



SOOGALOOTIGA IYO QAXOOTIGA
OO NOQONAYA DIB U DHISAYAAL

HABKA IS-QIIMEYNTA KARTIDA TABABARAYAASHA DADKA WAAWEYN



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 Initiatives of Change
United Kingdom



 Asociación
PROGESTIÓN



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HORDHAC

Soogalootiga iyo Qaxootiga oo noqonaya dib u dhisayaal (KA2 Cross-borders Intercultural and Societal Entrepreneurs) waa mashruuc ay wadaagaan hay'ado ka kala socda UK, Turkey, Sweden iyo Spain oo ka wada shaqeynaya barnaamij casri ah oo lagu horumarinaya tababar cusub oo lagu taageerayo soogalootiga iyo qaxootiga ka yimaada Geeska Afrika, Bariga Dhexe, Maqrib iyo Laatiin Ameerika. Mashruucu wuxuu ku socdaa tababarayaasha dadka waaweyn ee ka caawinaya soogalootiga iyo qaxootiga si ay ula qabsadaan jaaliyahooda cusub, dib ugu dhisaan noloshooda iyo sidii ay gacan ugu geysan lahaayeen horumarka dalalka ay ka soo jeedaan.

Mashruucu wuxuu siinayaa tababarayaasha dadka waaweyn manhaj iyo agab ay ku qiimeyaan kartidooda marka ay bixinayaan tababarkooda ayagoo islamarkaana qiimeynaya waxtarka tababarka loogu tala galay isdhexgalka ee soogalootiga iyo qaxootiga.

Hay'adaha ku bahoobay mashruucani waxay ka kala yimaadeen xarumo cilmiyeed iyo kuwa aan dowli ahayn iyagoo isaga mid ah in ay la soo shaqeeyeen soogalootiga iyo qaxootigaba siiyana tababarro horumarineed iyo mid hoggaanimaba. Hay'adahaas oo kala ah:

- Initiative of Change UK oo ah isuduwaha mashruuca, iyadoona siisay tababarro dhanka xiriirka iyo kor u qaadidda kalsoonida gaar ahaan soogalootiga iyo qaxootiga ka soo jeeda Geeska Afrika.
- Asociacion Progestion oo fadhigeedu yahay Madrid, waxay adeegyo u sameysaa qurbajoogta ka soo jeeda Woqooyiga Afrika iyo Latin Ameerika oo halis ugu jira in ay bulshada ka dhex baxaan. Waxay abuurin blog kala taliya arrimaha sharciga kaasoo ay soo booqdaan in ka badan hal milyan oo ruux.
- Kista Folkhogskla waa xarun waxbarasho oo ku taalla Sweden oo leh khibrad dhaqanka muslimka.
- Xarunta cilmibaarista ee arrimaha socdaalka, tirada dadka, waxbarashada iyo shaqooyinka ee jaamacadda Hasan Kalyoncu oo ku taalla Gaziantep, Turkey, waxay baartaa baahiyaha qoysaska qaxootiga Suuriyaanka ee jooga Turkey.

Waxaanu ka kala nimid qeybo waxbarasho oo

kala geddisan: Waxbarashada dadka waaweyn oo ah mid aan toos ahayn, mid toos ah iyo mid dadbanba. Sidaa darted waa firsad qaali ah in ay wada shaqeeyaan saddexdaas nooc ee waxbarasho, si loo fahmo ujeedada aan ka leenahay waxbarashada. Tani waxay ka dhigan tahay in qof walbaa uu ka soo baxayo aagiisa isla markaana ay tahay fursad suurtagal ka dhigaysa wada shaqeyn ka dhalata wixii ka soo baxay fikradahaas la isweydaarsanayo iyo weliba dhaqamada kala duwan iyo waxbarashadaba. Taasi waa habka hoggaaminta ee mid waliba oo innaga mid ah ay u muuqdato in ay tahay fursad weyn oo wax looga baran karo kala duwanaashaheena ama midda aan isaga midka nahay, habka fekerka iyo waxbarasho iyo tababar wax ku oolka u ah in badan oo caadiyan ku dhex dhibaateysan bulshada ay hadda la nool yihiin ama jaaliyahada ay ka soo jeedaan.

Qaabka Qiimaynta karti-xirfadeedku waa agab furan oo wada shaqeyn, kaas oo tababarayaasha dadka waaweyni ay qiimeyn karaan aqoontooda. Nidaamku wuxuu ku salaysan yahay khibraddayada qaababka waxbarasho ee kala duwan.

La shaqaynta soogalootiga iyo qaxootiga ayaa caqabad ku ah doorka 'macalinka iyo ardayga'. Tabaalo, cabsi iyo walwalku waa arrimo muhiim ah, tababaraha dadka waaweynna ku tala galo kugulana dhaqmo hadba siday ugu habboon. Tababarayaasha dadka waaweyni waxay u baahan yihiin in ay si qoto dheer u adeegsadaan waaya aragnimadooda si ay u sameeyaan xiriirka.

Kuwa dhawaan yimid, marka ay ugu roon tahay waxay degi dal cusub. Tayada wejiga hore ee dejintu waxay ku xiran tahay inta badan ruuxa soogalootiga ama qaxootiga ahi uu karti ugu leeyahay in uu xiriira cusub oo wanaagsan u abuuran karo. Tababaruhu wuxuu noqon karaa ruuxa ugu habboon hiigsan karaan muddadan hore. Tababaraha markaa isagoo adeegsana tayada xirfadeedkiisa waa in uu/ay u horseedaa ruuxa soogalootiga ama qaxootiga ahi si uu ula qabsado nidaamka cusub, afkan cusub iyo xaaladaha cusub guud ahaan Qaar ka mid ah sifooyinka ugu muhiimsan ee barayaasha waaweyni u baahan. Waxyaabaha ugu muhiimsan ee uu tababaruhu u baahan yahay waa dabacsanaan iyo dareen, taas oo ka muhiimsan heerarka go'an ee qiimeynta.

QAABDHISMEED KU SALEYSAN BAAHIYAHA IYO AWOOD U

Si loo hormariyo shuruudaha ruuxu isku qiimeynta, waxaynu hawlo kala soo qabannay dalalkeenna tababarayaasha dadka waaweyn iyo ardaydooda. Hadafkayagu wuxuu ahaa in la ogaado waxa ay tahay qiyamka, hammiga, baahida nololmaalmeedkooda iyo meheradahoodaba. Waxaan qaadnay wareysiyo aan la yeelannay mid walba oo ka mid ah kuwa 'dhawaad yimid', 'degiya' iyo 'degey' ee qaybaha soogalootiga iyo qaxootiga si loo aqoonsado 'kuwa ugu dhow ee lagu qeexi karo koox kasta?', oo abuuray miisaan muhiim u ah mid kasta.

Annagoo ka duuleyna macluumaadkan, waxaan wadatashi la leenahay tababarayaasha dadka waaweyn oo ka kala yimid hay'ado kala duwan oo qaabilsan waxbarashada dadka waaweyn ee soogalootiga iyo qaxootiga ee jaaliyadaha ku kala nool, Iswiidhan, UK, Turkiga iyo Spain.

Waxa aan ogaanay in manhajka loogu tala galay tababarayaasha dadka waaweyn ee aan horay u

diyaarinay, uu ka duwan yahay heerarka kala duwan ee degaannada oo uusan door muhiim ah ka ciyaareynin. Waxay u muuqataa in heerarkani ay khuseeyaan marka ay timaaddo 'waxa la baro', laakiin maaha 'sida loo baro'. Awoodaha uu tababaraha dadka waaweyni u baahan yahay, ee ka baxsan aqoonta uu u leeyahay ama u leedahay mawduuca, waxay u egtahay in ay isaga mid yihiin kooxaha soo galootiga ah iyo qaxootiga.

Waxa kale oo inooga soo baxay markii aanu wadnay diyaarinta in agabka ugu muhiimsan ee waxbarasho ee tababaraha dadka waaweyn uu yihiin ardayda. Waa marka tababaruhu la kulmo ardayda marka ay waxbarashadu dhacayso, maxaa yeelay marwalba, koox walba, iyo shaqsi walba waa mid gooni ah. Marka laga tago manhajka iyo maaddooyinka waxbarasho, qodobka ugu muhiimsan ee khibrada waxbarashadu waa kartida baraha si uu u fahmo baahiyaha, xuquuqda iyo masuuliyadaha ardayda iyo in uu ugu jawaabo sida ugu habboon xaalad kastaba.



DIYAARINTA HABKA QIIMEYNTA KARTI-XIRFADEEDKA

Mabaadiida karti-xirfadeedka ku saleysan ee qaabshismeedka ayaa waxay ku saleysan yihiin sidan (Mulder, 2017):

- Karti xirfadeedyadu waxay ku saleysan yihiin manhaj dadka waaweyn.
- Kartida kobcinta barayaasha dadka waaweyn waxaa loo qiimeeyaa si joogta ah (ka hor, inta lagu guda jiro iyo kadib hawsha waxbarashada) waxaana sameynaya iyaga iyo korjoogayaal.
- Muddada ay waxbarashada iyo qiimeyntu socdaan waxaa ku lammaanan aqoon, xirfado, hab dhaqanka iyo macnaha guud.
- Isxilqaanka iyo ka baaraandegidda barayaasha dadka waaweyn waa la dhiirigelinayaa.
- Barayaasha dadka waaweyn ee dugsiyada iyo jaaliyadahaba waxay fuliyaan kaalintooda tababare, hagid iyo khabiirnimo oo dheellitiran.

Shuraako ahaan waxaan garwaaqsanahay in fikradda karti-xirfadeedku ay tahay mid aad u kala-duwan, isticmaalka gaarka ah iyo tarjumaadda fikradda waxay ku xiran tahay hadba sida macallinka dadka waaweyn ah uu u shaqeeyo.

Qiimaynta karti-xirfadeedkan waxaa lagu xiriiriyaa barayaasha dadka waaweyn ee 'Migrants' iyo 'Refugees' sida Dib-u-dhiseyaasha' oo ay wadaagaan lammaanayaasha 6 luqadood oo kala duwan [1].

- **Habnololeedka waari kara:** Sida loo daboolayo baahiyaha iyo xuquuqaha aasaasiga ah ee aadanaha.

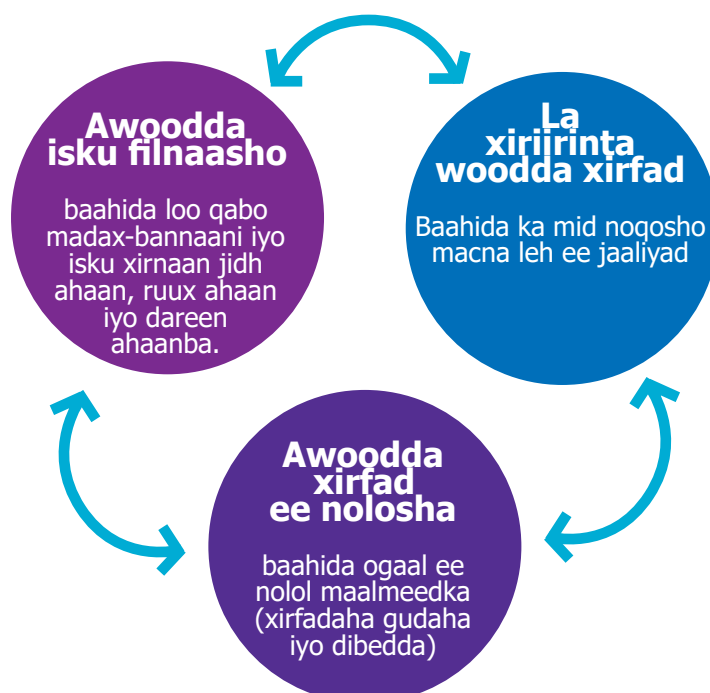
- **Kalgacayl iyo ka mid ahaasho:** Hab daryeelid iyo ogolaasho daryeel.
- **Ka hor tag iyo ilaalin:** Habka kor u qaadidda ammaanka aadanaha.
- **Fahamka:** Habka kobcinta fikir muhiimah iyo ka qeybqaadashada.
- **Ka qeyb qaadashada dhaqdhaqaaqyada ganacsi ee bulshada:** Habka kor u qaadidda qiyamka dhaqaale-bulsho ee jaaliyadaha.

Moodelladan waxbarasho ee nolosha waxay ku saleysan yihiin: (i) Xeerka Caalamiga ah ee Xuquuqul Insaanka 1948; (ii) Baahiyaha aasaasiga ee aadanaha ee Manfred Max-Neef [2]; (iii) Awoodda Dhexe ee Aadanaha ee Amartya Sen iyo Martha Nussbaum; (iv) Garashada, saameyn iyo ficilmaskaxeedka waxbarasho ee awoodda kala saaridda ee Benjamin Bloom iyo David Krathwolh.

Modellada xirfadaha nolosha waxaa loogu tala galay daboolidda in ka badan 250 baahiyood iyo awood wax qabad oo ay soogalootiga iyo qaxootigu la wadaageen dadka kala shaqaynaya.

Baahiyahan iyo awood-wax-qabadkan ayaa lagu tilmaamaa nidaam aasaas uu u yahay qiyamka dhaqamada oo idil.

Annagoo tixgelineysa intaa oo idil ayaan abuurmay qaab isku xiran kuna saleysan Self-Determination Theory (SDT) [3], oo sheegaya in ruux waliba uu leeyahay saddex baahiyo oo isku mid ah oo sal u ah nolol micna leh oo ammaan ah:



Awood xirfadeedka la xiriira - baahi loo qabo ka mid ahaansho minca leh ee bulsho kartida nolosha baahida loo qabo in la ogaado si ay u socdaan nolol maalmeedka (xirfadaha gudaha iyo dibadda) Marka ugu horreysa ee tababaruhu la kulmo ardaydiisa,

way adagtahay in la fahmo xaaladda. Soogalootiga iyo qaxootigu waxay la kulmaan xaalado dareen oo kala duwan marka ay yimaadaan dal kale. Fursadaha nolos ee waxay ku xiran tahay ay ula qabsanayaan dalka martigeliyey.

Shaxdan hoose waxay tusineysaa shuruudaha iyo shanta nooc ee tababarka ee manhajka.

Self-determination theory	Awoodda isku filnaasho.	Awoodda xirfad ee nolosha (internal and external)	La xiriirinta woodda xirfad
'Manhajka Soogalootiga iyo Qaxootiga oo Dib-u-Dhisayaal Noqonaya'	Ka hor tag iyo ilaalin	Nolol waari karta	Kalgacayl iyo ka mid ahaasho:
		Ka qeyb qaadashada hawlaha ganacsi ee bulshada	
Fahamka			

Shaxdan hoose waxay tuseysaa xiriirka u dhaxeeya Manhajka Soogalootiga iyo Qaxootiga iyo Habka Is-qiimeynta ee kartida.



Annaga oo ku saleyneyna xeerarka iyo waxyaabahaan soo uruurinnay intii aan hawshan ku guda jirnay waxaan soo saarnay saddex agab oo aan rajeyneyno in uu waxtar u noqdo tababarayaasha dadka waaweyn korna u soo qaado qaybaha manhajka waxbarasho iyo weliba xiriirka ka dhexeeya soogalootiga iyo qaxootiga iyo sidoo kale qiimeyntooda ku aaddan baahidooda iyo tan jaaliyadahooda.

- 'The self-determination Assessment Matrix' waa adeeg toos ah oo la xiriira baahida saaykalooji ee isku filnaanta tababaraha.

- 'Dareenka hagaya in uu isku qiimeeyo tababaraha' waa agab ku saleysan waaya-aragnimada hawlihii ay qabteen saaxiibbadeen Isbaanishka.
- Ugu dambeyntii 'Radical Inquiry and Adaptive Action' waa agab aanu ka soo amaahannay aragtiyo kala duwan iyo si gaar ah, Human system Dynamic oo isku xiraya aragtiyada madaxabannaan siineysana agab dheeraad ahoo loo adeegsanayo khilaafka iyo xaaladaha aan la hubin.

[1] www.uk.iofc.org/M-R-Rebuilders

[2] Max-Neef, M., Elizalde, A., & Hopenhayn, M. (1992). Development and human needs. *Real-life economics: Understanding wealth creation*, 197-213.

[3] Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.



AGAB 1. SHAXDA HABKA LA ISKU QIIMEEYO

Shaxdani waxay ku saleysan tahay hab madaxbannaan oo la isku qiimeeyo. Waxaan u kala saarnay kartida nolosha mid quuxq gudahiisa ah iyo mid dibedda kaga imanaysa si loo helo baaritaan muhiim ah oo faahfaahsan.

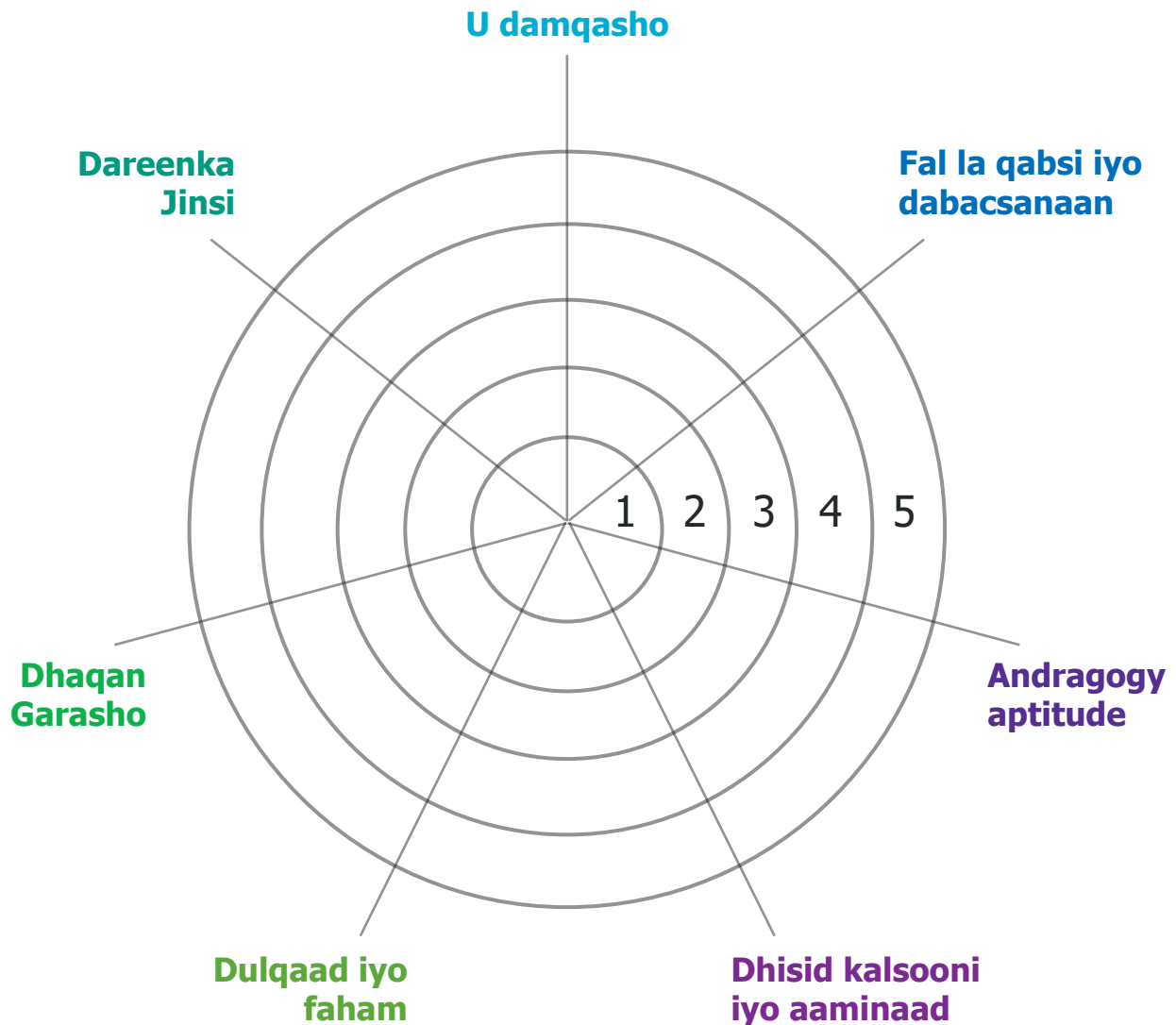
	Kartida Nolosha (gudaha)	Karti Nolosha (dibedda)	Kartida Xiriirka	Kartida Madaxbannaanida
Xiriirka aan anigu isla leeyahay	<ul style="list-style-type: none"> • Sideen dareemayaa maanta? • Shucuurteydu waa sidee hadda? • Siday u saameynayaa jirkayga? 	<ul style="list-style-type: none"> • Inteen u jiraa maanta yoolka (qof ahaan iyo shaqaba)? 	<ul style="list-style-type: none"> • Dareenkaygu waa sidee maanta? • Maxaan sameeyey ama aan sameeyaa si aan naftayda u daryeelo maanta/ toddobaadkan/ bishan? 	<ul style="list-style-type: none"> • Tallaabooyinkeen qaadi karaa si aan nolosheyda kor ugu qaado? • Maxaan sameeyey ama qorsheynayaa dhawaanahan ee yoolalka aan hiigsanayo, maxaase la igu kabay?
Dadkaan la shaqeeyo	<ul style="list-style-type: none"> • Maxaa iga caawinay in aan dhiso xiriir fiican? 	<ul style="list-style-type: none"> • Doorkeena ka ciyaaray kooxdayda? • Maxaa ugu wanaagsan oo aan u adeegsaday kuwa ila shaqeeya? 	<ul style="list-style-type: none"> • Maxaan ku caawinaa dadka ila shaqeeya? • Maxay igu caawinaan? 	<ul style="list-style-type: none"> • Goormaan dareemay in ay shaqadu igu badan tahay? • Goormay ahayd markii ugu dambeysay een kaalmo weydiistay? • Goormaan dareemay farxad oo aan caawinay dadkaan isla shaqeyno? • Maxaa inoo fududeeyey in aan shaqada iyo guusha qeybsano?
Ardayda	<ul style="list-style-type: none"> • Maxay dareemayaan ardayda aan la shaqeeyo? • Sideen uga caawimi karaa dareenkooda? • Maxaan u baahanahay si aan u caawimo? 	<ul style="list-style-type: none"> • Maxay ahaayeen caqabadaha ay la kulmeen ardaydeydu? • Xirfadahee ka caawini kara waxbarashada? • Maxaan u baahanahay si aan u caawino? 	<ul style="list-style-type: none"> • Sideen u abuuray xiriir kalsooni markaan la shaqeynayo ardayda? • Maxaan kagoon sameyn karaa? 	<ul style="list-style-type: none"> • Sideen u caawinay ardayda si ay u dhisaan kalsooni? • Sideen ku caawinay in ay gaaraan yoolkooda qaataanna masuuliyadda waxbarashadooda?

	Kartida Nolosha (gudaha)	Karti Nolosha (dibedda)	Kartida Xiriirka	Kartida Madaxbannaanida
Ururrada aan la shaqeeyo	<ul style="list-style-type: none"> Waa maxay qiyamka muhiimka ii ah maanta? Waa maxay qiyamka hay'adaha 	<ul style="list-style-type: none"> Xagge ayey ku xooggan yihiin hay'adaha aan la shaqeeyo? Sidee ayey shaqadeydu wax u tartay xoogeyntaas? Xirfadahee iyo kartiyadahee ayaan ka bartay intii aan ka shaqeynayey? 	<ul style="list-style-type: none"> Ma leenahay dhaqan lagu baqaaro? Ma nahay jaaliyad hay'adda dhexdeeda? Sidee ayey shaqadeydu ula xiriirtaa baahida iyo codsiga soogalootiga iyo qaxootiga? 	<ul style="list-style-type: none"> Sideen u arkaa go'aan qaadashada urukayga? Maxaan ku kaalmeeyee ururkayga hawlaha uu qabto? Qaybtee shaqadeyda aan qorsheyn karaa yool anigoo adeegsanaya habkayga,halkeese aan xornimo u shaqeyn karin ?
Bulshadeyda	<ul style="list-style-type: none"> Sideen u arkaa xaaladda hadda ee jaaliyadeyda maanta? Sideen u wajihi karaa arrimahan anigoo adeegsanaya qiyamyada? 	<ul style="list-style-type: none"> Maxaan ku kordhiyey abuuridda dhaqaale bulsho? Maxaan sameeyey si aan wax uga qabto arrimaha kala duwan ee isbeddellada xawiliga ku socda? 	<ul style="list-style-type: none"> Sidee ayey shaqadeydu xiriir ula leedahay baahiyaha soogalootiga iyo qaxootiga? Maxaan adeegsaday si aan kor ugu qaado arrimaha dhaqamada kala geddisan? 	<ul style="list-style-type: none"> Maxaa iga caawinay in aan isku miisaamo xorriyadeyda iyo masuuliyadda iga saaran bulshadeyda?
Bulshada guud	<ul style="list-style-type: none"> Waa maxay qiyankeyga, kan ururrada aan la shaqeeyo iyo midka bulshadeyda, ee dhanka masuuliyadda guud ee bulsho ee arrimaha aadanaha? 	<ul style="list-style-type: none"> Xirfadahee, qiimaha iyo kartida aan isku arkay dhawaan oo wax u taraya bulshada, ee dhaqamada? Maxaan ku dhiirrageliyey ardayda in ay adeegsadaan dhaqamada? Maxaan kaloon sameyn akaraa? 	<ul style="list-style-type: none"> Maxaan dhawaanta ka bartay sumaddayda iyo masuuliyadda guud? Maxaan sameeyey si aan ardayda ugu dhiirrigeliyo daryeelka dunida? Maxaan kaloo aan sameyn karaa? 	<ul style="list-style-type: none"> Sidee dhaqanka, halka aan ka soo jeedo, shaqada waxbarashada, qoyska, saaxiibada iwm iiga caawineen nolosheyda? Maxaan sameeyey si aan ardayda ugu guubaabiyo in ay yeeshaan aragtiyo kala duwan noloshooda? Maxaan kaloo aan sameyn karaa?

SIDA LOO ADEEGSADO AGABKAN

Si joogta ah uga feker su'aalahan, waxaad sameyn kartaa in aad qorto aragtiyaha kaaga baxa. Agabku wuxuu ku sii wanaagsan yahay marka aad la wadaagto dadka aad wada shaqeysaan ee aad ku kalsoon tahay.

AGAB 2: JIHEEYAHA GAARKA AH EE TABABARAYAASHA DADKA WAAWEYN



SIDA LOO ADEEGSADO AGABKA

Ka feker halbeeg kasta adoo ka jawaabaya su'aalaha hoose

- 1- Sideed u dareemaysaa in aad sameysay halbeeggan? Qiimeyn isku samee qiyaastii 1 ilaa 5:
1= aad u hooseeya iyo
2= I need support for improving this ability/skill
3= I feel competent in this ability/skill some of the time
4= I feel competent in this ability/skill most of the time
5= aad u wanaagsan
- Marka aad ka fekerto halbeegyada oo idil, dhibcaha isku xir, siduu u ekaanayaa? (from 1 to 5).
- Ma faraqyo dhuudhuuban buu leeyahay oo kuwana

kor u jeedaan kuwana hoos? Waxaa wanaagsan in jaantuskaagu ahaado wareeg isla eg aadna ugu dhow wareegga bannaanka xiga.

- U fiirso hal tallaab oo wax ku ool ah ee halbeeg kasta oo kaa caawinaya jaantuskaaga marka dambe.
- Waxaad la wadaagi kartaa jaantuskaaga tababare kale oo aadna kula taliso in ay iyaguna sameeyaan tooda, markaana waad isku barbardhigi kartaa ra'yigiina si aad isku caawintaan horumarna u sameysaan.

U DAMQASHO

U damqasho waa dhowrida xuduudda xirfadeed, iyadoo la fahmayo dareenka qofka kale oo aanan laga gudbeynin xuduudda lahaansho ee arrinka laga hadlayo.

Marka laga hadlayo isqiimeynta waxaa wanaagsan in aad isweydiiso haddii aad dhabarka u dhigato dhibaataada dadka kale haysata. Sida ugu wanaagsan waa in uu ruuxu si dareen leh wax ku dhageysta uu miisaano qof ahaantiisa iyo dadka kale uu la joogo.

Waxaa loo baahan yahay waa in qalbi furan lagu dhageystaa arrimaha iyo waaya-aragnimada dadka kale, adiga oo aan dhibsaneynin u arag taada oo kale.

Waxaad is weydiisaa:

Isweyddii: To what extent have I recently been able to...

- ilaa inteen awoodaa in aan ku dhageysto qalbi furan?
- ma dhageysan karaa anigoon go'aan ka qaadaneynin ama aad gacan ku dhigto si aad u saxdo?
- ma dhegeysan karaa anigoon ka fekereynin waxa aan oran doono?

FAL LA QABSI IYO DABACSANAAN

U adeegsiga hab qura dad iyo/ama xaalado kala duwan way adag tahay. Sida ay indhuhu ula qabsadaan iftiin kala heer duwan, tababaraha dadka waaweyna wuxuu gaaraa natiiyo wanaagsan markuu ka bilaabay 'Waa maxay', 'Siday kooxdu tahay maanta?' Ilaa shalay miyey wax dhaceen? Maxay innaga tusi kartaa casharkeenii maanta?

Isweyddii: to what extent have I recently been able to...

- ilaa inteen awooday in aan isha ku hayo xaaladda ay ku sugan yihiin kooxdu?
- maka war hayaa waxa hadda dhacaya?
- ma ogaan karaa isbeddelaad dhaqdhaqaaq kooxdu sameyneyso maalin walba?
- ma u adeegsan karaa habka ama qeyb ka mid ah shaqadaan qabtay dhaqdhaqaaqaas hadduu wax ku kordhinayo natijada?

[1] Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). The adult learner: The definitive classic in adult education and human resource development. Routledge.

ANDRAGOGY APTITUDE

Erayga 'Andragogy' wuu ka soocan yahay 'Pedagogy' (afka Griigga: 'Barbaarinta carruurta), halka Andragogy uu yahay dadka waxbaridda dadka waaweyn isna waa Giriig, macnaheeduna waa 'barbaarinta dadka waaweyn', waxbarashada dadka waaweyna way fiican tahay in laga sooco barbaarinta carruurta:

1. **Baahi-ogaasho:** Dadka waaweyn waxay u baahan yihiin in ay ogaadaan sababta wax loo baranayo.
2. **Aasaas:** Waayaaragnimo, oo khaladka lagalaa ka mid yahay wuxuu siinayaa aasaaska hawlaha waxbarasho.
3. **Ra'yi qabid:** Dadka waaweyn ee waxbaranaya waxay u baahan yihiin in ay yeeshaan mas'uuliyadda go'aankooda ee waxbarashadooda, iyo in ay ku lug yeeshaan qorshaha iyo qiimeynta waxbarashadooda.
4. **Diyaar ahaasho:** Dadka waaweyn waxay aad u qaddariyaan barashada maaddooyinka markiiba wax ka taraya shaqadooda iyo/ama noloshooda gaarka ah.
5. **Jahayn:** Waxbarashada dadka waaweyn waa xal-helid, halka ay ka ahaan lahayd mid koobnaansho ku jahaysan.
6. **Dhiirragelin:** Dadka waaweyn is dhiirrageinta qofeed ayey uga fiican yihiin tan dibedda uga imaneysa.

Isweyddii: To what extent have I recently been able to...

- ilaa inteen awooday in aan isticmaalo habka Andragogy?
- lixda qaybood ee sare, kuwee ayey ahaayeen kuwa ku fiicanaa/ku liitay?
- middee ayey ila tahay in ay saameynta ugu badan ku yeelatay ardayda?
- middee ayaan awood u yeeshay, middeese ku xirnayd arrimo kale (hay'adda, qalabka iwm)? including planning and evaluation?



AWOODDA DHISIDDA KALSOONIDA IYO IS AAMINAADDA

Soogalootiga iyo qaxootiga waxay la kulmaan caqabado daran. Waxay gar u yeelanayaan in ay ka taxaddaraan wixii iyaga ku saabsan oo macluumaad ah, waxay aad u og yihiin khataraha ku iman kara iyaga iyo noloshu eheladooda. Sidaa darteed tababaraha dadka waaweyn in uu abuuru 'goob nabdoon' waa muhiim. Goob nabdoon waxay ku dhisantaa kalsooni dhex mart aka qaybgalayaasha, barayaasha iyo goobta waxbarasho. Waxaa iska cad in is aaminaaddu u tahay xeerka anshaxa dhammaan dadka wada haya hawsha xasaasiga ah ee waxbarashada ee qofka naf ahaantiisa iyo arrimaha ku xeeran ee dalka ay soo degeen.

Isweyddii: To what extent have I recently been able to...

- ilaa iyo intee ayaan ku guuleystay in aan ku dhiirrageliyo ardayda fasalkayga xuduudda shakhsiyadeed?
- mabaaddiideen u adeegsanayaa macluumaadka xasaasiga ah?
- ma awoodaa in aan uga jawaabo si ku habboon xaaladahaas xasaasiga ah?
- ma awoodaa in aan dhowro xuduudahayga anigoo bixinaya caawinaadda ku habboon islamarkaana aan wax u dhimeynin waxa aan haysto?

SABIR IYO FAHAM

'Jacayl, nabad iyo isfaham' ayaa noqon kara halkudheggii xilligii 'Awoodda Power'. Waxayna saameyn ku leedahay xaaladaha waxbarasho, gaar ahaan mark aka qeybgalayaashu ku sugan yihiin xaalad nugul. Si loo helo hab cusub marka lagu dhex jiro xaalad adag, ardaygu wuxuu u baahan yahay in uu helo kalgacayl. Jacayl waa eray miisaan leh, waxbarashaduna waxay noqoneysaa mid sarreysa marka ardaydu jeclaadaan waxbarashada, taana waxay u horseedi kartaa habdhaqan deggen xagga nolol maalmeedka, iyadoo ka caawineysa fahamka noloshooda cusub.

Isweyddii: To what extent have I recently been able to...

- ilaa intee ayey ii suuragashay in aan abuuru jawi deggen oo aanan laysku mashquuleynin fasalka

gudhiisa?

- side ayaan ku dhiirrageliyaa ardayda si ay uga run sheegaan nafsaddooda?
- sideen uga dhigi karaa waxbarashadooda mid xiisa leh una roon iyaga?
- ilaa iyo intee ayaan u arkaa kuwa xiiso iyo waxtar ii leh qalabka waxbarasho?
- intee in la eg ayaa kaftan iyo ciyaar ka dhex jirtay fasalka dhexdiisa?

DHAQAN GARASHO

Dhaqanka garasho waa mid laga fahmi karo awoodda ugu sarreysa ee dhaqamada isu gudba. Waxaa ardayda ka dhex jiri kara dhaqan kala shaki iyo nacayb ku jiro. Tababarayaashuna waxay u adeegsan karaan dhaqan qawaaniin dhiirigelinta waxbarasho. Maaha oo keliya waxbarashada ardayda, waxayse kaloo tahayabuurid goob waxbarasho oo gaar ah, fasalka dhexdiisa oo ay ardaydu isdhiirigeliyaan. Dhaqamada kala duwan waxay wax weyn ka tari karaan waxbarashada wanaagsan.

Isweyddii: To what extent have I recently been able to...

- ilaa iyo intee ayaan ardayda ku dhiirrageliyey in ay ka hor tagaan in ay fikir qaldan iska haystaan dhexdooda?
- sideen ku dhiirrageliyaa kuna xoojiyaa kala duwanaashaha?
- side ugu habboon oo aan ku dhowraa kala duwanaashaha, isla markaana aan ku dhiirrageliyaa inta kalana sidoo kale in ay sameeyaan?

DAREEMIDDA ARRIMAH JINSIGA

Dareemidda arrimaha jinsiga waa ahmiyadda fahamka iyo ka hadalka arrimaha bulshada iyo dhaqanka ee kala soocidda iyo takoorka ku saleysan jinsiga, haddii ay ahaan lahayd mid guud iyo mid gaar ahba. Waxay inta badan diiradda saartaa ku tagri falka awoodda jago ama maqaam ee raggu u gaystaan dumarka.

Isweyddii: To what extent have I recently been able to...

- ilaa xad inteen dareensanaa arrimaha jinsiga ee hay'adda?
- maxaan sameyn karaa si ay ardaydu uga taxaddaraan jinsinacaybka?



AGAB 3. WAXBARASHADA QAABKA ISDHEXYAALLA

Complexity Science Studies System waxay ka kooban tahay qeybo dhowr ah oo ay aad u adag tahay in habdhaqankooda la sii oddoroso, sida ururo ama kooxo dad ah. waxay innaga caawini kartaa in aan ku ogaanno waxa aan la kulanno inta aan ku jirno hawlaheenna maalmeed. Agabka saddexaad waxaan ka soo

ammaahanay habka agabyada (Complexity Science the tools of Radical Inquiry and Adaptive Action).

Sharraxaadda hoose waxaa laga soo qaatay barta internetka Human System Dynamics, iyadoo oggolaasho aan ka helnay mid ka mid ah dadkii sameeyey Glenda Eoyang.



BAARITAAN QOTO DHEER

Radical Inquiry waa habraax baaritaaneed oo kaa caawinaya in aad dhisto nidaam cad oo isku xiran. Marka ay kuu kala caddaato habka aad rabto, waxaad heleysaa dariiq aad kula macaamisho kuwa kale iyo deegaankaagaba oo aad saameyn ugu yeelan karto habkaas.

Baaritaanka qotada dheer waa hab baaritaan oo kaa caawinaya:

- Fahamka habka aad rabto.
- Ogaanshaha shuruudaha furaha u ah qaabeynta habkaas.
- Dhisidda liis kooban oo fudud kaasoo tusinaya go'aamada iyo ficillada loo qaadayo hababkaas.

Adeegsiga Radical Inquiry waxay keentaa in ay kuu kala caddaato yoolka iyo ujeeddada iyadoo iyadoo kaa caawineysa isbarbardhigga ficilka iyo go'aanka aad u aragto in ay kugu habboon yihiin. Haddaad dhameystirto Radical Inquiry adigoo doonaya in uu wax ka taro horukacaaga shakhsi ama aad hawl wada qabanaysaan koox si aad u wadaagtaan Radical Inquiry, aadna raceyso hab aad dooneyso, ama aad sameyneyso wacyigelin ku saabsan habkaas, ama aad abuureyso xaalad wax ka baddeli karta hababkaas, aad qaadeysana tallaabooyin hagaajinaya xaalad kastoo saameyn ku yeelaneysa hawl maalmeedkaaga. Radical Inquiry waa dariiq ka dhigaya qof iyo/ama koox in ay masuul ka noqdaan waxqabadka iyo wax soo saarba.

SIDA LOO ADEEGSADO BAARITAAN QOTO DHEER

Agabkani, sida ay nala tahay, wuxuu la mid yahay Self Determination Theory.

Kumaan ahay? Maxaa muhiim ah? iyo sideen ula xiriiraa? Ayaa loo tarjumi karaa sida ay isugu xigaan, Madaxbannaani, nolosha iyo awoodda xiriirinta. Agabkani wuxuu keenayaa awoodda afraad (Maxaan u baahanahay?) oo ku duweysa tababaraha in uu u fiirsado hababka uu isagu ama iyadu u doonayaan in ay u arkaan xaaladdooda shaqo.

Su'aalaha soo socda waxaa laga soo qaatay Patterson iyo Wickstrom [1] iyo Steward Patterson [2].

1. Ka feker su'aasha 'kumaan ahay?' (Waa maxay shaqadeyda? Waa maxay hawsha ugu muhiimsan ee aniga iyo ardayda ee hay'adda gudaheeda? Waa maxay doorkayga ka bare ahaan? Annagu dhexdeenna aqoon ma kala kororsan karnaa? Waa maxay doorkeenna ku aaddan bulshada?)
2. ka feker su'aasha 'maxaa muhiim ah?' (ardaydu ma

dooneysaa in ay wax kororsadaan? Tani waa maxay ku xiran tahay oo keliya waaya-aragnimadooda waxbarasho, mise noloshooda bulshada dhexdeeda? Maxaa muhiim ah: in ay wada shaqeeyaan mise in ay xeerar raacaan? In ay baaritaanno sameeyaan mise in ay imtixaanka uun gudbaan?)

3. ka feker su'aasha 'Sideen xiriir u sameeyaa? Qaababkee, kulamo, dukumentiyoo iyo agabyo baan wada adeegsannaa? Waa noocee isdhexgalkeenna fasalka iyo dugsigaba? Ujeeddadii aan ka lahayn ma ku habboon yihiin? Maxaa sameyn karaa si aan ugu caawino ardayda in ay gaaraan yoolkooda? Sidey ayey ardaydu u arkaan ficilladayda?
4. Ka feker su'aasha 'maxaan doonayaa?' Hadda oo aad ka fekertay doorarka, kala mudnaansiinta arrimaha iyo hababka loo xiriirayo, ka feker kuwee u baahan in la isweydaariyo.
5. Waxay noqon kartaa sida aad isu aragto (doorkaaga), ama waxa muhiimka kuu ah (kala mudnaansiinta), ama sida aad u dhexgasho (qaabka casharrada u habaysan yihiin, shaqooyinka ay qabanayaan, iwm). Patterson iyo Wickstrom [1] waxay talo ku bixiyeen in diiradda la saaro in aan ka badneyn laba ama

[1] Patterson, L., & Wickstrom, C. (2017). How Much Support Is Enough? 3 Tools Help Us Know When to Step In and When to Back Off. *Learning Professional*, 38(1), 48-53

[2] Stewart, M. A., & Patterson, L. (2016). Authentic engagement or just "playing school"? *Emergence: Complexity & Organization*, 18.



FAL LA BADDELI KARO [1]

Markaad adeegsaneyso Falka la baddeli karo, waxaa soo baxaya saddex su'aaladood: 'Maxay?', waxay kaa caawineysaa hababka isdhexgalka iyo go'aanka ee suuradeynaya guul. Su'aasha kale ee ah 'Hadday sidaa tahayna?' waxay kaa caawineysaa in aad macno u yeesho hababkaas. Sidoo kale su'aasha 'Hadda maxay?' waxay kaa caawineysaa ogaashaha ogaashaha fal aad saameyn ugu sameyneyso naftaada iyo kooxdaadaba si aad u gaartaan guul weyn oo waarta. Baaritaanku waa su'aalo, waxay u dhawaneysaa isdhexgal walba, xaalad walba iyo fursad walba oo ay imanayaan su'aalo ah maxaa laga baran karaa iminka, xaaladdan, qofkan? Dunidan aan la saadaalin Karin ee arrimuhu is dul saran yihiin, baaritaan sameynta ayaa noqoneysa sida keliya ee aad hore ugu socon karto.

Maxay?

Baaritaanku wuxuu kuu fududeynayaa in aad uruuriso xogta aad dooneyso in aad aragto, fahanto iyo hababka saameynta ku yeelanaya isdhegelka iyo go'aan gaaridda saameyneysa dunida.

Marka dunidaada aan la saadaalin Karin ama aan la koontroolin, jawaabuhu way gaagaaban yihiin, balse su'aalaha wanaagsan waxay kaa caawinaan fursadaha wax qabad ee aad ugu sikaneyso adkaysiga iyo in uu waaro.

Hadday sidaa tahay?

Xogta waxaad ka ururineysaa degaankaaga si aad go'aan u gaarto tallaabna aad ugu qaaddo. Baaritaanku wuxuu kuu suurta gelayaa in aad si cad u aragto xaqiiqda kugu hareereysan.

- U baddel tuhunka xun, ogaal xiiseyn.
- U baddel isku raacsanaan la'aanta, sahmin.
- U baddel is difaaca, ka fekerid.
- U baddel malaha, su'aalo.

Hadda maxaa jira?

Markaad baaritaan ku jirto, waxaad soo bandhigeysaa habab kaa caawinaaya in aad aragto, fahanto, saameynna ku yeelato dunidaada. Markaad baaritaanka ku jirto:

- Isweydii su'aalaha aadan jawaab u haynin
 - o isku day in aad fahanto dadka aadan wax isku raacsaneyn.
 - o Isweydii su'aalaha "Maxay noqon haddii..." si aad u fahanto wax aka soo bixi kara tallaabooyinka qaar haddii la qaado.
- Find comfort with ambiguity
 - o Ugu yeer dadka in aad wada sheekeysataan idinkoo wada raadinaya jawaabaha.
 - o Weydii inta kale waxa ay arkayaan, adigoo dhuuxaya aragtidooda.
- U furfurnow oo markasta wixii cusub ka ogow oo weydii inta kale in ay ku baraan wixii ay yaqaannaan.
 - o Raadi xirfado aadan lahayn kadibna raadso macallin ku bara.
- U qaado isdhexgalka aad la yeelaneyso siduu yahay baaritaan aad sameyneyso.
 - o Weydiiso asxaabtaad wada shaqeysaan in ay kula wadaagaan fikirkooda ku saabsan saameynta aad ku yeelatay.
 - o U furfurnow in aad ka barato waxa ay u baahan yihiin.

SIDA LOO ADEEGSADO FALKA LA BADDELI

Haddii aad la kulanto khilaaf ama mushkilad soo noqnoqota, qaad tallaabooyinka soo socda:

1. Isweydii "Maxay?", "Maxaan u fiirsadaa oo ku saabsan xaaladdayda?" Balm eel ku qor, in muddo ah, si aad u aragto waxa kaaga soo baxa dadka kale iyo adigaba habdhaqabkiina.
2. Isweydii 'Hadday sidaa tahay?', 'Macnaheedu waa maxay?'. Si taa looga jawaabo, adeegso

tusaalooyinka Falka la baddeli karo: U baddel tuhunka qaldan ogaal raadin; U baddel isafgarashawaaga in si wadajir ah wax loo ogaado; U baddel isdifaaca in aad fekerto; Malaha u baddel su'aalo. U fiirso waxa dhacaya markaad wax sameyneyso muddo waqti ah. Sideed u aragtaa isbaddellada ku imanaya xaalad.

3. Isweydii 'Haddana?' 'Tallaabooyinkeen qaadaa oo ku saabsan xaal arrimahayga? Eeg talooyinka Falka la baddeli karo ee sare ku yaalla.

SIDA LOO ADEEGSADO

Waxaanu rajeyneynaa in agabyada aanu soo sheegnay ay fudud yihiin una fududeynayaan tababaraha doonaya aqoonta iyo horumarinta shaqada.

Haddii aad isweydiiso agabka ugu habboon u adeegsiga hawlahaaga, raac taladan: (Dabcan waxaad dooran kartaa agabka aad dooneyso, markaana aad u adeegsato baahiyahaaga, taladuna waxay ugu fiican tahay marka aadan aqoon meel aad wax ka bilowdo).

AGAB 1. Wuxuu ku habboon yahay inta ka shaqeysa hay'adaha rasmiga ah, kuwaasoo waxbarashada iyo yoolasheedaba ay ku cad yihiin manhaj (tusaale; waxaad tahay macallin hay'ad waxbarasho), waxaadna dooneysaa in aad shaqadaada uga fekerto si dhameystiran, mana aha oo keliya xiriirka kaala dhaxeeya ardayda, balse waxaa ku jira kan dadkaad wada shaqeysaan, hay'adda iyo bulshada guud ahaan.

AGAB 2. Wuxuu diiradda saarayaa xiriirka aad la leedahay ardayda iyo waxa ka dhaca fasalka. Waxa kale oo ay ku wanaagsan tahay la shaqeysa qaxootiga iyo

soogalootiga (sida tababare, la taliye, hage, dabiibe), dib ayaan ugu baddeli kartaa erayada 'ardayda', 'fasal', iyo 'koox' oo noqonaya 'ruuxa aan la shaqeeyo' ama 'xaaladdiisa' ama 'xaaladdeeda'.

AGAB 3. Waxaa loo adeegsan karaa labada sida, weliba waxay si gaar ah ugu fiican tahay xaaladaha aan deggeneyn ama khilaafaadka ku jiro. Mararka qaar isticmaalkeedu wuxuu u baahanaanayaa talacelin iyo ishdexgal lala sameeyo inta kale, haddii ay jirto baahi ah in la baddelo hababka lagu dhaqmayo mid ka mid ah. Haddii ay xitaa sidaa noqoto, tallaabta kooraad waa ka fekerid iyo eegid tababaraha dadka waaweyn. Waxaan kugula talin lahayn in aad tijaabiso ood eegto midda shaqeyneysa, waxaadna adeegsataa agabyo kala duwan oo aad isu geysay, haddii aad is leedahay faa'iido ayey leedahay adigoo adeegsanaya halabuunimadaada. Xeerarku waa: Daacad ahow, isu roonow, u arag waayanimu kasta fursad waxbarasho oo horumarineysa naftaada iyo dadka kale ee kula shaqeeya.



WAXBARASHADA AASAASIGA AH EE TABABARAASHA EE KA BAXSAN AGABYADA

Tababaruhu wuxuu door muhiim ah ku leeyahay irradahana u furayaa Soogalootiga iyo Qaxootiga yimaada dal cusub. Maaha oo keliya luqadda iyo macluumaadka, waxaa kaloo jira dhaqanka, dabeecadda iyo waxyaabaha kale ee aan rasmiga ahayn. Tababaruhu wuxuu yeelanayaa saameyn lagu daydo, iyadoo inta badan ahaa Soogalooti.

Cutubyadeenii ugu dambeeyey waxaan ku sharraxnay habab iyo agabyo faa'iido leh. Saasey tahay agabka ugu muhiimsan waa tababaraha. Waa kuwa koowaad oo inta badan Soogalootiga iyo Qaxootigu u helaan fursad ay kula kulmaan in ka badan waqti gaaban oo ay soo maraan xafiisyada soogalootiga.

Tababaruhu wuxuu noqon karaa mid xirfaddiisu sarrayso, haddaanuse lahayn kalgacayl iyo in uu xaadir yahay, waxa keliya uu sameyn karo waa waxbarid. Dadka nugul sida Qaxootiga iyo Soogalootiga tixgelintu waxay u tahay cashar wanaagsan, iyadoo dadku ay udub dhexaad muhiim ah u yihiin xaaladda waxbarasho

In uu diyaar u yahay in uu la kulmo ruux kale waxay bilow wanaagsan u tahay tababaraha, kadibna tayadiisa shaqo ayaa waxay la kobcaysaa kooxda. Mid walba oo ka mid ah agabyada la soo sheegay waxay ka caawini karaan tababaraha bilowga hawshiisa. Waa uun tusaalooyin keliya lagu bilaabo sahanka, waxayna dhiirrigelinayaan tababaraha si uu hoos ugu sii daadago una adeegsado agabyo kale oo ah kuwa ku cusub iyo kuwa uu horay u arkayba.

Kulan xushmadi ku dheehan tahay waa furaha. Sideed ula kulmeysaa dad soo maray xanuun iyo raji xumo oo haddana wajahaya xaalad ku cusub? Mid ka mid ah sida loola dhaqmo xaaladahaas kala duwan waa abuurid wada hadal. Abuuridda wadhadalku, tababaruhu wuxuu u furayaa fursad ka qeubgalayaashu ku soo bandhigaan tooda. Halkaana waxaa ka bilaabmi kara waxbarashada dadka waaweyn.



TIXRAACYO IYO LINGAXYO

TIXRAACYADA GUUD IYO LINGAXYO

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Turkey - recommended readings and links

Celik, S. (2011). Characteristics and Competencies for Teacher Educators: Addressing the Need for Improved Professional Standards in Turkey. *Australian Journal of Teacher Education*, 36(4). [online] Available at: <http://dx.doi.org/10.14221/ajte.2011v36n4.3> [Accessed 10.12.2017].

Öğretmenlik Mesleği Genel Yeterlikleri. (2017). Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü. Ankara [online] Available at: <http://oygm.meb.gov.tr/> [Accessed 10.12.2017].

Millî Eğitim Bakanlığı, Öğretmen Yetiştirme Ve Eğitimi Genel Müdürlüğü, 2006. Temel Eğitime Destek Projesi "Öğretmen Eğitimi Bileşeni", Ankara.

United Kingdom - recommended readings and links

TIXRAACYO IYO LINGAXYO

Initiatives of Change, UK Erasmus+ partnership (2017). Curriculum for Adult Educators 'Migrants and Refugees as Re-Builders' [online] <http://uk.iofc.org/M-R-Rebuilders> (Last accessed 15.02.2018)

National Vocational Qualification - UK

The NVQ is a work based qualification which recognises the skills and knowledge a person needs to do a job. The candidate needs to demonstrate and prove their competency in their chosen role or career path.

<https://www.vocationaltraining.org.uk/nvq-overview>
<https://www.gov.uk/what-different-qualification-levels-mean>
<https://nationalcareersservice.direct.gov.uk/>

Skills development Scotland

<https://www.myworldofwork.co.uk/>

Careers Wales

<http://www.careerswales.com/en/>

Northern Ireland Direct

<https://www.nidirect.gov.uk/campaigns/careers>

Professional competences for teachers on Social and Solidarity Economy:

Meredith, M. & Quiroz Nino, C (Coords), Arando, S., Coelho, L.S., Silva, M.F. & Villafuerte Pezo, A.M. (2015). Professional Competences. In Meredith. M. & Quiroz Nino, C (Coords.) Enhancing studies and practice of the social and solidarity economy. York, York St John Erasmus Social and Solidarity Economy Consortium. [online] <https://www.yorks.ac.uk/socialeconomy/handbook/chapter-4---professional-competences/> (Last accessed 15.01.2018)

