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CAMPLUS

Empowerment for migrants
from camps to integration

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*To immigrants and exiles everywhere,
to the uprooted, the re-rooted,
to the rootless
and to the trees we have left behind,
rooted in our memories.*

The Island of Missing Trees - Elif Shafak

1. Introduction – CEIPES

This manual aims to introduce trainers to different topics that can be related in many ways to the phenomenon of migration. The text is divided into two parts: the first one is more theoretical and descriptive. Thus, it deals with the European framework of competencies, providing an overview of the EntreComp and LifeComp competencies.

On the other hand, the second part is more practical. It encompasses five workshops designed to help trainers in their work with groups of migrants, asylum-seekers, and refugees. The first one, *My Barriers, My goals*, by using the constellations methodology, punctually describes an activity that allows the trainer to support the trainee in finding and understanding the roots of the problems that is facing. The second workshop, *Mapping services and needs*, enables participants to critically reflect on their conditions, for refugees it leads to opening up sharing their real needs, and suggesting solutions, at the same time it allows facilitators to empathize with refugees.

Then, *The Employment Integration of Refugees in Kurdistan Region of Iraq* is a workplace that provides a focus for learning about the culture and practices of the receiving society. Providing day-to-day opportunities for communicating in the language of that society, assisting with language learning too.

Therefore, *Where do I come from and where am I now?* The workshop helps people elaborate on the journey they have experienced from their homes to camps, exposing difficulties, memories, and encounters that have shaped their actual selves. The last workshop, *Self-Management of Competencies*, uses the method of self-management of one's competencies and offers a solution to handle the dynamic open market of jobs.

The fourth chapter is dedicated to *Culture in the Inclusion Process*, as the title suggests the focus is on the culture, always left aside in the policies and public debates, as if it would not be so fundamental in the integration process. The fifth chapter is *Education for Sustainable Development*, it relates to the core of the project itself, sustainability, emphasizing how it must be a lighthouse for every activity, inside and outside the refugee camp, as well as the activities suggested in this manual and the CAMPLUS project results in general. In conclusion, the last chapter explains an alternative socio-economic paradigm: the social solidarity economy and its development in each partner country.

2. European Framework – An overview of EntreComp and LifeComp (CMA)

This chapter provides an overview on the main skills and competencies referring to the European framework for the personal, social and learning to learn key competence (LifeComp) and the European Entrepreneurship Competence Framework (EntreComp).

2.1 LifeComp

LifeComp is a conceptual framework to establish a shared understanding on the “personal, social and learning to learn” key competence. It is non-prescriptive, and it can be used as a basis for the development of curricula and learning activities. The framework wants to help people to unleash their dynamic potential, self-regulate their emotions, thoughts, and behaviors. The aim is to build a meaningful life, cope with complexity, be thriving individuals, responsible social agents, and reflective lifelong learners. LifeComp describes nine competences that can be learned by everyone in formal, informal and non-formal education. It is non-prescriptive and can be used as a basis for the development of curricula and learning activities.

The framework describes nine competences (P1-3, S1-3, L1-3) that are structured in 3 intertwined competence areas:

Personal, Social, and Learning to learn

Personal area:

P1 self-regulation - awareness and management of emotions, thoughts and behavior

P2 flexibility - ability to manage transitions and uncertainty, and to face challenges

P3 wellbeing - pursuit of life satisfaction, care of physical, mental and social health, and adoption of a sustainable lifestyle

Social area:

S1 empathy - the understanding of another person’s emotions, experiences and values, and the provision of appropriate responses

S2 communication - use of relevant communication strategies, domain-specific codes and tools depending on the context and the content

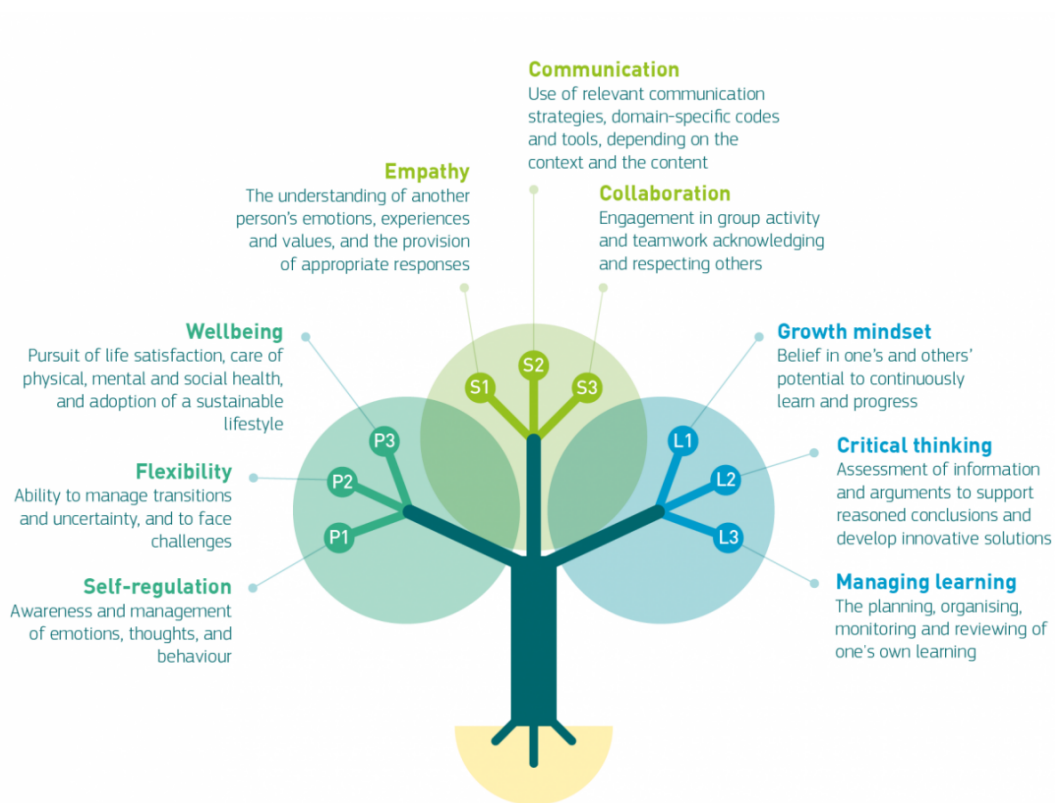
S3 collaboration - engagement in group activity and teamwork acknowledging and respecting others

Learning to learn area:

L1 growth mindset - belief in one's and others' potential to continuously learn and progress

L2 critical thinking - assessment of information and arguments to support reasoned conclusions and develop innovative solutions

L3 managing learning - the planning, organising, monitoring and reviewing of one's own learning



2.2. EntreComp

We live in a rapidly changing society where it is essential that everyone has the capacity to act upon opportunities and ideas, to work with others, to manage dynamic careers and shape the future for the common good.

To achieve these goals we need people, teams and organizations with an entrepreneurial mindset, in every aspect of life.

Thus, the European Commission has developed EntreComp: the European Entrepreneurship Competence Framework as a reference framework to explain what is meant by an entrepreneurial mindset. EntreComp offers a comprehensive description of the knowledge, skills and attitudes that people need to be entrepreneurial and create financial, cultural or social value for others. EntreComp is a common reference framework that identifies 15 competences in three key areas that describe what it means to be entrepreneurial.

EntreComp is a free, flexible reference framework that can be adapted to support the development and understanding of entrepreneurial competence in any setting.

EntreComp has the potential to be used in a variety of ways including:

- supporting policy and practice to develop entrepreneurial skills
- assessing entrepreneurial skills
- supporting training of educators, trainers and teachers to deliver entrepreneurial skills
- to design programmes and learning opportunities
- to recognise and certify skills

EntreComp can be used across sectors and be a key support for collaboration and development work by educators, trainers, employers, professional bodies and policy-makers.



Resources:

- LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, website: <https://publications.jrc.ec.europa.eu/repository/handle/JRC120911>
- European Commission, Luxembourg: Publications Office of the European Union, 2018 file:///C:/Users/Station43%20CEIPES/Downloads/KE-04-18-688-EN-N.pdf
- The European Entrepreneurship Competence Framework (EntreComp), website: <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>
- Elin McCallum Lisa McMullan Rebecca Weicht Stefano Kluzer, Editor Margherita Bacigalupo, EntreComp at Work, Luxembourg: Publications Office of the European Union, 2020, <https://core.ac.uk/download/pdf/343467968.pdf>

3.Scenarios of participation - 5 workshops

3.1 My Barriers, My goals

In order to work on our dreams and realize them, it is important to understand and recognize what prevents us from taking action and reflect on how we can act differently. This is one of the main aspects that you, as facilitator\trainer, have to take into account when you work with people that have faced several difficulties and obstacles during their path to leave their country, giving themselves a new chance in life. Due to traumas, lack of self-confidence, inner fears, refugees and asylum seekers face several challenges in starting a new chapter in their life and believing in their own capabilities to reach their dreams; so the first step is to be aware of the beliefs that do not allow us to step forward.

This activity is based on the so-called “constellations methodology”, which is based on a systemic approach; indeed, this approach takes into account the whole system of events or phenomena in everyone’s life instead of considering the parts of the system, separately. Thus, it allows the trainer\facilitator to support the trainee on finding and understanding the roots of the problems.

To practice this approach, it’s really important that the trainer\facilitator take into account the overflow of the events and feelings that may come up during the session - time is not fixed, some things may require more time to reflect, others are displaced faster.

TITLE	My barriers, My goals
Aim	To discover how we deal with our barriers\beliefs and how these prevent us from acting toward our dreams\goals; develop self-awareness;
Group size	Max 12 pax
Time	3 hours
Number of facilitators and recommendations	- At least 2 Facilitators are recommended

	<ul style="list-style-type: none"> - <u><i>It's recommended to work with small groups due to the specific characteristic of the Target Group and the possible outcomes that may come up</i></u> - Multilanguages Facilitators (at least french and english)
Supplies and facilities	<ul style="list-style-type: none"> - Big Room \ open space - Paper - Post it - Pen\Markers - Tape - Music background (suggested in order to create a calm and warm atmosphere, both for the activity and the debriefing)
Description	<ul style="list-style-type: none"> - Start the session with an icebreaker\energizer <ol style="list-style-type: none"> 1. The facilitator(s) ask the participants to stand in a circle. In the center papers and pen\markers are at their disposal; the facilitator asks them to write down or draw what represents their inner dream. Once they finish, the papers are hung on the wall or on the ground. 2. The facilitator asks the participants to write down, in different papers, one obstacle\barrier that prevents them from reaching their dreams.

	<p>Each participant keeps his own "obstacle".</p> <ol style="list-style-type: none"> 3. The facilitator explains to the group that in front of them (on the ground\ the wall) they have their dreams, but to reach them, they have to come through a path, which starts from a "here and now" . 4. The first participant stands in front of an imaginary line, which leads to his\her dream. He\she put in the middle of the path the "obstacle". The facilitator asks to move through the line and stop once he\she meets the first "obstacle" . 5. The participant reads what he\she's written down and the trainer acts as the obstacle, according to its characteristics (i.e. physically obstacle the path, annoying, discuss etc ...). (Do not take it for long, just few minutes). 6. Ask the participant to reflect on which feeling(s) come up and, if he\she feels so, to share it with the group. (it's suggested that the other facilitator takes notes, it could be useful during the debriefing and for the evaluation of the activity). 7. As the participant feels so, ask him\her to go back to the "here and now" and repeat the path and
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	<p>try out a new approach.</p> <p>8. Once the participant reaches the dream, ask him\her which feelings have come up and look back at the path.</p> <p>9. Repeat the process with all participants.</p> <p>(Leave all other questions to the debriefing)</p> <p>Suggestion: if the activity involves a group whose participants have already worked together in other activities - they've started to know each other - you could involve the group on step 5.</p>
Debriefing	<p>In the circle, each participant has 3 post-it of 3 different colors. Ask them to describe, using one word per each question:</p> <ul style="list-style-type: none"> ● <i>How did you feel at the beginning of the path?</i> ● <i>How did you feel the first time you faced your own obstacle?</i> ● <i>How do you feel now, after repeating the path?</i> <p>Ask each participant to read their post-it, one by one, and, if they feel so, to describe and tell to the group which feelings they' ve faced and how they feel about their obstacles.</p> <p>Ask all the group to reflect on the</p>

	<p>interaction they've had with their obstacles, if they have recognized it and which behavior\change they may do in order to overcome the obstacle and reach their dream.</p> <p>Ask to share with the group their reflection.</p> <p>If they prefer, they can write it down.</p> <p>End the session by completing the sentence " <i>I commit to....</i>"</p>
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3.2 Mapping services and needs

Life in camps is basically the everyday life for many refugees. Therefore, everything that happens in the camps has a big and important impact on refugees' life and health, both physical and psychological. Mapping services and needs is an activity that can enhance the reflection on strengths and weaknesses of refugee camps, the aim is improving the management of camps and consequently life in it.

This activity allows participants to critically reflect on their conditions, to open up sharing their real needs and suggest solutions, at the same time it allows facilitators to empathize with refugees.

TITLE	Mapping services and needs
Aim	Focus on what works well in the camps reception system for migrants and reflect on refugees needs which still have to be addressed
Group size	5-6
Time	40 minutes + 10 minutes.
Number of facilitators and recommendations	One facilitator for each group

Supplies and facilities	Blackboard and chinks, paper and pens
Description	Facilitator gathers the group and invites them to reflect on the services provided inside the camps. Then invites each participant to write one service on the blackboard until it is full. Afterwards, papers are handled among the participants of the activity and it is asked them to think on what service is missing and their unfulfilled needs, and to write it on the paper. When everyone has finished all the needs and reflections are shared among the group and people with the help of the facilitator think about ways to meet these needs. They all elaborate a document paper.
Debriefing	A final paper on the group needs and necessities is written by the group itself with also possible solutions and suggestions. This could help workers in camps to better understand what needs to be improved in the camps management which has a big impact on everyday life of refugees.

3.3 The Employment Integration of Refugees in Kurdistan Region of Iraq

Economic self-reliance is one of the most important factors in successful integration. As well as providing the means for economic stability, employment has a powerful influence on one's capacity to participate equally in the receiving society and develop friendships and social support networks. It may also be an important factor for refugees when re-settling in third countries. The workplace provides a focus for learning about the

culture and practices of the receiving society. Providing day-to-day opportunities for communicating in the language of that society, it also assists with language learning.

The activity is based on EPU taking specific steps to support refugees residing in the KRI to either resume their former careers or to retrain for work commensurate with their skills and aspirations (e.g. through the provision of mentoring programs, developing their projects and linking them to local stakeholders). To implement this activity, the facilitators participated in the ToT to be able to support refugees in their pursuit of their personal goals as well as take into account the overflow of the events and feelings that may come up during the activities. One methodology is not applied for all, instead a tailored approach is adopted to address individual needs for example to find employment or develop their project. Some refugees may require more time to reflect, raise funds and identity right suiters while others might be faster. Therefore, time is not fixed as long as providing the moral and practical support to refugees to take steps towards their ultimate goal.

TITLE	The Employment Integration of Refugees in Kurdistan Region of Iraq
Aim	<p>Ensuring that refugees gain access to employment are an integral element of an integration program.</p> <p>Ensuring that refugees are able to compete with nationals for jobs which are both commensurate with their skills and experience and through which they are able to optimize their contribution to receiving countries.</p>
Group size	25
Time	12 hours
Number of facilitators and recommendations	<ul style="list-style-type: none"> - Two facilitators. - Multilanguages Facilitators (at least Arabic and Kurdish). - Engage local actors in the project. - Involvement of media to raise

	awareness and attract local funders.
Supplies and facilities	<ul style="list-style-type: none"> - Open space/ A room - Paper - Flipchart - Post it/stickers - Pen\ Markers - Transportation to camps - Refreshments - Internet connection
Description	<ul style="list-style-type: none"> • Start the session with an icebreaker\ energizer • The participants will be asked to draft their Cv. • Individual sessions and feedback will be provided to enhance the Cv. • Technical training will be provided to develop soft skills, Critical thinking, team working and collaboration, enhance leadership skills, professionalism and strong work ethic, oral and written communication skills and Problem-solving abilities. • Enhance interview techniques • The facilitator asks the participants to write down, in different papers, one obstacle\barrier that prevents them from finding their ideal job. • The facilitator works with refugees to find ways to address the obstacle

	<p>highlighted in the previous point.</p> <ul style="list-style-type: none"> • Undertake mock interviews to prepare for the actual interview. • Invite local employers to highlight what employers are looking for during the employment process. • The participants are given homework and tasks to enhance their weakness.
Debriefing	<ul style="list-style-type: none"> • Ask each participant what steps they have learned during the workshop. • What steps they will take to strengthen their position. • Monitor participant during their project development • Ask the participant to reflect on their experience during the work and ask them to identify the session that they find most interesting and why and the session they find the least interesting and why. • Ask all the group to reflect on the interaction they've had with each other during the workshop and what is one piece of advice they give to each other. <p>Ask the participants to prepare a commercial pitch presentation.</p>

3.4 Where do I come from and where am I now?

The aim of this workshop is making people elaborate the journey they have experienced from their homes to camps, exposing difficulties, memories and encounters which have shaped their actual selves. Everyone's personality and attitude is the sum of the experiences collected, and sharing these with others can make people more aware of their strengths and weaknesses. It can help to create real bonds with the other refugees which can also support one another.

TITLE	Where do I come from and where am I now?
Aim	This exercise helps understand the journeys the different members have made to their current hometowns and allows the group members to share information on their backgrounds.
Group size	Ideally between 4 and 15, in case of bigger groups it might be good to consider creating two groups.
Time	2 to 3 hours (duration varies according to the size of the group and the amount of information shared)
Number of facilitators and recommendations	1 facilitator for each group. Tip: Writing up on a blackboard the key features of each and everyone's journey, so that there is a visual aid to keep recalling the information.
Supplies and facilities	<ul style="list-style-type: none"> ● World map and map of the country you are in ● Pins ● Thick thread ● Coloured papers

	<ul style="list-style-type: none"> • Markers/pens
Description	<p><i>Type: Simulation game</i></p> <p>Group members are asked to write down all continents in capital letters, one A4 sheet per continent, and to try to place the papers with the continents' names on the floor in order according to their position on the world map.</p> <p><u>Home country</u></p> <p>Each participant is asked to stand on top of the continent from which they come. Participants take turns to name their home country and possibly the city/town/village they used to live in. They also state what they think is wonderful about their home country and/or city/town/village.</p> <p>At this point, the facilitator shows the world map. Participants locate their own continents and countries and see which other countries are located on the same continent.</p> <p><u>Own journey</u></p> <p>Each group member takes pins and thread and recreates their own migratory route on the world map to the country they are in and to the city/town/village in which they are currently residing. Participants may point several venues/stops through which their route has run.</p>
Debriefing	<p>Besides being able to share some information about their personal story, participants will reflect on the different</p>

	<p>journeys. At the end of the exercise, the facilitator is encouraged to start a discussion about what the different participants felt during their journeys and what they liked/disliked about some of the stages of the journey. If the context allows, the facilitators might also ask whether someone wants to share some difficulties they have faced during the journey and/or about some pleasant things they discovered.</p>
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3.5 Self-Management of competences

We are living and working in a very dynamic, often insecure society. A diploma is not a guarantee for a job, a job is not guaranteed for life, lifelong learning is a necessity and many jobs which now exist will disappear and not be replaced, while new jobs, often at a higher cognitive or skills level, will arise.

The increasing speed of change in a networked society emphasizes the need for the individual to manage his or her own competences in a sustainable way, thus being able to manage his or her career in life and work. This needs a formal validation of competences and a focus on employability (paid work). But it also needs a process of informal valuation and an open market space that supports the changing needs in the flexible market, the different contexts, and the social-psychological changes of a human throughout life. Sustainable self-management of competences and careers is important both from an economic and societal perspective. The focus is or should be on the individual developing process. A complicating factor in dealing with this focus is that the formal procedures and instruments in career management - training and testing- addresses and use only a limited part of the individual learning potential and competences.

It is important for all stakeholders in life career management (the individual, the employer, educational/training institute, policy, supporting organizations) to be more aware of the advantages of portfolio models, of independent assessment and guidance, of formal and informal valuation, and of available sources of finance. For planning their life career, it is most of all important that individuals are aware and can describe the desired effects for themselves, for the contexts in which they live and work. Personal development and opportunity management should be customized for the individual and

organizations/societies can use this to strengthen themselves. The method of self-management of one's competences offers a solution.

TITLE	A course on Self-Management of competences
Aim	To find out who you are, what you did in your life so far, what the value is of what you did and where you can go when analyzing this personal value.
Group size	6-10
Time	4-6 sessions of 3-4 hours each
Number of facilitators and recommendations	1 trainer and 1 assessor
Supplies and facilities	A workbook for the participants in which they can fill-in their progress through the sessions. The end-result is a documented, personal portfolio in which the participant has valued her/himself for who she/he is and where she/he aims to go when it comes to social participation.
Description	<p>The training has four objectives:</p> <p>Raising awareness of one's personal qualities in a broad perspective: Qualities in past and present. Individual qualities and qualities in social relations. Qualities in different contexts: work, home, hobbies, etc. Raising awareness of one's values, motives and perspectives in the personal career. To present and manage these qualities, motives and perspectives. Being able to plan or manage one's life by using these qualities, values, motives and perspectives (empowerment).</p> <p>What does the training look like?</p> <p>We will use all kinds of exercises to reach the objectives as stated above. The exercises are all about the person him/herself: personal competences, personal (career and life) values, personal motives</p>

	<p>and personal qualities. There will be much dialogue with the other participants. In that way the participants can help each other to reach their goals.</p> <p>During the training the participants will get enough time for reflection as well. The training is designed to be a positive experience for all participants. The training programme is designed to fit one's learning needs and personal goals as much as possible.</p> <p>What is expected of the participant?</p> <p>Before the training the participant is expected to do some homework by following the instructions in the document 'preparation 1-6'.</p> <p>During the training the participants are expected to deliver an active and positive contribution; try to keep an open mind, open heart and open will; this contributes to the learning process.</p> <p>The last part of the training consists of making an individual action plan and a presentation of this action plan. In this presentation, the participants have to demonstrate that they are aware of their own qualities and competences and that they are able to use their qualities to manage their 'life career'. They can use every result of the exercises or what they learned during the training or before, in their presentation.</p> <p>During the training the participants gather all kinds of 'evidence' and material proving that they are capable (have competences) on a specific cognitive level in a specific context and in specific situations. In a portfolio they may capture their learning and working experiences and the corresponding reflections (what do/did I think of it myself?).</p> <p>The content of a portfolio of evidence gives an overview of one's qualities and competences. It is a (well presented) overview of everything someone is capable of. It's the basics for presenting oneself to – for instance - a future employer, or for an intake in a qualification program, etc.</p>
Debriefing	<p>The last part of the training consists of an individual action plan and the presentation of one's action plan. In this presentation one has to show that she/he is aware of the own qualities and possibilities and</p>

that she/he is able to use your qualities to manage the own 'life career'. she/he can use every result of the exercises or what she/he learned otherwise during the training of before, in the presentation. First she/he decides what the personal goal is. This goal can be small or big, but she/he has to try to focus on the 'public' life. The next step is to decide how she/he is going to reach the goal. Of this she/he makes an action plan. Presenting the proposed actions 'SMART' will be an advantage, both for the participant and for assessing if one's plans are concrete enough and can be executed. She/he presents the action plan to a smaller group of participants. In the presentation she/he tells or shows the others what her/his plan is and how she/he is going to achieve it. She/he can also discuss in what way the goal or approach derives from this training. Use any kind of presentation form or accessories you like. The presentation should last about ten minutes. After the presentation there is the opportunity for the others to react, give suggestions or ask questions. Also, the assessor is present to assess your presentation and to give you feedback or ask you questions. This is an excellent opportunity to show one's creative side! She/he can use any material that is present in the training location. After the presentation and debate, the assessor awards a certificate for being able to manage their own competencies for creating a career-step.

4. Culture in the Inclusion Process

4.1 Introduction

Migration is not a new phenomenon; however, the current refugee crisis has drawn attention to a situation of greater proportions than those we have known so far, which is

complex and urgent. The European Union has looked for ways to deal with it. However, rarely, or never did its reflection and planning involve the cultural sector.

Those who work in the cultural field believe in the power of culture to transform lives, sharing knowledge; promoting inclusion, dialogue, tolerance, and respect; and contributing to social cohesion. For this reason, those who work in this sector cannot imagine how this process of inclusion may happen without culture.

Where to start? What do we need to know? What to do and how? These are frequently asked questions among professionals interested in contributing to the inclusion of migrants and refugees in our societies. It is necessary to have access to the knowledge and tools that will allow us to reflect on the situation we are currently facing and to develop programmes and actions that can address the concerns and needs of the society, including those of the newcomers.

Cultural resources are any prehistoric or historic remains or evidence of past human activities, including objects, sites, structures, landscapes, and artifacts that are significant to a culture or community for scientific, traditional, religious, or other reasons. Cultural resource management is the development and maintenance of programs designed to investigate, manage, preserve, and protect cultural resources in accordance with state and federal laws. The development and maintenance of our infrastructure, particularly our transportation system, is essential to growth and progress, and these activities may impact cultural resources. Under these circumstances, decisions must be made to strike a balance between practical development and the protection of cultural resources. As a result of this need for balance with respect to the management of cultural resources, federal and state agencies have created laws and regulations to protect cultural resources.

4.2 Define, protect and manage cultural resources

4.2.1 What are Cultural Resources?

Cultural Resources are tangible remains of past human activity. These may include buildings; structures; prehistoric sites; historic or prehistoric objects or collections; rock inscriptions; earthworks, canals, or landscapes. These nonrenewable resources may yield unique information about past societies and environments and provide answers for

modern day social and conservation problems. Although many have been discovered and protected, there are numerous forgotten, undiscovered, or unprotected cultural resources in the world.

4.2.2 Some Benefits of Cultural Resources

Cultural resources provide many useful benefits to people today. Among others, they:

- Expand our knowledge and understanding of history.
- Provide scientific data. Archeological sites, for example, can provide information not available from historic records on droughts, floods, and erosion over thousands of years.
- Provide jobs during the renovation process. Preserving cultural resources may also stimulate other community improvements.
- Attract tourists, who bring money into the community.
- Provide information that will help solve conservation and natural resource problems. Some modern irrigation techniques, for example, are actually based on prehistoric methods.

4.3 Cultural Resource Management: Protecting a Country's Heritage

Cultural Resource Management (CRM) is, essentially, a process by which the protection and management of the multitudinous but scarce elements of cultural heritage are given some consideration in a modern world with an expanding population and changing needs. Often equated with archaeology, CRM in fact should and does include a range of types of properties: "cultural landscapes, archaeological sites, historical records, social institutions, expressive cultures, old buildings, religious beliefs and practices, industrial heritage, folklife, artifacts [and] spiritual places" (T. King 2002 :p 1).

4.3.1 Cultural Resource Management: Key Takeaways

- Cultural Resource Management (CRM) is a process that people use to manage and make decisions about scarce cultural resources in an equitable manner.
- CRM (also known as Heritage Management) includes cultural landscapes, archaeological sites, historical records, and spiritual places, among other things.
- The process must balance a variety of needs: safety, environmental protection, and transportation and construction needs of an expanding community, with the honor and protection of that past.
- People who make those decisions are state agencies, politicians, construction engineers, members of the indigenous and local community, oral historians, archaeologists, city leaders, and other interested parties.

4.3.2 Cultural Resources in the Real World

These resources do not exist in a vacuum, of course. Instead, they are situated in an environment where people live, work, have children, build new constructions and new roads, require sanitary landfills and parks, and need safe and protected environments. On frequent occasions, the expansion or modification of cities and towns and rural areas impact or threaten to impact the cultural resources: for example, new roads need to be built or the old ones widened into areas that have not been surveyed for cultural resources which may include archaeological sites and historic buildings. In these circumstances, decisions must be made to strike a balance between the various interests: that balance should attempt to allow practical growth for the living inhabitants while taking the protection of the cultural resources into consideration.

So, who is it that manages these properties, who makes those decisions? There are all kinds of people who take part in what is a political process balancing the trade-offs between growth and preservation: state agencies such as Departments of Transportation or State Historic Preservation Officers, politicians, construction engineers, members of the indigenous community, archaeological or historical consultants, oral historians, historical society members, city leaders: in fact the list of interested parties varies with the project and cultural resources involved.

4.3.3 The Political Process of CRM

Much of what practitioners call Cultural Resource Management in Europe really deals with only those resources that are (a) physical places and things like archaeological sites and buildings, and that are (b) known or thought to be eligible for inclusion in the National Register of Historic Places. When a project or activity that a federal agency is involved in may affect such a property, a specific set of legal requirements, set forth in regulations under Section 106 of the National Historic Preservation Act, comes into play. The Section 106 regulations lay out a system of steps by which historic places are identified, effects on them are predicted, and ways are worked out to somehow resolve effects that are adverse. All this is done through consultation with the federal agency, the State Historic Preservation Officer, and other interested parties.

Section 106 does not protect cultural resources that are not historic properties--for example, relatively recent places of cultural importance, and non-physical cultural features like music, dance, and religious practices. Nor does it affect projects in which the federal government is not involved—that is, private, state, and local projects requiring no federal funds or permits. Nevertheless, it is the process of Section 106 review that most archaeologists mean when they say "CRM."

Although the CRM process described above reflects the way heritage management works in Europe, discussion of such issues in most countries in the modern world includes a number of interested parties and almost always results in a compromise between competing interests of historic preservation, but also safety, commercial interests, and continuing fluctuation of political strength about what is appropriate to be preserved and what is not.

4.3.4 Managing conflicting cultural practices

Resettled refugees are encouraged to retain their culture. Nevertheless there may be instances where differences in cultural practices between resettled refugees and the wider community raise cause for concern or conflict (e.g., practice of FGM, corporal punishment). How conflicts of this nature are managed will depend both on the issue concerned and on the receiving country. Integration is a two-way process, with resettled refugees adjusting to the ways of their new country and receiving societies learning about

and adjusting to the practices of refugee communities. Consistent with this notion, most receiving societies manage conflicts with a continuum of strategies, encompassing:

- educating the wider community to increase acceptance and value diversity and to accommodate the values, beliefs and practices of newcomers;
- mediation and bridge building between the refugee and wider communities;
- awareness raising and education in refugee communities;
- topical group briefings (e.g. on domestic violence, parenting, the role of the police and the law).

4.4 Difficulties

Immigration and refugee resettlement are ubiquitous subjects, but too often, people think of them in the abstract. Headlines and sound bites about policy can dehumanize the people involved. Immigrants, asylum seekers, and refugees are just like everyone else, with needs ranging from education to housing to employment.

Unfortunately, these communities face legal and cultural hurdles that prevent them from accessing necessary support. That's where people working in helping professions, such as social work, step in to address the challenges facing those who left sometimes dire situations in their homelands with the hope of improving their lives or their children's lives. Many organizations throughout the country provide expertise and resources tailored to these communities. These resources can be invaluable assets for social workers engaging with immigrant and refugee clients.

If you are working with clients from immigrant or refugee communities, consider focusing on the following resources which contain the most important pillars of refugees' training:

- Education
- Employment
- Health
- Housing and Resettlement
- Legal
- Safety

4.4.1 Government's Role

An environment that promotes solidarity, diversity and openness is essential for resettlement to grow sustainably. The arrival of refugees can trigger positive social and economic changes, transform civic culture and local institutions, and promote social cohesion, particularly when local communities are engaged in welcoming them.

Government has an important role in fostering a welcoming environment by setting overall legislative and planning frameworks and providing funding to support capacity building activities in receiving communities. As integration occurs at the local level, communities must also be prepared to welcome and support resettled refugees.

A welcoming and inclusive society can support the integration of resettled refugees by:

- ensuring that resettled refugees are able to access the resources they require for their integration and participation in the communities and institutions of the receiving society;
- ensuring opportunities for newcomers voice and meaningful participation in the community;
- fostering a climate of understanding and acceptance of people from refugee backgrounds, enhancing possibilities for meaningful connections with individuals and institutions in the receiving society.
- Facilitating access to resources and fostering the conditions in which resettled refugees can engage with systems and individuals in the receiving society helps to prevent their social and economic marginalization. Mutual understanding and respect between resettled refugees and the wider community helps to build a socially cohesive and harmonious society.

4.4.2 Your Role

Every European citizen has a stake in the protection of cultural resources. All of the protected and restored cultural resources that we enjoy today have one thing in common: some individual, group, or organization went to work to protect and preserve for future generations to come. If you know of an undeveloped cultural resource, do your part to preserve our country's heritage. Contact a local historical society, museum, archeological society, university archeology (sociology, anthropology) department, or your local Natural Resources Conservation Service office.

4.5 Bibliography

- <http://www.cr.nps.gov/> Site lets you discover your history and explore the past. These programs are all a part of the National Park Service and Links into the Past
- <http://www.achp.gov> home page of the Advisory Council on Historic Preservation, the governmental agency established to advise the President, Congress, federal agencies and the public on matters regarding historic preservation. Pay particular attention to the links to the Preserve America program and community awards.
- http://www.archives.gov/research_room/arc/index.html The National Archives and Records Administration Archival research page that will assist user in historical research in their holdings
- <http://www.nthp.org> Home page of the National Trust for Historic Preservation.
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5. Education for Sustainable Development

5.1. Introduction

The declaration of the United Nations Decade on Education for Sustainable Development (UNDESD) marks the end of the ESD decade. While notable advances have been made in the area of ESD, more needs to be done holistically within the curriculum. The 2014 ESD World Conference in Nagoya marks an important milestone for pointing the way ahead. Transformative social learning is required to deconstruct existing ways of knowing and understanding. Integrative and interdisciplinary teaching and learning approaches can foster sustainability skills. The ability to see the interconnections between different dimensions (environmental, development, social, economic, cultural) and the complexity of systems and situations can contribute to the effective problem-solving of sustainability issues (Cebrián & Junyent, 2015).

Academic activities at Erbil Polytechnic University (EPU) are monitored and followed up by the Directorate of Quality Assurance to ensure quality standards of the activities are fully implemented. The directorate provides reports to the university council. The council provides suggestions and recommendations accordingly. This also ensures that the different activities of the EPU are monitored regularly.

Once the CAMPLUS project is concluded, an annual report will be submitted to the administrative and scientific committees. They will then make their recommendations and seek potential sponsors in order to continue the themes of CAMPLUS in the future projects. The university will continue to engage in causes of migration and refugees as one of the pressing issues in the region and it will provide scholarship programs if the budget allows.

Through the CAMPLUS project, EPU has established a great network and link with local partners and NGOs that are involved in causes of IDPs and refugees. Such networking will be kept evolving and further enhanced in order to continue the great partnership and mobilization for the refugees and IDPs matters.

There are a variety of ways that help the project developers (migrants) to sustain and improve what they have learnt throughout the training program. Sustainability is the core phase of the project that ensures the success of the CAMPLUS project and lifelong learning of the migrants through the next generations.

5.2. Sustainable Development

5.2.1. Sharing Knowledge

To develop the sustainability approach of this project, it is superior to make the approach focused on the target group, this means the development of people inside the refugee camps by people from the same camp; the project developers can share their knowledge and experiences with a bigger community. This can be carried out by encouraging refugees to better manage their career, make contributions to their community, applying for funding, and seeking sponsorship for their activities. All workplace policies should be arranged in a fair and reasonable way for everyone.

5.2.2. Developing Refugees' Career

It is significant to establish a bridge between inside camp and outside community and more specifically with the same business partner, i.e. the same profession career. This way will support refugees and create opportunities to exchange ideas and information. This can be done through support groups and online media platforms. In the long term, such collaboration and bridging will fill up social economic gaps in the community and provide better career opportunities for the refugees.

Each refugee camp has a council to manage and run all activities related to the camp. However, a refugees' representative to the camp council would play a great role in decision making and present a true image of the refugees. This helps them to contribute in sharing their decisions through their participation in the council. Since it is easier for the trainees, as part of the refugee community, to identify their problems in terms of their professional and practical potentials, as well as the difficulty of their participation in the wider community of the host country. Based on this, they can provide better solutions to their problems. It is also essential to encourage the trainees to establish a wide range of social activities among the refugees. This could be achieved by having multicultural clubs within the camps.

Moreover, to achieve sustainable programs to enhance the skills of individuals among the shelters, additional training courses can be organized by the trainees participated in the CAMPLUS training course. This training facilitates new participants within the host community to enhance their own capabilities, knowledge and skills required to effectively manage the challenge of their professional development, further education, employment and income generation opportunities.

5.3. Educational and Financial Sustainability

The opportunity of using virtual education is another development opportunity for the trainees. The training program enlightens the refugees to reflect on self-management and

entrepreneurship. This would encourage the refugees to design approaches to enhance their learning experience. This may include a real-time video stream as they work using different virtual conferencing platforms such as Zoom, Skype...etc., or on-demand classes with comments and participation from both the teacher - the current intern of this project - and the learners. This process can be undertaken and supported by the involvement of the Ministry of Education and the Ministry of Labor and Social Affairs. In addition, there is an indirect path they can contribute to. This can either be writing scripts to make brochures or stickers. Also, they can record short videos and accurate documentaries to tell and share their stories and experiences. Another aspect of ensuring success of the project is finance. The refugees have to seek financial support from multiple sources (for example, GIZ, Five One Club, IREX, USAID) and build strong and efficient relationships with the stakeholders, including government agencies, partners and NGO donors.

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Further Resources:

- [Lifelong-Lifewide Learning for Sustainable Futures - YouTube](#)
- <https://www.youtube.com/watch?v=mpk7haVIJD0>
- <https://www.youtube.com/watch?v=URM50IPLCPU>

6. Social and Solidarity Economy

6.1 The challenges of Social and Solidarity Economy: active participation for global development

The economic crisis of recent years, closely linked to the crisis of climate change, is having a strong impact in the widening of socio-economic imbalances, to the point of bringing on the global debate the increasingly pressing need to face today's panorama through an alternative socio-economic paradigm: the social solidarity economy.

The social and solidarity economy, thanks to its innovative features, adaptability and capacity to well respond to the grass roots needs of the communities, has been introduced in the public policies as a tool to recover the gaps made by the governments and institutions.

Nowadays, due to the global pandemic crisis, it is more than ever necessary to rethink the way through which the countries program and develop their socio-economic paradigm.

As defined by the *RIPRESS - Intercontinental network for the promotion of social solidarity economy*,

“The Social Solidarity Economy is an alternative to capitalism and other authoritarian, state-dominated economic systems. In SSE ordinary people play an active role in shaping all of the dimensions of human life: economic, social, cultural, political, and environmental. SSE exists in all sectors of the economy (...). It also aims to transform the social and economic system that includes public, private and third sectors. SSE (...) strives to overcome inequalities”¹

The main principles promoted by the SSE are:

- Solidarity
- Participation
- Cooperation

¹ RIPRESS Intercontinental network for the promotion of social solidarity economy, *Global Vision for a Social Solidarity Economy: Convergences and Differences in Concepts, Definitions and Frameworks* (2015), <http://www.ripess.org/what-is-sse/what-is-social-solidarity-economy/?lang=en>

- Equality
- Participatory\democratic form of governance
- Sustainable and right-based development
- Green and digital transition

Within private, public and third sectors, the SSE is developed by:

- Associations
- Cooperatives
- Social enterprises
- Mutual societies
- Foundations

These actors are playing an active role in promoting the SSE at local, European and International level:

➤ European dimension

Deep rooted into the European socio-economic system, the values of the SSE are addressed at the institutional level too; indeed, the EU Commission has promoted several actions in the past decades, in order to create "*a fair and competitive social market economy*". These actions have led to the approval of the European action plan on social economy Building an economy that works for people: an action plan for the social economy (2021), recognizing the importance of the SSE as one of the pillars of the EU agenda.

The *European Action Plan on social economy* has the main aim of supporting job-creation and strengthening the path to digital and green transition within the Union.

➤ International dimension

The United Nations promote, through the Specialised Agency *ILO - International Labour Organization* - the values of social and solidarity economy as

"an umbrella concept designating social and solidarity economy enterprises and organizations (SSEOs), in particular cooperatives, mutual benefit societies, associations,

*foundations, non-profits and social enterprises, which have the specific feature of producing goods, services and knowledge while pursuing both economic and social aims and fostering solidarity*²

One of the main actions of the ILO is to support - in terms of funds - the SSE, as most of the social economy enterprises are small or medium sized (SME) and do not seek the maximization of the profit.

With a deep presence in all the continents, *RIPESS - Intercontinental network for the promotion of social solidarity economy* represents a global network with the aim of promoting SSE, under the common value of the globalization of solidarity.

Another reality at international level is represented by the *Global Action "Promoting Social and Solidarity Economy Ecosystems"*, funded by the European Union's Foreign Partnership Instrument and led by the *Organisation for Economic Co-operation and Development (OECD)* - an international organization whose goal is to shape policies that foster prosperity, equality, opportunity and well-being for all.

➤ National Level

As the SSE is widespread in different sectors of economy and social policies, there are several examples of the application of its principles.

Here's an overview of some realities in the different countries of the "Camplus" project consortium.

Netherlands

In the country, the cooperatives are the main actors that displace the values of SSE and usually belong to a cross-nations network, including countries such as France, but inside the Dutch country, SSE does not represent a compact movement.

"The neoliberal landscape of Dutch social policy creates possibilities and constraints for the manifestation of the SSE. The political rhetoric of neoliberal communitarianism wishes

² ILO International Labour Market, International Training Centre, "*Social and Solidarity Economy and the Future of Work*" (July 2017)
https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---coop/documents/publication/wcms_573160.pdf

for empowered citizens who are free to make choices and choose to actively contribute to their community. This cornerstone of Dutch policy resonates with the SSE pillar of ‘active citizenship’³.

A concrete example of SSE in the Netherlands is represented by the project “Buiksloterham”, developed in a former industrial area of Amsterdam, that registered one of the highest levels of unemployment. It aims to create a circular neighborhood, which nowadays represents a worldwide model.

Iraq

The Iraqi context is characterized by the informality of the labor market; this specific aspect has been highlighted just in recent years, thanks to the action of a partnership between the UN through the ILO, the European Union and other UN specialized agencies such as International Organization for Migration(IOM).

The main aim of this partnership is to support the Iraqi system in the transition to the formal economy; indeed, due to gaps within the legal framework in the labor market - employment and enterprises- different target groups are excluded, such as women, people with disabilities.

This action represents the first step towards sustainable development and social economy.

Italy

In Italy, the SSE involves mostly actors of the Third sector, such as cooperatives, associations, foundations; indeed several public policies related to social services are implemented by the SEOs - social economy organizations, through the public funds.

The SEOs act within a social network deep embedded in the local communities, allowing to create and develop successful projects in the SSE field.

One of these is represented by “Fa La Cosa Giusta”⁴ founded in 2014 with the aim of spreading good practices of critical consumption at local level.

³ Measuring Social Value in the Social Solidarity Economy, <https://edepot.wur.nl/529839>

⁴ Fa La Cosa Giusta, Official website <https://www.falacosagiusta.org/la-fiera/>

First of all it's a fair of products and services, that contributes to the creation of a circular economy network and improve the potentials of the local markets; it also organizes trainings and public events, not only in Milan, where it's based, but in different Italian regions such as Sicily, and cities such as Turin.

Greece

The economic crisis of 2008 led the people to find an alternative solution in order to guarantee the basic social services to which the Institutions weren't able to give response. SSE has given great results, even though its entities are not located evenly in the country, but mainly in two regions, Athens and Thessaloniki. Considered inflexible and weak, the Greek labour market has seen the rise of the Social cooperatives only recently.

"No middlemen movement " is an example of SEE, based on the joint purchase, involving a lot of cities and buying wholesale products directly from producers, at affordable prices, allowing the enterprises to keep on working.

Actually, this movement represents an innovation within the Greek economy, as a no-loser dynamic - indeed both buyer and seller receive an advantage, buying at a lower price and being paid immediately.

France

France has a role of leadership in Europe in the implementation of the SSE.

In 2014, a law came into force and it recognized an operational role to this sector for the French economy. Indeed the law provides for a very complex system for the SSE - a Ministry for the Social and Solidarity Economy was created, as well as the High Council for Social and Solidarity Economy, National and Regional Chambers.

The French law focuses on a crucial point: it's not possible to hope for the development of a model of sustainable and supportive growth, without the contribution of the social economy. So, it's important to consider the SSE not just a sector of the economy, to which allocate public funds, but an economic model itself to encourage the development, based on cohesion, competitiveness and ecology.

Germany

Although the concept of SSE is not deep rooted in Germany and is still ambiguous, in the past years - by the 2000s - some actions and projects have been carried out.

One of these is Graefewirtschaft, a social enterprise founded in 2009, with the aim of supporting refugees and migrants to integrate in the socio-economic system; its main areas of intervention are kindergartens and day care centres, catering, etc.

Due to lack of recognition of their competences, migrants have several obstacles to face in the labor market; this project supports them, reinvesting the capital.

Additional resources

To read more about the *European Action Plan on Social Economy*:

- DG Internal Market, Industry, Entrepreneurship and SMEs

https://ec.europa.eu/growth/sectors/proximity-and-social-economy/social-economy-eu_en

https://ec.europa.eu/info/funding-tenders/find-funding/eu-funding-programmes/single-market-programme_en

- “Employment, Social Affairs and Inclusion “ Social Economy Action Plan”

<https://ec.europa.eu/social/main.jsp?catId=1537&langId=en>

- “Commission presents Action Plan to boost the social economy and create jobs”

<https://ec.europa.eu/social/main.jsp?langId=en&catId=89&furtherNews=yes&newsId=10117>

To read more about the ILO and its actions in the field of SSE:

- ILO - International Labour Organization:

<https://www.ilo.org/global/topics/cooperatives/sse/lang--en/index.htm>

- To check the projects promoted by ILO :

<https://www.ilo.org/global/topics/cooperatives/projects/lang--en/index.htm>

- “The key points for discussion on decent work and the social and solidarity economy at the International Labour Conference”

https://www.ilo.org/global/about-the-ilo/multimedia/video/institutional-videos/WCMS_847226/lang--en/index.htm

To read more about the United Nations commitment in promoting SSE:

- United Nations - Department of Economic and Social Affairs Poverty

<https://www.un.org/development/desa/socialperspectiveondevelopment/issues/social-and-solidarity-economy.html>

To read more about the RIPESS:

- Official website

<http://www.ripess.org/?lang=en>

- What is social solidarity economy?

<http://www.ripess.org/what-is-sse/what-is-social-solidarity-economy/?lang=en>

About the OECD Organisation for Economic Co-operation and Development

- Official website: <https://www.oecd.org/>

NETHERLAND

- Circular Buiksloterham: <https://transformativecities.org/atlas/atlas-41/>
<https://www.metabolic.nl/projects/circular-buiksloterham/>

GREECE

- *“Solidarity Economy in Contemporary Greece ‘Movementality’, Economic Democracy and Social Reproduction during Crisis”*

www.academia.edu/26034853/2015._Book_chapter_.Solidarity_Economy_in_Contemporary_Greece_Movementality_Economic_Democracy_and_Social_Reproduction_during_Crisis

ITALY

- Fa la cosa giusta: <http://www.falacosagiustasicilia.org/chi-siamo/>
- L'arcolaio: <https://www.altromercato.it/larcolaio/>
- Addiopizzo: <https://addiopizzo.org/>
- InfoSoStenibile: <https://www.infostenibile.it/notizia/economia-sociale-e-solidale-presente-esempi-concreti-per-un-economia-possibile>

GERMANY

- Graefewirtschaft: <https://graefewirtschaft.org/>

For download:

- *“Building an economy that works for people: an action plan for the social economy”*, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (December 2021)
<https://www.lavoro.gov.it/temi-e-priorita/Economia-Sociale/Documents/Comunicazione-della-Commissione.pdf>

- *Decent work and the social and solidarity economy*, International Labour Conference, 110th Session, 2022
https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_841023.pdf
- *“Social and Solidarity Economy in Greece: The Role of SSE in Relation to Local Labour Markets”*, UN Inter-Agency Task Force on Social and Solidarity Economy (June 2019)
https://knowledgehub.unsse.org/wp-content/uploads/2019/07/161_Kotsios_SSE-in-Greece-Local-Labour-Markets_En.pdf
- *“Social economy - laying the groundwork for innovative solutions to today's challenges”*, Peer Review on the social economy(Paris, 10-11 December 2012)
https://base.socioeco.org/docs/netherlands_fr12_20-12.pdf
- *“A diagnostic of the informal economy in Iraq”* International Labour Organization(November2021)
https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_830086.pdf

Videos:

- *“ILO Social and Solidarity Economy in South Africa”*- International Labour Organization (2021) :
<https://www.youtube.com/watch?v=hTeGYJdUKOM>
- *“Social and Solidarity Economy”* - UVED (2016):
<https://www.youtube.com/watch?v=HwBxbdt3bvw>
- *“Is a Capitalist-Socialist economy inevitable?”* - Big Think (2020):
<https://www.youtube.com/watch?v=OWhsVwVy9yg>
- *Social Solidarity Economy in Europe”* - RIPESS (2021)
<https://www.youtube.com/watch?v=f3mZnpCTow8>

- “The COVID-19 response: Cooperative and other social and solidarity economy (SEE) organizations” - International Labour Organization (2020) :
https://www.youtube.com/watch?v=WFg5yla_hd4
- “Social and Solidarity Economy: Challenges & Dreams” - Med Dialogue (2020):
<https://www.youtube.com/watch?v=f-xxdHNfzRU>
- “ Social and Solidarity Economy in Haiti” - Development and Peace (2016):
<https://www.youtube.com/watch?v=Aap3jNh15cw>
- “Localaizing the SDGs through Social and Solidarity Economy for Sustainable Societies” - UNRISD (2018):
https://www.youtube.com/watch?v=69LS_a7O3mg

7. Conclusions

In empowering migrants from camp to integration, the project partners contributed to the realization of the CAMPLUS manual in order to provide theoretical and practical support to trainers and migrants.

Thus, the targets should be more empowered, to understand people's needs, problems and expectations, thus to work together in the best integration pathways.

Therefore, this manual is a methodological resource for practitioners to organize workshops on the development of power to act (or empowerment). It proposes scenarios of participation, models of pedagogical postures, combined with the theoretical part, European frameworks EntreComp and LifeComp, and resource sheets on project themes, such as sustainable development, culture, social and solidarity economy.

It is intended for trainers to support them in accompanying the audience of migrants. Together with other publications, the CAMPLUS project results aim to develop a real working method that can then be transferred by each learner to any situation.

AMPLUS

Empowerment for migrants
from camps to integration

Thank you!

