

THE NEWSLETTER

SOJUST PROJECT

SOCIAL JUSTICE SERVICES FOR LOW-EDUCATED ADULT MIGRANTS

SOJUST

THE FINAL STAGES OF THE PROJECT

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After the last transnational meeting in Turkey, where partners shared the results of the pilot test, the project has arrived at its final stages.

What remains to be done is the translation of the Handbook for Social Justice-focused Educational and Guidance Practices (IO3).

It is with sadness that we present the last Newsletter devoted to the Project. It has been a pleasure and a privilege working together with such a fine group of people in the name of promoting social justice for all.



Multiplier Event in Italy

In Italy, the multiplier event took place on 31st May, organised by ilmiofuturo and the CPIA of Teramo (Adult Education Centre). The participants consisted of teachers, educators from territorial associations in the field of social promotion, operators of refugee reception and integration centres, and representatives of institutions such as the deputy prefect of Teramo, Head of 'Area I Public Order and Security and Protection of Territorial Legality' and acting Head of 'Area IV Protection of Civil Rights, Citizenship and Immigration'.

The CPIA TERAMO Headmistress, who opened the event, emphasised the importance of the project and its impact on both the final beneficiaries, i.e. adult migrants, and on the educators themselves, who come from very heterogeneous training and teaching backgrounds and, therefore, had the opportunity during the project to train on specific topics, to share and co-define a common vision of the values, acted but often implicit, in working with adult migrants and those with low schooling.



ILMIOFUTURO presented the theoretical framework and perspectives of the project, as well as the main aspects of Intellectual Outputs developed by the European partnership. Two teachers from Cpia Teramo presented, in detail, the process of developing the Pilot Learning Curriculum for a specialized adult educator focused on social justice, and the learning units addressed. Another teacher from Cpia Teramo acted as spokesperson for the group of teachers involved in the Pilot Test and highlighted the results achieved in terms of both increased competence in acting according to social justice principles and criteria and improved ability to engage migrant adults in educational pathways.





The Technical Director of the REGIONAL SCHOOL OFFICE FOR ABRUZZO, the territorial body of the Ministry of Education to which all Italian adult education centres belong, in a speech entitled "Training Plan: personal relationship for a life project," emphasized how the development of skills to implement social justice practices in educational and training pathways is essential if schools and educational centres are still to be thought of as "Citadels of Civilization."

The director of TERAMO Prison, where CPIA also conducts training activities for imprisoned people, discussed the role of education within prisons and the importance of carrying out advocacy actions for and on behalf of those who "have no voice."



Multiplier Event in Romania

IREA organized a one-day dissemination event and workshop on the 8th of June. The event was held at West University of Timisoara. The general objective of the event was to disseminate the results of the SO JUST project, promoting the value of adult education based on social justice for low skilled people/migrants.

Based on findings from our conducted research on the use of new training methods for adult educators that work with low-skilled migrants, we presented the results of the project to adult educators active in the community as well as to students that will become adult educators.

After the opening remarks and a short presentation of the Erasmus+ programme, the event continued with an overall presentation of the SO JUST project, with special emphasis placed on the needs analysis and identified priorities that framed the project design and area of focus. The presentation continued with an introduction to each of the intellectual outputs produced, each of them broken into its constituting compartments and presented briefly, focusing on the diverse array of adaptation possibilities they offer. Our aim was to present the project results not as definite and closed methods that adult educators just need to follow, but rather as sources of inspiration that, nevertheless, need to be adapted to the specificities of each educational context.



The presentation was followed by a Q&A session, with participants showing increased interest in the collection of training methods we have developed, while also a big part of the discussion was centred around the use of the Manual and the growing opportunities it could offer for the field of adult education. After a coffee break, our event was concluded with a workshop focused on designing activity plans that incorporate the methods and tools produced and proposed by our project, encouraging the participants to work in groups and direct their focus on specific educational objectives and how these can be reached in more creative ways. For better guidance, we presented the lesson plans we produced in the framework of the project as examples for consideration.



Multiplier Event in Sweden

Sweden's Multiplier Event took place in a family centre where different stakeholders in the municipality of Uppsala work together - Swedish for immigrants, nurses, family support, etc. The family center is located in a segregated area outside of Uppsala.



The participants were both educators/mentors/teachers of Swedish for immigrants or from different parts of the family centre, representatives from the municipality and immigrants who also participated in the piloting phase.



We organised a more relaxed, less formal event, offering participants food and the opportunity to mingle and socialise, followed by speeches.

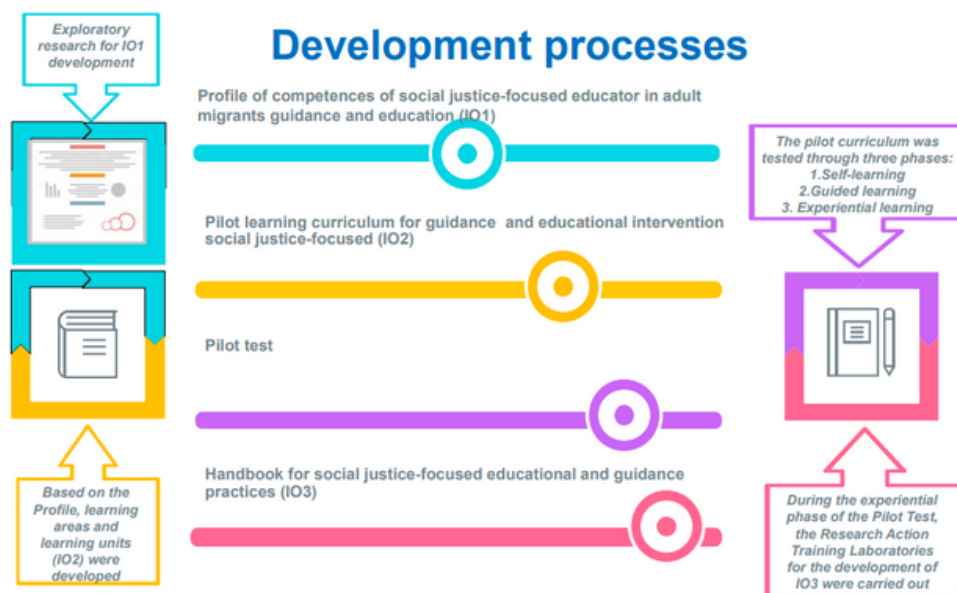
We presented the results of SoJust, the curriculum and piloting, and let the participants ask questions. During the event, chosen material was disseminated.



SoJust at a glance...



Tangible Results of the SoJUST Project



01

Profile of competences of social justice-focused educator in adult migrants guidance and education (IO1)

Skills progression reference Framework



4 Areas of competences

1. Communication management
2. Equality
3. Equity
4. Responsibility

9 Competences

- 1.1 Sociability
- 1.2 Active listening
- 1.3 Conflict management and mediation
- 2.1 Impartiality
- 2.2 Management of prejudices and stereotypes
- 3.1 Equity and equality of opportunities
- 3.2 Intercultural understanding and relationships
- 3.3 Critical consciousness and critical reflexivity
- 4.1 Advocacy

3 Domains of each competence

1. Micro level: individual/personal
2. Meso level: education - guidance practice
3. Macro level: organization/ community of practice/local collectivity

02

Pilot learning curriculum for guidance and educational intervention social justice-focused (IO2)

The learning areas and learning units of IO2 correspond respectively to the competence areas and specific competences of IO1

Assessment of each Learning Unit

- Debriefing tools
- Feedback tools
- Discussion questions
- Reflection grids
- Self-Assessment and Assessment Questionnaires

Contents of each Learning Unit

1. Self-learning
 - theoretical training material
 - Reflection points
 - learning activities/exercises to be carried out independently
2. Guided learning (trainers train adult educators)
 - theoretical training material
 - learning activities/exercises to be carried out independently, in pairs, in groups;
 - tools to implement the learning activities (for use by trainers in training adult educators)
3. Experiential learning (adult educators apply what they have learnt in the educational and guidance practices with adult migrants)
 - tools to implement activities with adult migrants (for use by adult educators in their activities with adult migrants)

4 Areas of learning and 9 Learning Units

1. Communication management 60 hours
 - 1.1 Sociability (15 hrs)
 - 1.2 Active listening (20 hrs)
 - 1.3 Conflict management and mediation (25 hrs)
2. Equality 50 hours
 - 2.1 Impartiality (25 hrs)
 - 2.2 Management of prejudices and stereotypes (25 hrs)
3. Equity 60 hours
 - 3.1 Equity and equality of opportunities (20 hrs)
 - 3.2 Intercultural understanding and relationships (20 hrs)
 - 3.3 Critical consciousness and critical reflexivity (20 hrs)
4. Responsibility 30 hours
 - 4.1 Advocacy (30 hrs)

Structure of each Learning Unit

1. Theoretical learning (Self-learning)
2. Mixed theoretical and practical learning (Guided learning)
 3. Experiential learning
 4. Formative assessment
 5. Summative assessment

03

Pilot testing in Partner Countries

6 Countries involved (IT; RO; SE; LT; TR;PT)



✓ 5 Adult education centers
✓ Bursa Provincial Directorate of Family, Labour, and Social Services

✓ 1 Organization involved in non-formal education ;
✓ 1 Organization working in the field of lifelong learning;
✓ Governorship of Bursa

✓ More than 250 adult migrants with low schooling involved

✓ 90 Adult educators involved

04

Handbook for social justice-focused educational and guidance practices (IO3)

Macro-Structure of each modelled practice

- A PROCESS AND RESULTS
- B SUCCESS
- C. AREAS OF IMPROVEMENT
- D. TRANSFERABILITY
- E. REPLICABILITY
- F. SUSTAINABILITY

- 43 Research-Action-Training Labs with teachers involved in the experiential learning phase of the Pilot test
- 46 Reports were drafted to model activity/practice based on lessons learnt by applying social justice-focused activities with adult migrants

Modelled Activities/practices

- Learning Area:** Communication management
Learning Unit: Sociability
MODELLED ACTIVITIES: 1. Social Contract; 2. Movie *Invictus* and positive leadership; 3. Non-verbal and non-violent communication
Learning Unit: Active Listening
MODELLED ACTIVITIES: 1. Cognitive interview with migrants; 2. Migrants counselling Desk
Learning Unit: Conflict Management and Mediation
MODELLED ACTIVITY: 1. Conflict management working with adult migrants
Learning Area: Equality
Learning Unit: Impartiality
MODELLED ACTIVITY: If you were the judge?
Learning Unit: Management of prejudice and stereotypes
MODELLED ACTIVITIES: 1. Different Cuisine Experience; 2. Role play "Whose story is this?"
Learning Area: Equity
Learning Unit: Equity and Equality of opportunities
MODELLED ACTIVITIES: 1. Code of Ethics; 2. Two-hour discussion on the topics of social justice
Learning Unit: Intercultural Understanding and Relationship
MODELLED ACTIVITY: Looking for cultural diversity in our daily lives.
Learning Unit: Critical Consciousness and Reflexivity
MODELLED ACTIVITIES: 1. Brainstorming; 2. Can I enter?
Learning Area: Responsibility
Learning Unit: Advocacy
MODELLED ACTIVITIES: 1. Workshop about advocacy; 2. Public Event with community; 3. Try out self-advocacy

