**MIGRANTS & REFUGEES
AS RE-BUILDERS**

ADULT EDUCATORS' CURRICULUM
for inclusion and economic engagement

Initiatives of Change
United Kingdom

KISTA FOLKHÖGSKOLA

Asociación PROGESTIÓN

**MIGRANTS & REFUGEES
AS RE-BUILDERS**

Published by:

Erasmus+ Partnership Cross-border intercultural and societal entrepreneurs

Initiatives of Change, UK - Leader

Progestion, Spain

Kista Folkhogskola, Sweden

Ankara Sosyal Bilimier Universitesi, Turkey

Project:

Cross–border Intercultural and Societal Entrepreneurs
2016-1-UK01-KA204-024623

www.iofc.org/M-R-Rebuilders

Disclaimer:

The content of the handbook does not necessarily reflect the policies and views of the European Commission.

CONTENTS

INTRODUCTION

The main focus of this curriculum is to enhance the teaching experience of adult educators working with migrants and refugees.

The vision is that among migrants and refugees are some who, with training and support, have the potential to contribute to rebuilding their communities in their host countries, and eventually, in their countries of origin.

We offer the curriculum as a resource for adult educators. Subsequent elements of the three-year project will include an online tool for self-assessing competence in delivering the material, and an online tool for evaluating its effectiveness.

The curriculum is based on learning and teaching approaches from both the formal and non-formal educational sectors. It considers the community as the natural teaching and learning space for achieving meaningful engagement and inclusion of migrants and refugees within their host communities. This teaching and learning is enriched through daily encounters within the community as well as formal educational settings, such as classrooms. Adult educators, migrants and refugees together play a crucial role in the efforts to build social inclusion through meaningful community engagement.

As the community is considered as the focal learning and teaching point, the effectiveness and transformational power of the curriculum will be assessed by the improvement in well-being experienced directly by the migrants and refugees and members of the host communities, but also indirectly on their communities in their countries of origin.

QUESTIONS WE ADDRESSED AS WE WERE BUILDING THIS CURRICULUM:

As migrants and refugees, ourselves:

- How could a people-centred teaching model curriculum transform the lives and communities of migrants and refugees?
- How could the training of adult educators of migrants and refugees be effective in enabling their inclusion and engagement in their countries of adoption?
- How could migrants and refugees become responsive and develop a transformational relationship with their countries of origin?

As cross-sector training institutions:

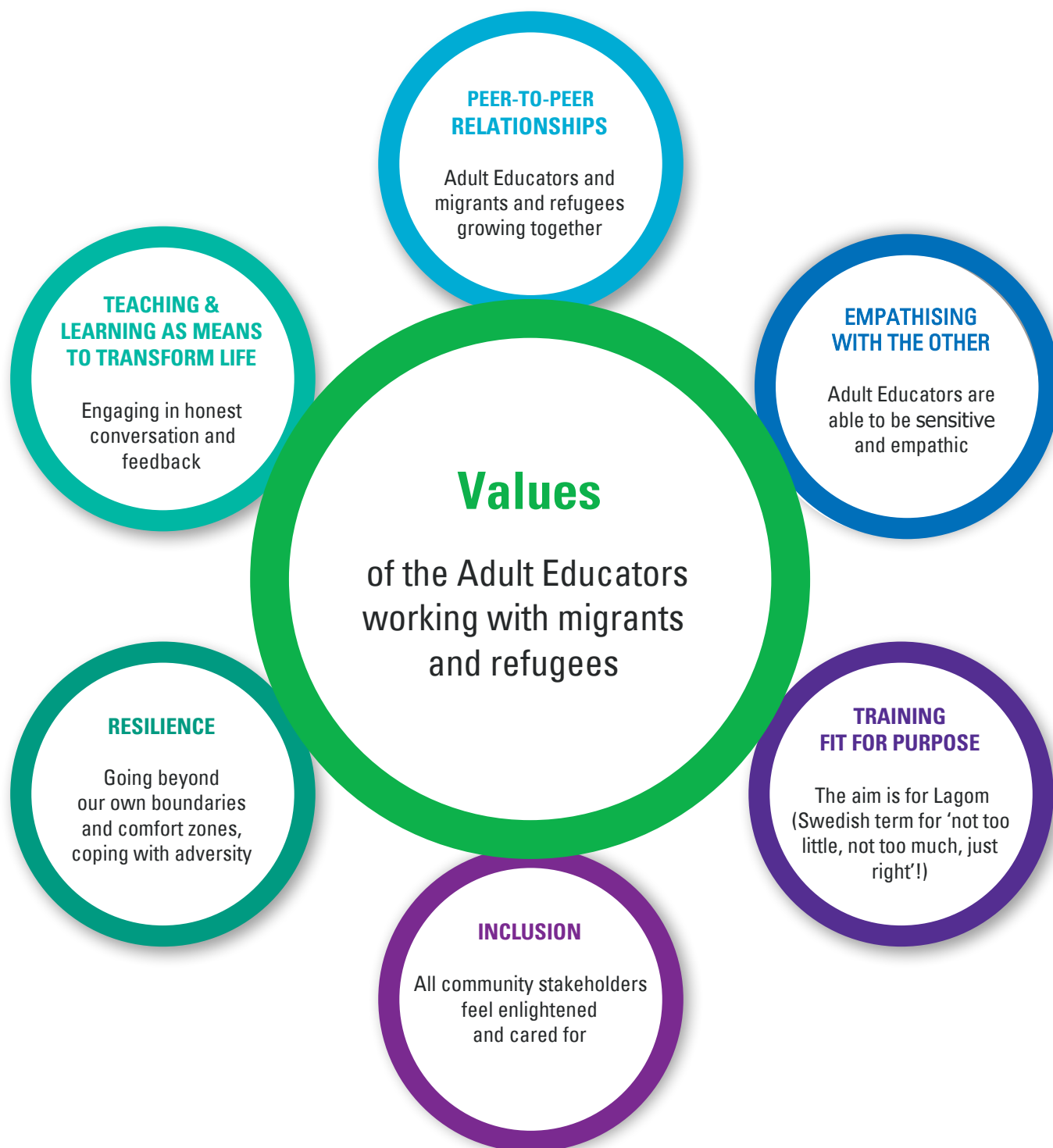- What educational approaches should cross-sectorial education and training organisations bring to the migrant and refugee phenomenon?
- How can informal education become a powerful space and means towards the inclusion and engagement of migrants and refugees?
- How can we transform the informal spaces where we live together into teaching and learning environments to build on the capabilities and experiences of migrants and refugees?

OUR EDUCATIONAL VALUES

In discussions between the partner organisations, which are working with migrants and refugees in Spain, Sweden, Turkey and UK, certain values emerged for adult educators, which are expressed in the following diagram:

PEER-TO-PEER RELATIONSHIPS

Adult Educators and migrants and refugees growing together

EMPATHISING WITH THE OTHER

Adult Educators are able to be sensitive and empathic

TEACHING & LEARNING AS MEANS TO TRANSFORM LIFE

Engaging in honest conversation and feedback

Values

of the Adult Educators working with migrants and refugees

TRAINING FIT FOR PURPOSE

The aim is for Lagom (Swedish term for 'not too little, not too much, just right'!)

RESILIENCE

Going beyond our own boundaries and comfort zones, coping with adversity

INCLUSION

All community stakeholders feel enlightened and cared for

OUR APPROACHES

The curriculum is based on the following people-centred educational approaches:

- Human development needs towards a holistic view of personal fulfilment.
- Human development capabilities to bring social change in host communities and countries of origin.
- The cognitive, affective and psychomotor learning taxonomies as effective teaching and engagement processes.

These approaches are further expanded within this handbook.

The 'Migrants and Refugees as Re-Builders' curriculum also takes into consideration the United Nations' Sustainable Development Goals (SDGs) from the Agenda 2030. The objectives and outcomes of the training modules have been aligned with the SDGs, targets and indicators.

Comparison of Educational Approaches

	Migrant & Refugees as Re-Builders educational and training approach	Banking* educational and training approach
Educational approaches	Human rights and capabilities-based	Standardisation and capacities
	Balanced between affective and cognitive dimensions	Cognitive predominance
	Driven by fundamental human needs and sustainable development goals	Market-driven
	Community of adoption and origin context-driven	Content-driven
Emphasis	Process-driven (knowing what for, how and with whom)	Knowledge-driven (accumulation)
Role of teacher	Facilitator, peer, coach, mentor	Expert, consultant
Adult migrant and refugee	Capable, resilient, learning person	Needy person
Training modules	Inter-dependent and relational	Atomised
Assessment	Impact on the individual and his/her community	Performative
Vision	Multi-centred (ie. including host country and country of origin)	Individual-centred

*Banking education is a term used by Paulo Freire to describe and critique the traditional education system. Freire, P. (1996). Pedagogy of the Opressed, London, Penguin Books

OUR APPROACHES

In the following pages, there is a brief explanation of the educational approaches selected for the curriculum. More information may be found in the references provided.

HUMAN RIGHTS

Human rights and fundamental freedoms allow us to develop our human qualities, capabilities, intelligence, talents and conscience. Denying them does not only affect the individual, but society as a whole, and potentially sows the seeds of hatred, violence and conflict within and between societies.

The right of education for all is a fundamental human right and has been recognised worldwide since the Universal Declaration of Human Rights in 1948. The Declaration itself has been enshrined in a number of international conventions, including the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education (1960), and the International Covenant on Economic, Social and Cultural Rights (1966). Education as a human right forms the basis of all other human rights, promoting individual freedom and empowerment and yielding important development benefits for society as a whole.

However, human rights are far from being practised in many countries, while in others, the right to education only exists in theory and without governmental support.

Often people in contexts of poverty are the hardest hit, and millions around the world today are still being denied access to education. In a world where migration and displacement as a result of war is rapidly increasing, migrants and refugees are bearing the brunt of many direct and indirect erosions in this basic human right. Other human rights, such as to freedom and safety from persecution, as underlined in the UN Refugee Convention, are often denied or wrongly applied to families who want to re-unite in particular European countries.

Education in itself is an 'enabler' of rights. It helps to create the voice through which rights can be claimed and protected. It provides access information on systems of governance; and enables people to negotiate equally with power holders. People lacking education do not have the capacity to fully develop their potential.

This curriculum, based on the human rights approach, aims to equip adult educators of migrants and refugees with the ability to up-skill their critical and constructive thinking to support social and economic engagement in their host country, as well as their countries of origin.

OUR APPROACHES

HUMAN FUNDAMENTAL NEEDS
Manfred Max-Neef's Human Scale Development (1991)

The curriculum is also based on Manfred Max Neef's Human Fundamental Needs framework. The needs are interrelated and interactive within a coherent system which is shared by all cultures. What changes, over time and through cultures, is the means by which the needs are satisfied. Max-Neef's framework consists of existential needs such as: subsistence, protection, affection, understanding, participation, creation, leisure, identity and freedom; together with their satisfiers which are embedded in individual or collective forms of being, having, doing and interacting.

The curriculum for adult educators has been inspired by this framework and it has been adapted by partners and diaspora members into the following five axiological needs categories, which have been named five life teaching topics: sustainable livelihood, affection and belonging, prevention and protection, understanding, and participation in social entrepreneurial initiatives. Key features of these needs are their highly relational nature, by which each complements the other and enhances a human scale development.

THE CENTRAL HUMAN CAPABILITIES
Amartya Sen's Development as Freedom (1999);
Martha Nussbaum's Creating Capabilities: The Human Development Approach (2011)

The curriculum aims to expand the interpersonal skills of adult educators to enhance the relational capacity of migrants and refugees within their communities of adoption and origin. It also pays attention to the opportunities that are strongly influenced by social circumstances and public policy (Dreze & Sen, 2002, p.6). The crucial role of educational-social opportunities is to expand the realm of human agency and freedom for migrants and refugees. Human agency is understood as the capability of people to change, transform and take control of their own well-being.

This 'capability approach' of the curriculum is focused on training adult educators to empower and enable migrants and refugees to regain control over areas of their own lives, families and communities, in both their countries of adoption and origin. As Nussbaum asserts, generating capabilities requires resources and institutional support. These, in turn, need constant and consistent inquiry and advocacy work by both adult educators and the migrants and refugees themselves, in the public, political, civic, economic and social spheres.

The following Central Human Capabilities list is relevant for the kind of training modules selected for this curriculum, as our main aim is to transform lives through teaching.

- Life
- Bodily health
- Bodily integrity
- Senses, imagination and thought
- Emotions
- Critical and constructive thinking
- Practical reasoning
- Affiliation
- Relationships
- Leisure
- Control over one's environment, e.g. a) political, being able to effectively participate in political choices that govern one's life; b) material: being able to hold property rights on an equal basis with others.

Source: Adapted from Martha C. Nussbaum (2011) *Creating Capabilities. The Human Development Approach.*

THE COGNITIVE, AFFECTIVE AND PSYCHOMOTOR DIMENSIONS
Krathwohl's Affective dimension of the Learning Taxonomy (1964)

We have adopted the three learning taxonomic dimensions, placing emphasis on the affective dimension, as it brings to the teaching and learning experience a full sense of personal and collective engagement. The way affective learning enriches the training modules of the curriculum could be described as follows:

- The **will** to accept and receive new stimuli, data and information, is as important as the **capacity** to acquire knowledge from different perspectives.

- The art of **becoming responsive** to one's context and learning to question the status quo, is as important as the **ability** to understand new contexts.

- Having an **ethical stance** to valuing and organizing life and work on a daily basis, is as important as developing the **capacity for analysing, synthesising and evaluating** those experiences.

- The capacity to **embed values** into daily life actions, is as important as the **capacity to create** goods or services within one's context.

Learning and teaching taxonomies

Cognitive dimension	Affective dimension	Psychomotor dimension
Knowledge	Behaviour (the will to receive)	
Understanding	Responding	Observing
Analysing		Initiating
Synthesising	Valuing and organising	Practising
Evaluating		Adapting
Creating	Characterisation (embedding values into daily life)	

OUR APPROACHES

There follows a word-bank of verbs, from simple to complex, for each of the dimensions outlined in the chart above. We hope this list will be useful for educators in their efforts to write learning and experiential outcomes for their training modules. (The list is not exhaustive.)

COGNITIVE VERBS
Simple to complex (1 - 6) verbs for stating learning outcomes at the cognitive dimension:

1. Knowledge	2. Comprehension	3. Application	4. Analysis	5. Synthesis	6. Evaluation
Define	Discuss	Employ	Differentiate	Compose	Select
Repeat	Paraphrase	Use	Appraise	Plan	Judge
Record	Describe	Demonstrate	Calculate	Propose	Assess
List	Recognise	Predict	Experiment	Design	Appraise
Recall	Explain	Dramatise	Test	Formulate	Evaluate
Underline	Express	Practise	Compare	Arrange	Rate
Name	Identify	Illustrate	Contrast	Assemble	Compare
Relate	Locate	Operate	Criticise	Collect	Value
	Report	Schedule	Chart	Construct	Revise
	Review	Buy	Inspect	Create	Score
	Restate	Sketch	Debate	Set up	Choose
	Translate	Interpret	Infer	Organise	Estimate
	Tell	Apply	Question	Manage	Measure
			Relate	Prepare	Determine
			Solve	Compile	
			Examine	Visualise	
			Categorise		
			Distinguish		
			Analyse		

AFFECTIVE VERBS
Simple to complex (1 - 5) verbs for stating experiential outcomes in the affective dimension.

1. Behaviour	2. Responding	3. Valuing	4. Organisation	5. Characterization
Recognise	Participate in	Feel strongly	Relate	Change judgments
Be sensitive to	Engage in	Be loyal to	Form judgments	Address facts and draw conclusions
Demonstrate will to receive	Know how to	Be devoted to	Balance	Revise judgments
Tolerate	Accept responsibility for	Examine	Identify characteristics	Approach problems objectively
Accept	Comply with	Value	Find out and crystalise	Develop a conscience
Listen to	Volunteer	Prefer	plan	Develop a philosophy of life
Attend to	Practise rules	Apply values		
Appreciate	Perform			
Prefer	Enjoy			
Be alert to	Ask			
Risk	Cooperate with			
	Be responsive to			
	Be responsible for			

OUR APPROACHES

PSYCHOMOTOR VERBS

Simple to complex (1 - 4) verbs for stating learning and teaching outcomes for the psychomotor dimension. These have been embedded in the learning and experiential outcomes of the training modules offered in the curriculum.

1. Observing	2. Initiating	3. Practicing	4. Adapting
Watch Pay attention Read instructions Be attentive to Examine Observe	Be enterprising Follow instructions Perform hesitantly Carry out consciously Initiate Discriminate Take risks	Repeat Go through the motion Perform with a degree of skill	Use action as needed Fit action to a new situation and context Perform smoothly and efficiently

REFERENCES

Biggs, J.B. (2003) *Teaching for quality learning at university Buckingham,* (2nd ed.) Open University Press/Society for Research into Higher Education.

Bloom, B.S. & Krathwohl, D.R. (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain* , New York, Longman, Green. Revised version by Anderson and Krathwohl, 2001

Dreze, J. & Sen, A.K. (2002) *India, Development and Participation.* New Delhi, New York, Oxford University Press.

Technology of Participation. Institute of Cultural Affairs, http://www.ica-international.org/top-facilitation/

Krathwohl, D.R., Bloom, B.S. & Masia, B.B. (1964)*Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: Affective Domain* , New York, DavidMcKay Co., Inc.

Max-Neef, M., Elizalde, A & Hopenhayn, M. (1986)*Desarrollo a escala humana. Una opción para el futuro* , Development Dialogue, Número especial, 1986, Ceapur y Fundación Dag Hammarskjöld, Santiago de Chile y Upssala, Suecia.

Max-Neef, M. & Smith, P.B. (2013)*La economía desenmascarada. Del poder y la codicia a la compasión y el bien común* , Barcelona, Editorial Icaria

Nussbaum, Martha C. (2011) *Creating Capabilities. The Human Development Approach* , London, The Belknap Press of Harvard University Press.

Nussbaum, Martha C. (2006)*Frontiers of Justice* , London, The Belknap Press of Harvard University Press.

Meredith, M. & Quiroz-Nino, C. (Coords), Arando, S., Coelho, L.S., Silva, M.F. & Villafuerte Pezo, A.M. (2015)*Enhancing studies and practice of the social and solidarity economy.* York, York St John Erasmus Social and Solidarity Economy Consortium.

Pearce, J. (2003)*Social Enterprise in Anytown* , London, Calouste Gulbenkian Foundation.

Sen, A. (1999)*Libertad y Desarrollo* , Barcelona, Editorial Planeta

More references are available in the project's resources webpage: https://uk.iofc.org/resources-erasmus
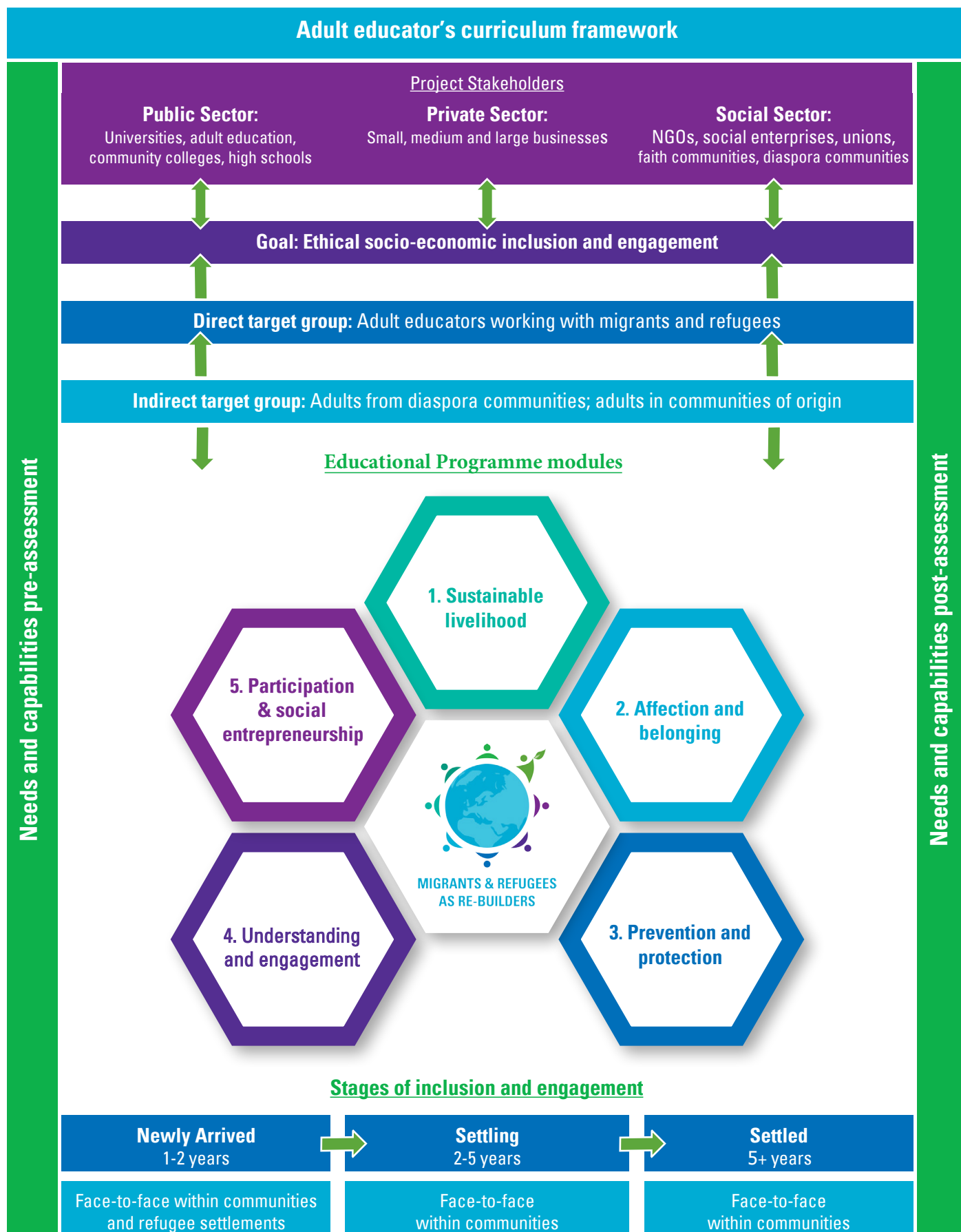
Special reference to the innovative adult educators' practical legal training blog run by Progestion, Spanish partners. Over 2.5M people have visited the blog since 2011.

Progestion Blog Extranjería
https://blogextranjeriaprogestion.org/

Commonwealth education hub data base
https://www.thecommonwealth-educationhub.net/

CURRICULUM FRAMEWORK

Adult educator's curriculum framework

Project Stakeholders

Public Sector:
Universities, adult education, community colleges, high schools

Private Sector:
Small, medium and large businesses

Social Sector:
NGOs, social enterprises, unions, faith communities, diaspora communities

Goal: Ethical socio-economic inclusion and engagement

Direct target group: Adult educators working with migrants and refugees

Indirect target group: Adults from diaspora communities; adults in communities of origin

Educational Programme modules

- 1. Sustainable livelihood
- 2. Affection and belonging
- 3. Prevention and protection
- 4. Understanding and engagement
- 5. Participation & social entrepreneurship

MIGRANTS & REFUGEES AS RE-BUILDERS

Needs and capabilities pre-assessment

Needs and capabilities post-assessment

Stages of inclusion and engagement

Newly Arrived 1-2 years	Settling 2-5 years	Settled 5+ years
Face-to-face within communities and refugee settlements	Face-to-face within communities	Face-to-face within communities

CURRICULUM CONTENT

The curriculum is arranged according to three phases:

- **Newly-arrived (0-2 years):** Those who have arrived at a camp and/or community, under different statuses.
- **Settling (2-5 years):** Those who are in the process of settling in a location with the intention of staying.
- **Settled (5+ years):** Those who consider themselves settled in a specific community, have developed strong links and relationships, and are ready to support others as well as members of their country of origin.

The time-scales for the different phases are not rigid, however it is necessary to differentiate them in order to establish the different teaching goals and learning outcomes for each phase. Each context-driven level has five life-oriented programme topics, expressed in the diagrams below:

1. Sustainable livelihood

The art of covering fundamental human needs and rights

Physical, mental and ecological health and well-being.

Capabilities and needs assessment

The art of valuing other people's experience and knowledge

Pre- and post-training

2. Affection and belonging

The art of caring and accepting to be cared for

Intergenerational; emotional and social intelligence; resilience to extremism; psychosocial and labour well-being

MIGRANTS & REFUGEES AS RE-BUILDERS

5. Participation & social entrepreneurship

The art of creating socio-economic value within communities

Community enterprise initiatives; numeracy and financial literacy; ethical and team leadership.

3. Prevention and protection

The art of promoting human security

Personal and community dignity; peace and social cohesion; legal and ethical eco-governance.

4. Understanding and engagement

The art of developing critical and constructive thinking and engagement

Anti-discrimination facilitation and language skills; political, intercultural, religious and gender identity.

TRAINING MODULES

The training modules of this curriculum have been designed taking into the account the following steps:

1. The level of context: Newly arrived, Settling and Settled.
2. Name of category and subcategories of the five life-oriented curriculum topics.
3. Name of training module, its description and the values it fosters.
4. The intended learning outcomes (LOs): what the adult educators should learn, understand, analyse, compare and assess.
5. The intended experiential outcomes (EOs): what the adult educators should be able to do, value and organise. Also taking into account the learning outcomes previously described, within their context/community.
6. Time and duration of the training module.
7. General requirements for the activity.
8. The content of the module, selecting one specific activity for piloting purposes.
9. The methodology and methods recommended for the delivery of the training module.
10. The outcomes we expect from the training module regarding new skills, capacities, capabilities and agency acquired.
11. The assessment to verify that the adult educators' IOs and EOs have been accomplished. This means activities based on new skills and capabilities acquired to transform and improve living, working and learning conditions and contexts. This improvement is expected to be experienced by both adult educators and migrants and refugees in host countries, and in their country of origin.
12. References for further reading.

SAMPLE TRAINING MODULE

HEXAGON 1: SUSTAINABLE LIVELIHOOD

Training Module: FUSION CUISINE

Level	Newly-Arrived
Teaching topics: • Sustainable Livelihood • Participation in social entrepreneurial initiatives	• Physical health • Mental health • Ecological health • Numeracy literacy
Sustainable Development Goals	**Zero hunger; good health and well-being; gender equality; responsible consumption and production.**
Time and duration of training module	3 hours, once a week, for 4 months

2. Zero hunger

3. Good health and wellbeing

5. Gender equality

12. Responsible consumption and production

1.1 Description of module

Adult educators will have the opportunity to learn traditional recipes from migrants and refugees' countries of origin, whilst teaching. Organising cooking sessions will mean learning the nutritional values of meat, vegetables, legumes, spices and cooking habits of migrants and refugees. Group bonding through food-cooking activities will develop a sense of co-responsibility and gender equality in tasks usually only assigned to women. Adult educators will develop numeracy and economic literacy activities related to food budgeting.

1.2 Values fostered

- Well-being
- Self-care
- Transnational identity and inclusive relationships (including people, ecology and ways of living)
- Interculturality
- Social links
- Gender equality
- Co-responsibility

II. Learning outcomes for adult educator

- To learn what products of host country and country of origin can be used in a balanced diet
- To learn how to design numeracy and literacy activities regarding food budgeting
- To learn how to introduce basic language and expressions about food from host country
- To learn basic terms about food in migrants and refugees' own languages
- To learn how to use the food pie chart. (see p17)

III. Experiential outcomes for adult educators

- To be able to help migrants and refugees transfer numeracy and economic skills to other aspects of life.
- To be able to create safe spaces to reduce anxiety and stress through cooking activities.
- To feel they can support migrants and refugees in adapting to change.

IV. Time and duration of training module

- Once a week, 3 hours for 4 months.

V. General requirements for the activity

- Interpreters
- Engaging with social and medical services to run cooking sessions about:
  - Balanced diets
  - Prevention of food poisoning and illness
  - Signs of malnutrition
  - Dietary requirements for specific medical conditions
  - Personal hygiene when cooking, e.g. hand-washing techniques
  - Awareness of dangers of cross-contamination between raw and cooked meats.
- Venue with disabled-access facilities
- Location: Training activities for adult educators could be delivered within community centres (where allowed) and camps.
- Size of group: 10 to 12 adult educators
- Language level* required for adult educators: Between B1 and C1 of migrants' and refugees' own languages.
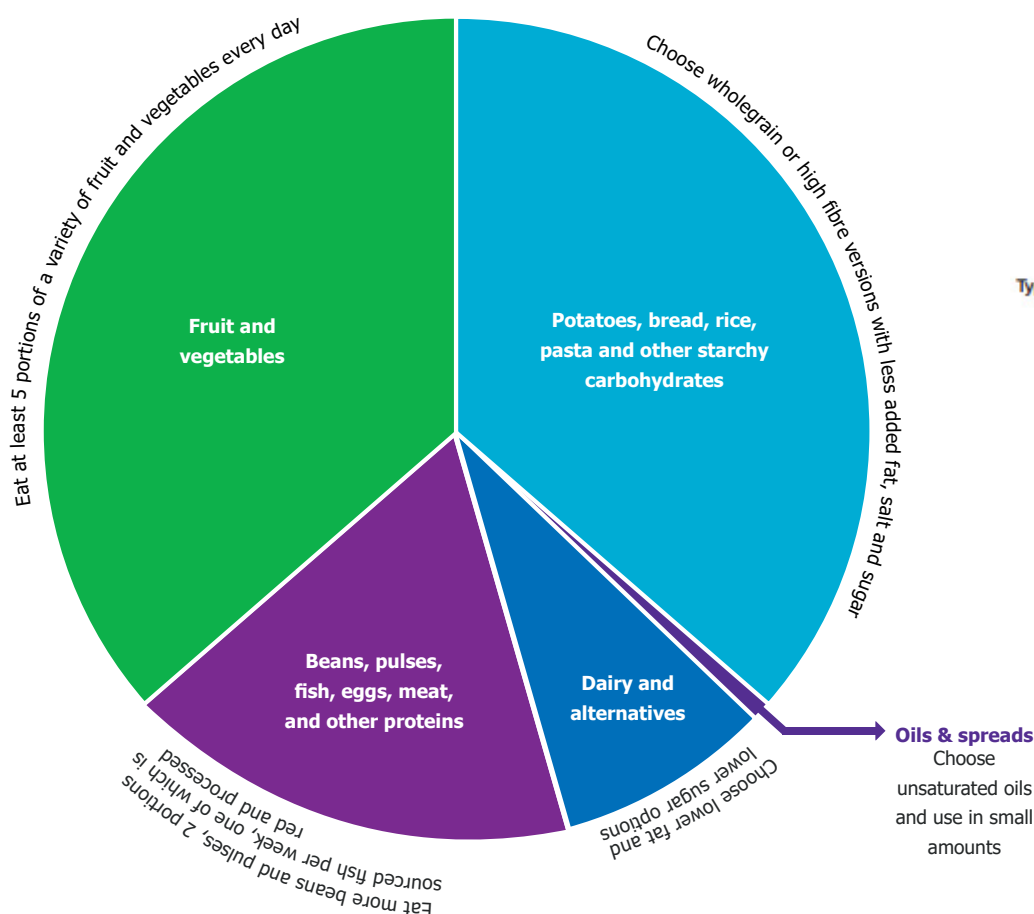
VI. Content of training module

Organisational and networking skills to have social and medical services offering sessions about:

- Balanced diets
- Prevention of food poisoning and illness
- Signs of malnutrition
- Dietary requirements for specific medical issues
- Personal hygiene when cooking for preventing poisoning and illness
- Hand washing techniques
- Awareness of dangers of cross-contamination between raw and cooked meats

- Identifying meats, vegetables, legumes, spices of country of origin and adopted country
- Numeracy and economic literacy related with food purchase
- Numbers and basic calculations with numbers
- Comparing prices and making best choices
- Handling money with caution
- Preparing a basic food budget.

VII. Methodology and methods

Participatory, gender balance, intergenerational, interactive, intercultural and rights-based approach. Method: Eatwell Guide

The Eatwell Guide pie chart with the following sections:

- Fruit and vegetables — Eat at least 5 portions of a variety of fruit and vegetables every day
- Potatoes, bread, rice, pasta and other starchy carbohydrates — Choose wholegrain or high fibre versions with less added fat, salt and sugar
- Beans, pulses, fish, eggs, meat, and other proteins — Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is red and processed
- Dairy and alternatives — Choose lower fat and lower sugar options
- Oils & spreads — Choose unsaturated oils and use in small amounts

Check the label on packaged foods

Each serving (150g) contains

Energy 1046kJ 250kcal	Fat 3.0g LOW	Saturates 1.3g LOW	Sugars 34g HIGH	Salt 0.9g MED
13%	4%	7%	38%	15%

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

6 - 8 a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Activity to pilot:

- Design charts of food, representing food and spices from countries of origin and host country, with the advice of social health services.
- Organise informative sessions with health services about food and cooking regulations.
- Write bilingual food vocabulary tags (language of host country and origin).
- Map local markets and supermarkets with the support of migrants and refugees.

- Get brochures for price comparison among different supermarkets and local markets.
- Prepare material for numeracy and literacy activities, e.g. local currency (if allowed photocopied) in envelopes for local market simulation.
- Get visuals of vegetables, legumes, spices from brochures of supermarkets.
- Show videos about personal hygiene and handwashing techniques.

VIII. Outcomes

The adult educator will be able to:

- Feel confident in coordinating and supporting the health services to carry out activities within camps and communities.
- Create recipes for a balanced diet with migrants and refugees.
- Support migrants and refugees in their food budgeting.

IX. Assessment

- Sample menus documented by adult educators with migrants and refugees.
- Cooking events have become a regular activity.
- Regular visits scheduled by social and health services to migrants' and refugees' communities.
- Malnutrition cases identified and dealt with by the health services.
- Weekly savings due to food budgeting.
- Food vocabulary and expressions are used regularly by migrants and refugees.
- Basic questionnaire completed.
- Case studies written about experiences of organising the food cooking and sharing events.
- Case studies about good practices coordinating with social and health services.

X. References

European language levels - Self Assessment Grid http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf

The Eatwell Guide
http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx

SAMPLE TRAINING MODULE

HEXAGON 2: AFFECTION AND BELONGING

Training Module: MOTIVATING MIGRANTS' AND REFUGEES' FURTHER STUDIES

Level	Settling
Teaching topic: • Affection and belonging	• Psycho-social and labour
Sustainable Development Goals	**Quality of education; gender equality; reduced inequalities; decent work and economic growth.**
Time and duration of training module	12 weeks, full-time – 6 hours daily.

4. Quality of education   10. Reduced inequalities

5. Gender equality   8. Decent work and economic growth

1.1 Description of module

Adult educators' responsibilities go beyond enabling migrants and refugees to acquire new knowledge and skills. They need to know and apply different coaching techniques in order to enable migrants and refugees to value their efforts for achieving their educational and training goals. The big challenge for the adult educator is to coach the migrants and refugees to get a balance between three factors: a) their personal labour experience, b) their training interests, and c) the market demand within the host country. Learning and applying coaching skills to motivate and encourage migrants and refugees to keep their study and career goals on track, is a vital art that all adult educators need to develop.

1.2 Values fostered

- Education for all
- Caring
- Trust
- Confidentiality
- Honesty
- Equality
- Decent work*

* Decent work sums up the aspirations of people in their working lives. It involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organise and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. International Labour Organization

(ILO) http://www.ilo.org/global/topics/decent-work/lang--en/index.htm

II. Learning outcomes for the adult educator

- To have a comprehensive understanding of the national educational system.
- To learn what the national educational systems offer migrants and refugees as well as alternative educational and training pathways.
- To know about national, regional, local funding and scholarships for starting and continuing studies.
- To learn strategies on how to network with different key stakeholders within the educational/training and labour markets.
- To learn how to organise networking activities between migrants and refugees and educational institutions, local socially-oriented businesses and cooperative members, trade union representatives and social organisations.
- To know about the relevant skills and jobs needed in the labour market.
- To learn what hinders and what motivates migrants and refugees to opt for further studies, through coaching techniques.

III. Experiential outcomes for the adult educator

- To experience the power of networking with key stakeholders within health, social business, educational sectors to support migrants' and refugees' study and working interests.
- To value migrants' and refugees' motivation and willingness to further their education.
- To be able to apply relevant coaching techniques to support migrants' and refugees' educational aspirations.

SAMPLE TRAINING MODULE

IV. Time and duration of training module
- 12 weeks, full-time - 6 hours daily

V. General requirements for the activity
- Interpreters
- Official educational and training curriculum pathway diagrams
- Coaching and mentoring sessions diary (see 'Grow' coaching model below)
- Venue with disabled access facilities
- Language level* for adult educator: from B2 to C1

*See reference on page 21

VI. Content of training module
- Educational and training system, policy and implementation
- Alternative educational systems
- Psychology of motivation and failure
- Coaching models
- Networking skills to engage in dialogue with different key stakeholders within the educational/training and labour market.
- Organisational skills for planning exploratory visits to training institutions.
- Basic computer literacy.
- Strengths, Weaknesses, Opportunities, Threats ('SWOT') analysis technique grid to assess personal and family limitations and possibilities for further studies.

VII. Methodology and methods

Participatory, gender balance, intergenerational, interactive, intercultural and rights-based approach.

Activity to pilot: Apply the GROW coaching model:

'GROW' (Goals, Reality-checking, Options, Wrap-up) Coaching Model	
	Questions to the migrant/refugee
GOALS – the migrant/refugee decides what the goal should be	What kind of studies and training motivate you? What level would you like to achieve? What would you like to achieve through your studies?
REALITY-CHECKING – the migrant/refugee assesses the situation	What studies and/or training have you done in your country of origin? What makes it difficult to keep studying or receive further training? How is this impacting on you? Who else knows about your current situation? What support would you like in your efforts to further your studies?
OPTIONS – the migrant/refugee tries to choose an option	What have you done so far about this? What could you do differently? Who else could you talk to about the situation? What would an ideal outcome look like? How could you be best supported in achieving that outcome?
WRAP-UP – the migrant/refugee and the educator agree ways forward and monitoring	What do you think you should do now? What could be the first steps? When do you think you may start with those first steps? What might get in the way? How could you prepare yourself to tackle any new obstacles? How would you like to be supported? When could we meet again?

Simultaneously, organise potential community events for:
- Training providers to talk about the studies they offer and the levels of language and skills required to access those studies.
- Local social entrepreneurs, cooperative members to explain to migrants and refugees their trades and the kind of training and skills needed to get an appropriate job or to start their own business.

VIII. Outcomes

The adult educator will be able to:

- Explain in a simple way the complex formal and non-formal educational systems of the adopted country.
- Know the psychology of an early leaver of education and know what could motivate him/her to go back to studies.
- Know the factors (internal and external) that inhibit and motivate migrants and refugees to further their studies.
- Work with migrants and refugees on how to overcome factors inhibiting them from continuing their studies.
- Know how to successfully organise networking activities between migrants and refugees and educational institutions, local socially-oriented businesses and cooperative members, trade union representatives and social organisations.

IX. Assessment

- Coaching sessions asked for by migrants and refugees interested in furthering their studies.
- Successful enrolment of migrants and refugees in further studies within their own community.
- Successful campaigns organised for training providers in community centres.
- Training providers invited to community centres.
- Trade union members, social and economic organisations offering coaching to migrants and refugees.
- Migrants and refugees regularly attending coaching sessions.
- Fairs organised to link adult migrants and refugees with social enterprises, cooperatives, non-governmental organizations.

X. References

European language levels - Self-Assessment Grid
http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf

Coaching for teaching and learning
http://www.ncl.ac.uk/cflat/news/documents/5414_CfT_FINALWeb.pdf
http://www.discoveryinaction.com.au/latest-news/classic-coaching-questions-using-grow/

Educational systems
ISCED 2011 Operational Manual: Guidelines for Classifying National Education Programmes and Related Qualifications
http://www.oecd-ilibrary.org/education/isced-2011-operational-manual_9789264228368-en

Education at a Glance 2015: OECD Indicators
http://www.oecd-ilibrary.org/education/education-at-a-glance-2015_eag-2015-en

What are the benefits of ISCED 2011 classification for indicators on education? Education Indicators in Focus, issue No. 36, by Etienne Albiser and Éric Charbonnier
http://www.oecd-ilibrary.org/education/what-are-the-benefits-of-isced-2011-classification-for-indicators-on-education_5jrqgdw9k1lr-en

SAMPLE TRAINING MODULE

Training Module: ANTIDISCRIMINATION FACILITATION SKILLS

Level	Settling
Teaching topic: • Understanding	• Dialogue facilitation and language. • Political, intercultural and religion. • Identity and gender.
Sustainable Development Goals	**Quality of education; gender equality; reduced inequalities.**
Time and duration of training module	8 x 6 hours full-time or 16 x 3 hours part-time.

4.Quality of education

10.Reduced inequalities

5.Gender equality

1.1 Description of module

This module aims to develop the dialogue skills of adult educators to help them explore the knowledge and understanding of how to address complex issues related to discrimination, such as: age, disability, race (including colour), nationality, ethnic or national origin, religion, belief or lack of religion/belief, sex, sexual orientation and disability. Complex issues related with any type of discrimination arise in camps and in communities that could develop into serious conflicts. Adult educators need to know how to engage people in a sufficiently deep way in order to deal with these potential areas of conflict. Understanding elements of human behaviour in such conflict situations is essential.

1.2 Values fostered through the activity

• Honesty
• Understanding the other
• Interculturality
• Trust-building
• Trustworthiness
• Social cohesion
• Listening empathetically

II. Learning outcomes for the adult educator

• To understand the different levels of hate and how they can escalate through the pyramid of hate.
• To learn about hate crimes and discriminatory practices that are being experienced by migrants and refugees.
• To know how to use dialogue facilitation methods in handling sensitive conversations dealing with prejudice and discriminatory practices.
• To understand and neutralise behaviours resulting from

discriminatory attitudes through dialogue facilitation.
• To know how to use the 'Pyramid of Hate' for personal and community action to reduce all types of hate.

III. Experiential outcomes for the adult educator

• To assess potential personal and community actions to reduce and confront different levels of hate.
• To develop greater self-confidence in the qualities and skills of migrants and refugees in using dialogue facilitation to deal with prejudice and discrimination.
• To build deeper commitment to personal values and principles against prejudice and discrimination.

IV. Time and duration of training module

• 8 x 6 hours full-time or 16 x 3 hours part-time.

V. General requirements for the activity

• Venue with disabled access facilities.
• Pre- and post-self-assessment documents.
• A safe and neutral space.
• Language level* for adult educators and migrants and refugees: B1 and above

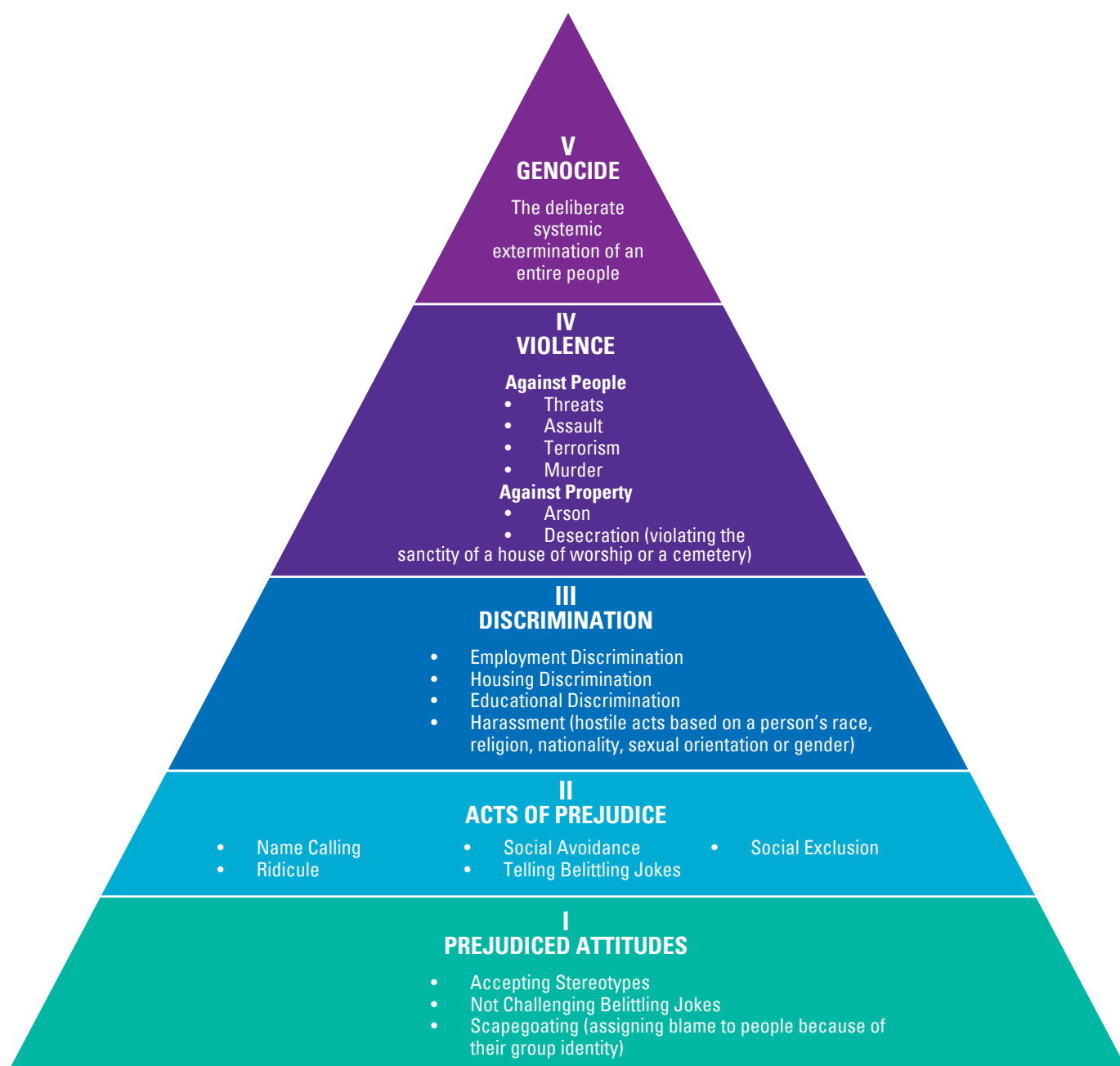*See references on page 24

VI. Content of training module

• Reviewing definitions: race, ethnicity, culture, minority, majority, racial and ethnic minority groups.
• Prejudice and racism: definition, nature, behaviours.
• Dialogue facilitation processes to deal with prejudice and racist behaviours.
• 'Pyramid of Hate' method.

VII. Methodology and methods

- Participatory, fostering critical thinking, gender balance, intergenerational, interactive, intercultural and rights-based approach.
- Max number 20-25 participants per session
- Method: *The pyramid of hate https://sfi.usc.edu/education/pyramid/exercise.php

V
GENOCIDE

The deliberate systemic extermination of an entire people

IV
VIOLENCE

Against People
- Threats
- Assault
- Terrorism
- Murder

Against Property
- Arson
- Desecration (violating the sanctity of a house of worship or a cemetery)

III
DISCRIMINATION

- Employment Discrimination
- Housing Discrimination
- Educational Discrimination
- Harassment (hostile acts based on a person's race, religion, nationality, sexual orientation or gender)

II
ACTS OF PREJUDICE

- Name Calling
- Ridicule
- Social Avoidance
- Telling Belittling Jokes
- Social Exclusion

I
PREJUDICED ATTITUDES

- Accepting Stereotypes
- Not Challenging Belittling Jokes
- Scapegoating (assigning blame to people because of their group identity)

*The Pyramid of Hate was developed by the Anti-Defamation League as part of its curriculum for its A WORLD OF DIFFERENCE® Institute. This exercise was created jointly by the Anti-Defamation League and the USC Shoah Foundation Institute using video testimony from the Institute's archive.

VIII. Outcomes

The adult educator will be able to:

- Understand prejudices affecting migrants and refugees at work, as a consumer, when using public services, when buying or renting a property.
- Be able to identify hate incidents and hate crimes.
- To support migrants and refugees in reporting hate incidents or hate crimes.
- Understand how to neutralise behaviours involved in discriminatory attitudes through dialogue facilitation.
- Apply dialogue facilitation methods in handling conversations dealing with prejudice and discriminatory practices.
- Apply 'Pyramid of Hate' activity for raising awareness and prompting personal and community actions to tackle different levels of hate within host communities.

IX. Assessment

- Adult educators and migrants and refugees have disseminated initiatives that have proved to be effective in reducing prejudice and racism.
- Adult educators and migrants and refugees have launched community initiatives that have proved to be effective in allowing people to talk openly and deal with prejudice and racism.
- Pyramid of Hate and Hope is visible in community centres showing practical actions to stop the escalation of prejudiced intentions and attitudes to greater levels.

X. References

Dialogue and Civic Engagement Certificate: Effective Group Facilitation - Simon Fraser University
https://www.youtube.com/watch?v=ZxyXSiau1UY

Discrimination - your rights
https://www.gov.uk/discrimination-your-rights/types-of-discrimination

European language levels - Self Assessment Grid
http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf

Erasmus+ project Belieforama. Partnership led by CEJI: A Jewish Contribution to an Inclusive Europe; Partners Bulgaria Foundation; Institute for International Co-operation of the German Adult Education Association; Multi-Faith Centre, UK; Institutul Interculutural Timisoara, Rumania; Institute of Cultural Affairs, Spain. http://belieforama.eu/

Facilitation skills
http://www.intergroupresources.com/facilitation-skills/http://www.ica-international.org/top-facilitation/

Little Book of Dialogue for Difficult Subjects (Little Books of Justice & Peacebuilding) by Lisa Schirch (ISBN: 9781561485512)

Ponterroto, J.G., Utsey, S.O., Pedersen, P.B. (2006) 2nd ed. Preventing Prejudice. A guide for Counselors, Educators and Parents. London. Sage.

Pyramid of Hate
http://archive.adl.org/education/courttv/pyramid_of_hate.pdf

SAMPLE TRAINING MODULE

HEXAGON 5: PARTICIPATION AND SOCIAL ENTREPRENEURSHIP

Training Module: SUSTAINABLE LIVELIHOOD THROUGH COMMUNITY ENTERPRISES

Level	Settled
Teaching topic: • Sustainable livelihood	• Community enterprise initiatives in host country and country of origin.
Sustainable Development Goals	**Good health and well-being; responsible consumption and production; zero hunger; climate action,;gender equality; reduced inequalities.**
Time and duration of training module	8 x 6 hours - full-time or 16 x 3 hours part-time.

3. Good health and wellbeing

12. Responsible consumption and production

2. Zero hunger

13.Climate action

5. Gender Equality

10. Reduced inequalities

1.1 Description of module

The post-conflict era in a war-affected society is often a time when there is a great deal of fragility and economic instability. This module helps adult educators to have an insight into the natural resource-based livelihoods that can be developed in post-conflict societies or countries. It gives an understanding of the geographic, economic, political and social factors that influence livelihood systems. The module offers practical activities for community-based livelihood for sustainable development. The aim is enable people to take control of their community in a creative way.

1.2 Values fostered through the activity

• Integrity
• Openness
• Trustworthiness
• Honesty
• Unselfishness
• Inclusion
• Interdependence
• Equality
• Reliability
• Caring
• Empathy
• Sharing

II. Learning outcomes for the adult educator

• To learn and discuss about the factors that undermine people's livelihoods in vulnerable and post-conflict areas.
• To know what the key cultural, social, economic and environmental assets are to restore and maintain livelihoods in vulnerable and post-conflict situations.
• To analyse critically the links between natural ecology, sustainable livelihood and community enterprises

III. Experiential outcomes for the adult educator

• To be aware of other values and ways of organising social entrepreneurship activity in vulnerable and post-conflict communities.
• To consider organising campaigns for healthy living.
• To plan one or two activities in raising awareness of the effects of environmental pollution.
• To plan one or two community enterprises.

IV. Time and duration of training module

• 8 x 6 hours - full-time or 16 x 3 hours - part-time.

V. General requirements for the activity

• Venue with disabled access facilities
• Pre- and post-self-assessment documents
• Number of participants per session: 20
• Language level B2 - C2 for participants

SAMPLE TRAINING MODULE

VI. Content of training module

- Definition of livelihood and sustainable livelihood:
    - Sustainable livelihood capabilities, assets (including both material and social resources) and activities required for a means of living
    - When is livelihood sustainable?
- Vulnerability context:
    - Shocks: natural disasters, droughts, civil war, financial crisis
    - Trends: global warming, population growth, migration flows, diseases
    - Seasonality
- Livelihood assets:
    - Natural resources, skills/knowledge
    - Human capital, natural capital, physical capital (infrastructure, dams/irrigation), financial capital, social capital (networks: tribes, clans)
- Transforming structures & processes
    - Structures:
        - Public sector: local, regional government
        - Private sector: businesses
        - Third sector: NGOs, and social and solidarity economy organisations
    - Processes
        - Laws & policies
        - Participatory decision-making processes
        - Economic, social and environmental processes
    - Strategies to achieve livelihood outcomes such as:
        - Trust-building within community
        - Increased well-being through community enterprises
        - Reduced vulnerability through responsible production and consumption locally
    - Improved food security
        - More sustainable use of natural resources base.
    - Vulnerability vs. resilience
        - Fewer assets increases vulnerability
        - Shocks cause people to lose their assets.
    - In post-conflict society – building capacity for re-adaptation and nurture a social entrepreneurial mind-set:
        - Livelihood and sustainable values-based strategies
        - Livelihood system
        - Local institutions
        - Sustainable community development

VII. Methodology and methods

- Participatory, fostering critical thinking, gender balance, intergenerational, interactive, intercultural and rights-based approach.
- **Phase 1: Dialogue-oriented activities for community participation.**
    - Participatory group discussions facilitated to discuss relevant issues about sustainable livelihood in adopted countries (where relevant) and countries of origin
    - To have a mutual exchange and learning of experiences in both host country and country of origin.
- **Phase 2: Action-oriented activities**
    - Facilitated through different participatory workshop methods for a clear and SMART (specific, measurable, achievable, realistic and timely) action plan
    - Videos of best practice in community sustainable livelihood initiatives and enterprises.
- **Phase 3: Implementation-oriented activities**
    - Green initiatives within the community.
    - Plan one or two activities in raising awareness of the effects of environmental pollution.
    - Plan one or two community enterprises: tools libraries, community fridges, a vegetable garden in allotments.
    - Plan one or two activities for starting land and biodiversity restoration.
- Number of participants for phases:
    - Small groups of 15 - 20 max.

VIII. Outcomes

The adult educator will be able to:

- Have a well-informed opinion about:
    - the economic, environmental and social shocks that can influence livelihood strategies and systems
    - the institutional, political and market factors which can transform the livelihood of a society
- Learn about various assets (natural resource-based livelihood) in developing sustainable livelihood strategies.
- Organise community forums to discuss ideas for comminuty enterprises for reconstructing vulnearble and post-conflict areas.
- Organise different green community initiatives, such as vegetable gardens in allotments, communities fridge, human libraries, tools libraries.

IX. Assessment

- Comparing outlooks of the different systems of livelihood in host country and country of origin.
- Writing a 1,500-word essay on natural-resource based livelihood or other livelihood assets.
- Case studies written and published about sustainable livelihood initiatives in country of origin.
- Case studies written and published about successful green initiatives within migrant and refugee communities.
- Case studies written and published in relation to community and social-oriented enterprises focused in food production and environmental initiatives.

X. References

Technology of Participation (ToP) for Community Enterprises, Institute of Cultural Affairs. http://www.ica-international.org/top-facilitation/

Young, H. & Goldman, L (2015) Livelihoods, Natural and Post-Conflict Peacebuilding, Livelihoods, Natural Resources and Post-Conflict Peacebuilding, New York, Routledge

The Yeheb Project of Initiatives of Change UK http://yeheb.org/

Review of existing georeferenced population datasets http://www.fao.org/docrep/009/a0310e/A0310E06.htm

Making sense of Nigeria's Fulani-farmer conflict http://www.bbc.co.uk/news/world-africa-36139388

Regional Sustainable land and Water Management for Africa www.terrafrica.org

Article on over-grazing and desertification in the Syrian steppe as the root causes of war http://www.theecologist.org/News/news_analysis/2871076/overgrazing_and_desertification_in_the_syrian_steppe_are_the_root_causes_of_war.html

Improving lives through safe water & better health http://www.foroneanother.org/

Ed-venture Social Enterprise. Frome. A school for community enterprise. https://edventurefrome.org/

Project Wadi Attir: A model of Sustainable Desert Community in Northern Negev http://www.sustainabilitylabs.org/ecosystem-restoration/soilrehabilitation/

Building livelihood in Central Somalia https://youtu.be/L91orLQBFys

Meredith, M. & Quiroz Nino, C. (Coords), Arando, S., Coelho, L.S., Silva, M.F. & Villafuerte Pezo, A.M. (2015) Enhancing studies and practice of the social and solidarity economy. York, York St John Erasmus Social and Solidarity Economy Consortium.

-30

MIGRANTS & REFUGEES AS RE-BUILDERS

CROSS-BORDERS INTERCULTURAL AND SOCIETAL ENTREPRENEURS

" The session reflects what is going on in the community on a daily basis." – *UK*

" Topics made me think at a personal level, but also what I could do for society." – *UK*

" Thanks to the Pyramid of Hate and Hope I was able to listen to climate sceptics and racists." – *Sweden*

" I was truly amazed at the power of a safe space, helping me reflect on my own prejudices and weaknesses and connect with those who have opposite opinions " – *Sweden*

" I make sure we consume vegetables, fruit, protein and grains in more balanced amounts." – *Turkey*

" I have been supported psychologically and helped to become more comfortable mentally." – *Turkey*

" One of the key values of this project is the role that migrants and refugees played. " – *Spain*

" The SMIs fill a gap in official sociological studies by focusing on the dailylife detail of migrants' settlement processes " – *Spain*

Contact us

For more information, please contact:
UK: catalina.quiroz@iofc.org
and peter.riddell@iofc.org
Turkey: emel.topcu@hku.edu.tr
Sweden: ake@kistafolkhogskola.se
Spain: info@progestion.org

All resources are available in Arabic, English, Somali, Spanish, Swedish, Tigrinya and Turkish.
Also available in Braille (English)

www.uk.iofc.org/M-R-Rebuilders