



**MIGRANTS & REFUGEES
AS RE-BUILDERS**

SOCIAL MICRO-INDICATORS FOR INCLUSION AND ECONOMIC ENGAGEMENT



WWW.UK.IOFC.ORG/M-R-REBUILDERS



Published by:

Erasmus+ Partnership Cross-border intercultural and societal entrepreneurs

Initiatives of Change, UK - Leader

Progestion, Spain

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Project:

Cross-border Intercultural and Societal Entrepreneurs

2016-1-UK01-KA204-024623

www.iofc.org/M-R-Rebuilders

ISBN: 978-1-9161358-0-2 (english e-handbook and pdf)

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BACKGROUND

Migrants and Refugees as Re-Builders (KA2 Cross-borders Intercultural and Societal Entrepreneurs) is a partnership of organisations from the UK, Turkey, Sweden and Spain who are developing innovative training responses to support migrants and refugees from the Horn of Africa, the Middle East, Magreb and Latin America. The project is aimed at adult educators who are supporting migrants and refugees to settle into their new communities, rebuild their lives, and eventually contribute to the development of their countries of origin.

The project offers a curriculum for adult educators and tools for assessing their competence in delivering the material and evaluating the effectiveness of the training on the integration of migrants and refugees.

The partners come from both academia and non-governmental organisations with a common background for working with migrants and refugees and offering skills development and leadership training.

There are four partners:

- **Initiatives of Change UK** is the lead coordinator, and has developed training in communication and trust-building particularly for migrants and refugees from the Horn of Africa.
- **Madrid-based Asociación Progestion** provides services for the North African and Latin American diaspora who are at risk of social exclusion. They run a practical legal advice blog, which has over one million visitors.

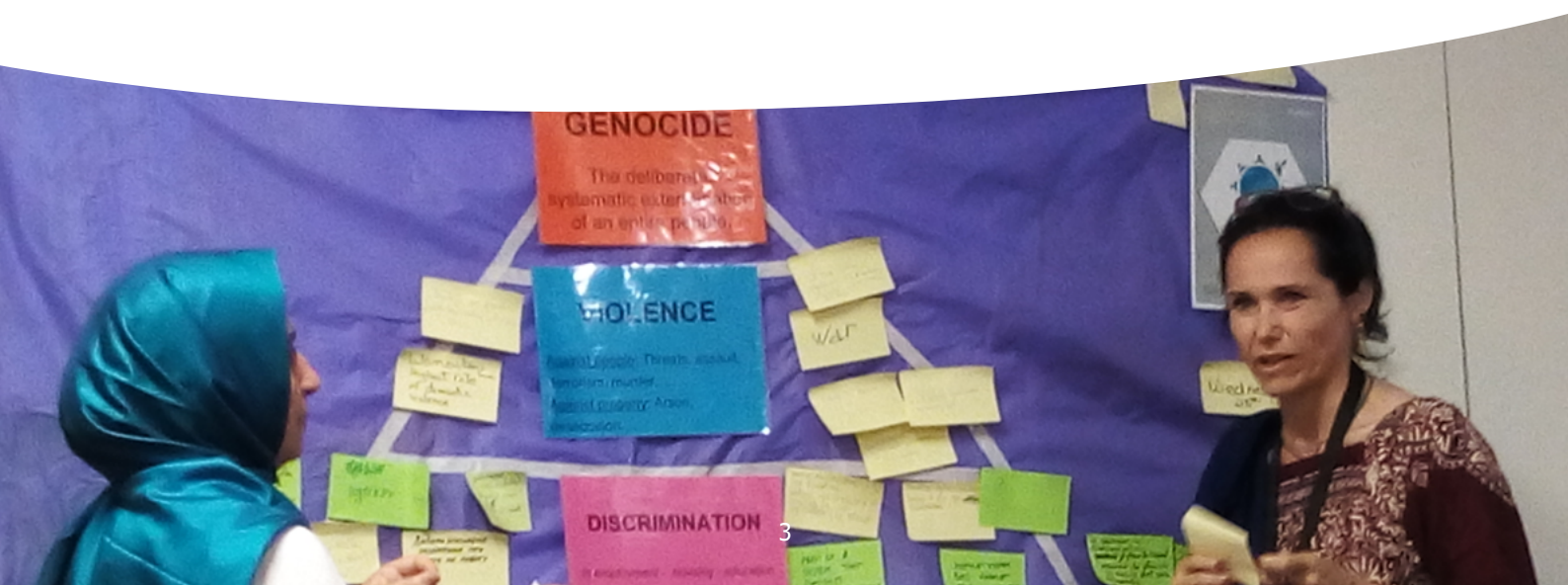
- **Kista Folkhogskola** is a community college in Sweden with a Muslim ethos, which offers study opportunities for those who would like to proceed to higher studies, find a new career, or pursue self-development.
- Migration, Population, Education and Employment Research Centre, **Hasan Kalyoncu University** in Gaziantep, Turkey researches the needs of Syrian refugee families in Turkey.

We come from different educational sectors: NGOs focusing on adult education and non-formal training and a university. So, it is an opportunity for formal, non-formal and informal education to work together, to make sense of these ways in which we think about education.

This means everybody navigating out of our comfort zones and, at the same time, it is a great opportunity to set a precedent that it is possible to work together and have outcomes from this cross-fertilisation of ideas, cultures and educational approaches. That is why the leadership that each partner assumes in turn is a great opportunity to learn from our diverse styles and ways of thinking and acting towards social and economic inclusion of migrants and refugees.

These educational resources can be downloaded from the webpage of the project: uk.iofc.org/M-R-Rebuilders.

All resources are available in seven languages: English, Spanish, Swedish, Turkish, Somali, Tigrina and Arabic. And also in Braille (English version).



Introduction

Social Micro-Indicators for inclusion and economic engagement

The social micro-indicators for inclusion and economic integration (SMIs) aims to assess the scope and capacity of adult educators and peers to act and transform community processes together, within their own communities and, if possible within their own countries of origin. We have had two key references in doing this: the MIPEX (Migrant Integration Policy Index) which, through 167 indicators, evaluates and measures the integration policies of more than 30 European countries; and the United Nations Sustainable Development Goals Indicators for the Agenda 2030.

Various efforts have been carried out at national and pan-European levels to identify indicators to measure the integration of the immigrant community at a macro level.

However, ours is an attempt to design social micro-indicators linked directly to the five life-skills training modules and the competences of the adult educator. These social micro-indicators aim to highlight migrants' and refugees' own efforts to transform their communities and offer their own families a fair, safe and sustainable community life.

WHAT'S BEHIND THE SOCIAL MICRO-INDICATORS FOR INCLUSION AND ECONOMIC INTEGRATION?

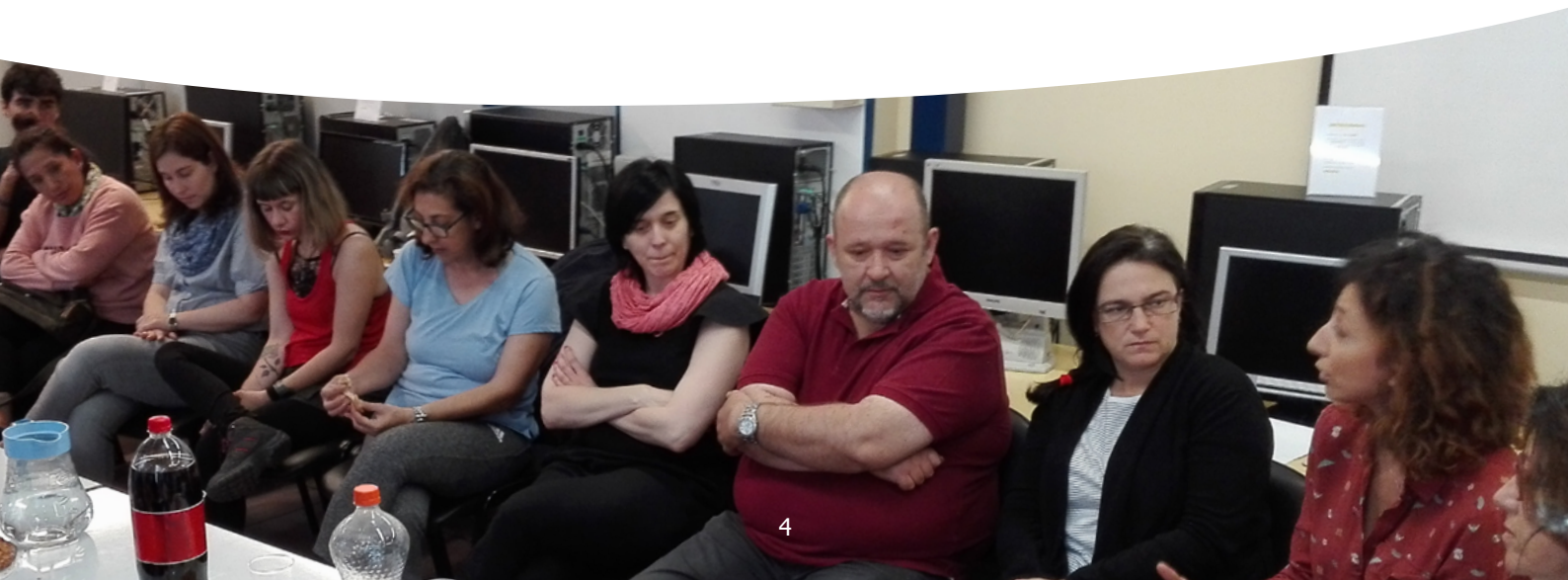
We consider what it is like to be a migrant or refugee immersed in fluctuating relationships with different systems and subsystems, interacting and reacting.

In this way, social problems can be identified with individuals' problems. Then we can evaluate and diagnose situations of need in terms of individuals and their personal environments.

In order to define the different diagnoses, we use a template of indicators, through which we try to gain a global knowledge of the situation in which the individual or group exists, in relation to the totality of their needs and capabilities. These indicators are assessed based on the perception of the migrant and refugee in terms of levels of agreement to the statements.

The degree of variance on how their basic needs are covered and their capabilities developed will lead us to the different social diagnosis. We have aimed to make a classification of needs and capabilities that are applicable not only for diagnostic purposes, but also for planning and evaluation. The social diagnosis guides the treatment and inform the required social policy measures necessary for intervention.

This manual aims to offer a comprehensive model to provide evidence of actions undertaken by migrants, refugees, and adult educators in their communities, both in their host country and in their country of origin towards their inclusion and economic integration. The micro-indicators that we offer, with their verification sources, are aligned with over 400 needs and capabilities that were identified with migrants and refugees at the beginning of the project and on a continuing basis.



RELATIONSHIP AMONG SMIs, CURRICULUM AND COMPETENCES

DIAGRAM NO. 1

FIVE LIFE-SKILLS TRAINING AREAS:

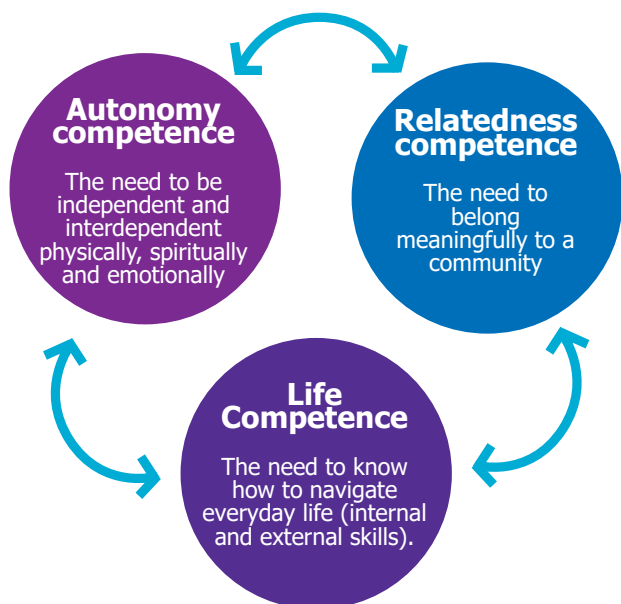
Each five life-skills training areas has its own social micro-indicators design with sources of verification.



DIAGRAM NO. 2

SOCIAL MICRO-INDICATORS FOR THE ADULT EDUCATOR'S COMPETENCE BASED ON SELF-DETERMINATION THEORY (MOTIVATIONAL)

In this handbook, the Social Micro-Indicators (SMIs) are also applied to the competence of the adult educators. For this purpose we offer the three main categories of the Self-Determination Theory and the way SMIs are being interpreted in each category.



Autonomy competence: To sense that, whether as an adult educator, migrant or refugee, we all have personal freedom and personal responsibility, even in a limited role. The more one can sense the inner potential of one's students and oneself, the more impact the adult educator can have.

Life competence: The ability to use one's knowledge in daily practice, to cope with the situation and interact with others to enable productive results.

Relatedness competence: The quality of fruitful relations; one's sense of being part of the new context, both in terms of family and friends, and at local and societal level. A high degree of belongingness increases the sense of being a part of the new country and the world.

SOCIAL INDICATORS DESIGN

The task of developing indicators consists of transforming concepts into variables, as well as determining the position of an individual in the social structure which will be indicated by his/her level of income, occupation, degree of education, conditions of habitat, etc. An indicator on its own is not an absolute measure, but relative, so it needs to be located in a specific social context and time. The indicators give us patterns of observation, inquiry and reflection. Gradually we come closer to a more complete knowledge of the reality which the migrants and refugees are experiencing. We use the indicators in our study as an instrument of measurement, as data related to certain needs that we consider basic for the individual and we frame them in their social context, as reflected in the study variables.

An indicator is an observable qualitative or quantitative expression that describes characteristics, behaviours or phenomena through the evolution of a variable or the establishment of a relationship between variables. This, when compared with previous periods, similar products or a goal or commitment, enables an evaluation of an individual's performance and its evolution. In general, the indicators are easy to collect, highly related to other data and from which useful and reliable conclusions can be drawn.

An indicator must comply with three basic characteristics:

1. **Simplicity:** an indicator can consider some of such dimensions (economic, social, cultural, political, etc.), but the reality is multidimensional and it cannot cover them all.
2. **Measurement:** it enables comparison of the current situation of a study dimension in time or with respect to established patterns.
3. **Communication:** every indicator must transmit information about a particular issue for decision-making. For example, pulse and body temperature describe the state of an individual's health. When indicators are outside the levels considered "normal", it is necessary to take external measures to control their behaviour.

These indicators comply with the three mentioned characteristics:

- It **simplifies**, since it allows adult educators to configure a wide image based on the study of the contribution that each institution makes to the migrant population with which it works and collaborates daily. The partnership allows us to add the experiences obtained in a micro way by each of the organisations and create a new image with a European dimension.

- It **measures**, given that a reference value is established, it allows, if values above or below the reference value are found, to decide if in the body an anomalous situation occurs.
- It **communicates**, because it presents a clear indication of a variation with respect to an initial situation; Obviously, the result of measuring the temperature through an instrument such as the thermometer, will be understandable if you know the principles of its measurement (body heat, temperature training in a bar with mercury, etc.). Therefore, an indicator is a signal of changes in a reality for certain actors; in addition, every actor can always value an indicator equally.

SOCIAL MICRO-INDICATORS' KEY FEATURES

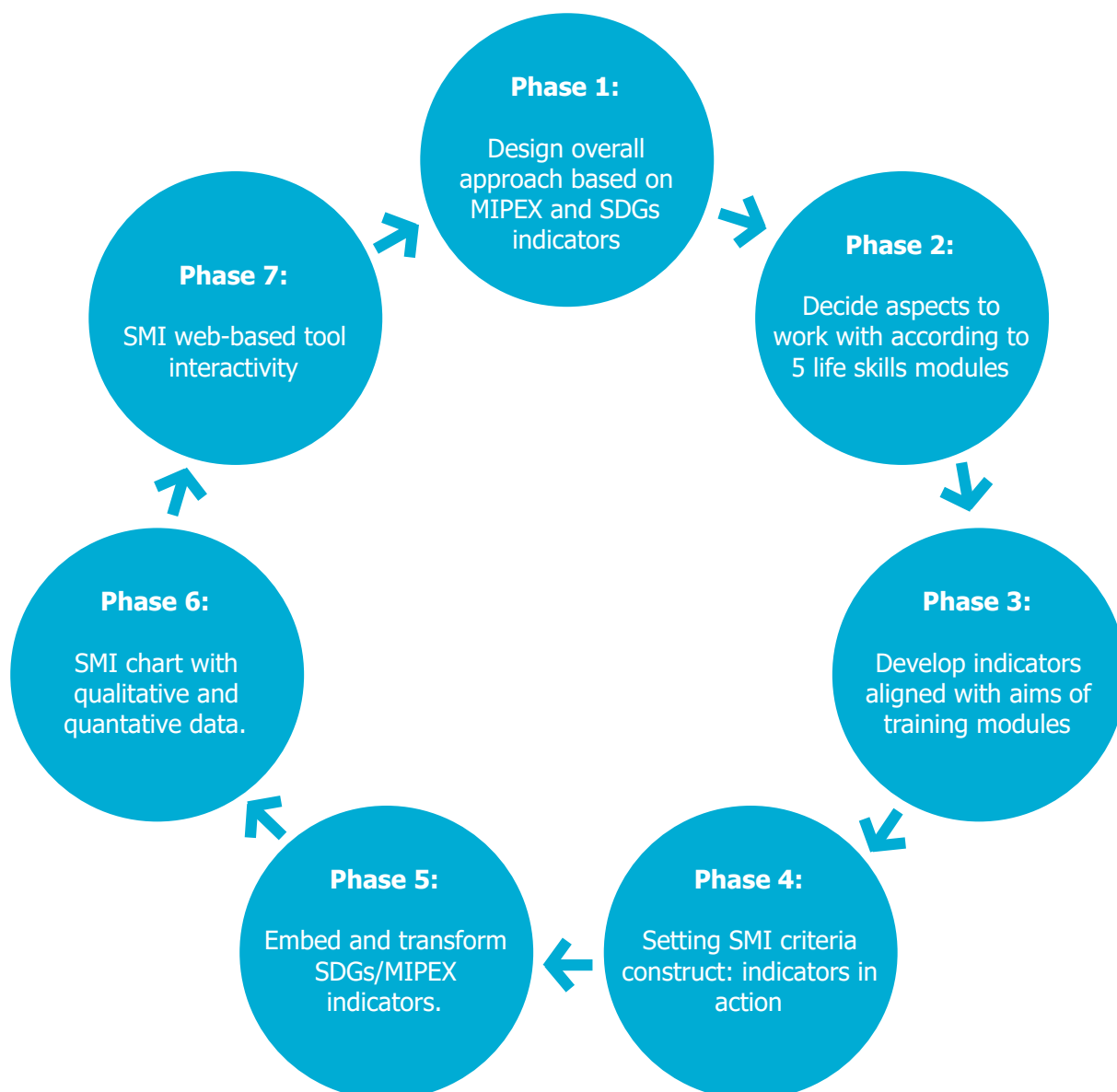
The CREAM (Clear, Relevant, Economic, Adequate and Monitorable) principles are used to select good

performance indicators (Schiavo-Field 1999). "If any of these five criteria are not met, formal performance indicators will suffer and be less useful." Indicators should aim to be qualitative or quantitative, should be as clear, direct, and unambiguous as possible. To the CREAM features, the partnership has added a new one: Transferable (T), which is explained below.

CREAMT

- Clear: indicators should be accurate.
- Relevant: appropriate to the subject and evaluation.
- Economic: can be obtained at a reasonable cost.
- Adequate: the ability to provide enough information on performance.
- Monitorable: easily monitored, and amenable to independent validation.
- Transferable: to be easily adapted to different geographical regions around the world.

DIAGRAM 3
STEPS FOR DEVELOPING THE SOCIAL MICRO-INDICATORS



SOCIAL MICRO-INDICATORS FOR SUSTAINABLE LIVELIHOOD



Note: Strongly disagree - 1 Disagree - 2 Neither agree nor disagree - 3 Agree - 4 Strongly agree - 5

Training module name and objectives	Social micro-indicators	Likert scale (1-5)	Source of verification
Fusion Cuisine <ul style="list-style-type: none"> 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 diagram 	Healthy ingredients from diverse cultures are known/tasted		Weekly menu in community kitchen meets requirements in food chart
	Control over food budget		Weekly food expenses
	Familiarity with host country food culture		Community kitchen menu includes host country food (30-50%)
	Interaction with diverse cultural background		Increase in organising and attending inter-community events
	Identification of signs of undernourishment		Information sessions scheduled within community centres
	Timely signposting in cases of undernourishment		Cases reported to health workers
	Consumption of vegetables, pulses, proteins in weekly diet		Fusion Cuisine attendance, community kitchen events
	Community fridge run by community members to tackle food waste and food insecurity		Number of supermarkets and restaurants offering surplus food for community fridge
	Community orchards are run by community members for home-consumption and local market		Public land is allocated for community orchards' use

SOCIAL MICRO-INDICATORS FOR SUSTAINABLE LIVELIHOOD




Note: ☒ I agree with the statement | ☐ I agree partially with the statement | ☐ I disagree with the statement



I am in control of weekly food expenditure

☒ ☐ ☐



I am able to recognise ingredients/dishes from diverse cultures

☒ ☐ ☐




I can identify signs of undernourishment

☒ ☐ ☐




I am familiar with host country's food culture

☒ ☐ ☐




I attend community meetings monthly

☒ ☐ ☐




I know how and when to signpost cases of undernourishment

☒ ☐ ☐




I eat a variety of pulses (beans, chickpeas, lentils) on a weekly basis

☒ ☐ ☐



I volunteer for the community fridge to tackle food waste

☒ ☐ ☐



I am a member of a community orchard

☒ ☐ ☐

SOCIAL MICRO-INDICATORS FOR AFFECTION AND BELONGING



Note: Strongly disagree - 1 Disagree - 2 Neither agree nor disagree - 3 Agree - 4 Strongly agree - 5

Training module and objectives	Social micro-indicators	Likert scale (1-5)	Source of verification
<p>Motivating migrants' and refugees' further studies</p> <ul style="list-style-type: none"> To understand the national educational system and learning pathways To know about national, regional and local funding and scholarships for starting and continuing studies To learn networking strategies with key stakeholders in the educational, training and labour sector To learn how to organise networking activities between migrants, refugees and social entrepreneurs To know about the relevant skills and jobs needed in the labour market To learn what motivates migrants and refugees to opt for further studies 	Educational systems and learning pathways are understood		Community worker offers sessions on educational / training pathways quarterly
	Labour skills needed by my community are known		Visits to community job centres are regular
	Scholarships are available to further studies		Number of study scholarships available increases
	Current skills match labour market skills		Courses to adapt labour market skills are regularly available
	Women enrol in training courses and finish them successfully		Record kept of number of women completing training courses
	Training courses are available at accessible times for women and men in community		Record kept of number of women and men enrolled in training courses in community centres
	Childcare is available for mothers to attend training courses		Record kept of number of childcare services available at training sessions
	Special needs training is available as extracurricular support within the community		Investment in special needs support increases gradually in the community
	ICT skills are available to women and men within the community		Record kept of number of women attending ICT skills training courses

SOCIAL MICRO-INDICATORS FOR AFFECTION AND BELONGING

2. Affection and belonging

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



Note: ☒ I agree with the statement | ☐ I agree partially with the statement | ☐ I disagree with the statement



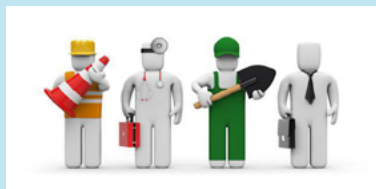
I am enrolled in a community adult education training programme



I attend / organise meetings between migrants, refugees and social entrepreneurs



I know where to apply for scholarships for my children's studies



I know what skills the labour market is looking for



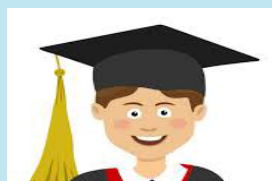
I know about alternative schooling for my children in my community



I am aware of special needs services/support in my community



As a woman I have been able to enrol in training courses and complete them successfully in the last years



As a man I have been able to enrol in training courses and complete them successfully in the last years



My last training course enabled me to get a job



SOCIAL MICRO-INDICATORS FOR PREVENTION AND PROTECTION



Note: Strongly disagree - 1 Disagree - 2 Neither agree nor disagree - 3 Agree - 4 Strongly agree - 5

Training module and objectives	Social micro-indicators	Likert scale (1-5)	Source of verification
Personal and community resilience <ul style="list-style-type: none"> To develop resilience and strength in the face of change and adversity To learn how to deal with change and how to make change with positive impacts To learn how to start a strong network and keep it alive in cases of community crisis or adversity To learn how health system works To learn how to protect people with mental health issues 	Mobbing / bullying situations are identified and tackled		Community networks are in place to support victims
	Road safety and traffic education sessions available in community centres		Record kept of number of road safety and traffic education sessions available in communities
	The city and local area are safe to move about in		Public spaces are frequented at all times
	Confident awareness of benefits rights and responsibilities		Applications for social benefits increase in job centres
	HIV awareness campaigns for women and men in community centres		HIV awareness campaigns attendance
	Mothers' ante- and post-natal care sessions available		Support networks are available for mothers' ante- and post-natal care
	Resources to support people with mental disorders and their families		Mental health services are available in community centres
	Single-mother well-being support in place		Single-mothers' well-being support increases in local areas
	Special needs care is available in the community		Special needs care services increase in local area
	People with disabilities participate/consulted in designing or changing policies for their care annually		Record kept of number of people with disabilities who participate in designing and/or consulting on policies for their care on an annual basis

SOCIAL MICRO-INDICATORS FOR PREVENTION AND PROTECTION



Note: ☒ I agree with the statement | ☐ I agree partially with the statement | ☐ I disagree with the statement



I can easily identify situations of mobbing / bullying and know some techniques for dealing with it



I am familiar with road safety and traffic signals



I have asked health services to organise HIV awareness campaigns



I attend either mother-child care or parenting support sessions



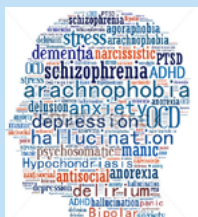
I receive special needs support available in my area



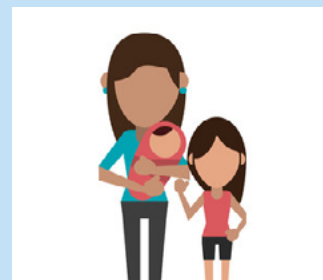
I attend the wellbeing access point on a regular basis in my area



I influence policy on disability issues in my area



There are resources to support people with mental disorders and their family in my area



As a single-mother I receive support in my area



SOCIAL MICRO-INDICATORS FOR UNDERSTANDING



Note: Strongly disagree - 1 Disagree - 2 Neither agree nor disagree - 3 Agree - 4 Strongly agree - 5

Training module and objectives	Social micro-indicators	Likert scale (1-5)	Source of verification
<p>Anti-discriminatory facilitation skills: Pyramid of hate and hope</p> <ul style="list-style-type: none"> To understand the different levels of hate and how they can escalate through the 'Pyramid of hate' To know how to use anti-discrimination facilitation skills for handling sensitive conversations dealing with prejudice and discriminatory practices To understand and neutralise behaviours resulting from discriminatory attitudes through facilitation 	Different levels of hate and how hate can escalate are known		Community centres display posters about 5 levels of hate and hope after receiving training
	Causes and motivations of hate crimes and hate speech are identified by those affected		Community members monitor reports of hate crime and hate speech submitted
	Religious diversity training is available in community centres		Religious leaders visit adult educators' centres to talk about their faith
	Local authorities (politicians, police forces, health workers) are informed about hate incidents and crimes		Diaspora leaders meet with local authorities on a monthly basis to review the situation
	Advocacy capacity to navigate through the political system		Visits made and letters sent to political leaders
	Advocacy literacy sessions are available in the area		Positive change taking place through advocacy
	BAME participation in political parties		Number of BAME political representatives

SOCIAL MICRO-INDICATORS FOR UNDERSTANDING



Note: ☒ I agree with the statement | ☐ I agree partially with the statement | ☐ I disagree with the statement



I am aware of the levels of hate and how to combat them



I know how to report hate incidents, crimes and hate speech with community workers' support



I organise anti-bullying workshops to design a strategy to tackle it with community members



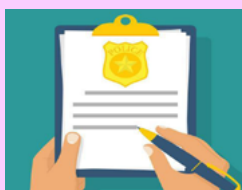
I am aware of minority rights issues in my area



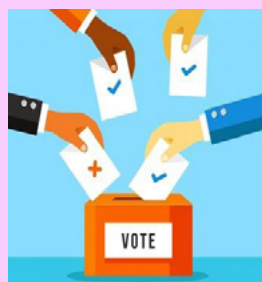
I report images on social media that incite hate and crime



I talk freely and on a regular basis with people of other religious denominations



I ensure local authorities (politicians, police forces, health workers) are informed about hate incidents and crimes.



I am a politically active member of a minority group



I attend advocacy literacy sessions to create positive change in my community



SOCIAL MICRO-INDICATORS

FOR PARTICIPATION AND COMMUNITY ENTERPRISES



Note: Strongly disagree - 1 Disagree - 2 Neither agree nor disagree - 3 Agree - 4 Strongly agree - 5

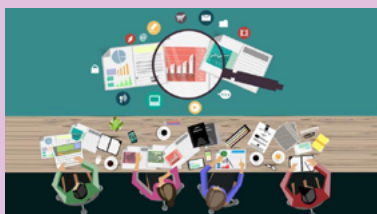
Training module and objectives	Social micro-indicators	Likert scale (1-5)	Source of verification
<p>Sustainable livelihood and community social enterprises</p> <ul style="list-style-type: none"> To learn about and discuss the factors that undermine people's livelihoods in post-conflict areas. To know what the key assets are that can restore and maintain livelihood in post-conflict situations. To analyse critically the links between natural ecology and sustainable livelihood To start exchanging / developing strategies for the common good with countries of origin 	I can explain local issues (economic, political, social and educational) that impact positively on our community		Reports about integration have been commissioned by parliament
	Community intergenerational events are organised to enhance community cohesion		Attendance at intergenerational social events has increased in the community
	Community-based activities that deal with food waste (community fridge, community kitchens, etc.)		Increase of number of supermarkets and restaurants offering unsold food to community fridges and kitchens)
	Community-based activities that tackle consumerism or private debt (e.g. 'library of things')		Number of loans that the 'library of things' reports
	Virtual awareness campaigns for restoring and maintaining livelihood in post-conflict areas		Number of virtual meetings with family and/or community members to share experiences of creating sustainable livelihood in post-conflict areas
	Trips planned by settled migrants to explore potential social action projects with peers		Number of trips by migrants to countries of origin to explore potential social action projects with peers
	Workshop for start-ups and/or cooperatives that will work towards achieving SDGs in the community		Number of social enterprises and/or cooperatives that last more than 1.5 years in the community

SOCIAL MICRO-INDICATORS

FOR PARTICIPATION AND COMMUNITY ENTERPRISES



Note: ☒ I agree with the statement | ☐ I agree partially with the statement | ☐ I disagree with the statement



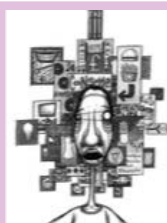
I can talk about local issues to promote positive change with key community stakeholders



I have participated in organising community social events to enhance community cohesion



I have organised community-based events to tackle food waste (e.g. community fridge, food festival)



I have helped establish community-based activities that tackle consumerism or personal debt



I am using social media to mentor young people in my country of origin in facilitation and dialogue skills



I foster participation at different levels of decision making in my community enterprise/cooperative



I travel to my country of origin with host community members to experience life at home



I take the sustainable development goals into account in planning my work in the community



I have started a small association/charity/start-up/cooperative in my community in the last 12 months



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Co-funded by the
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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 daily life detail of migrants' settlement processes ” – Spain

Contact us

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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