει έκταση 880.940 τ.χλμ. και πληθυσμό 207.774.520 κατοίκους σύμφωνα με την απογραφή του 2017</li> </ul> <p>Erasmus+ Agreement Number: 2018-1-EL01-KA202-047904</p>
<p><b>ΠΑΚΙΣΤΑΝ - ΘΡΗΣΚΕΙΑ</b></p> <ul style="list-style-type: none"> <li>• Δεύτερη μεγαλύτερη σε πληθυσμό μουσουλμανική χώρα στον κόσμο</li> <li>• 95% των κατοίκων του Πακιστάν είναι μουσουλμάνοι, 75% των οποίων Σουνίτες, το 20% Σίιτες και το 2,3% Αχμάνιτες ενώ υπάρχουν αρκετές κοινότητες Σουφιστών.</li> </ul> <p>Συνολικά η διάρθρωση του πληθυσμού ως προς το θρησκευτικό δόγμα έχει ως εξής:</p> <ul style="list-style-type: none"> <li>• Ισλάμ: 173.000.000 (96% του πληθυσμού)</li> <li>• Ινδουισμός: 3.200.000 (1,85%)</li> <li>• Χριστιανισμός: 2.800.000 (1,6%)</li> <li>• Σιχ: περίπου 20.000 (0,001%)</li> <li>• Βουδισμός, Ιουδαϊσμός, Μπαγιά Πίαττι, Ανιμισμός, Μάρτυρες του Ιεχωβά (σε πολύ μικρά ποσοστά)</li> </ul> <p>Erasmus+ Agreement Number: 2018-1-EL01-KA202-047904</p>	<p><b>ΠΑΚΙΣΤΑΝ - ΓΡΑΜΜΑΤΟΣΗΜΑ</b></p> <p>Erasmus+ Agreement Number: 2018-1-EL01-KA202-047904</p>

## References

During the procedure of collecting information on the Countries of Origin, the Teams were provided by the Trainers with the following website links/ references for their convenience, as references for geographical, social, religious, population and cultural information.

These references proved to be very useful, considering the time restrictions for the Teams to collect information and prepare their presentations. As a result, the Teams had more time available to practice their ICT Skills and focus on the content of their presentations and managed to carry out their work more efficiently.

United Nations, Human Development Indicators

<http://hdr.undp.org/en/countries/profiles/>

Population Pyramids of the World from 1950 to 2100

<https://www.populationpyramid.net/>

Fertility Rate / World Bank Open Data

<https://data.worldbank.org/indicator/SP.DYN.TFRT.IN>

World Bank – WITS World Integrated Trading Solution

<https://wits.worldbank.org/CountryProfile/en/Country/PAK/Year/2017/Summary>

OECD, Country Reports

<https://oec.world/en/profile/country/pak/>

Corruption Perception Index 2019, Transparency International

<https://www.transparency.org/en/cpi/2019#>

UN, Multidimensional Poverty Index: developing countries, 2019

<http://hdr.undp.org/en/2019-MPI>

Human Development Indicators, United Nations Development Programme,

<http://hdr.undp.org/en/countries/profiles/PAK>

UNESCO, World Heritage List,

<https://whc.unesco.org/en/list/>

UPU, WADP Numbering System (WNS) for Stamp Issues

<https://www.wnsstamps.post/en/stamps>

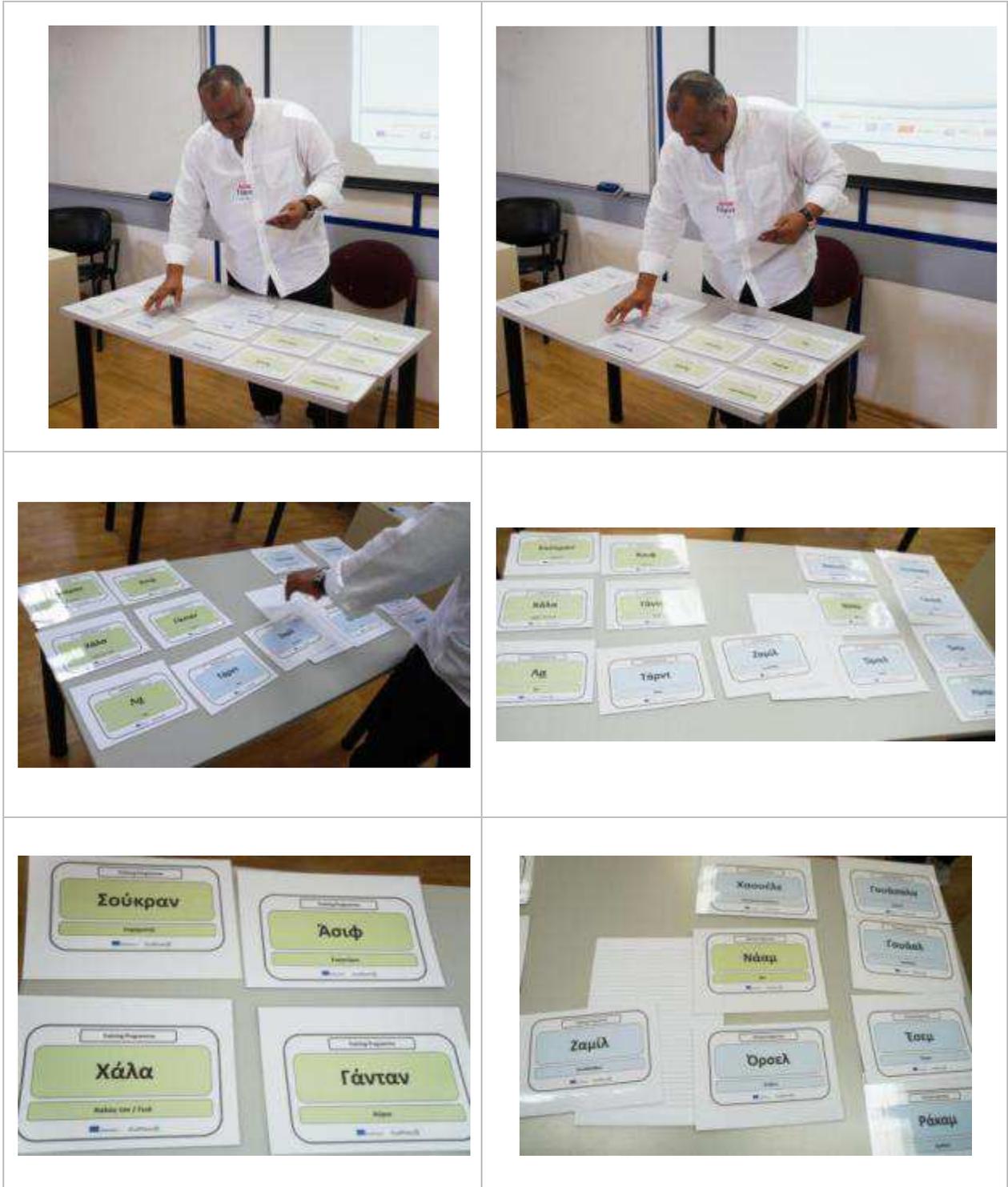
Wikipedia (Historical, population, social, religious, and other relevant country information)

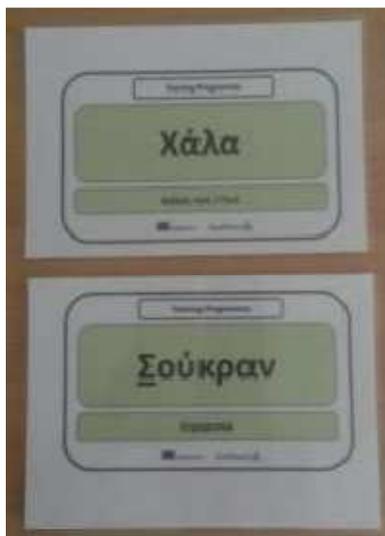
## C. Transversal Linguistic Interventions

<b>ACTIVITY: MEETING LOCAL POPULATION/ARABIC VOCABULARY</b>	
<b>Indoors / Outdoors / Both</b>	Indoors
<b>Maximum number of participants (trainees) recommended</b>	All trainees
<b>Minimum number of trainers recommended</b>	2 trainers (Arab-speaking)
<b>Competence targeted</b>	Language skills, communication skills
<b>Objective</b>	To learn key Arabic words needed in basic social situations as well as in simple postal transactions with the use of role playing.
<b>Duration</b>	55'
<b>Procedure</b>	<p>All trainees participate in this exercise, which has a gradual level of difficulty.</p> <ol style="list-style-type: none"> <li>1. Firstly, one/two trainees are picked, in order to play the role of a post-office customer.</li> <li>2. An Arabic-speaking trainer plays the role of a post-office employee, who does not speak English.</li> <li>3. A postal transaction is simulated, based on the words given on Day 1 (during the Family Set-Up activity), while also considering the body language skills learnt.</li> <li>4. The Arabic-speaking trainer makes a recap of the words learnt so far, clarifying any questions trainees may have.</li> <li>5. He then gives trainees some more Arabic words, which advance the complexity of the dialogue. They all practice the new words (pronunciation), trying to memorize them.</li> <li>6. In groups of two, the trainees simulate (role-play) in turn simple postal transactions, using all the words, rotating roles (customer-employee).</li> <li>7. The Arabic-speaking trainer supervises and recaps the role-playing.</li> </ol>
<b>Analysis &amp; conclusions of the activity</b>	<p>This activity helps trainees understand the communication and language barriers immigrants may face in the host country, while putting themselves in the shoes of a customer who lives in a foreign country, where he/she does not speak the language, yet needs to communicate.</p> <p>At the same time, they learn basic post-related Arabic words, in order to be able to perform simple postal transactions with immigrants and refugees from Arabic-speaking countries.</p>
<b>Materials</b>	Laminated cards with social and postal words
<b>Add any other information concerning the preparation of the activity</b>	<p>A good preparation is needed beforehand, in cooperation with the Arab-speaking trainers, for choosing the Arab words to be taught.</p> <p>For this purpose, the Project Team has developed a special tool- <b>Arabic WordBoard</b>, under the following process:</p> <ul style="list-style-type: none"> <li>▪ Mindmap with key words of basic postal transactions/services (letter- parcel-money order)-&gt;</li> <li>▪ Selected Arabic vocabulary including social words and key words -&gt;</li> <li>▪ Cards of words to be taught during the training programme</li> </ul> <p><b>It is noted that this Arabic WordBoard is a hands-on tool that can be used by the front-office employees, while also serving as a memory card game.</b></p>

### C.1 Arabic Postal Vocabulary Training

The trainees, without any previous knowledge of the Arabic language, managed, even from the very first day of the Training Programme, to memorize and start using basic Arabic words (social and postal) in simple postal transactions.





## C.2 Role Playing

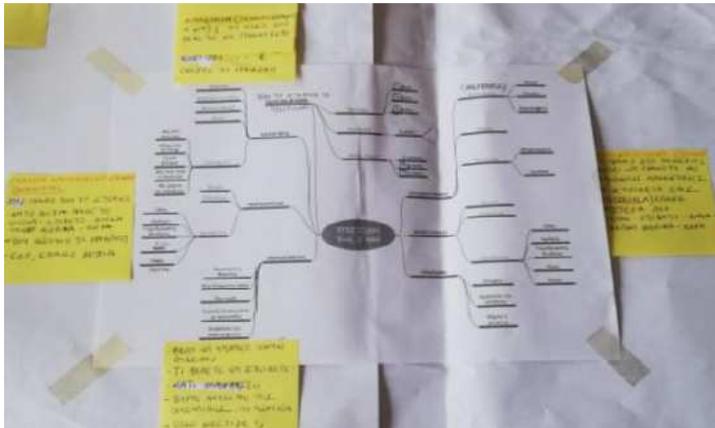
By continuously adding new words to the Arabic vocabulary training procedure, the trainees, in a role-playing, impersonated both the customer and the front desk employee at the post office and carried out dialogues of escalating difficulty in the Arabic language under the supervision of the well experienced Cultural Mediator who facilitated and monitored the entire procedure. Thus, the trainees succeeded in simulating actual customer service conditions in the postal office.



### C.3 Arabic WordBoard

In order to more effectively facilitate the Project purposes, especially when it comes to real life conditions at the post office, ELTA’s Project Team developed the “Arabic Wordboard”, a comprehensible and easy to use “language tool which contains carefully chosen Arabic words. This tool can be practically used by front office employees at the post offices both during transactions with Arabic-speaking customers and as a fun memory card game.

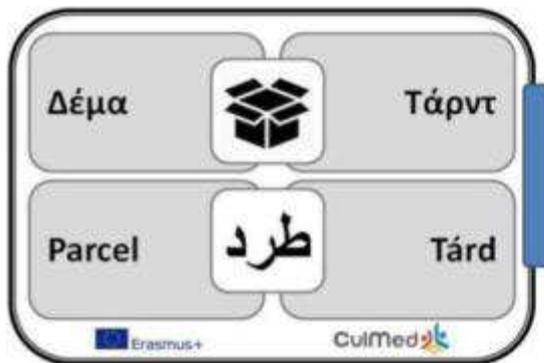




Mind Map

ENGLISH WORD	Arabic word
Sender	المرسل
Recipient/ Addressee	المستلم
Address	عنوان
Post office	مكتب البريد
Send	إرسال
Pay	دفع
Today	اليوم
Tomorrow	غدا
Week	أسبوع
How much?	كم
Yes	نعم
No	لا
Thank you	شكراً
Sorry	آسف
(Postage) stamp	ختم
Weight	وزن
Inquiry	تفتيش
Change	تغيير
Delivery	توصيل
Damage	تضرر
Time	وقت
Bulky	ضخم
Bulk	حجم
Payment	دفع
Complain	شكوى
Number	رقم
package	ظرف
arrived	وصل
how?	كيف؟
Evidence	وصيل
welcome	هلا
not allowed	ممنوع
Inquiry	تطلب
colleague	زميل
transfer	حوالة

Selected Arabic Vocabulary



The layout of an Arabic WordBoard Card

**D. Photo Gallery (electronic folder)**

**E. Video Gallery (electronic folder)**