



MIGRANTS & REFUGEES
AS RE-BUILDERS



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

'Cross-Borders Intercultural and Societal Entrepreneurs'

EDUCATION OF MIGRANTS AND REFUGEES

GOOD PRACTICES & RECOMMENDATIONS



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

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BACKGROUND

Migrants and Refugees as Re-Builders is an innovative and holistic educational programme for adult educators. It comprises a curriculum for inclusion and economic engagement, with accompanying sample training modules; a competence self assessment framework to assess their competence in delivering the material, and social micro-indicators to verify its impact on the integration of migrants and refugees. The project is aimed at adult educators and people responsible for supporting migrants and refugees to settle into their new communities, rebuild their lives, and eventually contribute to the development of their countries of origin.

The educational resources have been produced by the Erasmus+ 'Cross-borders Intercultural and Societal Entrepreneurs' partnership of organisations from the UK, Spain, Sweden and Turkey, which are developing innovative training responses to support migrants and refugees from the Horn of Africa, the Middle East, North Africa and Latin America.

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

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

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

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

Disclaimer

The content of this document does not necessarily reflect the policies and views of the European Commission

We set out to answer the following questions:

As migrants and refugees:

- How could a people-centred programme transform individual lives and communities of migrants and refugees?
- How could the training of adult educators enable the inclusion and engagement of migrants and refugees in their host countries?
- How could migrants and refugees, with the support of adult educators, contribute to their host communities and eventually their countries of origin?

As cross-sector training institutions:

(formal, non-formal and informal)

- What educational approaches should cross-sectorial education and training organizations adopt to promote the inclusion and engagement of migrants and refugees?
- How can informal education become a powerful space for promoting the inclusion and engagement of migrants and refugees?
- How can we transform the informal spaces, where we live together, into teaching and learning environments to build on the capabilities and experiences of migrants and refugees?
- The answers to the above questions were the driving force to co-design a Life-Skills educational framework for inclusion and economic engagement of migrants and refugees.

Outcomes: 3 resources for adult educators for inclusion and economic engagement

- 'Migrants and Refugees as Re-Builders' Curriculum - training modules
- Adult Educators' Competence Self-Assessment Framework and tools
- Social Micro-Indicators for inclusion and economic engagement and tools

These resources aim to enhance the effectiveness of adult educators in supporting migrants and refugees in realising their potential. They assume the community to be the natural teaching and learning space for achieving engagement and inclusion.

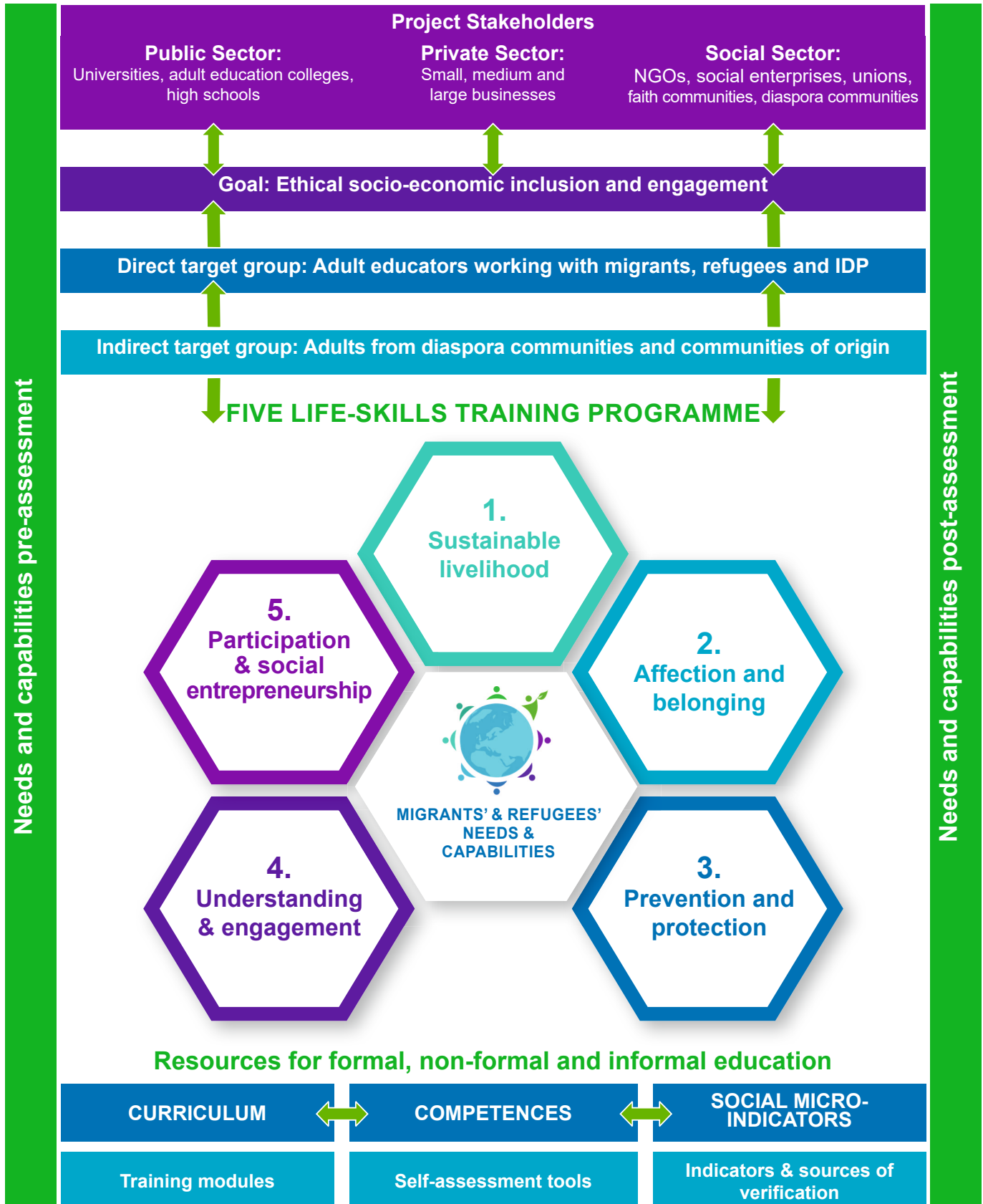
The Partnership shares the common vision that migrants and refugees, with the support of adult educators, have the potential to rebuild their lives in their host countries, make an active contribution to building their communities, and eventually, contribute to rebuilding their countries of origin.

We have developed an Educational Programme focused on 5 Life-Skills based on robust theory and practice, which is explained in the following pages:



EDUCATIONAL FRAMEWORK FOR INCLUSION AND ECONOMIC ENGAGEMENT

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





EDUCATIONAL CONTENT FOR INCLUSION AND ECONOMIC ENGAGEMENT

FIVE LIFE-SKILLS TRAINING AREAS





TRANSFORMING LIFE THROUGH ACTIVE TEACHING AND LEARNING

CURRICULUM

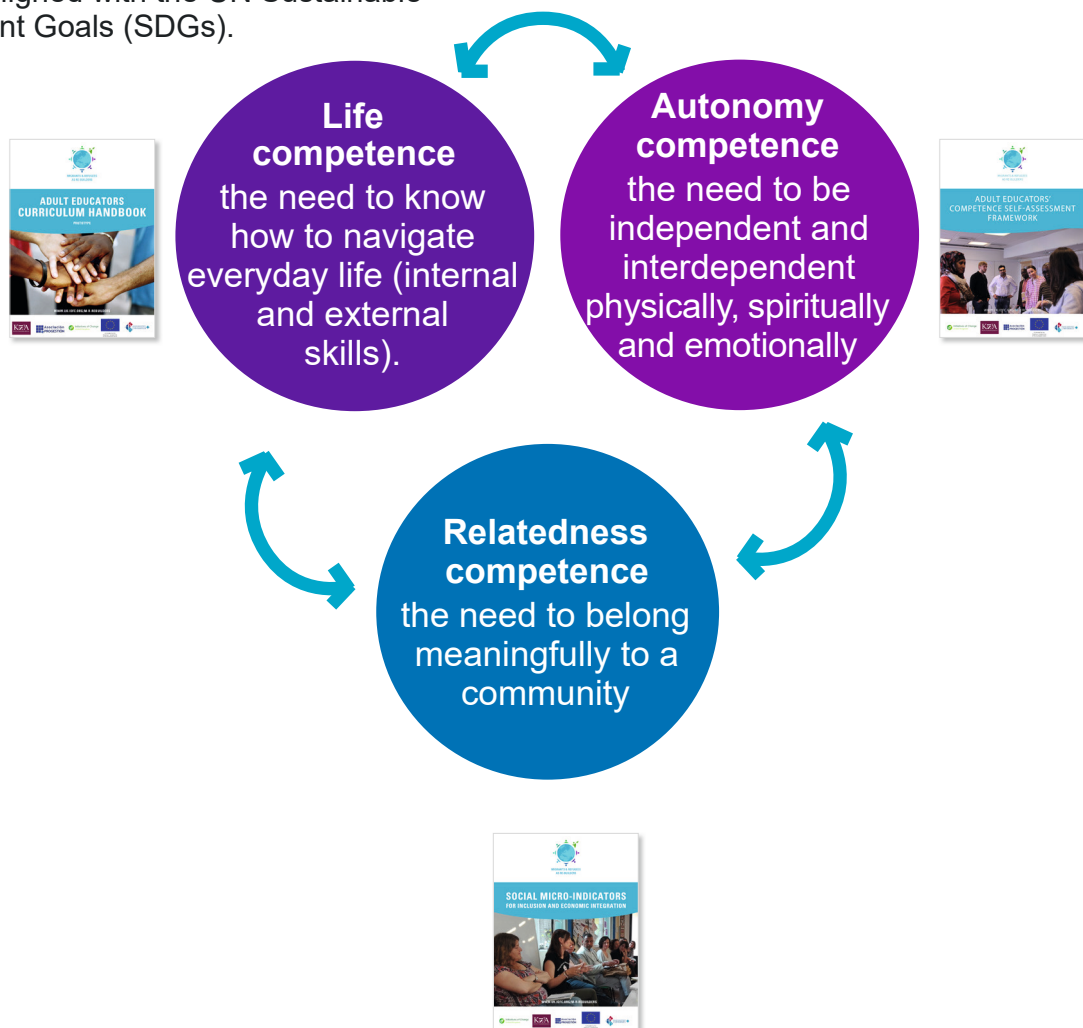
For Inclusion and Economic Engagement (CIEE)

The curriculum offers tested training modules and best practice for the five Life-Skills training programme. The training modules have taken into account over 350 needs and capabilities identified by migrants and refugees themselves. Each module is aligned with the UN Sustainable Development Goals (SDGs).

COMPETENCE

Self-Assessment Framework (CSAF)

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



SOCIAL MICRO-INDICATORS



For Inclusion and Economic Engagement (SMIs)


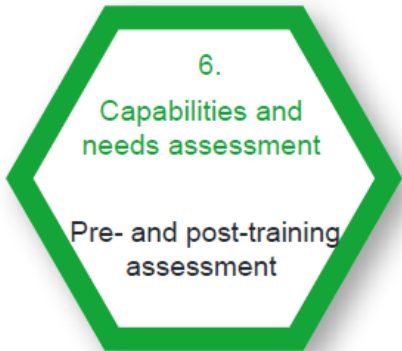
The SMIs aim to assess the scope and effectiveness of the training in supporting migrants and refugees to transform their own communities for the common good. The SMIs have been designed for each of the Life-Skills training areas. The SMIs are based on the indicators of the Migrant Integration Policy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

Good practices and policy recommendations for education for inclusion and economic engagement of migrants and refugees:

The following good practices and recommendations and input come from participants who attended the Festival of Learning and Experience Exchange that was held last August 2019 in London.

Five life-skills training areas	Inputs
<p><i>The art of covering fundamental human needs and rights</i></p> 	Policy to link National Health Service with traditional knowledge.
	Training of refugee healthcare workers to work with refugees in host country.
	Gardens of sanctuary. Gardening – peaceful place to go, learning a new skill whilst waiting for the right to work.
	Skill sharing scheme among members of host community and new comers.
	Cooking events to prepare Nangera in South London borough by which other skills could be learned.
	Mental health champions' training Engaging in physical activities: women swimming, jogging, walking.
	Well-being for refugees need to address homesickness and yearning from family members in the distance.
<p><i>The art of caring and accepting to be cared for</i></p> 	Social life: pub at the center of experience of inclusion as a blind person.
	Training course: "Being a woman in Mesopotamia": run by Kalmire Migration Research Centre in Gaziantep.
	'Mental health through stealth'. Giving young people opportunities to develop practical skills/make things – improves self-esteem, self-worth, confidence, belonging to the community.
	Own cultural activities for all ages in communities for bonding e.g. drumming and dance.
	Storytelling. People sharing their stories, but the timing is important – when they are ready. Empathy, finding out what people's interests and aspirations are.
	Psychosocially -led safe spaces around particular skills (examples, carpentry) that slowly helps participants open up about mental stresses despite social stigmas.

<p><i>The art of promoting human security</i></p> 	<p>Policy about intervention for rape of children cases: how to prevent, how to report. Education for children, parents, members of government, police officers about the subject.</p> <p>In Uganda, women from Creators of Peace meet with South Sudanese women in refugee camps to train them on peace creation.</p> <p>Nicaragua. Human security. Promote community members / leaders community police: uniforming members of the community.</p> <p>Providing information to Syrian refugees (International Organisation for Migration with local authority). Once they are in the UK, to learn how education, healthcare and employment systems work.</p> <p>Prevent policy needs to understand background of people and why they act as they do, to avoid labeling them or pushing them away from the community instead of shutting down conversation.</p> <p>Creating safe space increasing communication skills based on their emotions. Emotional quotient.</p> <p>Camp community structures. Differs context to context recognising existing social structures to have community decide leadership.</p> <p>Information sessions for local authorities and other organisations supporting migrant and refugee groups including Syrians, Sudanese, Eritreans, etc. (International Organisation for Migration).</p>
<p><i>The art of developing critical and constructive thinking and engagement</i></p> 	<p>Activities to raise awareness of refugees and asylum seekers in schools: e.g. Norfolk Welcome.</p> <p>Early discrimination awareness within school curriculum. Learn how hate escalates from prejudice to discrimination and how could we stop it.</p> <p>Promote and disseminate positive narratives from migrants and refugees.</p> <p>Training programme targeted at 15-18 year olds. Mixed groups – Syrian, Turkish. Syrian and Turkish trainers Ministry of Youth.</p> <p>Training about anti-discrimination and social cohesion at Migrant entrepreneurs programme at KALMIREC, Gaziantep; in London and Northampton too.</p> <p>Migrants and refugees involvement in developing and delivering the training modules of the curriculum.</p>

<p><i>The art of enhancing socio-economic value to communities</i></p>  <p>5. Participation & social entrepreneurship Community enterprise initiatives; numeracy and financial literacy; ethical and team leadership</p>	<p>Adaptable and flexible law and regulation for business start-ups.</p> <p>Training of refugees as health workers to take care of refugees in needs in host country.</p> <p>Micro-credits and small-scale funding directly to users.</p> <p>Flexible work permission once in the host countries.</p> <p>Multi-stakeholders seminar for gathering social entrepreneurs, policy makers and social investors.</p> <p>Promote principles of solidarity economy and cooperatives' principles to create socio-economic value within communities.</p>
<p><i>The art of valuing other people's experience and knowledge</i></p>  <p>6. Capabilities and needs assessment Pre- and post-training assessment</p>	<p>Principles of project interactive tools:</p> <ul style="list-style-type: none"> • Integrate: knowledge and experience • Embed: life experience into learning journey • Improve: active and continuing learning within formal, non-formal and informal education <p>Purpose: To bring together adult educators', migrants' and refugees' experience, knowledge and wisdom within a virtual community of practice to continue updating and implementing what needs to be improved at a personal, professional and societal level for inclusion and economic engagement.</p> <p>These interactive tools allow a continuous active learning towards improving adult educators' and people's competences working with migrants and refugees. The social micro-indicators interactive tools empower community members to identify what needs to change, improve or transform in activities of daily life towards inclusion and economic engagement.</p> <p>Interactive tools for following audiences:</p> <ol style="list-style-type: none"> For public authorities and policy makers: to get a quick scan of key factors that will let them know if the inclusion and economic engagement of diaspora communities is working and how it could be improved. For adult educators and migrants and refugees to take informed decisions about short, medium and long term training plans.

Speakers' quotes at Festival of Learning and Experience Exchange

The partners organised a Festival of Learning, in which guest speakers were invited to respond to the [partners' presentations](#) about the 3-year Erasmus+ project work. We share some of their responses here and we have placed a link to their speeches.



Paul Gutteridge, IofC UK National Coordinator

"I am a believer that big doors swing on little hinges. We are here from four very different organisations from different nationalities and cultures to celebrate the Erasmus+ project. It is an argument that change takes place not through bland, monochrome approaches to problems, but through a diverse mix of people working across, cultures, nationalities, regions, faiths and persuasions."

[Festival Learning P Gutteridge](#)



Cllr Ruth Bush, Lord Mayor of Westminster

"What I have been very impressed with this morning, and so relieved to learn, is the practicality and rigour of what has been developed. We as councillors frequently go to events or projects that are often very good, but limited. They don't have the kind of depth of intellectual investigation, local pilot testing and retesting that you have described. And the discipline to figure out what, in pure human terms, would look like as outcomes. That combination of rigor and compassion and care is not easy to accomplish, and I am very impressed with the way that this has been done. What you offer seems to me to be immensely valuable and important."

[Festival Learning Lord Mayor Cllr Ruth Bush](#)



Mallory Carlson, Senior Project Support - Resettlement and Integration, International Organisation for Migration (IOM), UK

"The core of our work is to empower migrants and refugees overall to identify what they want as individuals and for their communities, what they bring to that journey and their guidance in identifying solutions... So I am always happy to see initiatives like Migrants and Refugees as Re-Builders Curriculum because it is really looking at helping refugees and migrants become leaders through enhanced understanding on the part of those serving them."

[Festival Learning InterOrganiMigration Mallory Carlson](#)



**Tesfai Sebhat Berhane,
Member of major blind people organizations**

"We have to support and campaign for every individual, migrant, refugee and others, to access the resources, because education is paramount for employment." "When I saw the [Erasmus+] material, I thought this is a very good source that we could use. This resource has to be available to everybody. As they are translating it into other languages, blind people should also have the right to have access to the material in Braille.

[Festival Learning Tesfai Sebhat](#)



**Dr. Lul Seyoum, Director of International Centre for Eritrean
Asylum Seekers (ICERAS), UK**

"We all agree that the curriculum of sustainable life-skills training for migrants and refugees in seven languages and also in Braille is indeed an empowering resource... It is about transformation for self, community, nations and globe. This resource is a GPS of humanity, because it addresses the three main competences: life skills, autonomy, relatedness. This training has a holistic approach aligned with the SDG 2030 to impact the 'Five Ps': People, Planet, Prosperity through Private and Public Partnership. This resource is essential, timely and relevant." All adult educators trained with this educational programme could be called "Global Shaper".

[Festival Learning Dr Lul Seyoum](#)



**Dr Teame Mebrahtu, Member of project advisory board -
Participated through video**

"We need to realize that education is as good or as bad as the one who controls and imparts. This is why sometimes I refer to it as a double-edged sword that needs to be handled with care. Anyone teaching, running or leading non-formal adult education, must remember that the adult trainees are learning about them as well as from them." He shared 9 recommendations for formal and non-formal education.

[Festival Learning Dr Teame Mebrahtu](#)

Partners' roles

- **Initiatives of Change UK**, as leader, undertook the development of the curriculum together with Ankara Social Science University (our Turkish partner until March 2017). IoFC UK work with all partners at all stages of the project, including the design of the interactive tools. together with Hasan Kalyoncu University.
- **Kista Folkhögskola**, the Swedish partner, led in developing the Competence Self-Assessment tool and adapting the educational resource as an interactive tool.
- **Asociación Progestión**, the Spanish partner, led in developing the Social Micro-Indicators tool together with IoFC UK and participated also in the design of the other two resources.
- **Hasan Kalyoncu University (HKU): Migration Research Centre - Kalmeric**, in Gaziantep -Turkey, collaborate in all three outputs design and led the design of the digital tools for the competence self-assessment, social micro- indicators and web interactive database of needs and capabilities.



Partners and associates (from left to right) Peter Riddell, UK; Iman Moutaouakil, Spain-Morocco; Sehadet Ekmen, Turkey-Associate; Ake Larsson, Sweden; Emel Topcu, Turkey; Amina Khalid, UK; Catalina Quiroz, UK-Peru.

Partners

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CROSS-BORDERS INTERCULTURAL AND SOCIETAL ENTREPRENEURS

EDUCATION OF MIGRANTS AND REFUGEES GOOD PRACTICES & RECOMMENDATIONS

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

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

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

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

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

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

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

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

Contact us

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

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

Interactive tools:

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