



Initiatives of Change
United Kingdom

Refugees as Re-BuildersTM Curriculum

Refugees as Re-BuildersTM Curriculum

Abridged Version © July 2022

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1 Introduction

1.1 Aims

The aims of the Refugees as Re-Builders™ (RRB) training programme are as follows:

- a) To provide space for people of different backgrounds to build trust across the divides of ethnicity, class and religion in order to develop values-based leadership attitudes and skills.
- b) To empower settled refugees to contribute to their countries of origin and diaspora communities by facilitating access to knowledge and skills participants may not otherwise receive through academic studies or work experience.
- c) To strengthen the capability and expertise participants already possess by providing the resources and practical tools needed to initiate dialogue and to design and implement development projects within their diaspora communities and countries of origin.
- d) To provide participants with opportunities to explore, share, discuss and reflect on their own experience.
- e) To provide an innovative, meaningful and relevant learning opportunity which is rooted in the articulated aspirations and needs of the participants undertaking the course.



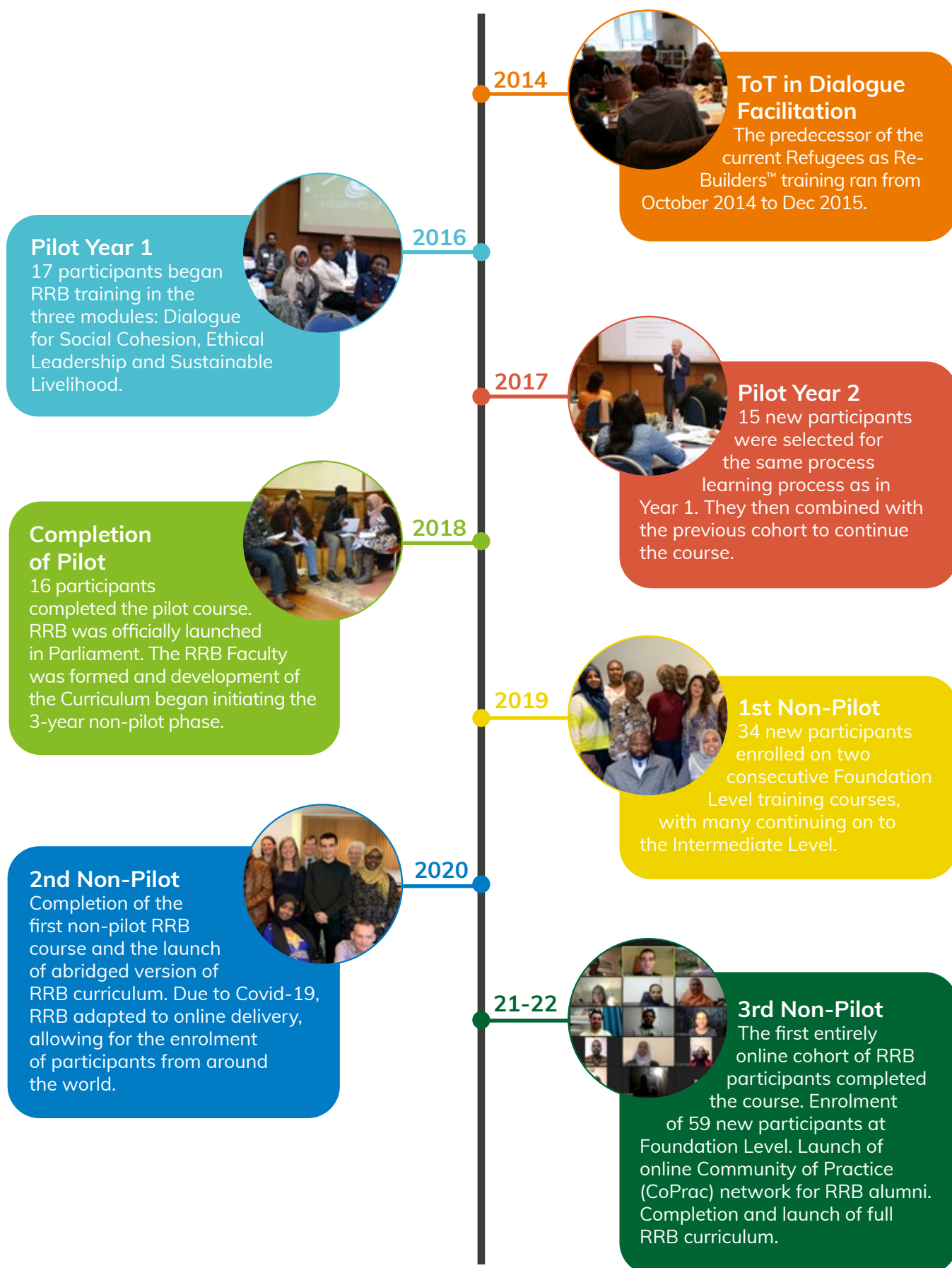
1.2 Background

The Refugees as Re-Builders™ programme came about as a culmination of Agenda for Reconciliation (AfR) training courses. The AfR training started in 2013 and was designed for diaspora leaders and professionals originating in the wider Horn of Africa. The most recent of these courses was a Training of Trainers (ToT) which focused on developing skills in Dialogue Facilitation for Reconciliation. Fifteen participants took part from October 2014 to April 2015. Many of the alumni put the skills they had learnt into action soon after they completed the course. Some embarked on a scoping mission to facilitate dialogue skills training workshops. Other alumni combined efforts to offer training within their diaspora communities in the UK. In their evaluation of the course, former participants expressed the vision that dialogue facilitation training could be offered more widely, and focus on practical factors that can undermine or enhance stability in countries affected by war and/or by institutional fragility.



These global issues have been at the core of the content design, along with the vision that the knowledge, skills and perspectives of refugees are essential in rebuilding their home countries, if/when an opportunity presents itself. The 'Re-Builder' model, and the belief that refugees and Internally Displaced Persons (IDPs) have the personal and technical resources to make valuable contributions to their communities and society, is the foundation and lies at the very heart of the Refugees as Re-Builders™ programme.

Milestones of Refugees as Re-Builders™



In April 2016 the new Refugees as Re-Builders™ programme, incorporating the vision, core values and principles of Initiatives of Change (IofC) UK was launched. The training delivered key knowledge and skills in three interconnected modules:



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Dialogue for Social Cohesion

Dialogue is not just a prerequisite for social change, but enhances the process and makes it more effective. We can all engage in 'relational activism' as a form of trust-building across the world's divides.

This module promotes opportunities for listening in everyday encounters as well as story-sharing in more structured contexts. Participants share from their own experience of being part of interpersonal, community and issue-based dialogues, with an emphasis on the importance of teamwork, accountability and community-building.

The module explores the definitions of facilitation within different languages and cultures, using case examples to ensure relevance and minimise unconscious bias. It considers the motivations and disciplines that facilitators need to adopt in order to be ethical and trustworthy practitioners.

The module begins with 'listening to understand', as this is the primary tool for any dialogue. Then it explores 'speaking as a means to be understood'. Participants articulate indicators of social cohesion within communities and map assets that can act as building blocks, such as community spaces, hospitality and cultural values.

Participants are offered theoretical models that help them codify some of their own experiences. These include the spectrum of conflict handling mechanisms, e.g. mediation as a form of dialogue in fragile states, and other relevant frameworks such as 'the pillars of positive peace'.





Ethical Leadership for Just Governance

When people hear the word leadership, they often imagine politicians or business owners. These leaders may be the ones making large-scale changes in our society; however, each and every one of us can quietly carry the skills and values of good leadership into our families, communities and wider society to create positive change.

This module allows participants to explore leadership in different contexts to ensure a holistic approach to the rebuilding process in conflict-affected countries. It focuses on what it means to be an ethical leader, with a set of personal values guiding decisions and goals. Participants explore different leadership and communication styles, enabling authentic and productive interpersonal relationships, as well as creating the positive ripples of good leadership.

The module also encourages participants to explore different community and business structures, with a focus on requirements for safeguarding the ethical operations of these organisations. Participants discuss examples of ethical dilemmas, practise developing organisational values and look at applying those values to initiatives they may be involved in.

Finally, the module looks at international governance procedures related to issues in conflict-affected countries. Participants look at models for violent conflict prevention, peacebuilding and human rights, while critically analysing the balance between governance mechanisms and community participation for creating trust.





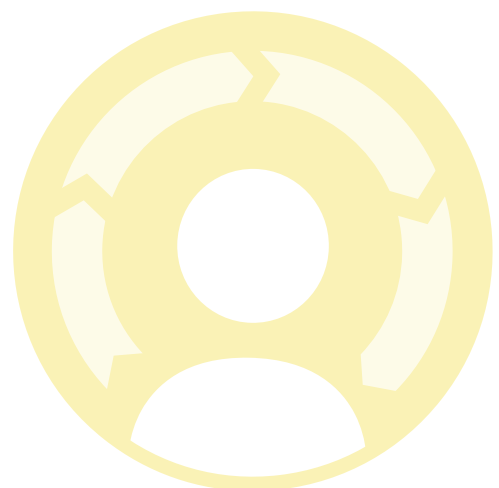
Sustainable Livelihood for Resilience

The Sustainable Livelihood module presents a framework for a resilience-based approach that is applicable to both urban and rural environments. Participants learn potential routes for economic and environmental sustainability, inspiring them to turn their personal vision into action to create livelihood initiatives.

The module recognises that feelings of abandonment, disillusionment and resentment arise from the declining livelihoods (poverty and social exclusion) of vulnerable people marginalised by global society.

The module addresses the complex situation of rural livelihoods by examining the social, economic and environmental factors driving land degradation and social deprivation. It contextualises the experience of people in conflict-affected countries while giving a holistic approach to transformation. Participants focus on how peoples' well-being, in parallel with environmental regeneration, also benefits global goods and services, such as the mitigation of climate change.

In relation to urban livelihood systems, the module enables enterprise development in building sustainable jobs and income generation opportunities. It supports the triple bottom line model (people, planet and profit). It recognises the need for financial sustainability while providing a structured approach to innovation and micro-industry enterprises.





Values

Peace
Resilience
Breaking barriers
Trust building and bridge building
Harnessing community
Capability
Hope

Foundation

Intermediate

Refugees as Re-Builders™








Advanced

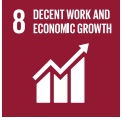










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Sustainable Development Goals

The topics contained within the modules were chosen to make connections and align with the United Nations Sustainable Development Goals (SDGs), specifically those on the following pages. The table below outlines how the content of the modules contributes to the realisation of the selected SDGs.

SDG	Dialogue for Social Cohesion 	Ethical Leadership for Just Governance 	Sustainable Livelihood for Resilience 
		Providing guidance on ensuring civic engagement and empowerment of citizens in governance, as part of a peacebuilding process	Enabling enterprise development to build sustainable livelihoods providing jobs and income generation opportunities Enabling people to grow their own food and supply others with food, reducing expenses for people living in poverty
			Learning skills to restore degraded land and grow food by hydroponics, in order to reduce food insecurity and hunger
		Raising awareness and developing skills to respond to the health and well-being needs of victims of gender-based violence	Learning to reduce the risks and impact of many diseases by eating a nutritious diet grown in healthy soil
	Encouraging effective participation both as participants and dialogue facilitators	Bringing the role of women to the centre of peace-building projects, and encouraging female participants to explore different leadership styles in order to feel more confident	Enabling skills development for all individuals irrespective of gender, especially allowing women to increase their food security without putting themselves at risk

		<p>Encouraging local rebuilders to take initiatives that help vulnerable people to establish their own businesses or get them into work</p>	<p>Supporting the triple bottom line model that respects people and planet while recognising the need to be financially sustainable, and training people to create their own businesses or restore the land around them</p>
		<p>Enabling good governance and rebuilding of infrastructure through values-based leadership</p>	<p>Providing a structured approach to support innovation in enterprise and agri-food production</p>
	<p>Including and welcoming all voices in facilitated conversations, with the aim of reducing bias and discrimination</p>	<p>Including all groups in the processes of community engagement, interaction, and local peacebuilding</p>	<p>Enabling sustainable enterprise development for all groups, promoting community engagement and interaction</p>
	<p>Looking at the assets available in communities to support coexistence, and promoting dialogue as a tool to help resolve differences</p>	<p>Enabling community justice mechanisms for democratisation at local levels, helping participants to actively contribute to stable governance in conflict-affected societies</p>	<p>Presenting a framework for sustainable enterprise development that is equally applicable to urban and rural environments, including community food production e.g. community and kitchen gardens</p>
			<p>Learning about the triple bottom line concept, and the processes of building sustainable enterprise and restoring degraded land</p>

			Lowering the CO2 emissions associated with food production by restoring degraded land, growing more trees and enabling healthy soils
			Restoring degraded land to reduce habitat destruction, and turning some farmland back into wildlife habitat using nature-based solutions e.g. agroforestry
	Enabling participants to take part in conversations that respond to community needs, actively include all stakeholders, and support shared understanding	<p>Enabling ethical decision-making in organisations, ensuring transparency, trust and accountability, and promoting the principle of civic engagement and empowerment</p> <p>Promoting and advancing the rule of law and judicial systems for a safe and secure environment</p>	Increasing food security and sustainability to reduce the threat to peace and institutions
	Showcasing examples of work with community partners and external organisations	Promoting leadership from the inside out, allowing a transformational outlook to create partnerships	Co-creating economic regeneration as the basis of social enterprise: people, planet and profit

The context

The newly developed programme rolled out a pilot phase that ran for two consecutive years (2016/17 and 2017/18). The participants were settled (diaspora) refugees from fragile countries affected by local or regional wars and/or other conflicts; including strife over resource-sharing, systemic and internecine violence. New content for the course was put together and tested. It was regularly assessed for relevance in relation to participants' feedback. Evaluations were carried out at the end of each year and also at the end of each of the programme's three levels, Foundation, Intermediate and Advanced [formerly known as Training of Trainers (ToT)].

The recommendations that came out of the two-year pilot phase were as follows:

- To set up the Refugees as Re-Builders™ Faculty consisting of Trainers and Secretariat (Management and Administration) to oversee the consolidation of learning and experiential outcomes of the programme and to ensure the replicability and sustainability of the training.
- To create a mentoring and accompaniment framework to facilitate self-development and agency.
- To develop a Curriculum to frame the purpose, objectives and learning methodology of the RRB training programme.
- To write a prospectus for each of the levels to accompany all future calls for enrolment.
- To ensure adequate funding to run the course every year for at least three complete cycles to develop and put into action the RRB Curriculum.








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One of the pilot project's key recommendations highlighted the need to develop a coherent, cohesive schema. In response, a curriculum writing project was initiated by the RRB Programme Manager and developed alongside the RRB Faculty with input from an education and training consultant.

The curriculum document sets out the resulting framework. The three interconnecting modules – Dialogue for Social Cohesion, Ethical Leadership for Just Governance and Sustainable Livelihood for Resilience – map horizontally and progress vertically through the following three Levels.

Each level includes ongoing assessment and evaluation culminating in a graduation ceremony and progression into the RRB Community of Practice to sustain, support and motivate existing graduates, as well as to inform and encourage future applicants.

 **Foundation** prepares participants to engage with the three discipline areas by presenting relevant knowledge and skills. The focus is on the individual as the starting point for change. It encourages participants to examine and explore the qualities and skills they already have in order to identify how they might develop their leadership capacity over time.

  **Intermediate** equips participants with the skills to develop personal competencies and enhance understanding of concepts, theories, methods and strategies in order to identify, design, deliver and evaluate appropriate development projects for their respective communities.

   **Advanced** provides participants with practical opportunities to critically analyse rebuilding projects they are currently involved in and to consider how what they have learned and practised might apply to future activities.

1.3 Methodology

Throughout the Refugees as Re-Builders™ programme, participants learn to design and implement solutions which contribute to the rebuilding of their countries of origin and diaspora communities. The programme is innovative and dynamic and uses interactive and participatory teaching and learning methods. The underpinning philosophical ethos is in keeping with the values and vision of lofC UK and grounded in adult learning principles. The curriculum has been designed to maximise cohesion and to embed strong connections between the modules and sessions.

lofC values of honesty, unselfishness, love, and purity of intention are encouraged throughout the course. These lived values are articulated via session aims, objectives and learning outcomes. Core knowledge and skills essential to rebuilding projects, such as communication, problem-solving, analysis, listening, questioning, and sustaining relationships are practised during training sessions. Progress is monitored by continuous module assignments and end of level assessment. On completion of the training RRB alumni move into a Community of Practice (CoPrac), an active platform for collaboration and the sharing of ideas and resources.

The lofC vision is of a just, peaceful, and sustainable world to which everyone responding to the call of conscience makes their unique contribution. Its mission is to inspire, equip and connect people to play their part in rebuilding a better society. The values of honesty, unselfishness, love, and purity of intention are practical tests for motives and daily actions. A core practice is listening in silence to divine inspiration, or the inner voice (quiet time) as a source of truth and renewal, personal transformation, and individual capacity building.

The Refugees as Re-Builders™ programme actively promotes this organisational mission and reflects the understanding that adults learn better when:

- in an informal, non-threatening environment.
- participants need or want to learn something.
- their individual learning styles are met.
- their previous experience, knowledge and skills are valued and utilised, and participants have an opportunity to articulate their own guiding principles and values which inform decision-making and behaviour.
- participants have some choice and control over the learning content and activities.
- mental and physical participation in the learning space is encouraged.
- participants are given opportunities to understand, practise and apply their learning.
- enough time is given for the assimilation of new information, the practice of new skills and the development of new attitudes and behaviour.
- learning is focused on relevant and real issues.
- guidance and a measure of progress towards goals are given.

1.4 Inclusion

In accordance with good practice and the adult learning principles stated in 1.3 the Refugees as Re-Builders™ Faculty is committed to providing a learning experience that is relevant and responsive to refugees' aspirations and learning needs. The overall purpose of the programme is to meet the needs of the greatest number of participants in acknowledgement that diversity is the norm, not the exception, and to support the overcoming of learning barriers.

By utilising flexible instructional materials, techniques and strategies, trainers aim to meet those needs by taking account of the different abilities, learning styles, backgrounds and preferences of the learners. The modules and levels provide multiple ways of accessing knowledge and enable the development and practice of skills through a variety of activities. The sessions aim to encourage participation, increase confidence in leadership skills and to enhance engagement and expression.

Regular opportunities are provided for the participants to evaluate their own progress and to comment on, and thereby actively contribute to, the programme iteration cycle. The evaluation process is regularly reviewed by the Faculty members and appropriate pedagogic action taken accordingly. The process is dynamic and continuous. Programme development is informed by the feedback received from current participants, members of the Faculty and the wider Refugees as Re-Builders™ community. This ensures that the training is adaptable, takes account of the learner's voice, results in skills transfer and is ultimately sustainable.



1.5 Support and Safeguarding

Participants on Refugees as Re-Builders™ training are supported and accompanied throughout the course by the RRB Programme Manager, the RRB Administration Team and by the Module Trainers. Support is provided 1:1 or in small groups as required. Any reasonable requests for support are accommodated by an appropriate member of the RRB Faculty in confidence, and as soon as is practically possible.



Initiatives of Change (IofC) UK acknowledges the importance of the Charity Commission's guidance on safeguarding and, in particular, the following requirements:

- providing a safe and trusted environment
- setting an organisational culture that prioritises safeguarding
- having adequate safeguarding policies, procedures and measures
- providing clarity as to how incidents and allegations will be handled should they arise


IofC UK has a comprehensive safeguarding policy (available on request) and commits to taking all reasonable measures to ensure that all vulnerable individuals who take part in RRB courses, either in-person or online, are protected from harm.

The RRB programme is additionally supported by the IofC UK staff at Greencoat Place where the programme is hosted and by the patronage of Dr Nagi Giamma Barakat, Consultant Paediatrician and Neurologist, and Associate Professor Joanna Lewis, Department of International History, London School of Economics (LSE).

1.6 Acknowledgements

I would like to thank all the members of the Refugee as Re-Builders™ Faculty for their contribution, commitment and teamwork in making the vision of having a dynamic curriculum for the programme a reality. My deep thanks to Amanda Clements, the RRB Curriculum Developer, who, in collaboration with the Faculty, pulled the contents of the modules together to create this curriculum. I appreciate her diligence and enthusiasm in helping the Faculty grow, and fully engaging in the development of this milestone document. Without the support and commitment of lofC UK and its Trustees, this curriculum would not have come to light. I would like to thank them for encouraging the Refugees as Re-Builders™ programme to thrive and live up to its potential. I would also like to thank the management and catering staff of lofC UK's London centre for their caring hospitality in hosting the training sessions, mostly during weekends.

Finally, I wish to express gratitude to the Eva Reckitt Trust for their financial support (2018-21) and to Lewis Wallis for his generous and continuous gifts over the years.



Dr Muna Ismail
Refugees as Re-Builders™ Programme Manager, lofC UK



2 Foundation level



2.1 Induction

Aim:

To introduce Initiatives of Change and the Refugees as Re-Builders™ training programme

Objectives:

- To acquaint participants with one another
- To introduce participants to Initiatives of Change - history, mission and values
- To present the vision, structure and learning methodology of Refugees as Re-Builders™
- To inform participants of practicalities and the Principles of Participation

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Connected with one another as a cohort and learning community
- A basic understanding of Initiatives of Change
- A sense of anticipation towards the Refugees as Re-Builders™ experience
- Committed to the Principles of Participation and full engagement with the programme.

2.2 Dialogue for Social Cohesion



Session 1

Aim:

To prepare learners to contribute effectively to dialogue

Objectives:

- To develop effective participation
- To explore the meaning of dialogue, facilitation and social cohesion
- To equip with listening and speaking skills
- To introduce values of facilitative leadership, including those within the lofC tradition

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Practised self-aware and respectful listening
- Defined dialogue, facilitation and 'safe' space
- Reflected on experiences of participating in dialogues
- Identified personal responses to conflict within dialogue

2.2 Dialogue for Social Cohesion



Session 2

Aim:

To prepare learners to contribute effectively to dialogue

Objectives:

- To increase awareness of effective participation
- To explore the meaning of dialogue, facilitation and social cohesion
- To equip with listening and speaking skills
- To introduce values of facilitative leadership, including those within the lofC tradition

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Practised speaking in dialogue and asking questions
- Articulated qualities, roles and responsibilities of facilitators
- Identified characteristics of social cohesion
- Recognised the role of values and accountability in facilitative leadership

2.3 Ethical Leadership for Just Governance



Session 1

Aim:

To gain a basic understanding of leadership and personality models in order to articulate the personal attributes of a leader

Objectives:

- To identify components of ethical leadership, being sensitive to those which are universal and those which are culturally specific
- To understand a model of personality types and traits
- To describe the differences between values and principles
- To define leadership by exploring a range of examples and contexts

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Engaged in personal reflection, identifying their own skills, attitudes, leadership styles, virtues and principles as a leader
- Identified their strengths and areas for development as an ethical leader
- Developed communication skills and expressed views on leadership via a range of interactive activities
- Fostered bonds with peers, having shared and listened to each other's leadership reflections

2.3 Ethical Leadership for Just Governance



Session 2

Aim:

To help participants develop the skills and attributes of ethical leaders, focusing particularly on visionary and coaching leadership

Objectives:

- To identify the skills and attributes of visionary leadership and coaching leadership
- To understand key principles around effective goal and vision-setting
- To understand key techniques used in coaching

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Used basic coaching principles to guide another participant through a practical task
- Practised using the coaching skills of questioning, active listening and summarising to engage with another participant's experience
- Engaged in group discussions on visionary goal setting and practised developing such goals
- Developed an action plan of how participants will implement visionary and coaching approaches to their own settings

2.4 Sustainable Livelihood for Resilience



Session 1

Aim:

To introduce participants to social entrepreneurship and livelihood sustainability

Objectives:

- To define the concepts of livelihood, social enterprise, entrepreneurialism and different motivations
- To consider the environment and context that enterprise and social enterprise operate within
- To consider the market for a potential livelihood idea
- To develop an initial description of a Sustainable Livelihood idea

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Understood the interplay between charities, social and commercial enterprises
- A model for assessing the context in which a sustainable livelihood sits, and how that context might affect it
- The ability to describe the role that the market plays in livelihood outcomes
- Developed personal confidence and reflected upon personal development needs to establish a Sustainable Livelihood



2.4 Sustainable Livelihood for Resilience

Session 2

Aim:

To help participants gain an understanding of what can enhance or undermine livelihood systems for food security in fragile and conflict-affected countries

Objectives:

- To define the concept of livelihood for food security systems
- To identify livelihood components, giving real examples
- To understand the role of markets in livelihood
- To understand how local and national governance affect livelihood options

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Developed the ability to critically appraise case studies through livelihood framework components
- Developed presentation skills
- Developed the ability to come to a group consensus in order to solve problems in different livelihood contexts
- Been introduced to different livelihood strategies, and considered how to use them effectively



3 Intermediate level

3.1 Induction



Aim:

To recap learning from the Foundation Level, introduce the Intermediate Level and inspire participants for the new content

Objectives:

- To connect with peers from other Foundation Level cohorts
- To recap previous learning using interactive tools and methods
- To share feedback on the learning experience so far
- To engage with inspiring stories of individual changemakers who contributed to the rebuilding of their communities and countries of origin

Learning Outcomes/Learning Experience: by the end of the session participants will have

- Bonded as a group in preparation for the Intermediate Level
- Reinforced their understanding of Foundation Level content
- Been inspired to connect with their vision

3.2 Dialogue for Social Cohesion



Session 1

Aim:

To equip participants with knowledge of dialogue types and introduce the phases of a dialogue

Objectives:

- To notice where dialogue can make a difference in everyday and/or community life
- To further improve speaking skills
- To differentiate between types of dialogue
- To understand four phases of a dialogue

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Identified what they have learned about dialogue and how it has affected them
- Framed questions that invite responders to share, thereby deepening understanding
- Articulated the relevance of dialogue types in their own contexts
- Distinguished phases of a dialogue and their purpose in building social cohesion

3.2 Dialogue for Social Cohesion



Session 2

Aim:

To continue exploring phases of a dialogue and increasing skills for responding to difference

Objectives:

- To explore conversations across difference
- To consider options for responding to conflict situations and difference
- To reflect on overcoming barriers to dialogue
- To practise responding with observations, feelings and thoughts

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Understood how to receive and give comments
- Identified tendencies in responding to conflict situations
- Considered appropriate ways to respond to conflict situations
- Practised responding to contributions from others
- Shared examples of how barriers can be overcome

3.2 Dialogue for Social Cohesion



Session 3

Aim:

To equip participants with deeper knowledge of facilitation and develop their personal capacity

Objectives:

- To explore personal bias to cultivate awareness of stereotypes and assumptions
- To identify specific roles in building relationships across difference
- To practise a facilitated conversation leading to action or agreement
- To learn about caring for oneself and caring for others

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Developed an awareness of their own biases about different people
- Considered what roles might support building relationships across difference
- Identified key tips for effective facilitation for social cohesion
- Considered the importance of personal resilience and group responsibilities, including risk review

3.3 Ethical Leadership for Just Governance



Session 1

Aim:

To equip participants with knowledge of organisational structures and basic governance processes to support their own rebuilding activities

Objectives:

- To outline the different governance structures that organisations can utilise (in the UK)
- To be aware of some of the basic legal responsibilities of organisations and of the individuals on their governing body
- To know the 13 charitable purposes currently recognised by the UK Charity Commission
- To know the importance of identifying their purpose at a personal and an organisational level
- To know the definitions of accountability, compliance, transparency and confidentiality

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Explored examples of governance structures and which ones may fit with their own rebuilding ideas
- Discussed real life charities and identified which charitable purposes they may meet
- Used the Japanese Ikigai model as a tool for exploring their own purpose in life
- Considered how leaders help their team members to feel a greater sense of purpose in their organisations.
- Identified strategies for building accountability and transparency as individuals and within teams
- Understood the importance of keeping personal data confidential (GDPR) and some organisational information public (transparency)

3.3 Ethical Leadership for Just Governance



Session 2

Aim:

To equip participants with knowledge of organisational structures and basic governance processes to support their own rebuilding activities

Objectives:

- To know models of building trust as an ethical leader
- To outline key definitions in the field of ethics
- To understand how the Nolan Principles are used to model ethical behaviour in public organisations
- To know different models of ethical philosophy and how they inform decision-making
- To know a model of ethical decision making to use when dealing with ethical dilemmas

Learning Outcomes/Learning Experience: by the end of the session participants will have

- Reflected on their own trustworthiness and identified actions for building trust
- Reflected on their own personal values, principles and ethical decision-making preferences
- Explored common barriers to ethical behaviour in order to recognise and mitigate them
- Applied the ethical decision-making process to a range of ethical dilemmas and explored their own ability to think objectively and critically

3.4 Sustainable Livelihood for Resilience



Session 1

Aim:

To equip participants with an understanding of international finance methods, and how to address financial challenges in their own projects

Objectives:

- To gain a clear understanding of micro-finance, shared ownership and cooperative working
- To gain a clear understanding of various international options for funding
- To explore the pros and cons of the various financing methods
- To begin to create a funding strategy

Learning Outcomes/Learning Experience: by the end of the session participants will have;

- Considered funding options and how to search for grants and corporate giving
- Understood funding options, i.e. crowdfunding, micro-financing and other forms of funding
- Experienced group coaching on how to explore difficulties faced as individuals
- Begun working on a fundraising strategy

3.4 Sustainable Livelihood for Resilience



Session 2

Aim:

To understand the importance of agriculture for food and global sustainability, and the potential role of indigenous tree species in providing ecological services

Objectives:

- To analyse the factors lying behind the problems with global agriculture
- To identify areas of governance or policies that can encourage sustainable livelihood strategies in different population settings
- To examine the traditional and cultural uses/markets of indigenous trees, and how they may benefit humanity
- To identify ways indigenous trees could be domesticated and commercialised to meet the needs of agriculture and local people, with a view to mitigating climate change and food insecurity

Learning Outcomes/Learning Experience: by the end of the session participants will have

- Recognised how and why global agriculture is failing and the consequences of this failure
- The ability to share knowledge about the causes of hunger, malnutrition, poverty, environmental degradation, etc.
- The ability to influence others about the need for change
- A better understanding of the value of underutilised tree species
- The knowledge of how they can be domesticated by local people
- Realised the potential for social and economic benefits from cultivation of new crops



4 Advanced level

4.1 Induction



Aim:

To introduce the Advanced Level, and the focus on participants engaging in 'rebuilding' projects in their communities of origin

Objectives:

- To understand the connections between the three modules in effective rebuilding processes
- To identify ideas for rebuilding projects
- To engage with an inspirational speaker who is a 'Refugee Re-Builder'

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Reviewed assessment materials from the Intermediate Level
- Used a brainstorming tool to identify challenges faced by communities of displaced people
- Identified a number of project opportunities to explore over the Advanced Level

4.2 Dialogue for Social Cohesion



Session 1

Aim:

To explore trust-building and the needs of participants in dialogue

Objectives:

- To define “trust-building” and identify building blocks of trust
- To introduce Non-Violent Communication, focusing on feelings and needs
- To consider position, interest and need (PIN) for self, potential participants and stakeholders
- To explore different trust-building dialogue formats, using case examples from relevant countries

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Recognised the role of trust-building for encouraging conflict transformation
- Understood the significance of participants’ and stakeholders’ needs in a dialogue process
- Identified their own needs (personal PIN)
- Appreciated how different dialogue methods meet different needs

4.2 Dialogue for Social Cohesion



Session 2

Aim:

To explore conflict resolution and conflict transformation

Objectives:

- To investigate conflict resolution and transformation through theoretical concepts
- To introduce mediation as a conflict resolution tool
- To highlight the process of a mediated conversation (action theatre, neighbours)
- To showcase the applications of mediation in different contexts (real life examples from a speaker)

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Understood the differences between dispute and conflict, conflict resolution and transformation
- Listed stages of a mediation
- Shared observations about a mediated conversation
- Considered how to overcome facilitation challenges

4.2 Dialogue for Social Cohesion



Session 3

Aim:

To equip participants to organise and host dialogues in contexts where social cohesion is needed

Objectives:

- To provide basic tools for context analysis and dialogue options within fragile contexts
- To introduce stakeholder mapping with power and interest
- To practice a simple mediated conversation (roleplay, community)
- To reflect on the theme of dignity in facilitation as part of reconciliation
- To encapsulate key points from the module across all three levels, particularly participants' key learning

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Assessed and selected appropriate types of dialogues for fragile situations
- Considered stakeholders to include in dialogue contexts
- Recognised the skills and qualities required for facilitating a mediation
- Appreciated how responsive facilitation supports dignity
- Reflected on, reviewed and applied their own learning

4.3 Ethical Leadership for Just Governance



Session 1

Aim:

To understand the international legal system governing conflict-affected areas, including the concepts of conflict and peace

Objectives:

- To develop the conflict analysis skill, including conflict prevention, conflict ending, and post-conflict peacebuilding
- To reflect on the peacebuilding process and its effectiveness
- To introduce a possible model for a full cycle design, including peacebuilding-specific tools and methods
- To explore the key sectors in conflict-affected areas that need development, stabilisation and reconstruction

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Understood the institutional and legal framework of international law in conflict-affected zones
- Practised conflict analysis in planning, managing and evaluating conflict prevention
- Knowledge of complex and specialised areas of peacebuilding, including conflict resolution and conflict transformation, community-driven reconstruction, and peace processes within the context of contemporary conflicts
- Understood the role of different stakeholders in the implementation and design of peacebuilding missions
- Reflected on how to be a rebuilders in the context of achieving stabilisation and reconstruction

4.3 Ethical Leadership for Just Governance



Session 2

Aim:

To understand the concept of justice and transitional justice mechanisms

Objectives:

- To understand the various meanings of justice, not limited only to the traditional criminal meaning
- To develop a strong understanding of transitional justice and community-building in conflict and post-conflict areas
- To identify the key challenges and best practices within transitional justice
- To understand the practicalities of transitional justice in post-conflict contexts
- To explore the importance of traditional justice in building peace

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Understood the institutional and legal framework of international law in conflict-affected zones
- Understood the different meanings of justice, and the values and suitability of each in their own context
- The knowledge to be able to identify the tools and mechanisms to bring justice to a real situation
- Considered the social and political contexts that underlie and affect transitional justice outcomes
- Reflected on how to apply knowledge of transitional justice mechanisms and traditional dispute resolution to real situations

4.3 Ethical Leadership for Just Governance



Session 3

Aim:

To equip participants with knowledge of local peacebuilding processes

Objectives:

- To understand the importance of local efforts in bringing and sustaining peace in conflict-affected communities
- To develop an understanding of different approaches to local peacebuilding
- To reflect on the role of young people and women in local peacebuilding processes
- To explore the issue of gender-based violence (GBV) and its effect on the process of peacebuilding and security

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- Refined their skills to work in diverse teams for planning and designing a peacebuilding programme
- Understood the main challenges relating to peace programme design, and how to deal with these challenges
- Considered how to apply the acquired knowledge regarding local peacebuilding
- Reflected on how to demonstrate practical skills, including GBV analysis, designing interventions and protection against GBV, and strengthening women's voices in peacebuilding activities

4.4 Sustainable Livelihood for Resilience



Session 1

Aim:

To give practical information and structure to the key aspects of developing a fundraising plan for a livelihood project

Objectives:

- To provide an understanding of the elements and processes of establishing a Sustainable Livelihood and the influences that act upon it
- To consider the process of developing a plan for an enterprise and how to communicate ideas to the outside world, particularly funders
- To use case studies, critical thinking and evaluation in group discussions with the objective of developing necessary communication skills, familiarity with terminology, and the confidence to promote a Sustainable Livelihood

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- An outline for an enterprise, knowledge of what to do next and how to complete the process
- Evaluated a business plan from the perspective of a funder
- The ability to develop and present an enterprise to funders, other stakeholders and the outside world
- Knowledge of the key elements of establishing an enterprise
- Tested and applied useful tools for establishing enterprises

4.4 Sustainable Livelihood for Resilience



Session 2

Aim:

To seek a solution to the sustainability problems of modern agriculture

Objectives:

- To examine ways to address the cycle of land degradation and close yield gaps
- To consider the framework of a 3-step generic model for multifunctional agriculture
- To build an understanding of potential solutions to address the needs of local people and the planet
- To analyse participatory tree domestication as a good delivery/governance mechanism for viable livelihood outcomes
- To consider the role of Rural Resource Centres to deliver essential services for humanity and the planet

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- An understanding of the issues behind hunger, malnutrition, poverty and social exclusion from the local economy
- The ability to identify potential solutions that could make a change in their home country
- An understanding of the importance of a bottom-up, participatory approach to integrated rural development
- Identified delivery systems that promote sustainable agriculture
- The ability to share their knowledge with others wishing to adopt a sustainable agricultural approach

4.4 Sustainable Livelihood for Resilience



Session 3

Aim:

To evaluate the impacts and benefits of Rural Resource Centres for Integrated Rural Development, and acquire some essential skills in vegetative propagation

Objectives:

- To understand the social, economic, and environmental impact of an approach to agriculture based on a 3-step model for multifunctional agriculture
- To consider the concept of 'Land Maxis' for the transformation of agricultural intensification, based on the elimination of negative 'trade-offs'
- To acquire some understanding of the processes of vegetative propagation, especially by the rooting of stem cuttings
- To acquire sufficient knowledge and understanding of the above issues to be able to promote change as 'Re-Builders' in home countries

Learning Outcomes/Learning Experience: by the end of the session participants will have:

- The ability to advocate for change and promote practical projects to make a difference in their home countries
- Knowledge of how to build a propagator and take stem cuttings
- The ability to discuss the needs of a tree nursery for successful vegetative propagation
- The ability to identify delivery systems that promote sustainable agriculture and explain them to others wishing to adopt them

Building trust across the world's divides



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