



MIGRANTS & REFUGEES
AS RE-BUILDERS



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

'Cross-Borders Intercultural and Societal Entrepreneurs' Festival of Learning and Experience Exchange Report

London, 15th - 16th August 2019



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

Initiatives of Change UK, 24 Greencoat Place, London SW1P 1RD

Report contents:

A Festival of Learning and Experience Exchange took place in London on 15th and 16th August 2019, to mark the launch of the 'Migrants and Refugees as Re-Builders' educational resources at the end of the Erasmus+ project, 'Cross-Borders Intercultural and Societal Entrepreneurs' which started in 2016.

This report summarises the key questions which were the driving-force for all partners' thinking, work, sources, design and action during the three years of the project, as well as providing:

- video recordings by project partners about the project outputs and outcomes
- video recordings of key speeches by local and national figures and international organisations working in the field of migration
- participants' outputs from group discussions about good practice recommendations on educational policy for inclusion and economic engagement
- summary of the evaluation of the event.

Background:

The 'Cross-Borders Intercultural and Societal Entrepreneurs' is an Erasmus+ Strategic Partnership which comprises organisations from Spain, Sweden, Turkey and the UK (leader), from the formal, nonformal and informal educational sectors.

The Partnership comprises the following organizations:

- **Initiatives of Change (IofC) UK**, the lead partner, which has developed training in communication and trust- building for refugees who wish to contribute to rebuilding their countries of origin.
uk.iofc.org/M-R-Rebuilders
- **Asociación Progestión** which provides legal and psycho-social counselling for North African and Latin American diaspora who are at risk of social exclusion.
<http://www.progestion.org/cross-borders-intercultural-and-societal-entrepreneurs/>
- **Kista Folkhögskola** which is a community college in a suburb of Stockholm, Sweden with a Muslim ethos, and which offers study opportunities for those who would like to proceed to higher studies, change career, or pursue self-development.
<https://kistafolkhogskola.se/flktingar-och-migranter-som-ateruppbyggare>
- **Hasan Kalyoncu University: Migration Research Centre (KALMERIC)** in Gaziantep, Turkey which researches the needs of Syrian refugee families from an intergenerational perspective.
<https://www.hku.edu.tr>

Partners

Initiatives of Change, UK



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Content Designer

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
- Adult Educators' Competence Self-Assessment Framework and tools
- Social Micro-Indicators for inclusion and economic engagement

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.

They are available, free of charge, on partners' websites in text format in seven languages: Arabic, English, Somali, Spanish, Swedish, Tigrinya and Turkish. There is a version available in Braille (in English) and interactive tools.

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.

Festival of learning and experience exchange

The Festival of Learning and Experience Exchange gathered over 100 people, in two days, from a wide cross section of organisations in the public, private and third sectors. There were two opportunities to take part in order to promote maximum participation: 11am-4pm Thursday 15th August and 6pm-10pm Friday 16th August.

The purpose of the event was to:

- Show-case the finished outputs of the project.
- Enable people engaged in the field of migration to hear from our Swedish, Spanish, Turkish partners and British migrant and refugee associates about the challenges they face, and what they contributed to the project.
- Hear the perspectives of representatives of international organisations engaged in the field.
- Create opportunities for participants to exchange good practices and recommendations for policy within the educational field.

Content of event

Among the speakers were the Lord Mayor of Westminster in London; local and international experts in the field of migration; representatives of international, national and local NGOs and social enterprises, especially from diaspora communities; and TV media covering the event in three languages: Somali, Arabic and English.

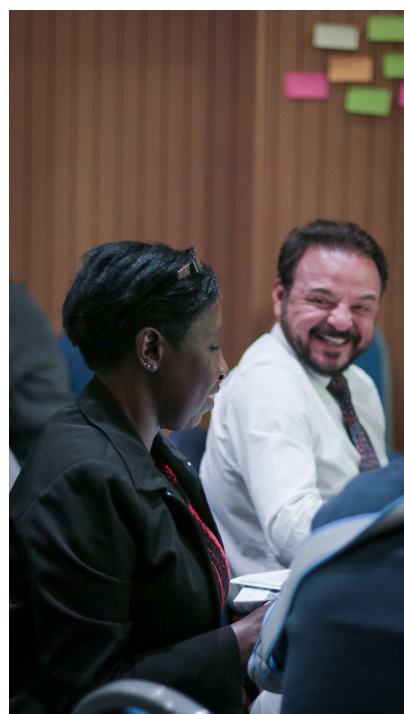
The two sessions were facilitated by Amina Khalid, Manager of IofC UK's Sustainable Communities programme, herself a refugee, and Peter Riddell, Convenor of IofC UK's Agenda for Reconciliation programme. Music, and the song 'When Water is Safer than the Land', was by Jimmy Elderflower.

The event showcased the work, feelings, thoughts and personal journeys from Cross-borders entrepreneurs through a series of presentations including photos, videos and interviews. These facilitators and trainers had received training and are now training their peers within their host communities and their countries of origin. We have continued being in contact with some of the participants to discuss new ideas for projects that will enable the sustainability of the current project, e.g. meetings with the International Organisation for Migration and visits to Cross-Borders entrepreneurs in their own communities.

The Festival of Learning and Experience Exchange represented the end of three years of collaborative work among the partners and at the same time a new chapter to be written by all people who have shown interest in the programme to implement and disseminate the resources within formal, nonformal and informal educational settings.

The event was also a commemoration of Dr. Manfred Max-Neef (1932-2019). His work was the inspiration for all partners and for designing the core five Life-skills areas throughout the educational resources.

FESTIVAL OF LEARNING AND EXPERIENCE EXCHANGE IMAGES



Partners' presentations

The project partners introduced the project's aims and their successes and challenges in creating the three outputs of the project based on the [5 Life-Skills Educational Programme](#) and training areas. All partners' presentation video link: <https://www.youtube.com/watch?v=knddH-NVSV0>

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 representatives: (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.

Dissemination of multiplier event in three languages

A video of the Festival of Learning was made by the partnership in [English](#). Alhurra satellite TV, which broadcasts to the Middle East and North Africa, made a news report of the event in [Arabic](#). Hanoolaato Media, an independent Somali YouTube platform which focuses on the promotion of civic education and awareness, reported on the event in [Somali](#).

Guest speakers' quotes:

The guest speakers were invited to respond to the partners' presentations and to share their current work for the inclusion and economic engagement of migrants and refugees in host communities and countries of origin. We have summarized guest speakers' messages and placed a link to their videos and power points where available.



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."

Paul spoke about IofC UK's experience of providing training in Dialogue Facilitation for Somali community leaders at a time when it was impossible to return to Somalia because of the civil war. However, some years later, when a transitional government was formed, some of those trainees returned and played significant roles in government, civil service and NGOs. Since then tens of thousands of Somalis have returned to help rebuild their country. Hence the vision that migrants and refugees can, when the time is right, be rebuilders.

He ended: "So this experience made me convinced about the need of migrants and refugees to be welcomed into our European countries, because they become the solution to the problem we think is taking place. A solution for us as recipients and hosts, but also a solution for the nations they come from as well. That's why I am really proud that Erasmus+ and our partners to bring educational tools into the sectors that we are involved in, to develop best practice, and inspire educators to be those small hinges on which big doors swing."

[FestivalLearning_IofC_UK_Paul.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](#)

Guest speakers' quotes:



Rex Alamban, Head of Office, International Organisation for Migration (IOM), Turkey:

"Our assistance is mostly material and humanitarian. So we want to be careful that those who receive them are really those who need them, and then we don't develop dependency and destroy their traditional coping mechanism." He highlighted achievements in the Community Stabilization Project which aim to have a quick impact at local level in close coordination with ministries, local authorities and community representatives, with 50.000 direct beneficiaries since 2017, especially youth and women. Some major learnings for IOM: Migrants helping migrants and their host communities, follow-up beneficiary feedback, foster long-term partnerships and coordination, involve government (local/national), donors, civil society (NGOs, academia), private sector, influencers and communities as the needs are immense. Power point presentation: [IOM Turkey Refugee Response Programme](#) . Video: [Festival Learning Rex Alamban](#)



Dr. Jorge Martinez, Health Cluster Coordinator, WHO Gaziantep, Turkey:

"One of our goals is to train the medical personnel of Syria to adapt to the Turkish health system so that they can get work permits to serve their own communities in one of the 176 active Refugee Health Care centres across 29 provinces in Turkey. WHO is also conducting a variety of Continuous Medical Education and Community Health Support Staff training and employment of non-medical personnel. So far we have trained 427 Syrians, of whom 336 are women. Power point: [The Syrian Crisis Migration from the WHO Perspective](#). Video: [Festival Learning Jorge Martinez](#)



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's really looking at helping refugees and migrants become leaders through enhanced understanding on the part of those serving them." [Festival Learning Mallory Carlson](#)

Guest speakers' quotes:



Ben Margolis, Universities of Sanctuary:

"I represent a movement, 'City of Sanctuary' that started in the city of Sheffield in 2005 as a reaction to the hostility environment for asylum seekers... We engaged with schools, universities, community groups and faith groups, to look at two things: The practice of change and the culture of change. We work with Student Action for Refugees and in partnership with lots of people to ensure that our universities are welcoming. Practicality is offering scholarships for asylum seekers... and teaching people who might not be working with asylum seekers and refugees specifically, shifting their understanding of what it means to be an asylum seeker and to have a culture of welcoming." [Festival Learning Ben.Margolis](#)



Dr Abdullahi Fido, Mental and Well-being expert:

The following issues were raised by Dr. Fido, related to Mental Health Wellbeing for Refugees and Immigrants. He first gave a brief history of the NHS and its governing organisations. Then he focused on some of the main barriers for migrants and refugees to obtain the service they need related to mental health. These included social stigma, lack of trust in GPs (General Practitioners), poor understanding of mental illness and lack of awareness. He also talked about the importance of synergies between conventional medical treatment and traditional faith healing.



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.

[Video: Dr Teame Mebrahtu](#)



Tesfai Sebhata 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 Sebhata](#)

Guest speakers' quotes:



Dr. Lul Seyoum, Director of International Centre for Eritrean Asylum Seekers, ICERAS:

"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 Lul.Seyoum](#)



Sehadet Ekmen, Founder Pen Academy, Cross-border entrepreneur:

"I realize this is a journey for us. At the beginning I didn't understand what we were really doing, but at the end, something came to my mind: It is an important thing to do to educate educators, because they can educate others as well. So it's a kind of circle what we need to do: we have this energy and the good thing is when we trust this energy and other can go with us as well. There comes a time when you don't need to hear others because your heart says you must do something."

[Festival Learning Sehadet Ekmen](#)



Lajeel Abdiraham, Cross-border entrepreneur and Dialogue facilitator:



"After 23 years I went back to Somalia as an adult educator. When I delivered dialogue facilitation workshops, people asked me: 'Are you here as an NGO to collect data and disappear on us?' I answered: 'No. I didn't have that intention. I came here to share with you whatever I learned abroad, and if I am able to transform one life that would be success to me.' I learned a lot, I shared a lot and I delivered a lot."



[Festival Learning Lajeel Abdiraham](#)


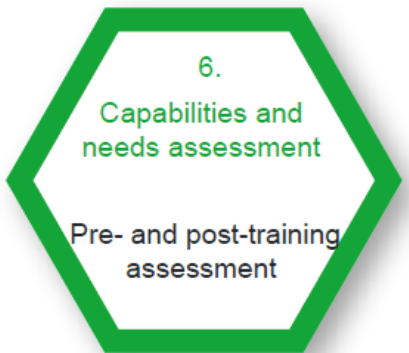
Festival of learning and experience exchange

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

The following recommendations and input come from participants who attended the Festival of Learning and Experience Exchange that was held last August 2019 in London. We are grateful for this input and it was decided with them to send these recommendations to key organisations in the field of migration.

Five life-skills training areas	Inputs
<p><i>The art of covering fundamental human needs and rights.</i></p>  <p>1. Sustainable livelihood Physical, mental and ecological health and well-being</p>	<p>Policy to link National Health Service with traditional knowledge.</p>
	<p>Training of refugee healthcare workers to work with refugees in host country.</p>
	<p>Gardens of sanctuary. Gardening – peaceful place to go, learning a new skill whilst waiting for the right to work.</p>
	<p>Skill sharing scheme among members of host community and new comers.</p>
	<p>Cooking events to prepare Nangera in South London borough by which other skills could be learned.</p>
	<p>Mental health champions' training Engaging in physical activities: women swimming, jogging, walking.</p>
	<p>Well-being for refugees need to address homesickness and yearning from family members in the distance.</p>
<p><i>The art of caring and accepting to be cared for.</i></p>  <p>2. Affection and belonging Intergenerational emotional and social intelligence; resilience towards extremism; psychosocial and labour well-being</p>	<p>Social life: pub at the center of experience of inclusion as a blind person.</p>
	<p>Training course: "Being a woman in Mesopotamia": run by Kalmire Migration Research Centre in Gaziantep, Turkey.</p>
	<p>'Mental health through stealth': Giving young people opportunities to develop practical skills/make things – improves self-esteem, self-worth, confidence, belonging to the community.</p>
	<p>Own cultural activities for all ages in communities for bonding e.g. drumming and dance.</p>
	<p>Storytelling: People sharing their stories, but the timing is important – when they are ready. Empathy, finding out what people's interests and aspirations are.</p>
	<p>Psychosocially-led safe spaces around particular skills (examples, carpentry) that slowly helps participants open up about mental stresses despite social stigmas.</p>

<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, once they are in in the UK to learn how education, healthcare, employment systems work. (International Organisation for Migration with local authority).</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>Adaptable and flexible law and regulation for business start-ups.</p> <p>Training of refugees and migrants 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 they are 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>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.

Key learnings and comments from discussion groups

- The five Life-skills are very transferable to other educational programmes.
- The Hexagons content enables groups to discuss daily life in different dimensions and contexts.
- The five Life-skills educational programme links very well with a Council of Europe-sponsored educational programme called Dialogue Toolkit.
- The programme articulates the complexity of daily life.
- Andragogy highlighted among the skills within the Inner Compass competence tool.
- Language barriers need to be addressed as a priority when talking about inclusion and integration.
- Settled peers can Identify skills and capabilities of newly-arrived migrants and refugees and work with them on their CVs.
- Confidence-building for men and women to access the different services being offered within the community.
- Diaspora members are not 'hard to reach', they are there and willing to participate if they feel confident and the language barrier is overcome.
- Mental health and well-being training for community champions.
- Human libraries, where diaspora members can tell their own stories, their challenges and how they are dealing with them, without fear.
- Youth and knife-crime is a big issue to deal with without delay. To support and help young people at the right time. Trust needs to be built before being asked too many questions.
- All institutions need to understand migrants' and refugees' background to avoid misinterpreting their intentions. Be aware of perceived discrimination because they might not have the language or understand the culture, which then brings in other issues.
- All good practices landed up in more than one Life-skill area and others in all of them. That makes us conclude that all the Life-skills areas are universal, as they reflect not only migrants but all people, everywhere, of all ages. If education is going to work, these life areas somehow have to be secured.
- Foster volunteering among all ages to support newly arrived migrants and refugees and to learn what are their primary needs, especially youth who have come without knowing why and don't know how to live in this country.
- Blanket or generalized responses are inadequate. We need more language training. Train people how to speak the language.
- Be selective when working and doing follow-up, especially when business people are involved.
- Be fully present with the person we are supporting and engage with emotions, e.g. the hand cream therapy which comes from a place of love, not a theory to promote human connection.
- Seek innovating ways of teaching history, challenging stereotypes, talking about identity, broadening knowledge to tackle issues.

What's is next? Some ideas from group discussions:

- Need more knowledge on how to discover special needs among students that are learning the local language.
- Education for parents about special needs and why it is important to discover/identify them.
- Identify needs of migrants and refugees regardless of place and time.
- Human interaction and healing what people have gone through could be a part of education.
- Work to overcome main factors that prevent adults from learning the language.
- Develop methods for learning languages in a way that should be related to either work or go to university.
- Instruments that can help adult self-learning.
- Disseminate more interviews with successful refugees.
- Offer induction sessions about the Life-skills educational programme.
- Address health issues by creating safe environments.
- Create safe space where youth and adults can communicate their emotions.
- Promote communication skills that nurture caring and empathy among members of the community and societies. Focus on positive narratives rather than negative ones.
- Explore the potential of AI (artificial intelligence) for teaching migrants and refugees.
- Promote financial inclusion of communities/grassroots, and be aware of who makes the decisions on how money is invested/spent.
- Comparative studies of the dissemination of the resources in other countries to try to find out what works and why, and what might not work.
- How to assure flexible credits, small loans to sustain livelihoods and to encourage social entrepreneurship.
- Follow-up meetings with international organisations working with migration to talk about collaborative work to reinforce cross-cultural and cross borders adult trainers and facilitators.

EVALUATION SUMMARY

The Festival of Learning and Experience Exchange proved to be a fruitful event in terms of offering a safe and inclusive space for representatives of international organisations, local authorities, adult educators from the third sector, including universities and non-governmental organisations and diaspora members from a wide geographical areas, covering Africa, Asia, Europe, South America and Middle East. Participants appreciated all the guest speakers and the quality of their presentations.

The event was facilitated, offering spaces for networking and exchange of experiences from different stakeholders.

The group discussions were appreciated, holding small group discussions together before reporting and discussing issues. The presence of people working on a daily basis with migrants and refugees at international and national levels enriched the Festival of Learning and created a network of people who will be in contact through the partners and associates of the project.

- 70% of participants ranked the highest score in relation to the material received in the event.
- 62.5 % and 31.3 % of participants ranked 5 and 4 respectively in relation to the speakers.
- 62.5 % and 29.2 % people ranked 5 and 4 respectively in relation to partners' presentations.
- 82% of people ranked the highest score in relation to the meals served.

Some highlights of the event:

- Two things: 5 life skills training areas and the song "When water is safer than land" the song was moving and striking, its message deep.
- The 5 skills articulate in more comprehensive way the needs/indicators for implementing a social cohesion/integration programme between migrant and host communities.
- Speakers have shared their own experience and how they overcome their obstacles.
- The broad spectrum of issues covered, and its presentation were impressive + informative.
- Learning about what's happening in other countries and how approaches to integration work have developed.
- Stories which showed that human contact makes the most difference.
- The teamwork was wonderful between countries involved.
- Faith healing getting included into the NHS sphere.
- Global Shaper by Dr. LuI.
- Emel's presentation is really inspiring. I would love to see more videos or pictures from other presentations as well.
- Concepts discussed are universal not simple applicable to refugees. and migrants. Importance of being the host.
- Rebuild own lives and of their country. Curious listening.

Complete evaluation could be seen at: <http://tiny.cc/wn7kez>



**Mallory Carlson, International Organisation
for Migration (IOM), London**

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"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".

Contact us:

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All resources are available in Arabic, English, Somali, Spanish Swedish, Tigrinya and Turkish. A Braille version is available in English.

Interactive tools access: <http://cbite.hku.edu.tr>