# Reshaping Attention and Inclusion Strategies for Distinctively vulnerable people among the forcibly displaced

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| Paper title | **ALL YOU CAN LEARN: INCREASING LEARNERS' DECISION-MAKING CAPACITY THROUGH SELECTIVE EDUCATION EXPERIENCES WITH HIGHLY VULNERABLE GROUPS AMONG THE FORCIBLY DISPLACED. PILOT EXPERIENCE IN PALERMO, ITALY** |
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| Disclaimer | This research has received funding from the European Union's Horizon 2020 Research and Innovation Programme [Grant Agreement no. 822688]. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. raisd-h2020.eu |

This paper seeks to answer a question resulting from Italian literature, policy documents review and interviews carried out within the project during 2019/2020/2021

## What are the most effective educational inclusion strategies for increasing participation and continuity in education among highly vulnerable displaced placed people currently living in the region of Sicily?

**The "ALL you can LEARN" pilot experience involved Forcibly Displaced Women living and/or exposed to highly vulnerable situations and conditions, victims of human trafficking currently living in Sicily, originally from Ivory Coast, Nigeria, Sierra Leone, Somalia, Comoros and Tunisia.**

**The ultimate aim was to increase learners' decision-making capacity as they are to be intended as "co-experts" of the Responsible Research and Innovation (RRI) based educational inclusion strategy.**

*Limitations of the research: The co-authored design process had started about when the first C-19 lockdown come into force (March–May 2020); activities with piloting group 1 (18 participants) came to a stop during the new C-19 outbreak with strict social encounter limitations with adjustment to video sessions (November 2020–January 2021); activities with piloting group 2 (9 participants) could be finalized by reducing the number of in-presence training hours (April-September 2021).




The design of the selective-learning TAIS, a tool/methodology developed by CESIE in the frame of RAISD, i.e. the training opportunity “ALL you can LEARN”, proposes a participatory practice in education, shifting from an “induced” training offer approach (i.e. a dominating and top-down way to organise education for FDPs) to a “selective” approach aimed at developing a training offer in which several optional modules are offered so that participants can choose contents that are attractive for them.

The ultimate aim is to increase learners’ decision-making capacity as they are to be intended as “co-experts” of the Responsible Research and Innovation (RRI) based inclusion strategy, thus having the opportunity to decide and co-design their learning experience according to a set of individual variables (interests and aspirations, level of studies and previously attended programmes, language knowledge, logistics and time availability, etc.).

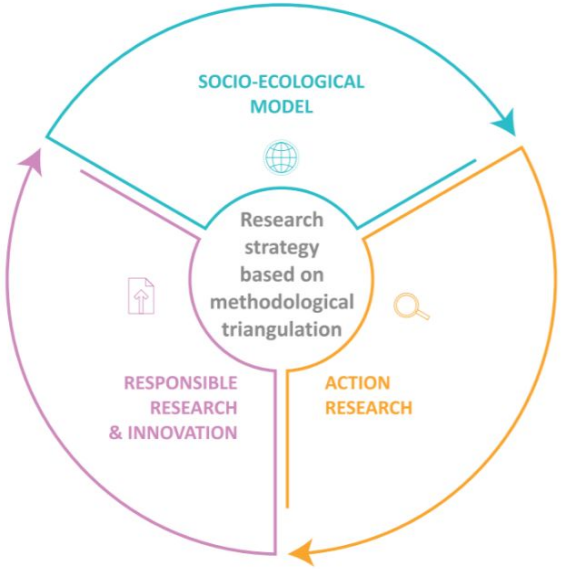
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# Background and Rationale of the Research Project




https://www.youtube.com/watch?v=hwygk9wH7kc&t=16s&ab_channel=CESIE

# Inclusive and Responsiveness Research methods




The RAISD project addresses the need for effective strategies for the attention and inclusion of distinctively Vulnerable Groups (VGs) among Forcibly Displaced People (FDP).

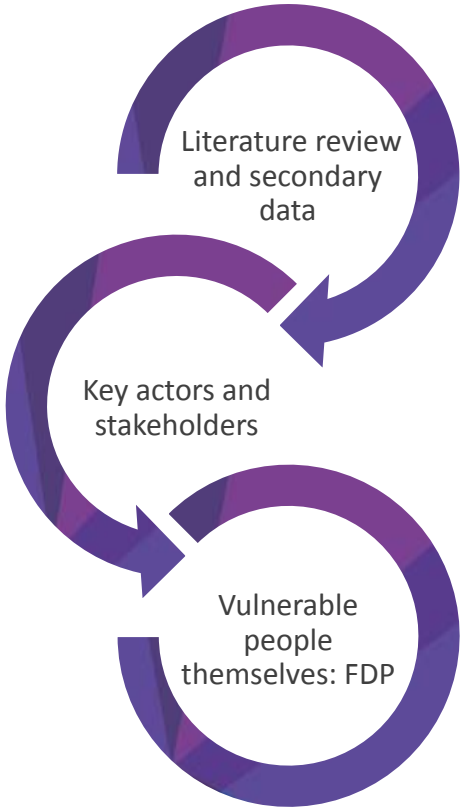
Its overall objective is to identify these groups, their specific challenges and needs, to be able to discover and provide Tailored Attention and Inclusion Strategies (TAISs) for them.

https://raisd-h2020.eu/research/methodology

The evidence for a need in “Change Management in Education Delivery Approaches” that could focus on local/regional manifestations of global challenges and on ‘local’ opportunities for solving them [2], was suggested by the RAISD fieldwork findings.

https://raisd-h2020.eu/innovation/vulnerabilities/

# Vulnerable in Forced Displacement




- Detailed description of **migration situations** of VGs (to be used for detailed classification of migration situations of VGs and **highly vulnerable groups profiling**)
- Opportunities and challenges for **displaced people**
- Opportunities and challenges for **hosting communities**' regarding the inclusion of VGs
- **Potential for and resistance** to the integration of displaced persons (regarding host communities)
- Effects of migration on **social systems**
- Access to and impact on **labour markets**
- **Cultural integration** of third country nationals
- Institutional (or other's agents) **attention and inclusion practices**
- Public and local **engagement initiatives**
- Identification of **practices** (unsuitable or highly recommended) and **solutions to ease the pressure on hosting communities**

# Inclusive and Responsiveness Research methods

**Which needs for inclusion can we satisfy at micro-meso-macro level when shifting from an *INDUCED* training offer approach to a *SELECTIVE one* (and to what extent), while working with highly vulnerable groups among forcibly displaced people (?)**

| Level | Beneficiary | Need for/to: |
|---|---|---|
| MICRO | Forcibly Displaced Women that are living and are exposed to highly vulnerable situations (e.g. Human Trafficking Victims, HTV). | · Participation and satisfaction in learning;<br>· Increase individual decision-making capacity and critical attitude;<br>· Develop ability and self-confidence when creating their Action-Plan;<br>· Decrease initial resistance and attendance reluctance to join a learning experience;<br>· Self-help and peer support;<br>· Actual opportunity to learn something new to enter the labour market. |
| MESO | FDP/HVG Relief, support and community centres; CAS centres; | · Increased efficiency of local support Networks;<br>· Monitoring "users'" situations and conditions, ability to report or address HVG to associations, stakeholders and local authorities that offer specific and specialised services. |
| | Professional Educators: Schools, Training centres, teachers, trainers, cultural mediators, volunteers | · Quality enhancement of staff and offered services;<br>· Optimize efforts in identifying trainees' learning needs;<br>· Avoid dispersion of resources, info and data (learners' profiling and mapping);<br>· Achieve flexibility in training provision methods: update and adapt traditionally excessive strictness of the paths and hours of commitment. |
| | Quintuple Helix Stakeholders, ARU and further Observatory | · Better alignment to real HVG learning needs when designing future training opportunities and programmes;<br>· Foster a comprehensive interdisciplinary perspective of territorial Networking and Cooperation procedures;<br>· Ensure fair access to the local inclusion-service environment. |
| MACRO | Authorities and institutions; policymakers | · Increase HVG participation in education and training;<br>· Reduce high shares of female HVG NEET training dropouts;<br>· Pursue inclusive attention policy for specific socially Vulnerable Groups;<br>· Move towards inclusive and responsive hosting communities. |

# ALL you can LEARN

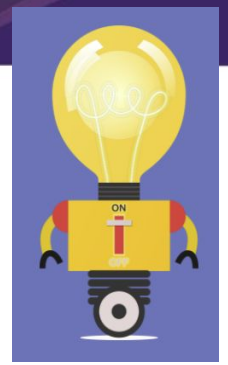
Compose your Training Menu by choosing the learning objectives you want to achieve, demonstrating that adult education can play a key role, through its transformative possibilities and the power of the joy of learning.

## 100 Learning Objectives to choose from, to:

- increase your decision-making capacity
- have direct influence over your individual learning path's content
- experience alternative learning and teaching methods depending on your personal interests, needs, wishes.
- protect the fulfilment of your fundamental rights by better understanding the Italian context and the available opportunities for inclusion.




All learning outcomes



*Conceptualisation process developed from codes - target, themes, topics, axiological and existential needs*

100 Learning Objectives

Satisfiers EXISTENTIAL NEEDS

- Being
- Having
- Doing
- Interacting

Module/Activity Category and Typology

Axiological Human NEEDS

- Subsistence
- Protection
- Freedom
- Affection
- Understanding
- Participation
- Idleness
- Creation
- Identity



ACTIVE CITIZENSHIP AND DEMOCRACY
- Learning about Italy
- European Democratic principles



HEALTH and WELLBEING
- Taking care of Yourself
- Understanding special needs
- Learning about addiction and recovery



LIFESKILLS for INDIVIDUALS
- Empowering personal and social development
- Learning to learn



SOCIAL COHESION, EQUITY AND EQUALITY
- Understanding equal opportunities
- Dealing with identity and human rights
- Understanding family planning



EMPLOYMENT AND WORK
- Analysing career planning
- Understanding marketing principles
- Exploring the labour market
- Increasing numeracy and mathematical skills



DIGITALISATION
- Working with online tools
- Understanding internet safety



INCLUSIVE SOCIETIES AND CULTURES
- Civic education
- Intercultural learning



Representation Max Neef's (1991) finite, identifiable and common Human Axiological Needs and DOING satisfiers.

**The 100 Learning Objectives aim at satisfying:**

- **EAEA adult education CHALLENGES**
- **Axiological human NEEDs and DOING satisfiers by Max Neef**

| | |
|---|---|
| Subsistence | • Feed, procreate, rest, work |
| Protection | • Cooperate, prevent, plan, take care of, cure, help |
| Freedom | • Dissent, choose, be different from, run risks, develop awareness, commit oneself, disobey |
| Affection | • Make love, caress, express emotions, share, take care of, cultivate, appreciate |
| Understanding | • Investigate, study, experiment, educate, analyze, meditate |
| Participation | • Become affiliated, cooperate, propose, share, dissent, obey, interact, agree on, express opinions |
| Idleness | • Daydream, brood, dream, recall old times, give way to fantasies, remember, relax, have fun, play |
| Creation | • Work, invent, build, design, compose, interpret |
| Identity | • Commit oneself, integrate oneself, confront, decide on, get to know oneself, recognize oneself, actualize oneself, grow |




# ALL you can LEARN

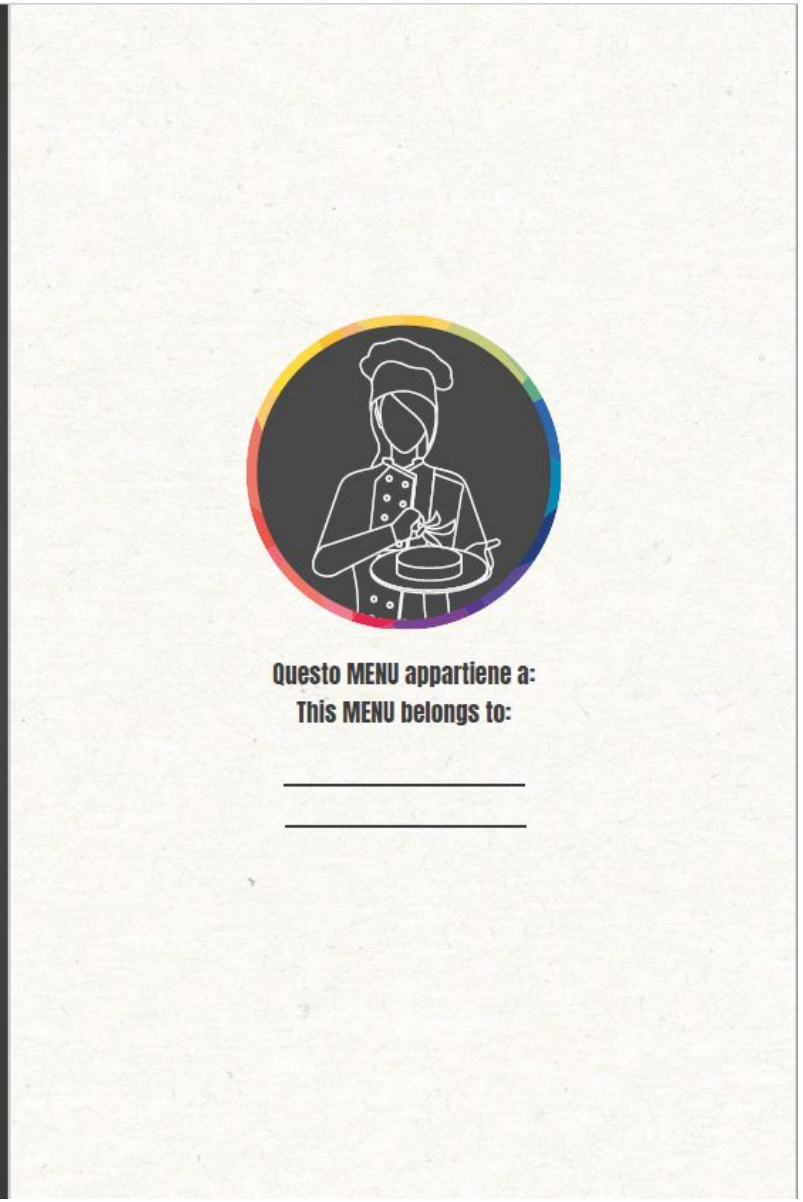
**Componi il tuo Menù formativo** scegliendo gli obiettivi di apprendimento da voler raggiungere, dimostrando che l'educazione degli adulti può svolgere un ruolo chiave, attraverso le sue possibilità di trasformazione e il potere della gioia di apprendere.

Tutti dovrebbero avere il diritto e l'opportunità di accedere al sistema dell'istruzione degli adulti- è un bene comune e pubblico e trasforma la vita e le società per una maggiore inclusione!

**Compose your Training Menu** by choosing the learning objectives you want to achieve, demonstrating that adult education can play a key role, through its transformative possibilities and the power of the joy of learning.

Everyone should have the right and the opportunity to access the adult education system- it is a common and public good and it transforms lives and societies to be more inclusive!



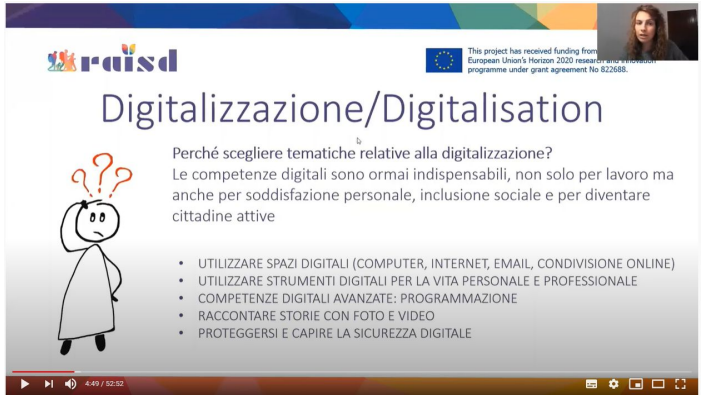



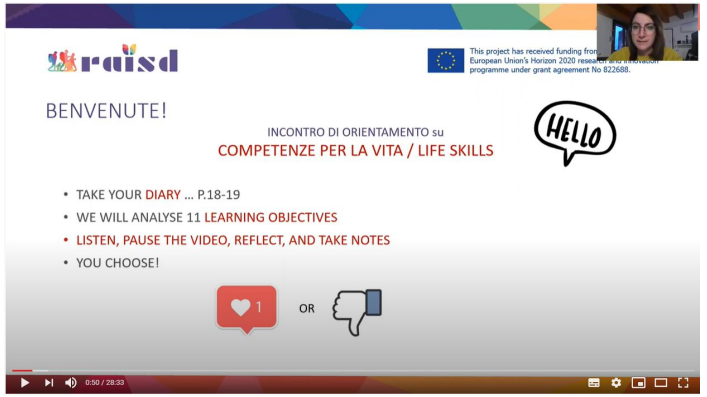

The bilingual online selection tool (Italian and English) represents the digital “learning menu” that supports the testing of the TAIS SELECTIVE approach: trainees choose their learning path; digital users can cross select between different areas of knowledge/challenges to be achieved during the overall “ALL you can LEARN” training experience.

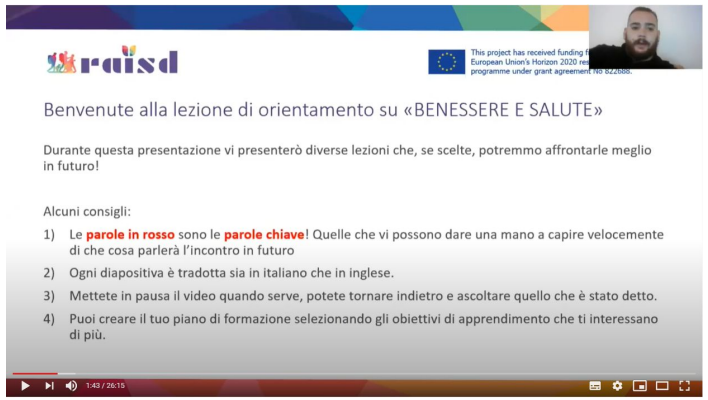
Through a group code, participants access the online tool and are approached ‘just’ as *adult learners* with no indication of names or titles to their vulnerabilities.

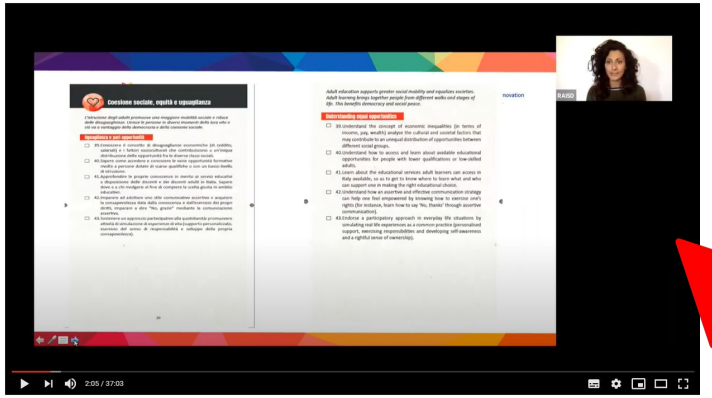
https://allyoucanlearn.cesie.org/learn

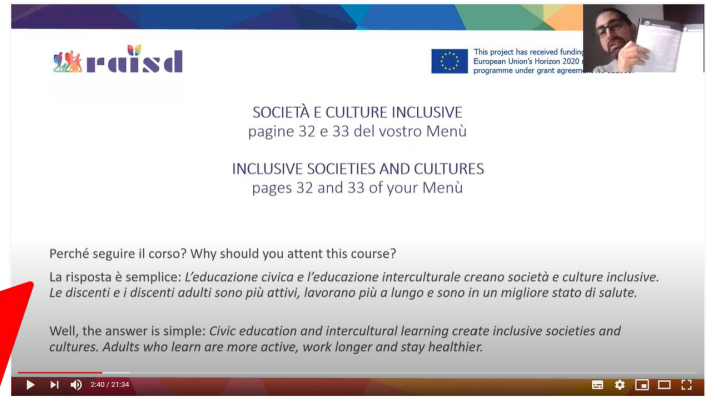
# Informazione e orientamento
# Information and orientation

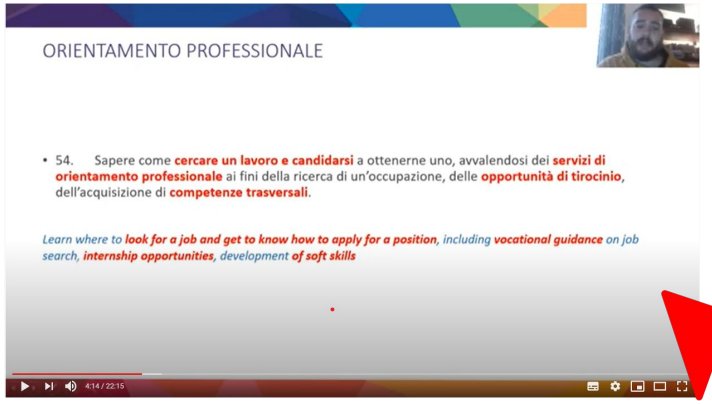





https://www.youtube.com/watch?v=tQxQwIPMsFI&ab_channel=CESIE

# Corso di formazione
# Training course

## 1 Lezione di degustazione | Tasting lesson



**Com'è stata la tua esperienza oggi?**

Grazie per dedicare del tempo per compilare questo modulo di feed-back!

**How was your experience today?**

We appreciate you to take time filling this feedback form!

Ingredienti | Ingredients: ☆☆☆☆☆

Servizio | Service: ☆☆☆☆☆

Abbondanza | Portion size: ☆☆☆☆☆

Atmosfera | Atmosphere: ☆☆☆☆☆

Qualità | Quality: ☆☆☆☆☆

Altri commenti | other comments:

## 2 Lezione di degustazione | Tasting lesson



| Cos'hai ordinato? | What did you order? |
|---|---|
| N° | |
| Data: | |

Note:

## Visite di studio sul territorio

Una visita di studio, rappresenta un'opportunità di dibattito, scambio e mutuo apprendimento su tematiche di interesse comune o personale.

## Local study visits

A study visit represents an opportunity for debate, exchange and mutual learning on topics of common or personal interest.

**Raisd H2020**
11 agosto ·

Updates from Italy: the first study visit in Palermo was done!
The group visited Associazione Cucire Palermo , a sewing shop set up by people from #migrant origins and the Intercultural Restaurant Moltivolti, both based in the city center of Palermo.
Participants had the chance to see best practices of intercultural #entreprenerships, ask questions and see them at work.





## Accertamento e valutazione

La competenza può essere definita come l'insieme delle conoscenze, abilità e atteggiamenti che ci consentono di ottenere risultati utili al proprio adattamento negli ambienti sociali e lavorativi e che si manifesta come capacità di affrontare e padroneggiare i problemi della vita attraverso l'uso di nuove abilità acquisite.

## Assessment and evalutation

Competences can be defined as the set of knowledge, skills and attitudes that allow us to obtain useful results for one's adaptation in social and work environments and which support the ability to face and master life's problems through the use of new acquired skills.





**Cosa ho imparato?**

**I miei "ingredienti" per l'inclusione**

**What have I learned?**

**My "ingredients" for inclusion**



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All you can Teach

# Educational Resources for Professionals in the field of MIGRATION

Welcome to the RAISD Resource Database for professionals in education addressing the need for inclusive learning environments with special attention to distinctively Vulnerable Groups among the Forcibly Displaced and migrant communities in Europe.

Our learning materials support creative skills in education for youth, adults, vocational education and training, school communities as well as in Higher Education. Find guidance, training and teaching material with a focus on different methodologies tailored to specific target group segments and contexts of vulnerability.

**Do you you want to propose a new resource to be added on our database?**

**Propose new resource**

Type of Resource: All

Target groups: All

Educational Challenge: All

- All
- Active citizenship and democracy
- Health and well-being
- Life skills for individuals
- Social cohesion, equity and equality
- Employment and work

Search by title...

Sort By: Title

Search...

Clear all filters

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https://allyoucanlearn.cesie.org/learn

https://allyoucanlearn.cesie.org/teach




For project, research and results oriented questions, suggestion or remarks: research@cesie.org

Communication and outreach related matters: press@raisd-h2020.eu

RAISD Data Protection Officer (DPO) at coordinating partner Institution, Universidad Complutense, Madrid. protdatos@rect.ucm.es

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