



MIGRANTS & REFUGEES
AS RE-BUILDERS

ADULT EDUCATORS' COMPETENCE SELF-ASSESSMENT FRAMEWORK



 Initiatives of Change
United Kingdom

 KISTA
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 HASAN KALYONCU
UNIVERSITY



**MIGRANTS & REFUGEES
AS RE-BUILDERS**

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INTRODUCTION

Migrants and Refugees as Re-Builders (KA2 Cross-borders Intercultural and Societal Entrepreneurs) project offers this framework to adult educators who wish to improve the effectiveness of their work for the integration of migrants and refugees and for creating a multicultural society.

The partnership consists of organisations from the UK, Turkey, Sweden and Spain who are developing innovative training responses to support migrants and refugees from the Horn of Africa, the Middle East, Magreb and Latin America. The project is aimed at adult educators who are supporting migrants and refugees to settle into their new communities, rebuild their lives, and eventually contribute to the development of their countries of origin.

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

- Initiatives of Change UK is the lead coordinator, and has developed training in communication and trust-building particularly for migrants and refugees from the Horn of Africa.
- Madrid-based Asociación Progestión provides services for the North African and Latin American diaspora who are at risk of social exclusion. They run our innovative training website about practical legal advice blog, which has over two and a half million visitors, since 2011.
- Kista Folkhögskola is a community college in Sweden with a Muslim ethos, which offers study opportunities for those who would like to proceed to higher studies, and a new career, or pursue self-development.
- Migration, Population, Education and Employment Research Centre, Hasan Kalyoncu Üniversitesi in Gaziantep, Turkey. They research the needs of Syrian refugee families in Turkey from an intergenerational perspective.

We come from different educational sectors: adult education being offered through formal, non-formal and informal settings. So, it is an opportunity for educators working within these three educational modalities to collaborate and to make sense of how we think about education. This means everybody navigating out of our comfort zones and, at the same time, it is a great opportunity to set a precedent that it is possible to work together and have outcomes from this cross-fertilisation of ideas, cultures and educational approaches. That is why the leadership that each partner assumes in turn is a great opportunity to learn from our different or common styles, ways of thinking and of making education and training worthwhile for so many people who often feel marginalised within their adopted societies and/or communities of origin.

The Competence Self-assessment Framework is an open-source by which adult educators can assess their own competences. The framework is based on our collective expertise in the different educational forms.

Working with migrants and refugees challenges the role of 'teacher and student'. Trauma, fear and anxiety are important factors, and the adult educator needs to take account of them and adjust his/her approach accordingly. Adult educators need to delve deep into their own experience to discover how to conduct the relationship.

The newly-arrived might, in the best case, soon be settled in the new country. The quality of the settling phase is determined largely by the migrant's or refugee's level of self-confidence and capacity to create positive networks. The educator is likely to be one of the most important role models in this process. The educator therefore should develop his/her own qualities and skills for the role of guiding the migrant or refugee into a new system, new language and new context generally. Some of the most important qualities that adult educators need to exhibit are flexibility and intuition, which are more important than fixed criteria for assessment.



A FRAMEWORK BASED ON NEEDS AND CAPABILITIES

In order to develop the criteria for self-assessment, we carried out the fieldwork in our respective countries among the adult educators and their learners. Our goal was to find out what it is that both value, aspire to, or need in their daily lives and professional work. We carried out group interviews in each of the 'newly-arrived', 'settlers' and 'settled' categories of migrants and refugees so as to identify 'which criteria best define each group?', and created a scale of importance for each of the criteria. Taking this information into account, we carried out a consultation with adult educators from various institutions of adult learning for migrants and refugees in the communities they work in, in Sweden, UK, Turkey and Spain.

What we discovered was that, unlike in the curriculum for adult educators we had developed earlier, the different levels of settling in a country played no

major role. It seems that these levels matter when it comes to 'what to teach', but not 'how to teach'. The competencies that an adult educator needs to have, beyond his or her knowledge of the subject, seem to be very similar across the different groups of migrants and refugees.

What also transpired in the preparation process was that the most important tool of learning and development for an adult educator is the learner. It is when the educator meets the learner that learning happens, because every moment, every group, every individual is unique. Beyond the curricula and the teaching material, the main factor in the learning experience is the ability of the educator to understand the needs, capabilities, rights and responsibilities of the learners and respond to them in the best possible way in the given circumstances.



PRELIMINARY CRITERIA FOR THE COMPETENCE ASSESSMENT

This framework is based on the following principles (Mulder, 2017):

- It is a continuation of our work with a curriculum for adult educators.
- Competence development of adult educators is assessed frequently by themselves and their mentors (e.g. before, during and after the learning process).
- In learning and assessment processes knowledge, skills, attitudes and context are integrated.
- Self-responsibility and self-reflection of adult educators are stimulated.
- Adult educators in schools and community practice fulfil their roles as coaches, mentors and experts.

As a partnership, we acknowledge that the concept of competence is multi-dimensional and specific use and interpretation of the concept depends on the context where adult educators work.

This competence assessment is linked with the adult educators' Curriculum 'Migrants and Refugees as Re-Builders' which was co-created by the partners in seven languages 1 . This curriculum comprises five *Life-Skills training areas*:

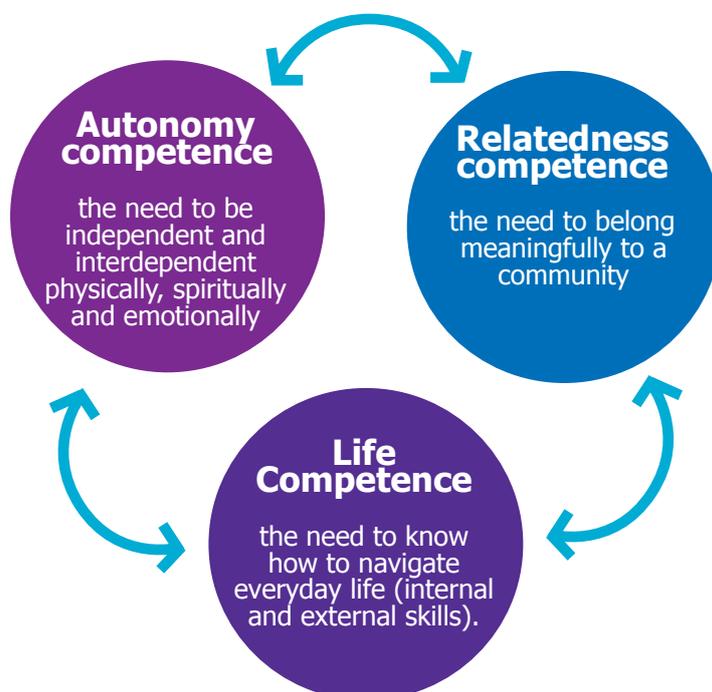
- **Sustainable livelihood:** The art of covering fundamental human needs and rights.

- **Affection and belonging:** the art of caring and accepting to be cared for.
- **Prevention and protection:** the art of promoting human security.
- **Understanding & Engagement:** the art of developing critical and constructive thinking and engagement.
- **Participation & social entrepreneurship:** the art of enhancing socio-economic value within communities.

These five Life-Skills teaching areas are based on: (i) Universal Declaration of Human Rights 1948; (ii) Human fundamental needs of Manfred Max-Neef [2]; (iii) The Central Human Capabilities of Amartya Sen and Martha Nussbaum; (iv) The cognitive, affective and psychomotor learning taxonomies of Benjamin Bloom and David Krathwohl. The modules were built taking into account over 300 needs and capabilities expressed by migrants and refugees in contact with partners.

These needs and capabilities are considered as a *value-based system shared by all cultures, which interrelate and interact towards communities' emancipation and determination on how to live these values for their well-being.*

Taking all this into account, we have created a complementary framework based on Self-Determination Theory (SDT) [3], which asserts that everyone has the same three basic needs for meaningful and secure lives:



When an adult educator first meets a learner, it is critical to understand their situation. Migrants and refugees experience a wide range of emotions when arriving in another country. Their opportunities in

life are determined largely by their approach to their situation. The attitude of the adult educator to them will significantly affect their quality of life, education and engagement in their adoptive community.

The table below shows the connection of the above criteria with the five Life-Skills teaching areas of the Curriculum.

| Self-determination theory | Autonomy Competence | Life Competence (internal and external) | Relatedness Competence |
|---|---------------------------|---|-------------------------|
| 'Migrants and Refugees as Re-builders' Curriculum | Prevention and protection | Sustainable livelihood | Affection and belonging |
| | | Participation in social entrepreneurial initiatives | |
| Understanding & Engagement | | | |

The following diagram shows the link between the Migrants and Refugees as Re-Builders curriculum five Life-Skills areas and the Competence Self-assessment Framework co-designed.



On the basis of these criteria, and the material we collected during our field work, we have compiled three tools which we hope will be useful for adult educators in bringing to life the content of the curriculum training modules in their teaching and peer-relations with migrants and refugees and assessing how they meet their own needs and those of their communities.

- The 'Self-Determination Assessment Matrix' is a straight forward application of Self-Determination Theory's psychological needs to an educator's situation.

- The 'Inner compass for Adult Educators' Self-Assessment' is an empirical tool based on the fieldwork of our Spanish colleagues.
- Finally, 'Radical Inquiry and Adaptive Action' are tools we borrowed from complexity theory and, more specifically, Human Systems Dynamics, which connect to the self-determination theory and provide additional instruments for situations of conflict and uncertainty.

[1] www.uk.iofc.org/M-R-Rebuilders

[2] Max-Neef, M., Elizalde, A., & Hopenhayn, M. (1992). Development and human needs. *Real-life economics: Understanding wealth creation*, 197-213.

[3] Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.



TOOL 1. SELF-DETERMINATION ASSESSMENT MATRIX

The matrix is based on Self-Determination Theory. We have separated life competence into internal and external categories to provide a more detailed inquiry into this very important aspect.

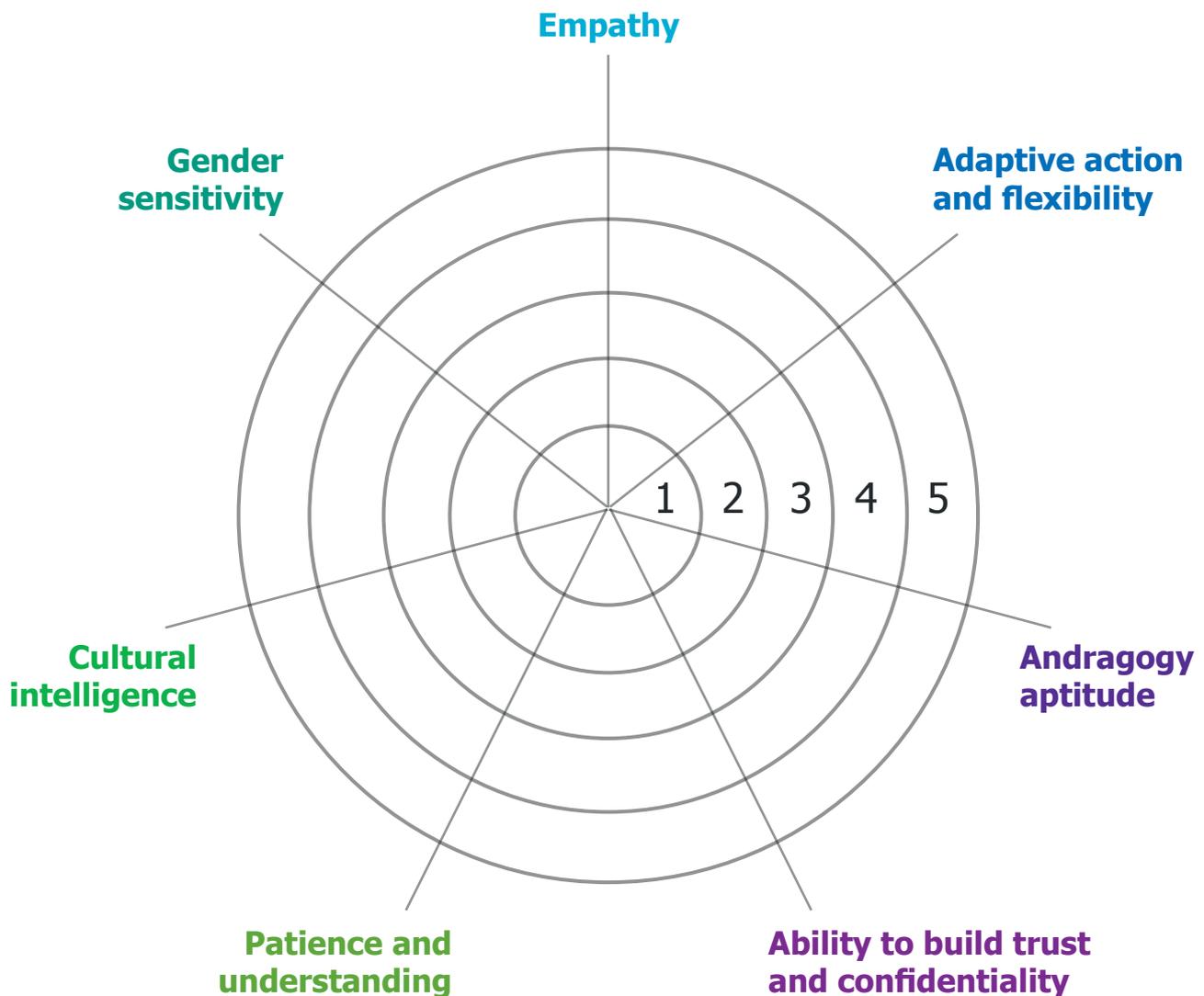
| My relationship with: | Life Competence (internal) | Life Competence (external) | Relatedness Competence | Autonomy Competence |
|----------------------------|--|--|---|---|
| Myself | <ul style="list-style-type: none"> How do I feel today? What emotions am I experiencing right now? How do these emotions reflect in my body? | <ul style="list-style-type: none"> Where am I today in relation to my goals (personal and professional)? | <ul style="list-style-type: none"> What feelings do I have about myself today? What have I done and what will I do to take care of myself today/this week/this month? | <ul style="list-style-type: none"> What actions can I take to influence the important areas of my life? What have I done recently or am I planning to do soon inspired by my own goals and wishes, and which tasks do I feel are imposed on me? |
| My peers/colleagues | <ul style="list-style-type: none"> What personal qualities have recently helped me build good working relationships? | <ul style="list-style-type: none"> What role have I recently played in my team? Which of my professional strengths have I recently used in teamwork with my colleagues? | <ul style="list-style-type: none"> What have I recently done to support my colleagues? What have they done to support me? | <ul style="list-style-type: none"> When have I recently felt overworked? When did I reach out to get help last time? When have I felt happy to help my colleagues? What principles have allowed us to divide the workload and take credit for our achievements? |
| The learners | <ul style="list-style-type: none"> How did the learners I interacted with recently feel? How can I help them to better cope with their feelings and emotions? What do I need in order to help them? | <ul style="list-style-type: none"> From my recent observations, what are the main challenges experienced by the learners I interact with? What skills and competencies would accelerate their learning? How would they like me to support them? What do I need in order to support them? | <ul style="list-style-type: none"> What have I been doing to create an atmosphere of trust and belonging when working with learners? What else can I do? | <ul style="list-style-type: none"> How have I recently supported learners to develop their confidence and sense of self-worth? How can I help them to set their own goals and take responsibility for their learning? |

| My relationship with: | Life Competence (internal) | Life Competence (external) | Relatedness Competence | Autonomy Competence |
|------------------------------------|---|--|--|---|
| Organisation(s) I work with | <ul style="list-style-type: none"> • What are my personal values which are especially important for me today? • What are the values of the organisation(s) I work with? • How do the two relate? | <ul style="list-style-type: none"> • What are the main strengths of the organisation(s) I work with? • How has my work recently contributed to these strengths? • What new skills and competencies am I learning in the process of my work? | <ul style="list-style-type: none"> • How do I feel about the organisational culture at my workplace today? • What have I recently done to create a good work ethic which allows the organisation(s) I work with to thrive? | <ul style="list-style-type: none"> • How do I feel about the decision-making process in my organisation? • Through which processes have I recently influenced the goals and working practices of the organisation? • In what areas of my work am I able to set my own goals and choose my own methods of achieving them, and in which areas can I not exercise such freedom? |
| My society | <ul style="list-style-type: none"> • How do I feel about the current issues in my community today? • How can I address these issues by practising my values? | <ul style="list-style-type: none"> • How have I recently contributed to building community and creating social capital? • What have I been doing to cope and thrive in a complex and diverse setting, in situations of fast changes and high uncertainty? | <ul style="list-style-type: none"> • How has my recent work related to the needs of migrants and refugees? • What personal qualities have I used to thrive in a multicultural context? | <ul style="list-style-type: none"> • What principles help me balance my individual freedom and responsibility for my society? |
| The global society | <ul style="list-style-type: none"> • What are my personal values, the values of the organisation(s) I work with and my society, which nurture a global social responsibility for humanity? | <ul style="list-style-type: none"> • What skills, qualities and competencies have I recently discovered in myself which are useful and valued in any society, across cultures? • What have I done to encourage learners to use their skills to strengthen a multicultural global society? • What else can I do? | <ul style="list-style-type: none"> • What have I recently learned about my identity and responsibilities as a global citizen? • What have I recently done to nurture the learners' sense of global belonging and caring for the planet? • What else can I do? | <ul style="list-style-type: none"> • How do my multiple affiliations (my cultural and (non-) religious background, work, education, family, friends, hobbies, etc.) help me have multiple perspectives on my life? • What have I recently done to encourage the learners to have such multiple perspectives on their lives? • What else can I do? |

HOW TO USE THIS TOOL

Take time to reflect on these questions on a regular basis, perhaps at the end of every term. You can engage in journaling to record your observations. The tool becomes even more effective if you do it together and share your thoughts with a trusted colleague.

TOOL 2: INNER COMPASS FOR ADULT EDUCATORS



HOW TO USE THIS TOOL

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

1. How do you feel you have been doing on this dimension? Rate yourself on the scale of 1 to 5:
1= I am not aware of this ability/skill in myself
2= I need support for improving this ability/skill
3= I feel competent in this ability/skill some of the time
4= I feel competent in this ability/skill most of the time
5= I feel competent enough in this ability/skill to support others in developing it
2. Put a dot on the respective level on the diagram (from 1 to 5).

3. Once you have reflected on all the dimensions, connect the dots. What does it look like? Is it 'spiky', with high scores in some and low scores in others? Ideally your diagram should be an even circle as close as possible to the outer rim.
4. Note one practical step for each dimension which will help you improve your diagram for follow up.
5. You may wish to share your diagram with another educator and invite them to create their own, so that you can compare them and exchange ideas on how you can support each other in making improvements.

EMPATHY

Empathy is about maintaining professional detachment, while understanding and entering into another's feelings, without crossing the border of ownership for the actual issue. In self-assessment it might be useful to ask yourself if you take home other people's burdens, or problems. In the best of cases, the empathic listener is maintaining the balance of being a subject among other subjects. The challenge is to listen with an open heart to others' issues and experiences, without letting the ownership of the problems become yours.

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

- listen without judgment or the need to control the situation, to 'fix' things?
- put myself in the other person's shoes, try to understand their intentions, their perspective, their reasons?
- listen without thinking of the next thing I am going to say?

ADAPTIVE ACTION AND FLEXIBILITY

To use the same methods for different people and/or situations is to be rigid. As the eyes are adaptive to the various degrees of light, the adult teacher obtains a better result when starting from 'what is'. How is the group today? Has something happened since yesterday? What does that imply for today's learning?

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

- observe the mood of the group/person before, during and at the end of the interaction?
- notice the shifts in group/individual dynamics from one day to another?
- adapt the format or the pace of my work to these dynamics, if this improves the outcome?

[1] Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development*. Routledge.

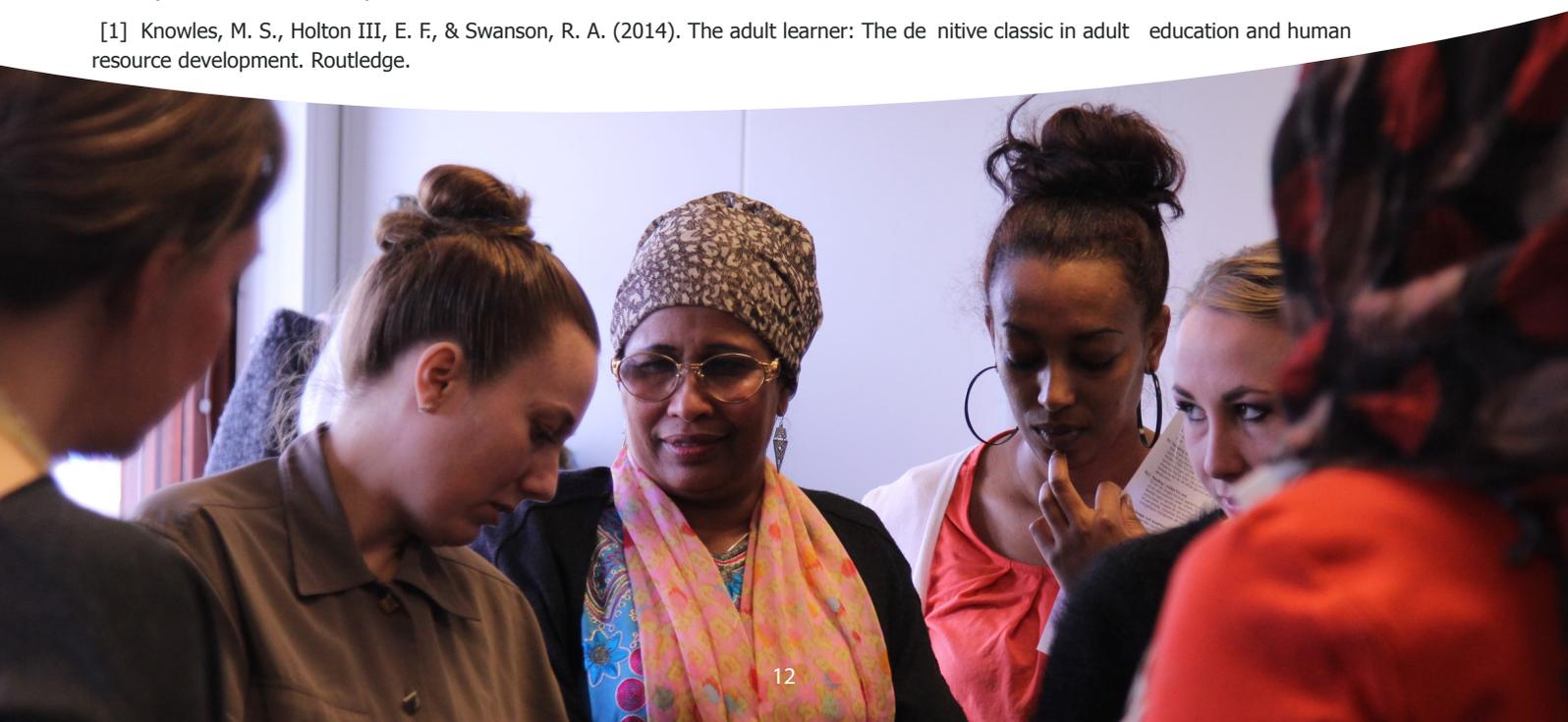
ANDRAGOGY APTITUDE

The word 'andragogy' is distinct from the term 'pedagogy' (Greek: 'child-leading'). Andragogy is originally also a Greek word, meaning 'man-leading'. In adult learning it might be a good idea to distinguish differences from child learning. Malcolm Knowles [1] has suggested a theory based on six assumptions related to the motivation of adult learning:

1. **Need to know:** Adults need to know the reason for learning something.
2. **Foundation:** Experience, including error, provides the basis for learning activities.
3. **Self-concept:** Adult learners need to be responsible for their decisions regarding their education, and involved in the planning and evaluation of their instruction.
4. **Readiness:** Adults are most interested in learning subjects with immediate relevance to their work and/or personal lives.
5. **Orientation:** Adult learning is problem-centred rather than content-oriented.
6. **Motivation:** Adults respond better to internal versus external motivators.

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

- motivate the learners by providing material applicable to their immediate personal and professional needs?
- let the learners utilise their prior experience, both good and bad, in their learning process?
- allowed the learners to intentionally and constructively influence their learning process, including planning and evaluation?



ABILITY TO BUILD TRUST AND CONFIDENTIALITY

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

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

- encourage respect for personal boundaries when working with learners?
- respect my own boundaries and offer adequate help and support without depleting my own resources?
- respond adequately to sensitive situations?

PATIENCE AND UNDERSTANDING

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

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

- create a relaxed, non-judgemental atmosphere when working with learners/participants?
- encourage learners to be true to themselves?
- make humour and playfulness part of the learning process?

CULTURAL INTELLIGENCE

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

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

- encourage learners to challenge their own prejudices?
- use diversity as a resource for learning?
- challenge my own prejudices and learn from diversity?

GENDER SENSITIVITY

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

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

- observe gender patterns among learners?
- make learners aware of their own gender biases and able to deal with them?
- observe my own gender biases and deal with them?

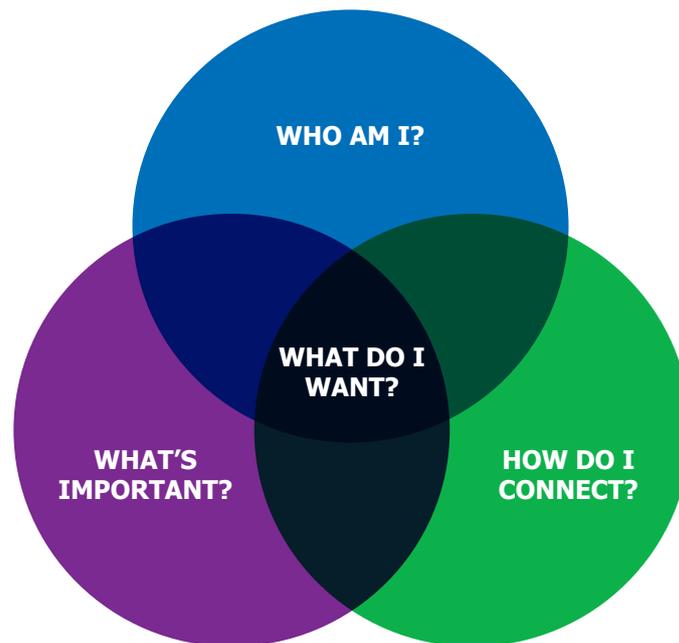


TOOL 3. LEARNING FROM COMPLEX ADAPTIVE SYSTEMS

Complexity Science studies systems which consist of multiple components whose behaviour is extremely hard to predict, such as organisations and groups of people. It can help analyse the patterns that we encounter in our working lives. In our third tool, we borrow from

Complexity Science the tools of Radical Inquiry and Adaptive Action.

The description below is borrowed from the Human Systems Dynamics website [1] with kind permission of one of the contributors, Glenda Eoyang.



RADICAL INQUIRY

Radical Inquiry is a process of reflection and exploration that helps you build system-wide clarity and coherence. As you become clearer about the patterns you want, you find ways to engage with others and your environment to influence the emergence of those patterns.

Radical Inquiry uses Pattern Logic to help you:

- Understand the patterns you want
- Identify key conditions that can shape those patterns
- Develop a short list of simple rules that can inform decision and action toward those patterns

Using Radical Inquiry brings a clarity of focus and an intentionality of language to help you align action and decision toward the patterns you see as best fit for you. Whether you complete the Radical Inquiry as a personal growth activity or you work with a group to design a shared Radical Inquiry, you agree on the patterns you want, create awareness about those critical patterns, agree on conditions that can shape those patterns, and commit to taking action that will set those conditions in your day-to-day actions. Radical Inquiry is a way of taking individual and/or group responsibility for performance and productivity.

[1] www.hsdinstitute.org

HOW TO USE RADICAL INQUIRY TOOL

This tool, in our opinion, is similar in its foundations to Self-Determination Theory. Who am I? What is important? and How do I connect? can be translated, respectively, into Autonomy, Life Competence and Relatedness. This tool brings a fourth question (What do I want?), which invites an educator to reflect on the patterns he or she wants to see in their work situation. The questions below have been inspired by Patterson and Wickstrom [1] and Stewart and Patterson [2].

1. Reflect on the question 'Who am I?' (What is my work? What is the main task for me and the learners in the institution? What is my role as a teacher? Do we both learn from each other? What is our role in society?)
2. Reflect on the question 'What is important?' (would learners like to develop? Do these relate only to their learning experience, or to their lives in society? What is more important: to engage with each other or follow rules? Be curious or pass tests?)
3. Reflect on the question 'How do I connect?' (What structures, meetings, documents, and tools do we use together? What is the format of our interactions in the class and at the school? Do they work well for our purposes? What do I usually do in order to support learners achieving their goals? How do learners respond to my actions?)
4. Reflect on the questions 'What do I want?' Now that you have thought about roles, priorities, and ways to interact, think of what needs to shift. It can be something in the way you and your students see yourselves (your roles), or something in what is important for you (priorities), or something in the way you interact (lesson formats, assignments etc.). Patterson and Wickstrom [1] recommend focusing on not more than two or three and not worry about the rest, because in a complex system a change in just one pattern often precipitates many other changes.
5. Think of one or two simple steps you can consistently take in order to create your desired shifts.

[1] Patterson, L., & Wickstrom, C. (2017). How Much Support Is Enough? 3 Tools Help Us Know When to Step In and When to Back Off. *Learning Professional*, 38(1), 48-53

[2] Stewart, M. A., & Patterson, L. (2016). Authentic engagement or just "playing school"? *Emergence: Complexity & Organization*, 18.



ADAPTIVE ACTION [1]

Using Adaptive Action you ask three questions: 'What?' helps you name patterns of interaction and decision making that shape success. 'So what?' helps you make sense of those patterns. 'Now what?' helps you inform action to influence yourself and your team toward greater fit, success, and sustainability.

Inquiry is about questions. It is approaching every interaction, every situation, every opportunity with questions about what can be learned in this moment, in this situation, with this person. In the emergent, unpredictable world of complex systems, inquiry is the only way you can move forward.

WHAT?

Standing in inquiry enables you to gather information you need to see, understand, and influence patterns of interaction and decision-making that shape your world. When your world cannot be predicted or controlled, answers have a short shelf life, but good questions help you find options for action to move toward resilience and sustainability.

SO WHAT?

You gather information from your environment to make decisions and take action in your world. Standing in inquiry enables you to see clearly and remain open to the reality around you.

- Turn judgment into curiosity
- Turn disagreement into shared exploration
- Turn defensiveness into self-reflection
- Turn assumptions into questions

NOW WHAT?

When you stand in inquiry, you exhibit patterns of behaviour that help you see, understand, and influence your world. When you stand in inquiry you:

- Ask questions you can't answer
 - seek to understand people you disagree with
 - Explore "What if..." questions to understand possible consequences to an action
- Find comfort with ambiguity
 - Invite people into conversations where you look for answers together
 - Ask others what they see and listen deeply to their insights
- Remain open to and actively seek new learning
 - Ask others to teach you what they know
 - Identify skills you don't have and find a teacher who will help you learn
- Consider your own personal interactions through a lens of inquiry
 - Ask colleagues to share perceptions of your impact on them
 - Open yourself to learning from others about what they need

HOW TO USE ADAPTIVE ACTION

If you have a conflict or a problem which comes up again and again, consider the following steps.

1. Ask 'What?' i.e. 'What do I observe about my situation?' Make notes for a while, perhaps over a period of time, to observe the patterns that come up in other people's and your own behaviours.
2. Ask 'So what?' i.e. 'What does it mean?' To answer this question, try using the adaptive action suggestions: Turn judgment into curiosity; turn disagreement into shared exploration;

turn defensiveness into self-reflection; turn assumptions into questions. Observe what happens when you do that, over a period of time. How does your perspective of the situation develop?

3. Ask 'Now what?' i.e. 'What steps can I take in my situation?' Consider the tips from the Adaptive Action box above.

[1] www.hsdinstitute.org

HOW TO USE THESE TOOLS

The suggested tools present a sample of what we hope to be easy, yet deep instruments for an inner inquiry for an educator who wants to continually learn and improve their work. If you wonder which tool best suits your purposes, here is a simple suggestion. (Of course, you can choose any tool you like, and adapt it to your needs, so the suggestion may be useful if you don't know where to begin.)

Tool 1 (Self-determination Assessment Matrix) is good for those who work in a formal institutional setting, where the content of education and its goals are largely defined by curricula (for example, you are a teacher in an educational institution), and you would like to think about your work holistically – not only your relationship with the learners, but also peers, the institution and society at large. This tool should be used for a major self-assessment once or twice a year (for example, at the end of each term).

Tool 2 (Inner Compass for Adult Educators) is focusing on your relationship with the learners and what happens in the classroom. However, it is also good for those who usually work with refugees and migrants one-on-one (as a coach, counsellor, mentor, therapist).

In the latter case, you can replace the words 'students', 'classroom', and 'group' by 'the person I'm working with' or 'his or her situation'. This tool can be used more frequently, for example, weekly or monthly.

Tool 3 (Learning from Complex Adaptive Action: Radical Enquiry and Adaptive Action) can be used in either setting, and it is especially useful for situations of high uncertainty or conflict. Sometimes its use can require feedback and interaction with others, or even a group application, if the patterns one observes need to shift. But even then the first step is the personal reflection and observation of the adult educator. This tool can be used when needed, for example, when a difficult or conflicting situation emerges.

We would like to invite you to try and see what works for you, and feel free to use specific elements of the tools and combine them in a different way, if you feel that it more useful. Be creative! The only rules in this process are: be honest with yourself, and be kind to yourself. See every experience as a learning opportunity, a stepping stone, for both you and those you are working with.



ESSENTIAL LEARNING FOR THE EDUCATOR BEYOND ANY TOOLS

The educator has a key role as a door opener for migrants and refugees into a new country. It is not only about the language and information. It is also about culture, behaviour and other informal, contextual matters. The educator has an important function as a role model, often being a migrant herself or himself.

In the last chapters we have described some useful methods, or tools. Yet the most important tool is the educator. He or she is the first and, often the only person migrants and refugees get the chance to be with more than just in short transactions – such as in the Migration Office.

The educator may be highly competent, but without compassion and presence all he or she will be able to do is teach. For vulnerable people like refugees and migrants the focus really must be on meaningful learning, where the people are at the very core of the educational context.

Being present and prepared to be oneself is a good start for the educator. Then his or her own qualities will develop with the group. Any of the suggested tools might be very useful to help an educator on starting this journey towards themselves. They are only examples, only a way to start the self-exploration, and hopefully they will inspire educators to dig deeper and use other tools, both new and the ones they are already familiar with.

The respectful encounter is the key. How to meet people who have gone through pain and despair and now facing a totally new context? One way of dealing with such a complexity is to create a dialogue. By creating a dialogue, the educator opens a space for the participants' own initiatives. There the life-long learning might begin!



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The NVQ is a work based qualification which recognises the skills and knowledge a person needs to do a job. The candidate needs to demonstrate and prove their competency in their chosen role or career path.

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MIGRANTS & REFUGEES
AS RE-BUILDERS



Co-funded by the
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CROSS-BORDERS INTERCULTURAL AND SOCIETAL ENTREPRENEURS

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

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

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

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

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

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

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

“ The SMIs fill a gap in official sociological studies by focusing on the daily life detail of migrants' settlement processes ” – *Spain*

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Spain: info@progestion.org

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

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