



SOOGALOOTIGA IYO QAXOOTIGA
OO NOQONAYA DIB U DHISAYAAL

BUUGGA MAHNAJKA WAXBARIDDA DADKA WAAWEYN ee ka mid ahaashaha dhaqaale



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Manhajka Soogalootiga iyo Qaxootiga waxaa lagu oggolaaday
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Afeef:

Buuggan waxa ku qoran kama tarjumayaan siyaasadda iyo aragtida
Midowga Yurub



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HORDHAC

Ujeeddada ugu weyn ee manhajkani waa in kor loogu qaado waaya-aragnimada tababbarayaasha dadka waaweyn ee la shaqeeya soogalootiga iyo qaxootiga.

Aragtidu waa in soogalootiga iyo qaxootiga qaar ka mid ah ay helaan tababbar iyo kaalmo si ay u noqdaan kuwa awood u leh in ay dib u dhisaan jaaliyadaha ku nool dalalka martigeliyey iyo sidoo kale dalalkii ay ka yimaaddeen.

Waxaan ugu talo galnay manhajkan in uu waxtar u noqdo tababbarayaasha dadka waaweyn. Qeybaha dambe ee mashruucan saddex-sannadlahaa ah waxaa ka mid ah qeyb online ah oo uu qofku is qiimeyn karo keligii marka uu casharro bixinayo iyo qeyb online ah oo ku saabsan qiimeyn taawun madiisa.

Manhajku wuxuu ku saleysan yahay hababka barashada iyo baridda ee waxbarashada tooska ah iyo mudda dadbanba. Wuxuu ka dhigayaa jaaliyadda dhexdeeda goob waxbarasho si loo gaaro in soogalootiga iyo qaxootigu qeyb ka noqdaan waxna ku soo kordhiyaan jaaliyadaha martigeliyey. Noocan baridda iyo barashada waxaa lagu xoojiyey kulan maalmeedyo jaaliyadda dhexdeeda ah iyo sidoo kale habka waxbarashada tooska ah, sida fasallada waxbarasho. Barayaasha dadka waaweyn, soogalootiga iyo qaxootigaba waxay door weyn ka wada ciyaaraayaan isdhixgalka bulsho iyadoo si rasmi ah ay ula hawl gelayaan jaaliyadda.

Iyadoo jaaliyaddu tahay xarun waxbarasho, habسامي u socodka iyo isbedellada waxaa si toos ah loogu cabbiri karaa hadba waayo aragnimada fayo-qab ee soogalootiga, qaxootiga iyo xubnaha jaaliyadaha martigeliyey, iyadoo weliba si dadbanna loogu cabbiri karo jaaliyadaha dalalkii ay ka yimaaddeen.

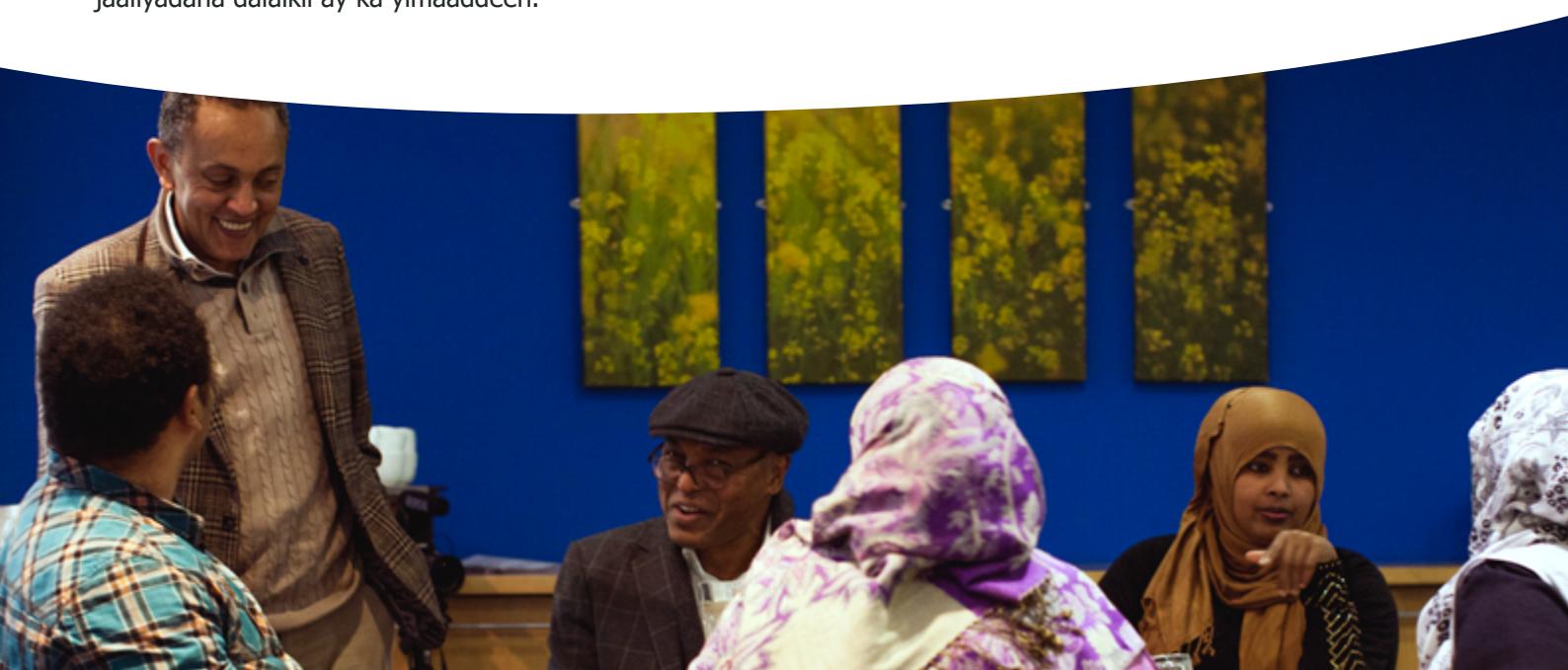
SU'AALAH AAN TIXGELINAY MARKAAN DIYAARINEYNAY MANHAJKAN:

Soogalooti iyo qaxooti ahaan, annagaba:

- Sidee manhaj loogu tala galay dadka uu u baddali karaa nołosha jaaliyadaha soogalootiga iyo qaxootiga?
- Sidee tababbaridda barayaasha dadka waaweyn ee soogalootiga iyo qaxootiga ah u noqon karaa mid wax ku ool ah sidii uu u noqon lahaa mid horseeda isdhixgel iyo wada shaqeyn dalkan ay soo degeen.
- Sidee soogalootiga iyo qaxootigu uga jawaabi karaan una horumarin karaan xiriirka dalalka ay ka soo jeedaan.

Hay'adaha tababbarka gudubka ah:

- Habkee waxbarasho ayey hay'adaha waxbarashada iyo tababbarka gudban bixiya ay sare ugu qaadi karaan soogalootiga iyo qaxootigaba.
- Sidee waxbarashada dadban u noqon kartaa goob awood iyo macna siineysa isdhixgalka iyo wada shaqeynta soogalootiga iyo qaxootigaba.
- Sideen ugu beddali karnaas goobaha waxbarashada dadban ee aan ku wada noolnahay xarumo waxbarasho si sare loogu qaado kartida iyo waaya aragnimada soogalootiga iyo qaxootigaba.





QIYAMKA WAXBARASHADEENA

Waxay ka wada hadleen hay'adaha hawshan wadaagaya ee la shaqeynaya soogalootiga iyo qaxootiga ee Spain, Sweden, Turkey iyo UK, qiyam ka soo baxay tababbarayaasha dadka waaweyn ee ku cad shaxdan hoose:

BARIDDA IYO WAXBARASHADA OO LOOLA JEEDO NOLOSHA IN AY WAX KA BEDDALAAN

Helidda wadahadal iyo
warcelin daacad
ah

XIRIIR WADA SHAQEYN

Barayaasha dadka waaweyn
iyo soogalootiga iyo
qaxootiga oo wada
koraya

FAHAMKA RUUXA KALE

Barayaasha dadka waaweyn
waxay noqon karaan kuwa
nugul oo fahmaya dadka
kale

QIYAMKA

Manhajka "Soogalootiga
iyo Qaxootiga" ee barayasha
dadka waaweyn

ADKEYSIGA

Ka gudubka xuduudaha aan
ku kalsoonnahay iyo la qabsi
meel aanan aqoon

TABABBAR UJEEDDO LEH

Qasadku waa Lagom (Eray
Swedish ah oo u dhigma
aadna uma yara, adna
uma badna, qiyaas
sax)

LOO DHAN YAHAY

Qeybaha daneynaya oo dhan
in ay dareemaan daryeel



HABKA AAN RAACNAY

Manhajkan wuxuu ku saleysan yahay habka waxbarasho ee soo socda:

- Baahida horumar ee aadanaha ee dhanka aragtida guud ee shaqsiyadeed.
- Awoodda horumar ee aadanaha oo ka dhex abuuri karta isbedel bulsho jaaliyadaha martigeliyey iyo dalalka ay ka soo jeedaan.
- Fekerka garashada maskaxeed ee habka waxbarasho

ee wax ku oolka ah.
Hababkaas aanu soo sheegnay ayaa lagu sii faahfaahiyey buuggan.

Manhajka 'Soogalootiga iyo Qaxootiga oo noqonaya Dib-u-dhisayaal' waxa kaluu tixgelinayaa Yoolka Horumar ee la cuskan karo ee Qaramada Midoobay (SDGs). Wuxaanu ku darnay sawirro kabaya habka tababarrada kuwaasoo kaabaya (SDGs).

Isbarbardhigidda Hababka Waxbarasho

| | Habka waxbarasho iyo tababbarrada ee Soogalootiga iyo Qaxootiga oo noqonaya Dib-u-dhisayaal | Habka waxbarasho iyo tababbarrada ee Banking* |
|---|--|--|
| Hbabka waxbarasho | Ku saleysan xuquuqul insaanka iyo kartida | Qaab jaango'an iyo karti |
| | Mid u dhexeeya dareenka iyo fikirka cabbirka | Feker caqliyed ka sarreeya |
| | Ay wadaan baahiyaha aasaasiga ee aadanaha iyo Goolasha Horumar ee waari kara | Suuqa uu wado |
| | Ku xiran xaaladda jaaliyadduu ku soo biiray iyo tan uu ka soo jeedo | Qanacsanaan ay waddo |
| Ku adkeyn | Ku socota hab (ogaashaha waxa uu ku saabsan yahay, sida iyo cidda la sameynyeysa) | Aqooni waddo (aruurin) |
| Doorka baraha | Fududeeye, la shaqeeye, tababare, maandhise | Khabiir, la taliye |
| Dadka waaweyn ee soogalootiga iyo qaxootiga ah | Awood u leh, adkeysi leh, qof wax baranaya | Qof wax u baahan |
| Moodulka tababarka | Isku tiirsan oo wada xiriira | Yareyn |
| Qiimeyn | Saameynta ay ku leedahay qofka iyo jaaliyaddiisa/deeda | Gudbin |
| Aragti | Dhowr meelood oo xuddun u ah (ay ka mid yihiin dalka martigeliyey iyo kii asalka) | Hal keliya ayaa xuddun u ah |

Waxbarashada *Banking waa eray uu adeegsaday Paulo Freire isagoo ku qeexaya kuna qiimeynaya nidaamka waxbarashada caadiga ah. Feire, P. (1996) Pedagogy of the Oppressed, London, Penguin Books



HABKA AAN RAACNAY

Bogagga soo socda, waxaa ku jira sharraxaad gaaban oo ku aaddan habka waxbarasho ee loo adeegsaday manhajka. Faahfaahin intaa dheerna waxaa laga heli karaa tixraacyada xagga dambe ku yaal.

XUQUUQUL INSAANKA

Xuquuqul insaanka iyo xorriyadda aasaasigu waxay inoo suurta geliyaan in aan hore u marinno tayadeenna Aadannimo, kartideenna, caqligeena, xirfaddeenna dabiiciga ah iyo damiirkeennaba. Haddii la hor istaago taa maaha oo keliya in ay wax u dhimeysyo shaqsi keliya balse bulshada oo idil ayey saameyneysaa, waxayna ka dhex abuurtaa bulshada dhexdeeda nacayb, rabshad iyo colaad.

Waxbarashada oo la wada helaa waa aasaaska xuquuqul insaanka oo dunida oo idil u aqoonsatay Xeerka Caalamiga ee Xuquuqul Insaanka ee 1948.

Xeerkaas waxaa lagu xusay tiro heshiisyo caalami ah sida midda Hay'adda Qaramada Midoobay u qaabilsan Waxbarashada, Sayniska iyo Dhaqanka (UNESCO) oo diidayo takooridda dhinaca waxbarashada (1960), iyo Axdira Caalamiga ee Dhaqaalaha, Xuquuqda Bulsho iyo Dhaqan (1966). Waxbarashadu waxay sal u tahay xuquuqaha kale ee aadanaha, waxay kor u qaadeysaa xorriyadda shaqsi iyo awood siinta horumarka bulshada guud ahaan.

Si kastaba ha ahaatee, dalalka qaar waxay aad uga fog yihiin ku dhaqanka xuquuqul insaanka, halka kuwa kalana xuquuqda waxbarasho ay tahay oo keliya mid afka laga sheego iyadoon helin taageero dawladeed.

Inta badan waxay aad u saameysaa dadka saboolka ah, malaayiin ku kala nool dunida hareeraheeda ayaa

maanta loo oggolaanin in ay helaan waxbarasho. Iyadoo ay dunidu aad ugu soo kordhayaan dadka socdaalka iyo barakacu ku khasbeen dagaalada ayaa soogalootiga iyo qaxootigu noqonayaan kuwii si toos ah ama dadban isugu xirayey dhibaatooyinka ku hareeraysan xuquuqul insaanka.

Dhinacyada kale ee xuquuqul insaanka sida xorriyadda iyo ka nabadgalka dhibaato lagu hayo, sida ku cad Xeerka Qaxootiga ee Qaramada Midoobay ayaa inta badan loo diidaa ama si qaldan loogu fuliyaa qoysaska doonaya in ay ku biiraan eheladooda gaar ahaan dalalka Yurub.

Waxbarashada laftigeeda ayaa ah awoodda xuquuqda. Waxay ka caawisaa sidii loogu yeeli lahaa cod loogu dodo laguna ilaaliyo; waxay fududeysaa helidda xog ku saabsan nadaamka dawladnimo; waxayna u sahashaa dadka in ay si siman ula macaamilaan kuwa talada haya. Dadka aan waxbarasho haysan ma yeeshaan karti ay awooddooda si buuxda ugu hore mariyaan.

Manhajkan, wuxuu ku saleysan yahay xuquuqul insaanka, wuxuuna u sahlayaa tababbarayaasha dadka waaweyn ee soogalootiga iyo qaxootiga in ay kor ugu qaadaan awooddooda xirfadeed ee ku dhisan fikirka hagaagsan ee ay ku caawini karaan xag bulsho iyo xag dhaqaalaba dalka martigeliyey iyo weliba dalalkoodii ay ka yimaaddeen.

Mashruucan ayaa sameeyey Database ay barayaasha dadka waaweyn ka heli karaan sharciyada la xiriira socdaalka, manhajka waxbarashada dadka waaweyn dokumentiyo la xiriira tababbarrada oo ay soo diyaariyeen dalalka shaqadan wadaagaya (Spain, Sweden, Turkey iyo UK).





HABKA AAN RAACNAY

BAAHIDA AASAASIGA EEAADANAHA

Heerka Horumarka Aadanaha ee Manfred Max-Neef (1991)

Manhajkan wuxuu kaluu ku saleysan yahay qaabka baahiyaha aadanaha ee Manfred Max Neef. Baahiyahu waa kuwa isku xiran oo isdhexgala kuna wada jira qaab ay wadaagaan dhaqamadu. Waxa iska baddalaya waqtii kadib dhaqamada waa hadba sida baahiyaha loo daboolo. Habka Max-Neef wuxuu ka koobmaa baahiyaha muhiimka ah sida: cunnada, magangelyada, kalgacaylka, fahamka, ka qeybgalka, halabuurka, waqtiga firaaqada ah, aqoonsiga iyo xorriyadda; kuwaasoo ay la jiraan inta suurigelisa oo shaqsi ahaan iyo wada jir ahaanba ee ahaashaha, lahaashaha, sameynta iyo xiriir la sameynta.

Manhajka barayaasha dadka waaweyn wuxuu raacay habkan waxaana qaata hay'adaha hawshan wadaagaya iyo xubno ka mid ah qurbajoogta iyagoo raacay shantan hab oo anshaxa la xiriira looguna magac daray shanta mowduuc ee baridda nolosha oo kala ah: hab-nololeedka wanaagsan, niyad u hayn iyo ka mid ahaansho, ka hortag iyo dhawrid, fahan, iyo ka qeyb qaadasho hal abuur ganaci ee bulshada dhexdeeda. Hababkaas aanu soo sheegnay waa kuwa aad isugu xiran oo midba midka kale kabayo marka laga hadlayo horumarka aadanaha.

AWOODAHA AADANAHA DHEXDIISA AH

Fekerka Amartya Sen ee horumarka oo loo adeegsado xorriyadda (1999);

Abuuridda awoodda ee Martha Nussbaum: Habka Horumarinta Aadanaha (2011)

Manhajkan waxaa looga golleeyahay in lagu ballaariyo xirfadaha isdhexgalka ee barayaasha dadka waaweyn si kor loogu qaado awoodda xidhiidh ee soogalootiga iyo qaxootiga ay la leeyihiin bulshada ay ku soo biireen iyo midda ay ka soo jeedaan. Waxaa kaloo ay si gooni ah diiradda u saareysaa fursadaha sida aadka ah ugu xiran xaaladaha bulsho iyo go'aamaadka siyaasadeed (Dreze & Sen, 2002, p.6). Doorka muhiimka ah ee fursadaha waxbarasho iyo bulsho waa in ay ballaarisoo koonka aadanaha iyo xorriyadda ee soogalootiga iyo qaxootiga. Hay'adda aadanaha ayaa la fahamsan yahay in ay awoodaan in dadku isbeddel abuuri karaan, dib isku habeyn karaan awoodna u yeelan karaan hanashada ladnaantooda.

Hab awoodeedka manhajkani wuxuu diiradda saarayaa tababbaridda barayaasha dadka waaweyn si ay awood u siiyan soogalootiga iyo qaxootiga in ay dib ugu helaan arrimaha khuseeya noloshooda, tan reerahooda iyo jaaliyadaha ay la nool yihiin iyo kuwii ay ka yimaaddeen. Sida ay Nussbaum sheegaty, si loo helo awoodahaas waxaa loo baahan yahay dhaqaale, aqoon iyo taageero hay'adeed. Kuwaana waxaa markooda looga baahan yahay baaritaanno iyo in ay ugu ololeynayaan si joogta ah haddii ay ahaan lahaayeen barayaasha dadka waaweyn, soogalootiga iyo qaxootigaba, si guud,

siyaasadeed, dhaqaale iyo arrima bulshadeedba.

Liiska hoos ku qoran ee awoodaha aadanaha waxay muhiim ugu tahay noocyada tababbarrada ku jira manhajkan, ujeeddadeenna ugu muhiimsanna waxay tahay sidii nolosha isbedel loogu sameyn lahaa iyadoo loo raacayo waxbaridda.

- Nolol
- Caafimaadka jirka
- Kaamilnimada jir
- Dareenka, maleynta iyo fekerka
- Dareen qalbi
- Feker dood wax dhisid leh
- Sababeyn cad oo la taaban karo
- Ka mid noqosho
- Xiriir la leh
- Waqtiga firaaqada
- In ruuxu maamuli karo degaankiisa, tusaale: a) Siyaasadda, in ruuxu si buuxda uga qeyb qaato siyaasadda khuseysa noloshiisa; b) Hantida: in ruuxu awood u leeyahay in uu wax u lahaado sida dadka kale.

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



HABKA AAN RAACNAY

GARASHADA FEKERKA IYO KA SHAQEYSIINTA MASKAXDA

Habka aragtida dhabta ah iyo barashada kala horeynsiinta ee Krathwohl's (1964)

Waxaan qaadannay saddex hab oo ah habka kala horeynsiinta cilmiyeysan, taasoo siineysa muhiimad gaar ah aragtida dhabta ah, waxayna kor u qaadeysa waaya aragtinimada waxbarasho mid shakhs iyo mid wadajirba. Sida ay waxbarashada rasmiga ah u kobcineyso manhajkan tababarka waxay ku caddahay arrimahan:

- **Doonista** in la aqbalo lana helo rabitaanno cusub, xog iyo maclummaad, waxay muhiim u tahay sida **awoodda** looga helayo aqoon dhinacyo kala geddisan.
- Xirfadda ruuxu **uga jawaabay** xaaladda uu ku jiro

iyo barashada in su'aal la geliyo xaalad taagan oo aan isbeddel lahayn, muhiimad waxay leedahay la mid ah **kartida** lagu fahmayo waxyaabo cusub.

- In la helo **mowqif anshaxeed** wax lagu qiimeeyo iyo abaabulka nolosha iyo shaqada maalinlaha ah, waxay mihiim u tahay sida horumarinta **awoodda** **qiimeynta** waaya aragnimadaas la soo maray.
- Awoodda lagu **kordhinayo qiimeynta** waxqabadka nolol maalmeedka waxay la muhiimad tahay in la abuuro qalab ama adeeg ruuxu leeyahay.

Barashada iyo baridda taksoonomiyada (kala soocidda)

| Qiyaasta garashada | Qiyaasta taabbagalka | Qiyaasta garashada |
|--------------------|---|--------------------|
| Aqoon | Habdhaqan (doonista si aad u hesho) | |
| Faham | Ka jawaabid | U kuurgelid |
| Taxliilin | | Bilaabid |
| Soo koobid | Qiimeyn iyo abaabulid | Fulin |
| Qiimeyn | | La qabsasho |
| Abuurid | Soocitaan (ku kordhinta qiimaha nolol maalmeedka) | |





HABKA AAN RAACNAY

Waxaa soo socda erayo fal ah, qaar fudud iyo kuwa adag, mid kasta oo ka mid ahi wuxuu ku xusan yahay shaxda sare. Waxaan rajaynaynaa in liiska uu faa'iido badan u yeesho barayaasha dadaalkooda ay ku qorayaan waxbarashada iyo waxa ka soo baxa waaya aragnimada hababka tababbar.

FALAL GARASHO

Falal fudud ilaa kuwa adag (1-6) oo sheegaya natijada waxbarasho ee aragtida garasho:

| 1. Aqoon | 2. Faham | 3. Dhaqangelin | 4. Baaritaan | 5. Nuxur | 6. Qiimayn |
|--|--|---|--|---|---|
| Qeexid Ku celi Diiwaan gelin Liis Dib u wicid Hoos ka xarriiqid Magacabid La xiriirin | Ka munaashaqid Habeyn Sifeyn Aqoonsasho Sharraxaad Muujin Sugid Meeleyn Ka warbixin Dib u eegid Mar kale dhihid Tarjumid Sheegid | Hawlgelin Adeegsi Muujin Saadaal Buubuunin Tababbar Sawirid Socodsiiin Jadwal Iibsi Naqshadeyn Tarjumid Codsi | Kala soocid Qiimeyn Xisaabin Tijaabo Baarid Barbar dhig Iska horimaad Naqdin Garaaf Kormeer Dood Koobid Weydiin La xiriira Xallin Tijaabin Kala dhigdhigid Kala garasho Baarid | Ka kooban Qorsheyn Soo jeedin Qaabeyn Dejin Habeyn Isugeyn Uruurin Dhisid Abuurid Yagleelid Abaabulid Maareyn Diyaarin Buuxin Muujin | Xulasho Garsoor Qiimayn Qiimeeyo Qiimee Cabbirid Isbarbardhig Qiimaha Dib-u-eegid Dhibceyn Xulasho Qiyaas Cabbir Cayimid |

FALAL CAADIFADEED

Falal fudud ilaa kuwa adag (1-5) oo sheegaya natijjooyinka tijaabo ee qiyaasta taabbagalaka

| 1. Hab dhaqan | 2. Ka jawaabid | 3. Qiimeyn | 4. Qabanqaabin | 5. Ku soocitaan |
|--|--|--|--|---|
| Aqoonsi U nugul Rajo u muujin Helid Dulqaad Oggolaasho Dhageysi Ka qeyb gal Maqsuud Doorbidid Ka digtoonow Khatar | Ka qeybqaado Isku taxaluujin Baro sida Aqbalaad Masuulyadda Fulin Mutadawac Dhaqangelin xeer Qabasho Ku raaxeyso Weydii Iskaashi Ka jawaabto U jawaabto | Xoog dareemid Daacad u noqosho U hoggaansanaasho Baarid Qiimee Doorbid Qiyam sii | Sheegid Foom Xukumo Dheellitir Tilmaamid Calaamadaha Raadi oo Quraaradeyn Qorshe | Beddal fikrad Xaqiqaada raac oo Soo gebagebee Dib u eeg xukumada Ku dhawaashaha dhibabka Xaqiijin Kobcinta garashada Horumarinta falsafadda nolosha |



HABKA AAN RAACNAY

FAL MASKAXEEDYADA

Falal fudud ilaa kuwa adag (1-4) oo sheegaya natijjooyinka barashada iyo baridda ee fikir maskaxeedka. Kuwan waxaa lala xiriirinayaa natijjooyinka waxbarasho iyo khibradeed ee ku jira manhajkan.

| 1. U kuurgelid | 2. Curin | 3. Tababar qaadasho | 4. La qabsi |
|---|---|--|--|
| Eeg Taxaddar Akhri tilmaamaha Digtoonow Baarid U kuurgelid | Dadaal badan Tilmaamayaasha Shaki gelin U samee si xilkasnimo ah Bilow Takoorid Kahatar qaadasho | Ku celi Iska samee U samee si xirfad leh | U samee sida loogu baahan yahay Ku dabbaq xaalad cusub U fuli habsami oo hufan |





HABKA AAN RAACNAY

TIXRAACYO

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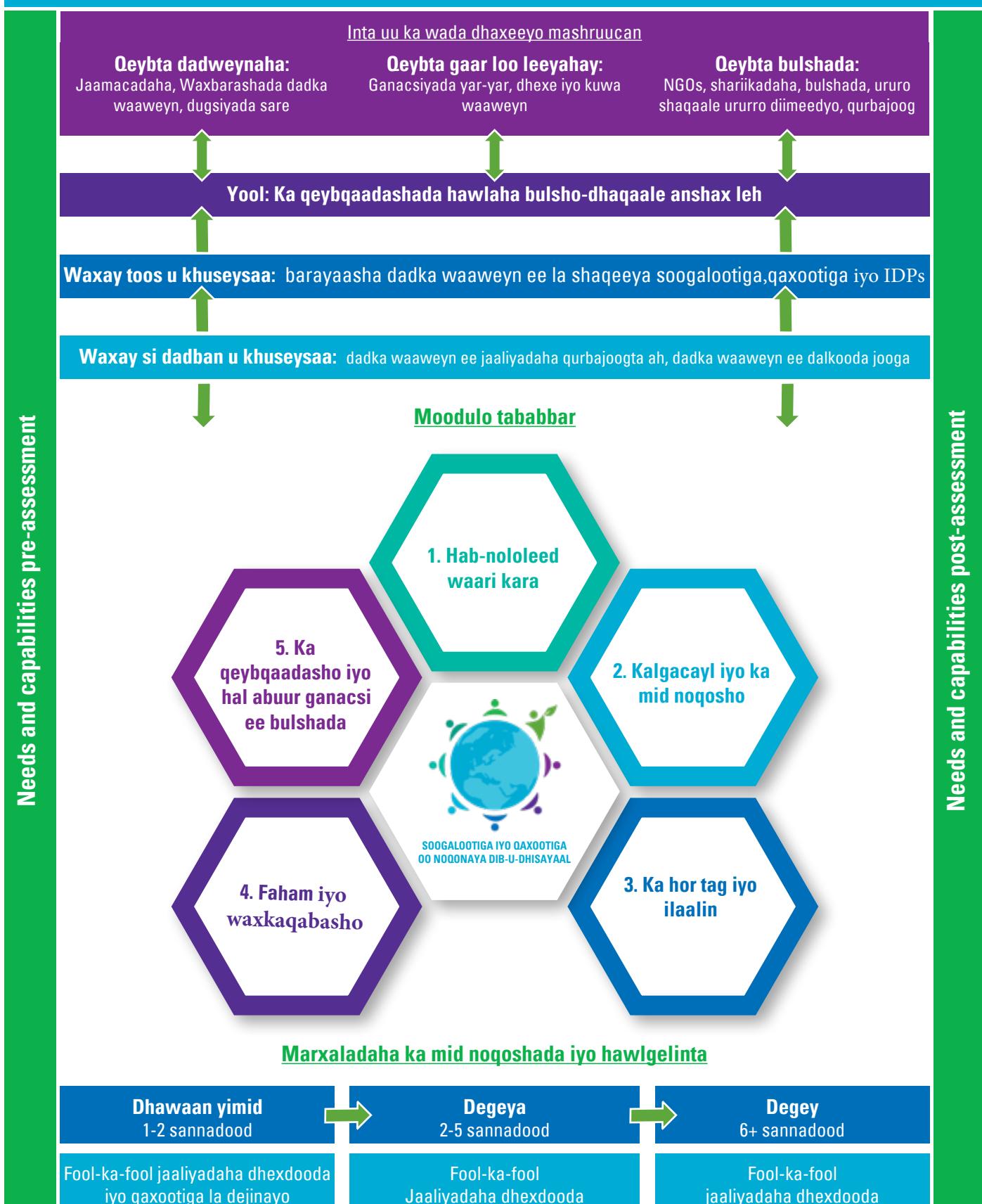
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QAABKA MANHAJKA

Qaabka manhajka waxbarashada dadka waaweyn





MANHAJLU WUXUU KA KOOBAN YAHAY

Manhajka waxaa loo qabanqaabiyeey saddex marxaladood:

- **Kuwa cusub (0-2 sano):** Kuwa ku yimid xero iyo/ama jaaliyad siyaabo kala geddisan.
- **Degaaya (2-5 sano):** Kuwa ku jira marxaladdii ay ku degi lahaayeen meel ay ku nagaadaan.
- **Deggenee (5+ sano):** Kuwa isku haysta in ay la degeen jaaliyad gooni ah, oo la yeeshay cilaacaad iyo xiriiro adag, diyaarna u ah in ay caawiyaan kuwa kale ee ay

isku dal ka soo jeedaa.

Waqtiga loo qoondeeyey qaybaha kala geddisan maaha kuwa aanan la bedali karin, Si kastaba ha ahaatee waxaa muhiim ah in la kala saaro si loo sugo yoolka waxbarid iyo natijjooyinka waxbarasho ee qeyb walba.

Mid kasta oo ka mid ah heerarkan wuxuu leeyahay shan mowduuc waxbarasho oo ku saabsan nolosha kuna yaalla jaantuska hoose:





MOODULKA TABABBARKA

Buugga tababarka ee manhajkan waxaa lagu qaabeeyey iyadoo la tixgeliyey tallaabooyinkan soo socda:

1. Heerka xaaladda: Kuwa dhawaan yimid, Degeya iyo Degey.
2. Magaca qeypta iyo qeypta ka sii hooseysa ee shanta mowduuc ee manhajka ee nolosha quseysa.
3. Magaca moodulka tababbarka, sharaxaaddiisa iyo qiimaha ay u yeeleyso.
4. Natijjooyinka waxbarasho ee loogu tala galay (LOs): waxa uu baranayo baraha dadka waaweyn, fahmaya, baarayo, la barbar dhigayo oo qiimeynayo.
5. Natijjooyinka waaya aragnimo ee loogu tala galay (EOs): waxa uu baraha dadka waaweyn awood u leeyahay in uu qabto, qiimeeyo isla markaana abaabulo. Sidoo kale waxaa la tixgelinayaat natijjooyinka waxbarasho ee horay loo qeexay, iyagoo ku dhex jira xaalad/jaaliyad.
6. Waqtiga iyo inta uu soconayo buugga tababbarka.
7. Guud ahaan waxyabaha loogu baahan yahay hawlah qabashadooda.
8. Wuxuu ka kooban yahay qoraalka, iyadoo la dooranayo hawl cayiman si ay tijaabo u noqoto.
9. Hababka loogu tala galay si moodulka tababbarka loo gudbiyo.
10. Natijjada aan ka sugeyno moodulka tababarka ee ku saabsan xirfado cusub, kartida, awooddaba
11. Qiimeynata lagu sameynayo in IOs iyo EO's ee barayaasha dadka waaweyn ay fuliyeen. Taas macnaheedu waxa weeye hawlo ku salaysan xirfado cusub iyo awoodaha la kororsaday si loo beddalo loona hagaajiyo nolosha, xaaladaha shaqo iyo waxbarasho. Horumarkaas waxaa laga sugayaa barayaasha dadka waaweyn iyo soogalootiga iyo qaxootiga jooga dalalka martigeliyey iyo dalkii ay ka yimaaddeenba.
12. Tixraacyo akhrisyoo kale.





TUSAALOOYIN MOODULKA TABABBARKA

HEXAGON 1. HAB NOOLEED WAARI KARA LA XIRIIRA CUNNOOYINKA

| Heerka | Dhawaan soo galay |
|--|---|
| Mowduucyada la baranayo: • Hab nololeed waari kara • Ka qeybgalka ganacsi abuur. | <ul style="list-style-type: none"> Fayoobida jirka Fayoobida maanka Fayoobida degaanka Qorista iyo xisaabta |
| Yoolasha Horumarka la waari kara | Dabar goynta gaajada, Caafimaad wanaagsan iyo fayo qab, Sinnaanta Jinsiga, Wax soo saar iyo isticmaal masuuliyad la socoto |
| Waqtiga iyo inta uu soconayo tababarka | 3 saacadood, hal mar toddobaadkii, afar bilood |



Dabargoya
gaajada



Caafimaad wanaagsan iyo fayo qab



Sinnaanta Jinsiga



Wax soo saar iyo isticmaal masuuliyad la socoto

1.1 Sharraxaadda moodulka

Barayaasha oo idil waxay fursad u helayaan in ay bartaan cunnooyinka soogalootiga iyo qaxootigu dhaqanka u leeyihii, inta ay wax barayaan. Casharro cunto karin ah ayaa jiraya iyadoo la baranayo nafaqada ku jirta hilibka, khudradda, miraha digirtu ka mid tahay, xawaashka iyo sida ay soogalootiga iyo qaxootiguba wax u kariyaan. Iyada oo koox koox cuntada loo diyaariyo waxay kor u qaadeysaa masuuliyad isa saarka iyo shaqada oo loo sinnaado, iyadoo inta badan dumarka uun qabtaan. Barayaasha dadka waaweyn waxay barayaan xisaabta iyo qorsheynta dhaqaale ee la xiriira cunno soo iihsiga.

1.2 Kor u qaadidda Qiyamka

- Fayo qab
- Is daryeeliid
- Is dhex galka jinsiyadaha (oo ay ku jiraan dadka, degaanka iyo sida loo nool yahay)
- Isdhiegalka dhaqamada
- Xiriirkha bulsho
- Sinnaanta jinsiga
- Masuuliyad wadareed

II. Natijjooyinka waxbarasho ee barayaasha dadka waaweyn

- Si loo barto waxyaabaha laga helo dalka martigelinaya iyo dalka ay ka soo jeedaan midka loo isticmaali karo cunno isku dheelli tiran.
- Si loo barto qaabeynta xisaabta ee ku aaddan cunnada la soo iibinayo.
- Si loo barto erayada aasaasiga ah ee cunnooyinka dalka martigelinaya.
- Si loo barto erayada aasaasiga ah ee soogalootiga iyo

qaxootiga afkooda hooyo.

- Si loo barto sida loo isticmaalo sawirka shaxda cuntada. (eeg bogga17)

III. Natijjada waaya aragnimo ee barayaasha dadka waaweyn

- Si loogu caawiyo soogalootiga iyo qaxootiga in ay u adeegsadaan xisaabta iyo xirfadda dhaqaale arrimaha kale ee khuseeya nolosha.
- In la abuuro goobo ammaan ah si loo yareeyo walaaca iyo walbahaarka iyadoo adeegsanayo hawlo cunto karin.
- Si ay ugu cawiyaan soogalootiga iyo qaxootiga in ay la qabsadaan isbedelka.

IV. Waqtiga iyo inta uu soconayo tababarka

- Toddobaadkii mar, 3 saacadood 4 bilood.

V. Wuxuu loo baahan yahay si hawsha loo qabto

- Turjubaanno. Heerka luqadda* looga baahan yahay inta u dhaxays B1 iyo C1.
- In la helo adeegyo bulsho iyo kuwa caafimaad si wax loo kariyo ku saabsan.
- Cunno dheelli-tiran oo nafaqadarrada jirka ka caabisa Faaydhowrka shakhsiyadeed marka wax la karinayo, tusaale: habka gacmo dhaqashada.
- Digniin khatarta ka iman karta hilibka cayriinka ah iyo kan bisil oo is gaara.
- Goob ay curyaamiintu iman karaan. Goob: Hawlaha tababbar ee loogu tala galay barayaasha dadka waaweyn waxaa lagu qaban karaa xarumaha jaaliyadda (Kooxdu waxay ka koobnaanayaan 10 ilaa 12 barayaasha).



TUSAALE MOODULKA TABABBARKA

VI. Wuxuu ka kooban yahay moodulkana tababbarka

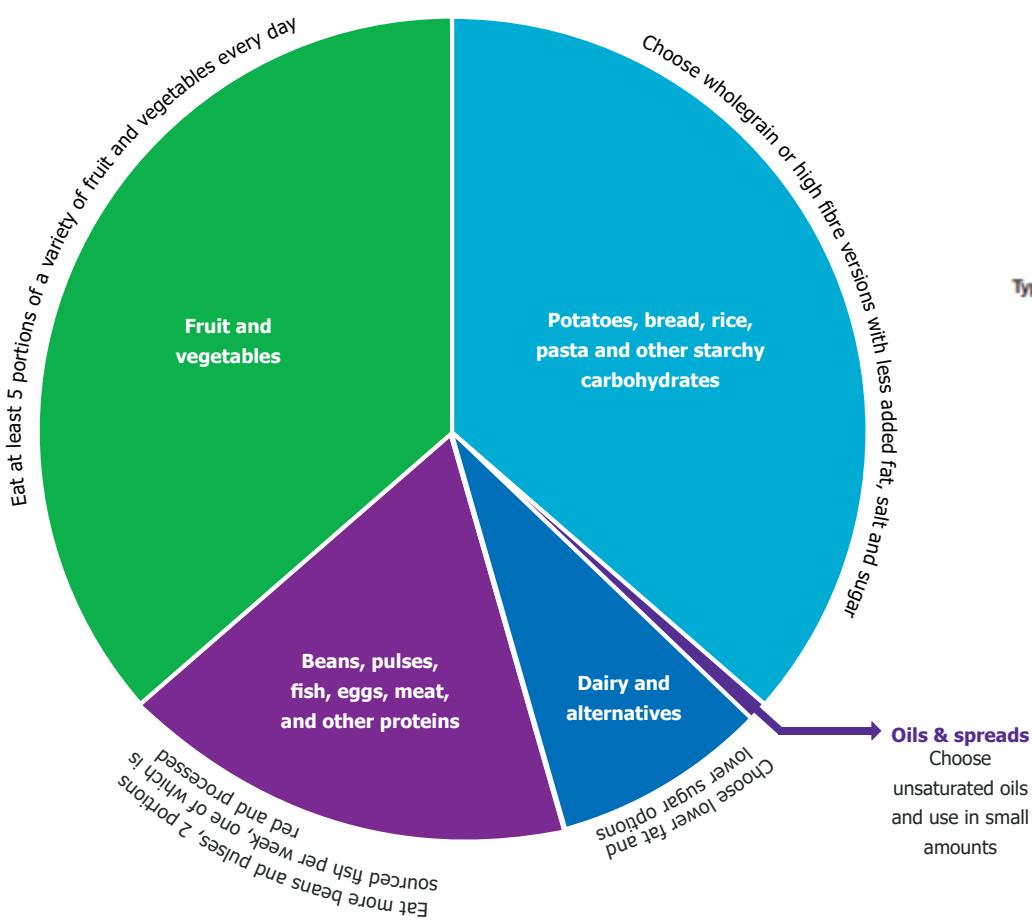
Xirfadaha abaabul iyo xiriir sameyn si loo helo adeeg bulsho iyo mid caafimaad ee qeybtan waxay ku saabsan tahay:

- Cuntooyin dheellitiran
 - Ka hor tagga cunnada lagu sumoobo iyo xanuunada
 - Calaamado nafaqadarri
 - Cunno khaas ah sababo caafimaad darteed
 - Nadaafadda shakhsiyadeed marka wax la karinayo si looga hor tago cunnada oo lagu sumoobo iyo xanuunada
 - Habka gacmo dhaqashada. Ka digtoonaashaha khatarta hilbaha cayriin iyo kuwa bisil oo is qaara

- Aqoonsiga hilbaha, khudradda, digirta, xawaashka dalkii ay ka yimaadeen iyo midka ay soo degeen
 - Barashada xisaabta iyo dhaqaalaha la xiriira cunto gadashada
 - Xisaabta iyo ka shaqeynta lambarrada ee aasaasiga ah
 - Is barbardhigga qiimaha iyo xulashada ugu fiican ee suuqa
 - Diyaarinta miisaaniyad cunto oo aasaasi ah

VII. Tabaha iyo hababka la raacay

Ka qaybqaadasho, Isku-dheellitir jinsi, isdhexgalka jiilasha, islajaan-qaad, isdhexgal-dhaqameed ku saleysan xuquuq. Habka; Tusmada Eatwell,

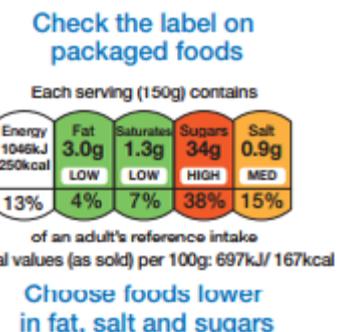


Hawl tijaabo:

- Ha sawireen shax cunto iyo xawaash matalaya dalka ay ka soo jeedaan iyo kan martigelinaya, adeegyada caafimaadka bulshaduna ka talo bixinayaan.
 - Abaabul kulamo wargelin oo ku saabsan xeerarka cuntada iyo karinta kana qeybqaadanayaan adeegyada caafimaadka.
 - Ku qorid astaamo laba luqadood ah erayada ku saabsan cuntada. Ku tusid khariidad suuqyada maxalliga ah iyo dukaamada cuntada adoo kaalmeysanaya soogalootiga iyo

qaxootiga.

- Buug yar oo ay ku qoran tahay isbarbardhigga qiimaha kala geddisan ee dukaamada cuntada.
 - Diyaarin wax loo isticmaalo barashada lambarrada xisaabta, tusaale, lacagta maxalliga ah bashqadana lagu rido iyadoo laga dhigayo in suuqa la joogo.
 - Hel muuqaalada khudrada, digirta, xawaashka ku yaalla buugta yaryar ee suuqyada cuntada (super market).
 - Tus fiidiyowyo ka hadlaya nadaafadda shakhsiyadeed iyo hababka gacma dhaqidda



**Biyo, caano subagu ku
yar yahay, cabitaan
aan sonkor lahayn oo
ay ka mid yihiin shaaha
iyo kafeega , tirrada
way ku jirraan. Xaddid
cabitaanka qudaarta
iyo/ama qudaarta la
shiido, hana ka badin
150ml maalintii.**



TUSAALE MOODULKA TABABBARKA

VIII. Natijjooyinka

Barayaasha dadka waaweyn waxay awoodi doonaan in:

- ay dareemaan kalsooni xagga isuduwidda iyo taageerada adeegyada caafimaadka si ay uga hawl galaan garoomada iyo jaaliyadaha.
- ay la diyaariyaan soogalootiga iyo qaxootiga qoraallo ku saabsan cunto dheelli-tiran.
- ay ku caawinaan soogalootiga iyo qaxootiga miisaaniyadda cuntada.

qabtaan adeegyada caafimaadka.

- Kayd toddobaadle ah oo la xiriira miisaaniyadda cuntada.
- Erayada iyo oraahda ku saabsan cuntooyinka oo ay joogtu u adeegsadaan soogalootiga iyo qaxootiga.
- Su'aalo aasaasi ah oo laga jawaabo.
- Daraasado ku saabsan waaya-aragnimada sida loo abaabulo munaasabado lagu wadaagayo cunto karin.
- Daraasado ku saabsan tijaabooyinka wanaagsan ee isku dubaridka adeegyada arrimaha bulshada iyo caafimaadka.

IX. Qiimeyn

- Tusaalooyin qoran oo ay barayaasha dadka waaweyn la diyaariyeen soogalootiga iyo qaxootiga.
- Wax karinta oo joogto noqota.
- Kormeer joogto ah oo adeegyada bulshada iyo caafimaadka ku sameeyaan soogalootiga iyo qaxootiga.
- Kiisaska nafaqadarrida oo la soo ogaado waxna ay ka

X. Tixraacyo

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

The Eatwell Guide

<http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx>





TUSAALE MOODULKA TABABBARKA

HEXAGON 2. Kalgacayl iyo ka tirsanaansho

KU DHIRRIGELINTA SOOGALIITIGA IYO QAXOOTIGA WAXBARASHO DHEERI AH

| Heerka | Degaya |
|---|--|
| Mowduucyada la barayo: <ul style="list-style-type: none"> Kalgacal iyo kamid ahaansho. | <ul style="list-style-type: none"> Caafimaad jir-maskaxeed-bulsho iyo shaqo |
| Yoolasha Horumar ee Hab-nololeed waari kara | Tayada waxbarasho, sinnaanta jinsi iyo hoos u dhigidda sinnaan la'aanta, koboca habboon ee shaqo iyo dhaqaale |
| Waqtiga iyo inta uu soconayo tababarka | 12 toddobaad, waqtii buuxa – 6 saacadood maalintii. |



Tayada waxbarasho



Hoos u dhigidda sinnaan la'aanta



Sinnaanta Jinsiga



Shaqo wanaagsan iyo koboc dhaqaale

1.1 Sharraxaadda moodulka

Masuuliyadda barayaasha dadka waaweyn way ka shisheysaa ku caawinta soogalootiga iyo qaxootiga in ay helaan aqoon iyo xirfado. Waxay u baahan yihiin in ay ogaadaan sameeyaanna habab kala geddisan oo ay soogalootiga iyo qaxootigu ku gaari karaan aqoontooda iyo yoolka tababarrada ay qaadanayaan. Caqabadda weyn ee hor taalla barayaasha dadka waaweyn waa in ay ku tababaraan soogalootiga iyo qaxootiga in ay saddex arrin is barbar dhigaan: a) waaya aragnimadooda shaqo, b) tababarrada ay xiiseynayaan iyo c) dalabka suuqa shaqo ee dalka ay martigeliyey. Barashada iyo ku dhaqanka xirfadda tababaridda si ay ugu dhiira-geliyaan uguna geesinimo-geliyaan soogalootiga iyo qaxootiga in ay ku dadaalaan yoolashooda waxbarasho iyo shaqo, waa hab lagama maarmaan u ah barayaasha dadka waaweyn in ay kor u qaadaan.

1.2 Values fostered

- Waxbarasho la wada helo
- Daryeel
- Kalsooni
- Wax u gaar ah
- Daacadnimo
- Sinnaan
- Shaqo wanaagsan*

* Shaqada wanaagsan waxay kor u qaaddaa ku qanacsanaanta dadka ee noloshooda shaqo. Waxay ku dhiiragelineesa fursadaha shaqo oo wax daqli macquul ah laga heli karo, ammaan goobta shaqada iyo qoysaska oo xuquuq ku dhix hela bulshada, rajo wanaagsan oo horumar shahksiyadeed iyo dhixgalka bulshada, xorriyadda ay dadku u helayaan ka hadalka dhibaatooyinkooda, abaabul iyo ka qeybqaadasho go'aamada quseeya noloshooda iyo fursadaha oo loo siman yahay isku sina loola dhaqmo dumarka iyo ragga. Ururka Shaqaalah Adduunka (ILO) <http://www.ilo.org/global/topics/decent-work/lang--en/index.htm>

II. Natijjooyinka waxbarasho ee barayaasha dadka waaweyn

- Si loo helo faham dhamaystiran ee nidaamka waxbarashada qaranka.
- Si loo barto waxa uu u yaboohayo nidaamka waxbarashada qaranka soogalootiga iyo qaxootiga iyo sidoo kale waddooyinka kale ee waxbarasho iyo tababarro.
- Si loo ogaado deeqaha waxbarasho ee heer qaran, gobol, iyo deegaanba si loo bilaabo loona sii wato waxbarashada.
- Si loo barto xeeladaha lagu abuuro xiriirada lala yeelanayo cid kastoo ku shaqo leh waxbarashada/tababarrada iyo suuqa shaqada.
- Si loo barto abaabulka isku xirkha soogalootiga iyo qaxootiga iyo hay'adaha waxbarasho, ganacsi ku xiran bulshada iyo iskaashatooyin leh xubno, wakiilo ka socda ururrada shaqaalaha ururro bulshadeed.
- Si loo ogaado xirfadaha dhabta ah ee suuqa shaqadu u baahan yahay.
- Si loo barto caqabadaha iyo waxa dhiirigelin kara soogalootiga iyo qaxootiga si ay u kala doortaan sii wadidda waxbarashada iyagoo helaya talooyin.

III. Natijjooyinka waaya-aragnimada barayaasha dadka waaweyn

- Si waaya-aragnimo looga helo awoodda isku-xirkha inta ugu muhiimsan ee ku shaqada leh arrimaha caafimaadka, ganacsi, qeybaha waxbarashada si looga caawiyo waxbarashada iyo shaqada soogalootiga iyo qaxootiga.
- In la qiimeeyo dhiiragelin iyo rajada soogalootiga iyo qaxootiga sidii ay waxbarashadooda. Si loo awoodo in la siiyo talooyin xirfadeysan si looga caawino soogaliitiga iyo qaxootiga hadafkooda waxbarasho.



TUSAALE MOODULKA TABABBARKA

IV. Waqtiga iyo inta uu soconayo tababarka

- 12 toddobaad, warti buuxa – 6 saacadood maalintii

V. Shuruudaha guud ee in la qabto hawsha

- Turjubaanno
- Jaantusyada rasmiga ah ee manhajka waxbarasho iyo tababar
- Diiwaanka qeybta tababaridda iyo tala-siinta (hoos ka eeg 'Grow' coaching model)
- Goob ay iman karaan dadka naafada ah
- Heerka luqadda* ee baraha dadka waaweyn: ka bilowda B2 ilaa C1

*Ka eeg tixraaca bogga 21

VI. Moodulka tababarka waxa uu ka kooban yahay

- Hab waxbarasho iyo tababar, siyaasadda iyo fulinta
- Habab kale oo waxbarasho

- Saykoolojiga dhiiragelinta iyo fashilka
- Hababka tababaridda
- Xirfad isku-xirid si kor loogu qaado wada hadalka ka dhexeeya qeybaha ay hawshu wada khuseyso ee dhanka waxbarashada/tababarrada iyo suuqa shaqada.
- Xirfado wax lagu qorsheynayo laguna sahminayo hay'adaha tababarrada bixiya.
- Aqoon aasaasi ah ee kombiyutarka
- Awooda, Laciifnimada, Fursadaha, Khataraha ('SWOT') shaxda farsamo ee lagu baarayo waxyabaha xaddidaya iyo suurtagalmimada in qofka iyo reerkiisaba ay sii wataan waxbarashada.

VII. Tabaha iyo hababka la raacay

Ka qaybqaadasho, Isku-dheellitir jinsi, isdhexgalka jiilasha, islajaan-qaad, isdhexgal-dhaqameed ku saleysan xuquuqda.

Hawl tijaabo: Isticmaal GROW coaching model:

| 'GROW' (Goals, Reality-checking, Options, Wrap-up) Habka tababar | |
|--|--|
| | Su'aalaha soogalootiga/qaxootiga |
| GOALS - soogalootiga/qaxootiga ayaa go'aaminaya waxa yoolku noqonayo | Noocee waxbarasho iyo tababar ayaa ku xiisa gelinaya? Heerkeed rabi lahayd inaad ka gaarto? Maxaad rabi lahayd inaad ku gaarto waxbarashadaada? |
| REALITY-CHECKING- soogalootiga/qaxootiga ayaa qiimeynaya xaaladda | Waxbarasho iyo/ama tababar ayaa ku soo qaadatay dalkaagii hooyo? Maxaa dhib ka dhigaya inaad wax sii barato ama aad tababar hesho? Siday tani kuu saameyneysaa? Yaa kale oo og xaaladaada hadda? Kaalmo nooceee ah ayaa u baahan tahay si aad u sii wadato waxbarashadaada? |
| OPTIONS - soogalootiga/qaxootiga ayaa kala doorashada | Ilaa iyo hadda maxaad middan ka sameysay? Maxaad badalkeeda sameyn lahayd? Yaad kalood kala hadli kari lahayd xaaladdan? Siduu u ekaan kari lahaa waxa ugu wanaagsan ee ka soo baxa? |
| WRAP-UP - soogalootiga/qaxootiga iyo baraha ayaa isku raacaya sida horay loogu sii wadi karo loolana socon lahaa | Maxaad u maleyneysaa inaad hadda qabato? Tallaabta ugu horeysa maxay noqon lahayd? Goormaad u maleyneysaa inaad bilaabi karto tallaaboo yinkaas ugu horeeya? Maxaa lala kulmi karaa? Sideed ugu diyaar garoobi kartaa ka hortagga caqabado cusub? Sideed ugu jeelaan lahayd in laguu caawino? Goormaa kale oo aan kulmi karnaan? |

Abaabul munaasabado waaweyn oo jaaliyadda dhexdeeda ah oo is barbar socda kuna saabsan:

- Tababar bixiyaasha oo ka hadlaya waxbarashada ay bixiyaan iyo heerka luqadda aqoonteeda iyo xirfadaha loo baahan yahay si loo bilaabo waxbarashada.

- Ganacsatada maxalliga ah iyo xubna ka socda iskaashatooyinka waxay u sharra xayaan soogalootiga iyo qaxootiga ganacsigooda iyo noocyada tababar iyo xirfado loo baahan yahay si loo helo shaqo munaasab ah ama si ay u bilaabaan ganacsigooda.



TUSAALE MOODULKA TABABBARKA

VIII. Natijjooyinka ka soo baxa

Baraha dadka waaweyn wuxuu:

- U sharraxaya si fudud hababka waxbarashada ee dalka ay yimaadeen oo isugu jira mid toos ah iyo mid dadban.
- Ogaanaya saykooloji ahaan sababta waxbarashada looga tago iyo waxa ku dhiirigelin kara qofka ku soo noqoshadeeda.
- Ogaanaya waxyaabaha (gudaha iyo dibeddaba) ku dhiirigelin kara soogalootiga iyo qaxootiga in ay waxbarashada sii wataan.
- Kala shaqeynaya soogalootiga iyo qaxootiga sidii ay uga gudbi lahaayeen waxyaabaha ka hor joogsanaya in ay sii wataan waxbarashada.
- Garanaya sida si habsami leh loogu abaabuli lahaa xiriir u dhaxeeya soogalootiga iyo qaxootiga iyo hay'adaha waxbarasho, ganacsi bulshadeedka maxalliga ah iyo xubnaha iskaashatooyinka, wakiillada ururada shaqaalaha iyo ururada bulshada.

IX. Qiimeyn

- Kulamo tababar oo lagu weydiinayo soogalootiga iyo qaxootiga daneynaya in ay sii wataan waxbarashada.
- Jawi wanaagsan oo ay soogalootiga iyo qaxootigu sare ugu qaadi karaan waxbarashadooda iyagoo ku dhex jira jaaliyaddooda.
- Olole wanaagsan oo loogu abaabulo xarumaha jaaliyadda tababar bixiyeyaasha.
- Tababar bixiyeyaasha oo lagu martiqado xarumaha jaaliyadaha.
- Ururada shaqaalaha, ururrada bulshada iyo dhaqaalaha oo siinaya tababar soogalootiga iyo qaxootiga.

- Soogalootiga iyo qaxootiga oo si joogta ah uga qeyb gelaya tababarkaas.
- Si habsami ah oo la isugu xiro soogalootiga iyo qaxootiga iyo sharikadaha, iskaashatooyinka, ururrada aan dawliga ahayn.

X. Tixraacyo

European language levels - Self Assessment Grid

<http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>

Coaching for teaching and learning

http://www.ncl.ac.uk/cflat/news/documents/5414_CfT_FINALWeb.pdf

<http://www.discoveryinaction.com.au/latest-news/classic-coaching-questions-using-grow/>

Educational systems

ISCED 2011 Operational Manual: Guidelines for Classifying National Education Programmes and Related Qualifications

http://www.oecd-ilibrary.org/education/ised-2011-operational-manual_9789264228368-en

Education at a Glance 2015: OECD Indicators

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

What are the benefits of ISCED 2011 classification for indicators on education? Education Indicators in Focus, issue No. 36, by Etienne Albiser and Éric Charbonnier

http://www.oecd-ilibrary.org/education/what-are-the-benefits-of-ised-2011-classification-for-indicators-on-education_5jrqqdw9k1lr-en





TUSAALE MOODULKA TABABBARKA

HEXAGON 4: FAHAM IYO WAX KA QABASHO.

XIRFADDA FUDUDEYNTA KALA SOOCA

| Heerka | Degaya |
|--|---|
| Mowduucyada la barayo: <ul style="list-style-type: none"> Fahamka | <ul style="list-style-type: none"> Fududeynta wadahadalka iyo luqadda Siyaasadda, dhaqamada iyo diinta Astaanta iyo jinsiga. |
| Hab-nololeed waari karo | Tayada waxbarasho, sinnaanta jinsi iyo hoos u dhigidda sinnaan la'aanta. |
| Waqtiga iyo inta uu soconayo tababarka | 8 x 6 saacadood, waqtibuxa ama 16 x 3 saacadood gelin. |



Quality of education



Reduced inequalities



Gender Equality

1.1 Sharraxaadda moodulka

Moodulkan ujeedadiisu waa in kor loogu qaado xirfadaha wadahadalka ee barayaasha dadka waaweyn si loogu caawino in ay sahmiyaan aqoonta iyo sida loo wajaho arrimo isku dhexjira oo la xiriira takoor, sida: da'da, naafanimada, jinsiyadda (uu ku jiro midabka), dhalasho, qowmiyad iyo halka ruuxu ka soo jeedo, diin, caqiido ama diin iyo caqiido la'aan, jinsi, jinsiga uu ruuxu la galmoon karo iyo naafanimo. Arrimo adag oo la xiriira nooc walba oo ka mid ah takoorka ee ka dhaca garoomada iyo jaaliyadaha oo abuuri kara khilaafyo ba'an. Barayaasha dadka waaweyn waxay u baahan yihiin in ay gartaan sidii ay ugu soo jiidi lahaayeen dadka sidii ay ula macaamili lahaayeen arrimahan khilaafyada adag keenaya. Fahamka hab dhaqanka aadanaha ee xaaladaha khilaafka waa muhim.

1.2 Waxqabad lagu hormarinayo qiyamka

- Daacadnimo
- Fahamka ruuxa kale
- Dhaqamada oo isku gudba
- Kalsooni abuurid
- Lagu kalsoonaan karo
- Wada jir bulsho
- Taxaddar u dhageysi

II. Natijjooyinka waxbarashada ee barayaasha dadka waaweyn

- In la fahmo heerarka kala geddisan ee nacaybka iyo sida ay iskula baddeli karaan biraamidka nacaybka.
- In la barto dambiyada nacaybka ku sameysan iyo takoorka ay la kulmaan soogalootiga iyo qaxootiga.
- In la fahmo lana baabi'iyo hab dhaqanka ku saleysan

takoorka iyadoo loo marayo wadahadal.

- In la yaqaano sida loo adeegsado 'Piramid of Hate' qof ahaan iyo jaaliyad ahaanba si loo yareeyo nooc walba oo takoorka ku saabsan.

III. Natijjooyinka waaya-aragnimada ee barayaasha dadka waaweyn

- In la qiimeeyo waxqabadka qof ahaan iyo jaaliyad ahaanba ku aaddan sidii loo yareyn lahaa heerraka kala geddisan ee nacaybka. In hore loo mariyo kalsoonida, tayada iyo xirfadaha soogalootiga iyo qaxootiga iyadoo la adeegsanaya fududeynta wada hadalka si wax looga qabto nacaybka iyo takoorka.
- In si qoto dheer loogu hawl galoo iyadoo la adeegsanayo qiyamka shakhsiyadeed iyo mabaadiida ka soo horjeedda nacaybka iyo takoorka.

IV. Waqtiga iyo inta uu soconayo tababarka

- 8 – 6 saacadood waqtibuxa ah ama 16 – 3 saacadood gelin ah.

V. Shuruudaha guud ee in la qabto hawsha

- Goob ay iman karaan dadka naafada ah
- Dukumentiyada shakhsii ahaan la isugu qiimeynayo ka hor iyo kadiba. Goob nabad iyo dhexdhexaad ah.

*ka eeg tixraacyada bogga 24

VI. Moodulka tababarka wuxuu ka kooban yahay

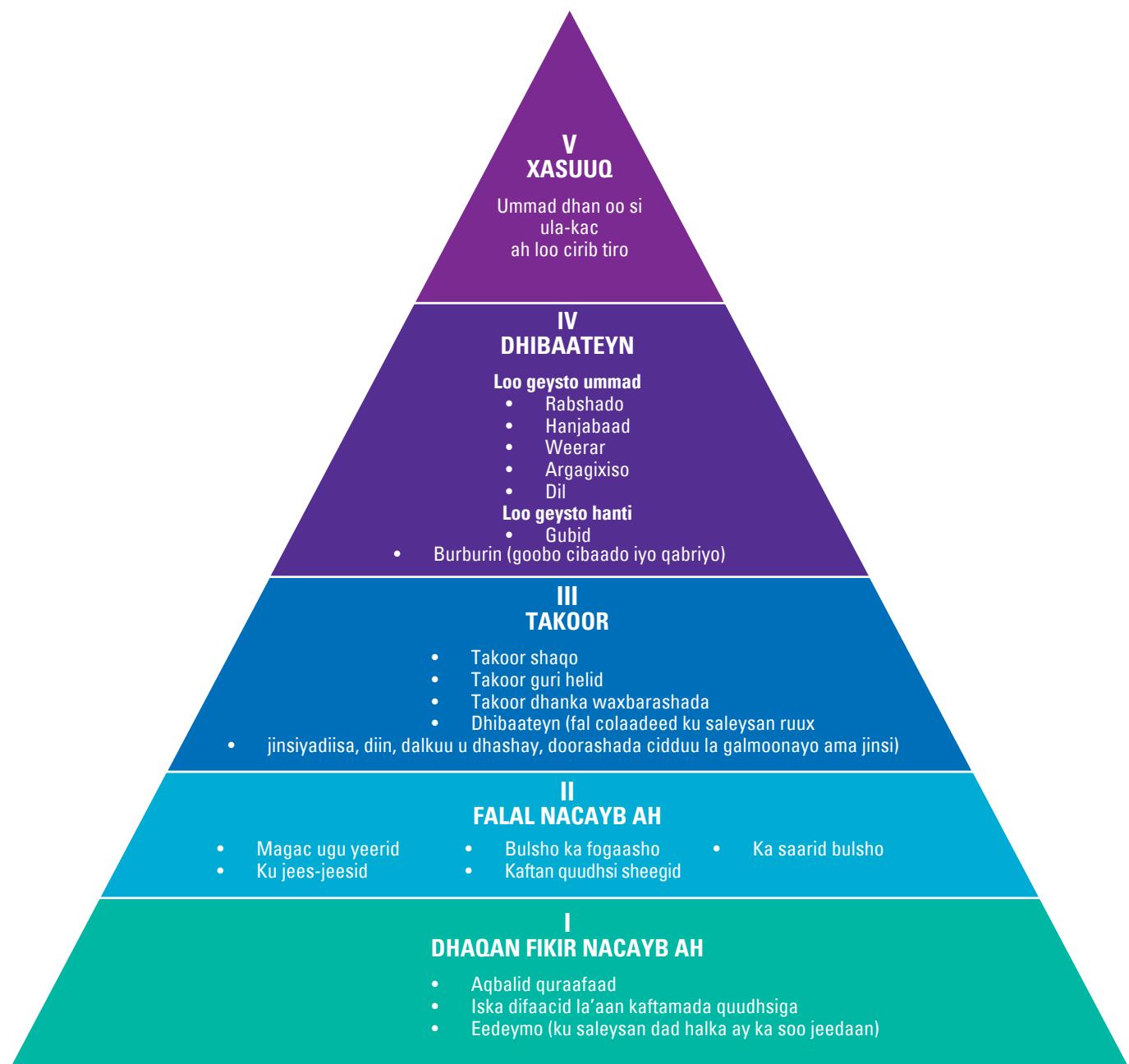
- Dib-u-eegis macnaha erayada: jinsiyadda, qowmiyad, dhaqan, kuwa laga tirada badan yahay, kuwa tirada badan,
- Nacayka iyo cunsurinimada: qeexid, dabeecad, habdhaqamo.



TUSAALE MOODULKA TABABBARKA

VII. Tabaha iyo hababka la raacay

- Ka qeyb qaadasho, kobcin feker wax abuuraya, isku-dheellitir jinsi, indhexgalka jiilasha, isdhexgal, hab ku saleysan dhaqamo isku gudba iyo xuquuq.
- Ugu badnaan 20 – 25 ka qeybgalayaal kulankiiba.
- Habka: *The pyramid of hate <https://sfi.usc.edu/education/pyramid/exercise.php>



*Piramid of Hate waxaa habeeyey Anti-Defamation League iyadoo ka mid ahayd manhajka A WORLD OF DIFFERENCE® Institute. Layligan waxaa si wadajir ah loola sameeyey Anti-Defamation League iyo USC Shoah Foundation Institute iyadoo la adeegsanayo fiidiyow marag ah oo yaala kaydka hay'adda.



TUSAALE MOODULKA TABABBARKA

VIII. Natijooyinka

Baraha dadka waaweyn wuxuu awoodi doonaa:

- Fahamka nacaybka saameynaya soogalootiga iyo qaxootiga ee shaqada, macaamil ahaan, markuu isticmaalayo adeegyada dadweyne, markuu iibsanayo ama kireysanayo guri.
- Garashada dhacdooyinka iyo dambiyada nacaybka.
- Fahamka sida fududeynta wada hadalka loogu baabi'iyo dhaqamada takoorka.
- U adeegsiga hababka fududeynta wada hadalka si loo maareeyo wadaxajood looga hortagayo falalka takoorka.
- Adeegsiga 'Pirramid of Hate' si sare loogu qaado wacyigelinta laguna wacyigelinayo tallaabooyin qof iyo jaaliyadeed si loo baabi'iyo heerarka kala duwan ee nacaybka ka dhex jira jaaliyadda martida looyahay.

IX. Qiimeyn

- Barayaasha dadka waaweyn iyo soogalootiga iyo qaxootigu waxay baahinayeen tallaabooyin la xaqiijiyey in ay yareynayaan nacaybka iyo cunsurinimada.
- Barayaasha dadka waaweyn soogalootiga iyo qaxootigu waxay la qaadeen jaaliyadda tallaabooyin la xaqiijiyey in ay wax ka tarayaan in dadku si furan uga hadlo waxna ka qabto nacaybka iyo cunsurinimada.
- Pyramid of Hate waxaa lagu dhex arki karaa xarumaha jaaliyadda kaasoo muujinaya tallaabooyin wax ku ool ah oo lagu joojinayo in uu sii bato nacaybka una gudbo heer xun.

Tixraacyo

European language levels - Self Assessment Grid

<http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>

Discrimination - your rights

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

Pyramid of Hate

http://archive.adl.org/education/courttv/pyramid_of_hate.pdf

Facilitation skills

<http://www.intergroupresources.com/facilitation-skills/>

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

Institute of Cultural Affairs, UK

<https://www.ica-uk.org.uk/>

What Do Facilitators Do - International Institute for Facilitation and Change

<https://www.youtube.com/watch?v=UDLGjKBHSXg&list=PLCp3erA93jsJqoOcJHuFiXp83UNgCmcK>

Dialogue and Civic Engagement Certificate: Effective Group Facilitation - Simon Fraser University

<https://www.youtube.com/watch?v=ZxyXSiau1UY>





TUSAALE MOODULKA TABABBARKA

Hexagon 5. Ka qeyb-qaadashada iyo ganacsiga bulshada Hab nololeedka waari kara lagu gaaro ganacsiga ay jaaliyaddu sameyso

| Heerka | Degey |
|---|---|
| Mowduucyada la barayo: • Hab-nololeed waari kara | <ul style="list-style-type: none"> Ganaci ay jaaliyaddu ku sameysaneyso dalka martigeliyey iyo ka ay ka soo jeedaan. |
| Hab-nololeed waari kara | Cunto wanaagsan iyo fayo-qab, Wax soo saar iyo isticmaal masuuliyad la socoto, Dabar-goynta gaajada, cimilada oo wax laga qabto, Sinnaanta jinsiga, Hoos u dhigidda sinnaan la'aanta |
| Waqtiga iyo inta uu soconayo tababarka | 8 x 6 saacadood, waqtii buuxa ama 16 x 3 saacadood gelin. |



1.1 Sharraxaadda moodulka

Xilliyada xiga khilaafaadka ee bulshooyinka ay dagaaladu saameeyeen waa waqtio inta badan ay jiraan nuglaan iyo dhaqaale liiciicaya.

Moodulkani wuxuu ka caawinayaan barayaasha dadka waaweyn in ay si dhow ugu arkaan khayraadka dabiiciga ah iyo hab-nololeedka la kobcin karo ee bulshooyinka iyo dalalka dagaalada ka soo baxay. Waxay siineysaa faham dhanka joqoraafiga, dhaqaalahaa, arrimaha siyaasad iyo bulsho ee saameynta ku yeelanaya hab-nololeedka. Moodulkani wuxuu siinayaan waxqabad laga wada qeyb-qaato oo ku saleysan hab-nololeedka jaaliyadda. Ujeedadu waa in dadku awoodi karaan in ay si wanaagsan u hantaaan waxqabadka jaaliyaddooda.

1.2 Waxqabad lagu hormarinayo qiyamka

- Daacadnimo
- Furfurnaan
- Run-ka-sheegid
- Dadka kale u ogolaasho
- Ka mid noqosho
- Isku tiirsanaan
- Sinnaan
- Lagu kalsoonaan karo
- Daryeelid
- Faham
- Isla wadaag

II. Natijjooyinka waxbarashada ee barayaasha dadka waaweyn

- In la barto lagana munaaqashoodo waxyaabaha hoos u dhigaya dadka noloshooda meelaha dagaalada ka soo

kabanaya.

- In la ogaado sida ugu wanaagsan ee dib loogu yagleeli karo laguna hagaajin karo hab-nololeedka xaaladaha dagaal ka soo kabsashada ah.
- In si qoto dheer loo baaraa xiriirkha ka dhixeyya degaanka dabiiciga ah iyo hab-nololeedka waari kara.

III. Natijjooyinka waaya-aragnimada ee barayaasha dadka waaweyn

- In laga taxaddaro qiimaha iyo qaababka kale ee loo abuubulayo dhaqaalahaa ee bulshooyinka colaadaha ka soo kabanaya.
- In laga fekeri abaabulka ololayaal ku saabsan caafimaadka nolosha.
- In la qorsheeyo mid ama laba kulan wacyigelin oo ku saabsan saameynta wasaqeynta hawadu ku leedahay deegaanka.
- In la qorsheeyo mid ama laba kulan oo lagu beerayo khudrad si tijaabo ah.

IV. Waqtiga iyo inta uu soconayo tababarka

- 8x6 saacadood – waqtii buuxa ama 16x3 saacadood – gelin

V. Shuruudaha guud ee in la qabto hawsha

- Goob ay iman karaan dadka naafada ah. Goob nabad iyo dhedhexaad ah.
- Dukumentiyada shakhsi ahaan la isugu qiimeynayo
- Tirada ka qeybgalayaasha markiiba: 20
- Heerka luqadda* B2 – C1 ka qeybgale kasta

*See reference on page 27



SAMBALTUSAALE MOODULKA TABABARKA

VI. Wuxuu ka kooban yahay moodulkan tababarka

Sharraaxaadda hab-nololeedka iyo hab-nololeedka waari kara:

- Awoodaha hab-nololeedka waari kara, fursadaha (kuwa maadiga ah iyo kuwa bulsho) iyo waxqabadka looga baahan yahay nolosha.
- Goorma ayuu hab-nololeedku noqonaya mid waarai kara.

Xaaladaha nuglaanshaha:

- Argagax: musiiba dabiici ah, abaro, dagaal sokeeye, dhibaatooyin dhaqaale
- Isbedello: kuleylka caalam oo kordhaya, kororka dadka, qulqul muhaajiriin, cudurro.
- Xilliyyada.

Waxyaabaha kaba hab-nololeedka:

- Kheyraadka dabiiciga, xirfado/aqoon
- Midda aadanaha, mid dabiiciga ah, midda wax soosaarka (kaabayaasha, biyaxireenada/waraabka), mid dhaqaale, mid bulsho (xiriirada: qabiilka, beesha)

Badalidda qaab-dhismeedka iyo hannaanka

- Qaab-dhismeedka:
- Darajooyinka dawladeed, Qaybaha gaarka loo leeyahay, Hay'adaha

Hannaanka

- Sharciyada, Siyaasadaha, Dhaqanka

Istaraatejiyado lagu gaari karo natiijooyinka hab-dhaqan oo ay ka mid yihii:

- Dakhli dheeraad ah
- Fayo-qabka oo kor loo qaado
- Nuglaanshaha oo hoos loo dhigo

Helidda cuntada oo la hagaajiyo

- Kheyraadka dabiiciga oo si wanaagsan loo isticmaalo

Nuglaansho vs Adkeysi

- Kheyraadka yar wuxuu kordhiyaa nuglaanshaha
- Argagaxa wuxuu dadka gayeysiyyaa in ay lumiyaa hantidooda

Bulshada dagaallada ka soo kabsaneysa, dhisid karti ay dib ula qabsadaan:

- Istratejiyadda hab-nololeedkooda
- Nidaamka hab-nololeedkooda
- Hay'adaha maxalliga ah
- Natiijooyinka hab-nololeedka

VII. Tabaha iyo hababka la raacay

- Ka qeybqaadasho, kobcinta fikir wax tar ah, sinnaanta jinsiga, wadajirka jiilasha, isdhexgal, dhaqamada oo isku gudba iyo xuquuqaha.

Wejiga 1: Jaaliyadda oo ka qeyb qaadata kulamo wada hadal.

- Fududeyn wadahadal-kooxeed ku saabsan arrimaha

khuseeya hab-nololeed waari kara ee dalalka wax martigeliyey (haddii ay munaasib tahay) iyo dalalka ay ka soo jeedaan

- Helidda wax-is-dhaafsi dhex mara dalka martida loo yahay iyo dalka ay ka soo jeedaan.

Wejiga 2: Hawlo ku saleysan waxqabad

- Waxaa la fududeeyey habab kala duwan oo looga qeybqaadanayo aqoon-isweydaarsi ahaa qorshe hawleedka SMART (Specific, Measurable, Achievable, Realistic and Timely) "gaarka ah, la cabbiri karo, la gaari karo, macquul ah waqtina leh"
- Muuqaallo fiidiyow oo ku saabsan tijaabooyinka ugu fiican ee ku saabsan hab-nololeedka waari kara oo ay jaaliyaddu sameysay.

Wejiga 3:Hawlo ku saleysan fulin

- Hawlo degaanka u wanaagsan oo lagu dhex qabtay jaaliyadda
- Qorsheyn mid ama laba kulan ah oo lagu wacyigelinayo dhibaatooyinka hawada oo la wasakheeyaa u leedahay deegaanka.
- Qorsheyn mid ama laba kulan oo lagu bilaabayoo khudrad beerid tijaabo ah.
- Qorsheyn mid ama laba ah oo lagu bilaabayoo dib u soo celin iskudheelli tirka dhulka iyo noolaha

Tirada markiiba ka qeybgaleysa:

- Kooxo yar oo ugu badnaan ah 15 – 20

VIII. Natiijooyinka

Baraha dadka waaweyn wuxuu awoodayaa:

In uu ka haysto fikrad cad:

- the economic, environmental and social shocks that can influence livelihood strategies and systems
- the institutional, political and market factors which can transform the livelihood of a society

Dhaqaalah, cabsida deegaan iyo bulsho oo saameyn ku yeelan kara istaraatejiyada iyo nidaamka hab-nololeed.

- Hay'adaha, siyaasadda iyo suuqa oo isbadal ku sameyn kara hab-nololeedka bulshada.
- Barashada khayraadka kala geddisan (khayraadka dabiiciga ee ku saleysan hab-nololeedka) ee istaraatejiyadda horumarinta hab-nololeedka.
- Abaabul munaasabado ku aaddan wadahadal, waxqabad iyo fulin qorshe.
- La sameyn soogalootiga iyo qaxootiga fikrado cad iyo istaraatejiyad dib loogu dhisayo meelaha colaadaha ka soo kabsanaya.
- Abaabul kulamo kala geddisan oo ay jaaliyaddu khudaar ku beereyso.



SAMBALTUSAALE MOODULKA TABABARKA

IX. IX.Qiimeyn

- Isbarbardhig suurtagalnimada kala duwanaashaha nadaamka hab-nololeed ee dalkan martigeliyey iyo dalka ay ka soo jeedaan
- Qoritaan 1,500 eray oo ku saabsan kheyraadka dabiiciga ah ee ku saleysan hab-nololeedka ama kheyraadka kale.
- Daraasado qoraal ah oo lagu daabacay blog kuna saabsan hab-nololeedka waari kara ee dalka ay ka soo jeedaan.
- Daraasado qoraal ah ee lagu daabacay blog kuna saabsan dedaallo ku aaddan deegaanka oo ay ku guuleysteen soogalootiga iyo qaxootiga.
- Daraasado qoraal ah ee lagu daabacay blog kuna saabsan ganacsiga la xiriira cunto soo saar iyo wax ka qabashada deegaanka.

X.Tixraacyo

European language levels - Self Assessment Grid

<http://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>

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

The Yeheb Project of Initiatives of Change UK

<http://yeheb.org/>

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

Making sense of Nigeria's Fulani-farmer conflict

<http://www.bbc.co.uk/news/world-africa-36139388>

Regional Sustainable land and Water Management for Africa

<http://terrafrica.org>

Article on Over-grazing and desertification in the Syrian steppe as the root causes of war

http://www.theecologist.org/News/news_analysis/2871076/overgrazing_and_desertification_in_the_syrian_steppe_are_the_root_causes_of_war.html

Improving lives through safe water & better health

<http://www.foroneanother.org/>

Council of Foreign Relations Global Conflict Tracker

<http://www.cfr.org/global/global-conflict-tracker/p32137#!/>

Project Wadi Attir: A model of Sustainable Desert Community in Northern Negev

<http://www.sustainabilitylabs.org/ecosystem-restoration/soil-rehabilitation/>

Preview YouTube video Kenyan farmers fighting over scarce land

<https://mail.google.com/mail/u/0/#inbox/15a8649bb683685b?projector=1>

Building livelihood in Central Somalia

<https://youtu.be/L91orLQBFys& WATER>

Preview YouTube video Kenyan farmers fighting over scarce land

<https://mail.google.com/mail/u/0/#inbox/15a8649bb683685b?projector=1>

Building livelihood in Central Somalia

<https://youtu.be/L91orLQBFys>



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Spain: info@progestion.org

Waxaad ku wada heli kartaa afafka
Carabiga, Ingriiska, Soomaali,
Isbaanish, Iswedish, Tigrinya iyo
Turki. Waxaad kalood ku heli
kartaa Braille (Ingriisi)

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