

THE NEWSLETTER

SOJUST PROJECT

SOCIAL JUSTICE SERVICES FOR LOW-EDUCATED ADULT MIGRANTS

SOJUST

Other news inside this issue:

- LABORATORIES IN PORTUGAL
- LABORATORIES IN LITHUANIA
- LABORATORIES IN ITALY
- LABORATORIES IN TURKEY
- LABORATORIES IN SWEDEN
- LABORATORIES IN ROMANIA
- NEXT STEPS

WE ARE DEVELOPING THE IO3- HANDBOOK OF GUIDANCE PRACTICES SOCIAL JUSTICE- FOCUSED

This output is a practical reference that will allow other organizations of the adult education system to benefit from developed outputs and resources created and translated to their day to day contexts.

To create this handbook, each country developed 7 Research-Action-Training Laboratories to discuss the results of experiential learning. The reports from the laboratories are the most important part of IO3.

The idea is to receive feedback from the teachers about the experiential learning activities they developed with the target group (low-skilled adult migrants) regarding the process and results, success and critical factors, areas of improvement, transferability, applicability, and sustainability.

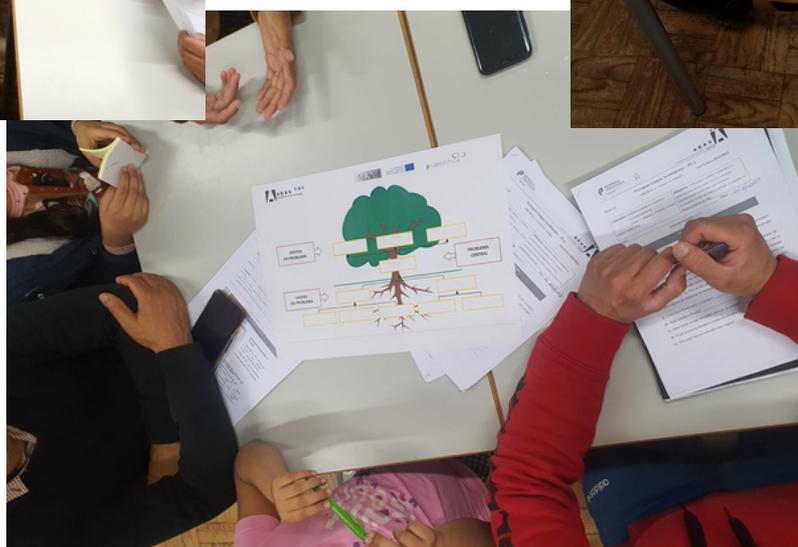


Laboratories In Portugal

Due to the fact that we were a bit behind in our Experiential Learning phase, Research-Action-Training Laboratories were carried out between the months of March and May. We had eight laboratories in total, each one was on a specific activity (Social Contract, Nonverbal and Nonviolent Communication, If you were the judge, The onion of diversity, The Hand of Reflexivity, Can I enter?, Problem Tree and Solution Tree), where the educators involved gave valuable feedback about their experiences with their groups. All shared their assessment of the activities and suggested improvements and /or changes.

Because not all the educators at AEAS worked with groups of adults (some worked with groups of teenagers), the Labs proved to be very constructive because the age-group of the targets were so contrasting and, therefore, the same activity produced different results and often led to varied suggestions of improvement.

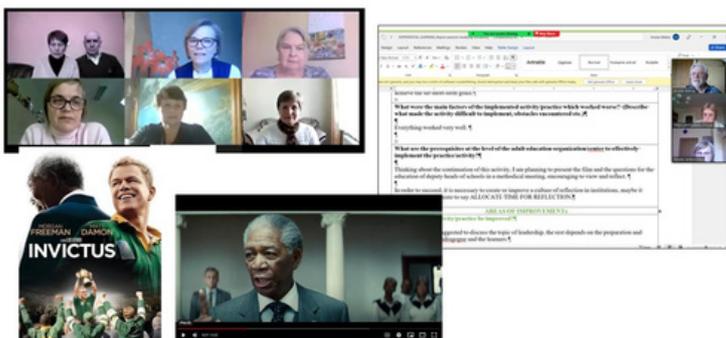
After each RAT Lab, a report was drafted (based on the feedback given by educators, as well as ideas/suggestions for transferability, replicability and sustainability of each activity) and sent to project management to aid in the preparation of the Handbook for social justice-focused educational and guidance practices (IO3).



Laboratories In Lithuania

LSŠA implemented eight laboratories from four leaning areas: Advocacy, Equity and Equality of Opportunities, Management of Prejudices and Stereotypes, and Sociability. Participants of the laboratories were very different groups: learners of adult education centers, students of Mykolas Romeris University, students of Third Age University from Šakiai, Erasmus+ students from Šiauliai College, staff of Naujininkai Refugee Camp, the Bord of LSŠA, Coordinators of non-formal adult education of local municipalities and others. Activities included designing of the code of ethics, watching and discussing the movie “Invictus”, drafting the social agreement between adult education school and immigrant learners, organizing seminars on advocacy and self-advocacy, organizing actual advocacy campaign during elections of new municipal councils and mayors of municipalities, etc. Laboratories proved to be very useful tool for implementing experiential learning activities in real organizational environment.

Module 1.1 Sociability. Activity B.2. Movie “Invictus” and a positive leadership.



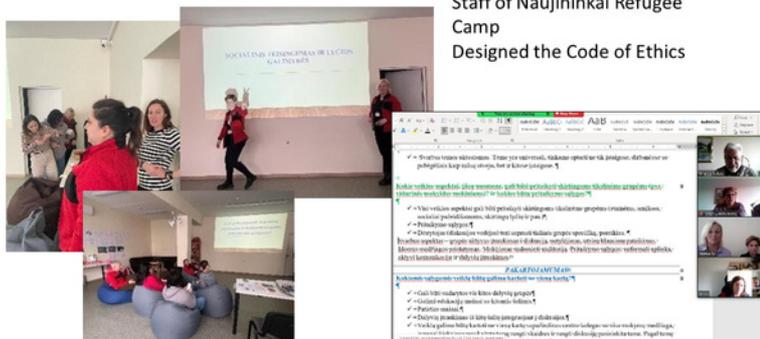
Name of the Module: Learning unit 4.1. Advocacy. Activity 18. Workshop about advocacy

Coordinators of Non-formal Education of Local Municipalities



Learning unit 3.1. Equity and equality of opportunities. Activity D.2. Organizing the two-hours discussion on the topic of social justice.

Staff of Naujininkai Refugee Camp
Designed the Code of Ethics



Laboratories In Italy

The Research-Action-Training Laboratories were carried out with the adult educators of the CPIA Teramo, coordinated by the ilmiolavoro trainers, in the period from January to the beginning of May (2023).

Seven Laboratories were held, each focused on deepening the activities carried out in the classroom with migrants. Each Laboratory started with the presentation of the adult educators' reflection Reports on strengths, weaknesses and possible improvements of the practice. Then the adult educators, in pairs or small groups, worked on the modelling of the practice to provide useful indications for the replicability and transferability of the practice in other contexts, similar or different. The educators involved work in the different locations of CPIA in the Province of Teramo (Nereto, Martinsicuro, Silvi, Teramo) and therefore have experienced the social justice focused activities with very heterogeneous targets in terms of geographic origin, length of stay in Italy, socio-cultural background; this diversity has allowed numerous facets and critical insights to emerge during the RAT Labs, with regard to the implementation of the activities, which have flowed into the Handbook for social justice-focused educational and guidance practices (103).



Laboratories in Turkey

For the Experiential Learning Part of our project; different activities and practices have been implemented in Bursa.

Sojust Training process was reinforced with experimental learning activities. With these Research-Action-Training Labs, the success and critical factors and also areas of improvement have been determined.



Laboratories in Sweden

In Sweden we conducted 7 labs with 17 educators totally, most of them second language teachers for immigrants but also mentors. The subjects were:

- 1.1. Sociability
- 1.3. Conflict management and mediation
- 2.2. Management of prejudices and stereotypes
- 3.1. Equity and equality of opportunities
- 3.3. Critical consciousness and critical reflexivity
- 4.1. Advocacy (Two labs)

For each lab we conducted one or two activities. Feedback were compiled in the modeling reports regarding possibilities of improvement, replicability and transferability.

Some common and recurrent feedback concerning all the activities were that most often you need more time than stated and it is important to be flexible with the timing. The activities can also be adapted according to the language level. We also got feedback that a gender perspective can be inserted in several of the activities. However, the overall feedback was that the activities are very useful and important for increasing social justice focus when working with adult migrants.



Laboratories In Romania

The Laboratories conducted by IREA were organized with different groups of beneficiaries: Roma minority, Hungarian minority, students- future adult educators, people from different countries working in construction in Timișoara. It was a great experience to interact with a diversity of people and to discover a diversity of approaches. We have focused on four major themes: Sociability, Management of prejudices and stereotypes, Intercultural understanding and relations, Active Listening, choosing to explore the potential of experiential learning. So the participants were encouraged to explore the potential of connecting with others, that of discovering different cultures and ways to interact in a multicultural context. The project and this specific activity have a high value in our community, because approaches based on social justice are not common to the regular practice. SO JUST laboratories were significantly important for changing the perspective on how we are approaching low-skilled migrants and other low skilled people in our communities.



Next steps

The project is almost ending!

- The partners will meet in Bursa, Turkey, for the last Transnational Meeting;
- Each country will prepare a dissemination event.

