



MIGRANTS & REFUGEES
AS RE-BUILDERS



Co-funded by the
Erasmus+ programme
of the European Union

CROSS-BORDERS INTERCULTURAL AND SOCIETAL ENTREPRENEURS



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





BACKGROUND

Migrants and Refugees as Re-Builders is an innovative and holistic educational programme for adult educators. It comprises a curriculum for inclusion and economic engagement, with accompanying sample training modules; a competence self assessment framework to assess their competence in delivering the material, and social micro-indicators to verify its impact on the integration of migrants and refugees. The project is aimed at adult educators and people responsible for 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 educational resources have been produced by the Erasmus+ 'Cross-borders Intercultural and Societal Entrepreneurs' partnership of organisations from the UK, Spain, Sweden and Turkey, which are developing innovative training responses to support migrants and refugees from the Horn of Africa, the Middle East, North Africa and Latin America.

The partners represent formal, non-formal and informal educational sectors:

- **Initiatives of Change UK**, the lead partner, has developed training in communication and trust-building particularly for refugees from the Horn of Africa.
- **Madrid-based Asociación Progestión** provides services for the North African and Latin American diaspora who are at risk of social exclusion.
- **Kista Folkhögskola** is a community college in a suburb of Stockholm, Sweden which has a Muslim ethos, and which offers study opportunities for those who would like to proceed to higher studies, change career, or pursue self-development.
- **Hasan Kalyoncu University: Migration Research Centre** in Gaziantep, Turkey researches the needs of Syrian refugee families from an intergenerational perspective.

The educational resources can be downloaded for free from the webpage of the project:

<https://uk.iofc.org/M-R-Rebuilders> . All resources are available in seven languages: Arabic, English, Somali, Spanish, Swedish, Tigrinya and Turkish. Also available in Braille (in English).

Cover photo: Gerd Atlmann in Pixabay

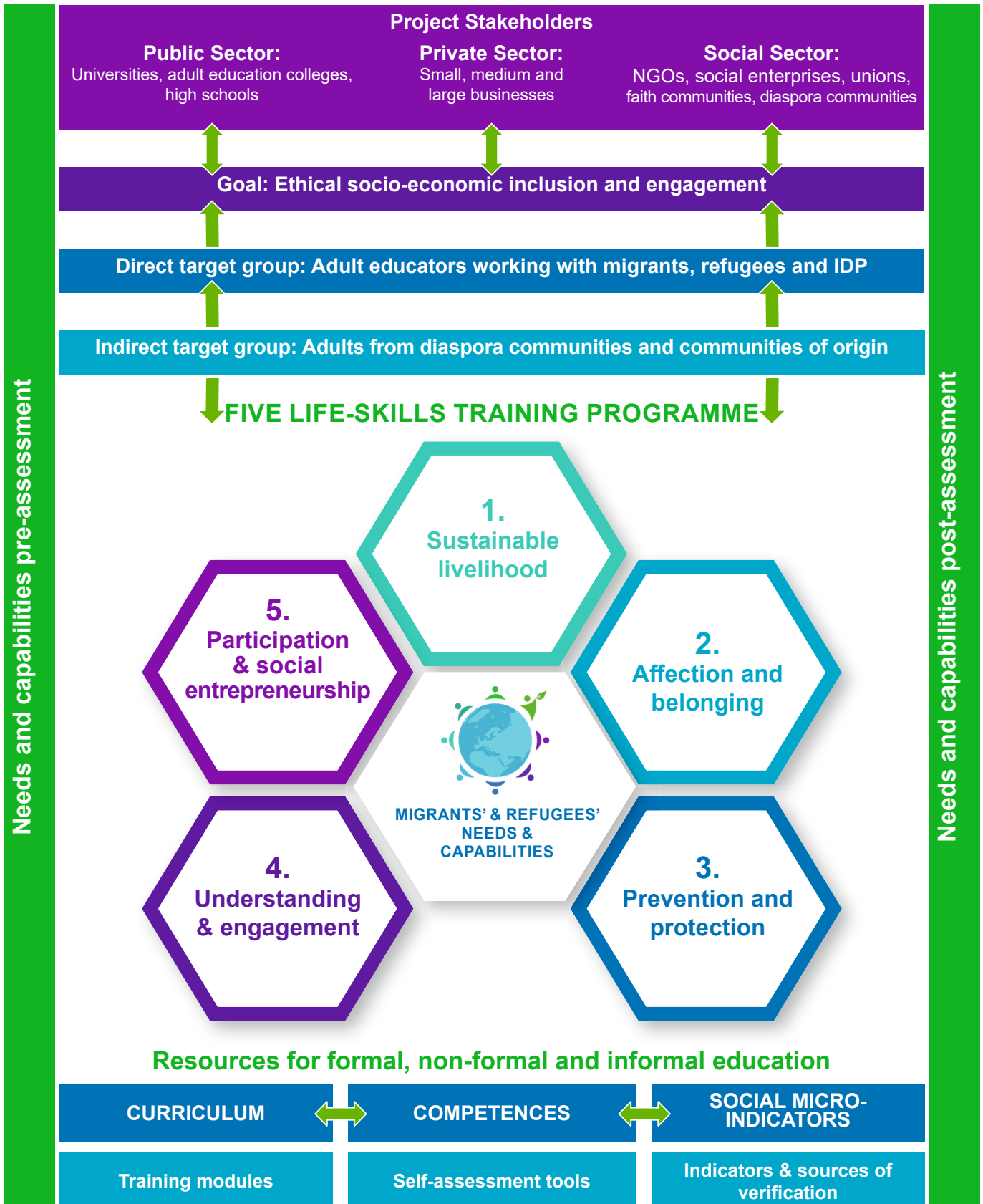
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EDUCATIONAL FRAMEWORK FOR INCLUSION AND ECONOMIC ENGAGEMENT

Erasmus+ Strategic Partnership: Spain, Sweden, Turkey, and the UK





EDUCATIONAL CONTENT FOR INCLUSION AND ECONOMIC ENGAGEMENT

FIVE LIFE-SKILLS TRAINING AREAS





TRANSFORMING LIFE THROUGH ACTIVE TEACHING AND LEARNING

CURRICULUM

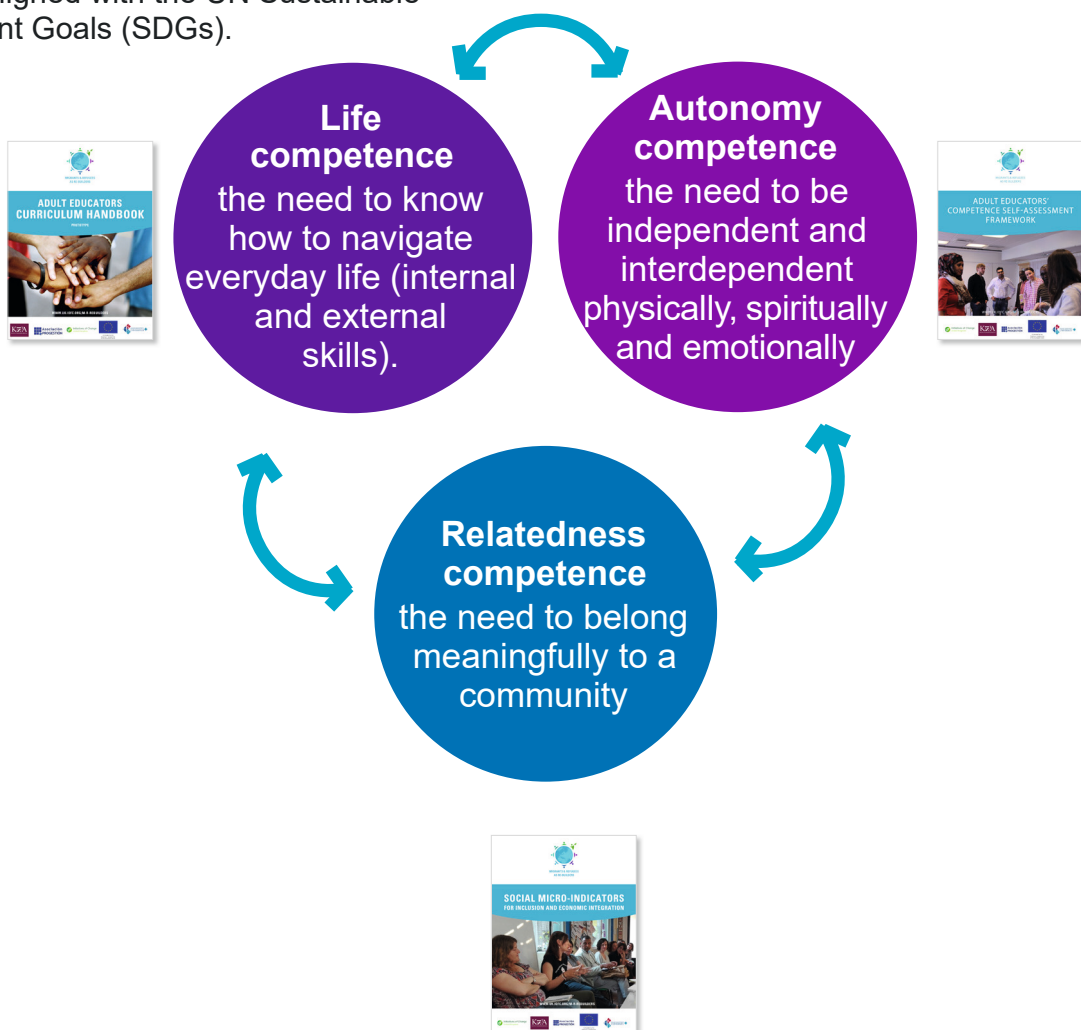
For Inclusion and Economic Engagement (CIEE)

The curriculum offers tested training modules and best practice for the five Life-Skills training programme. The training modules have taken into account over 300 needs and capabilities identified by migrants and refugees themselves. Each module is aligned with the UN Sustainable Development Goals (SDGs).

COMPETENCE

Self-Assessment Framework (CSAF)

The framework aims at improving adult educators' competence in delivering the training, based on migrants' and refugees' capabilities as learners and active citizens. The competences for life, autonomy and relatedness correspond to the five Life-Skills training programme.



SOCIAL MICRO-INDICATORS

For Inclusion and Economic Engagement (SMIs)

The SMIs aim to assess the scope and effectiveness of the training in supporting migrants and refugees to transform their own communities for the common good. The SMIs have been designed for each of the Life-Skills training areas. The SMIs are based on the indicators of the Migrant Integration Policy Index (MIPEX) and the 17 Global Sustainable Development Goals.





CURRICULUM FOR INCLUSION AND ECONOMIC ENGAGEMENT

HEXAGON 1: SUSTAINABLE LIVELIHOOD

SAMPLE TRAINING MODULE

FUSION CUISINE

LEVEL	NEWLY ARRIVED	
Teaching topics: <ul style="list-style-type: none"> • Sustainable livelihood • Participation and social entrepreneurial initiatives 	Physical, mental and ecological health and well-being	 Zero hunger  Good health and wellbeing
Sustainable Development Goals	Zero hunger Good health and wellbeing Gender equality Responsible consumption and production	 Gender Equality  responsible consumption and production
Time and duration of training module	3 hours, once a week, for 4 months	

Each training module comprises:

- Description of module
- Values fostered
- Learning outcomes for adult educators
- Experiential outcomes for adult educators
- Time and duration
- General requirements for the activities
- Content
- Activity to pilot
- Methodology and methods
- Adult educators' outcomes
- Assessment
- References

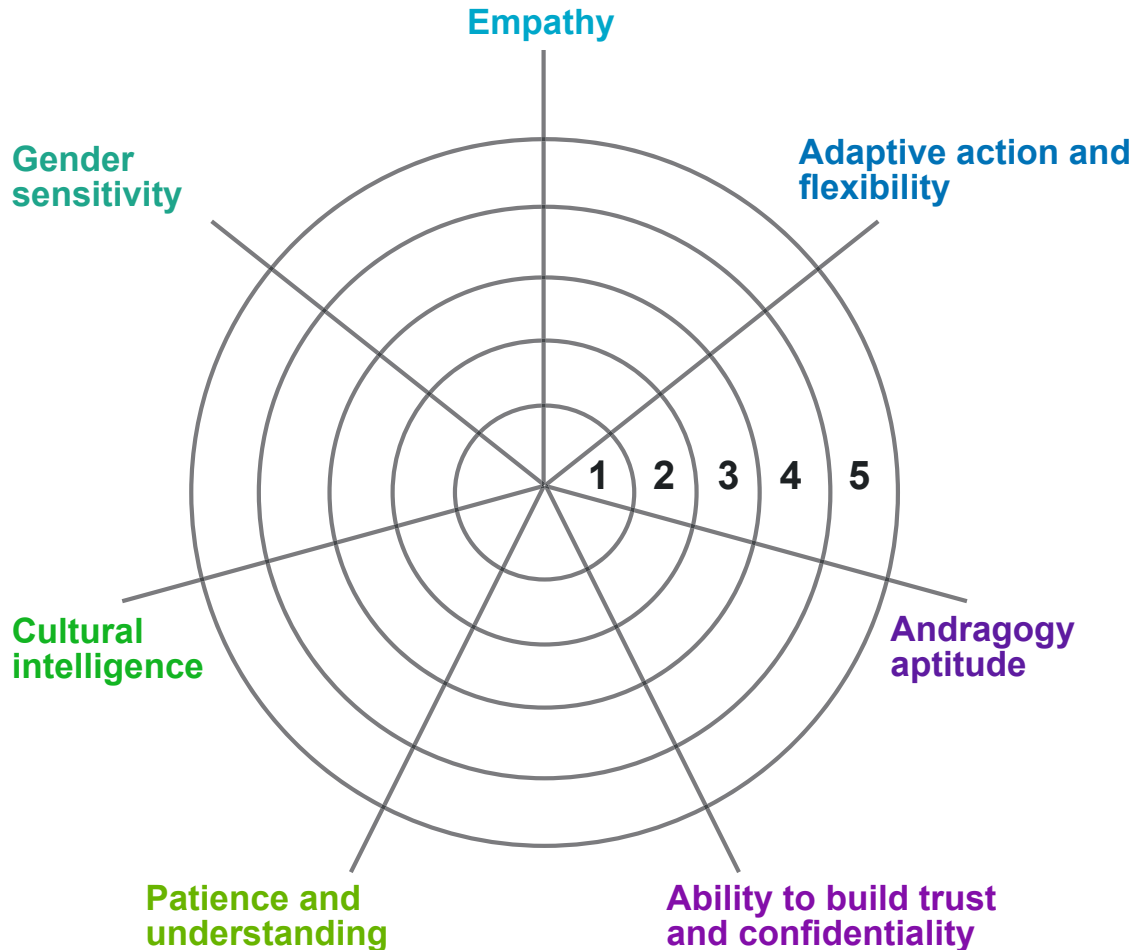




COMPETENCE SELF-ASSESSMENT

SAMPLE TOOL (text-based and digital)

INNER COMPASS FOR ADULT EDUCATORS



HOW TO USE THIS TOOL

You can use this tool frequently, once a week or once a month. Reflect on each dimension, answering the questions below.

1. How do you feel you have been doing on this dimension? Rate yourself on the scale of 1 to 5:
1 = I am not aware of this ability/skill in myself
2 = I need support to improve this ability/skill
3 = I feel competent in this ability/skill some of the time
4 = I feel competent in this ability/skill most of the time
5 = I feel competent enough in this ability/skill to support others in developing it
2. Put a dot on the respective level on the diagram (from 1 to 5).
3. Once you have reflected on all the dimensions, connect the dots. What does it look like? Is it 'spiky', with high scores in some and low scores in others? Ideally your diagram should be an even circle as close as possible to the outer rim.
4. Note one practical step for each dimension which will help you improve your diagram for the next time.
5. You may wish to share your diagram with another educator and invite them to create their own, so that you can compare them and exchange ideas on how you can support each other in making improvements.



EMPATHY

Empathy is about maintaining professional detachment, while understanding and entering into another's feelings, without crossing the border of ownership for the actual issue.

In self-assessment it might be useful to ask yourself if you take home other peoples' burdens, or problems. In the best of cases the empathic listener is maintaining the balance of being a subject among other subjects. The challenge is to listen with an open heart to others' issues and experiences, without letting the ownership of the problems **become yours**.

Ask yourself:

To what degree have I been able to listen with an open heart?

Can I listen without judgement or the need to control the situation, 'fix' things? Can I listen without thinking of the next thing I am going to say?

ADAPTIVE ACTION AND FLEXIBILITY

To use the same methods for different people and/or situations is to be rigid. As the eyes are adaptive to the various degrees of light, the adult teacher obtains a better result when starting from 'what is'.

How is the group today? Has something happened since yesterday? What does that imply for today's learning?

Ask yourself:

To what degree have I been able to observe the state of the group?

Am I aware of what is happening right now? Can I notice the shifts in group dynamics from one day to another?

Can I adapt the format or the pace of my work to these dynamics, if this improves the outcome?

ANDRAGOGY APTITUDE

The word 'andragogy' is distinct from the term 'pedagogy' (Greek: 'child-leading'). Andragogy is originally also a Greek word, meaning 'man-leading'. In adult learning it might be a good idea to distinguish differences from child learning.

Malcolm Knowles has suggested a theory based on six assumptions related to the motivation of adult learning:

1. Need to know: Adults need to know the reason for learning something.

2. Foundation: Experience, including error, provides the basis for learning activities.

3. Self-concept: Adult learners need to be responsible for their decisions regarding their education, and involved in the planning and evaluation of their instruction.

4. Readiness: Adults are most interested in learning subjects with immediate relevance to their work and/ or personal lives.

5. Orientation: Adult learning is problem-centred rather than content-oriented.

6. Motivation: Adults respond better to internal versus external motivators.

Ask yourself:

To what degree have I been able to use the andragogy approach?

Out of these six, which are my strongest/ weakest points?

Which, in my opinion, has the strongest effect on learners? Which do I have control over, and which depend on external factors (my institution, the material, etc.)?



ABILITY TO BUILD TRUST AND CONFIDENTIALITY

Migrants and refugees have encountered severe challenges. They have reasons to be cautious with personal information. They are very conscious of the risks to their own and their relatives' lives. Therefore the ability of the adult educator to create 'safe space' is crucial. Safe space is created by mutual trust between participants, teachers and the place of learning. Confidentiality is the obvious code of conduct for all people committed to the sensitive work of inner and outer learning in the adopted country.

Ask yourself: *To what extent have I recently been able to...*

encourage respect for personal boundaries when working with learners?

respect my own boundaries and offer adequate help and support without depleting my own resources?

respond adequately to sensitive situations?

PATIENCE AND UNDERSTANDING

'Love, peace and understanding' might be an old expression from the 'Flower Power' era. Yet it embodies effective conditions for learning, especially when the participants may be in a vulnerable state. In order to absorb new concepts, when living in a stressful situation, the adult learner needs peace of heart. Love is a strong word, yet the learning will be more efficient when the learners 'love' their education. This might also lead to a more relaxed attitude towards everyday life, which will be helpful in comprehending their new context.

Ask yourself: *To what extent have I recently been able to...*

create a relaxed, non-judgemental atmosphere when working with learners?

encourage learners to be true to themselves?

make humour and playfulness part of the learning process?

CULTURAL INTELLIGENCE

Cultural intelligence can be understood as the capability to relate and work effectively across cultures. There may be cultural prejudices among learners. Educators may even use the cultural quotient as a motivating factor in learning. It is not only to 'teach the pupils', it is more of creating a learning space for the unique individuals within the room to inspire each other. Different cultures might be a great inspiration in the right context.

Ask yourself: *To what extent have I recently been able to...*

encourage learners to challenge their own prejudices?

use diversity as a resource for learning?

challenge my own prejudices and appreciate diversity?

GENDER SENSITIVITY

Gender sensitivity refers to the aim of understanding and taking account of the societal and cultural factors involved in gender-based exclusion and discrimination in the most diverse spheres of public and private life. It focuses mainly on instances of men's abuse of power and the structural disadvantage in the positions and roles of women.

Ask yourself: *To what extent have I recently been able to...*

observe gender patterns among learners?

make learners aware of their own gender biases and able to deal with them?

observe my own gender biases and deal with them?



SOCIAL MICRO-INDICATORS FOR SUSTAINABLE LIVELIHOOD

SAMPLE TOOL (text-based and digital)

1. Sustainable livelihood
Physical, mental and ecological health and well-being

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

2 ZERO HUNGER

5 GENDER EQUALITY

3 GOOD HEALTH AND WELL-BEING

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 recognize 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

Each of the 5 life-skills areas has a specific social micro-indicators framework and two ways of assessing them for formal and non-formal educational settings.



SOCIAL MICRO-INDICATORS FOR SUSTAINABLE LIVELIHOOD

SAMPLE TOOL (text-based and digital)



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
<p>Fusion Cuisine Pyramid of Food</p> <p>Learning-action aims:</p> <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 organizing 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



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“ 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

Interactive tools:

<http://cbite.hku.edu.tr/login>