

MUJAWARAT

A dialogue based adult learning approach in Palestine¹

¹ This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual position of the Member States on this issue.

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It is an unedited working document based on limited data collection in 2023 and 2024.

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The innovation in this case study covers the Creating New Learning (CNL) dimensions of *new learning approaches, increasing social inclusion of learners, increasing the competences (skills and knowledge) of the learners needed for the labour market in the 21st century, changing mindsets and attitudes.*

This innovation encompasses the implementation of the Mujawarat approach in the West Bank to empower disadvantaged adults and enhance the quality of community life. The Mujawarat approach is a learner-centred, non-formal learning approach based on dialogue, critical reflection on the community of residence, of own competences, and includes experiential learning to facilitate (re-)engagement in learning, work and/or community life. The programme is organised in two tracks: the personal empowerment track and the community empowerment track. The approach shows that it can result in increased employability for wage employment, self-employment or enhanced competence to run community initiatives which respond to challenges of the community.

The aim of the project

The objective of Mujawarat is to empower disadvantaged adults and improve community life quality.

By designing the various learning activities, the expected outcomes included:

- Increased learners' employability
- Enhanced personal and professional competences
- Increased motivation for learning
- Increased community participation and improved community life

About the innovation

The Mujawarat approach consists of five phases, and three stages of Mujawarat. Learners choose between the 1) personal empowerment track and 2) community empowerment track.

- **Phase 1:** The first Mujawarat creates a learning environment that encourages lifelong learning by fostering connections, inspiring self and community awareness, strengthening cooperation, and guiding topic selection for further learning.
- **Phase 2:** Learners follow trainings in their tracks: 1) professional programme trainings based on needs and interests; and 2) trainings on planning and implementing community initiatives.
- **Phase 3:** The second Mujawarat helps learners identify their strengths and areas for improvement, based on reflections of their experience with the trainings attended.
- **Phase 4:** Learners implement an initiative that they have developed in the previous phases (Community Empowerment Track), and follow professional trainings reflected in their roadmaps (Personal Empowerment Track).
- **Phase 5:** The last Mujawarat gives an opportunity to learners to reflect on their goals and their roadmaps/initiatives to see what they have achieved, where their main challenges were, and how to improve their plans and/or adapt goals.

The innovation in this practice entailed the use of the Mujawarat approach, a participatory and dialogue-based methodology, founded in the approaches of Popular Education².

² DVV INTERNATIONAL, *Popular education and pedagogy*, <https://www.dvv-international.de/en/adult-education-and-development/editions/aed-762011/popular-education-and-reflect/popular-education-and-pedagogy>

Outcome



Learners

- **The practice enhanced professional and personal competences, improved employability, and increased motivation to pursue further education.** The enhanced professional skills have allowed learners to set up their own project or business or find full time/part-time employment – whether this is working on sewing projects from their house or finding work in an established business due to the hands-on skills acquired. One learner said, *“I participated in one of the most interesting classes I have ever been, which is the traditional food processing, now I created job opportunity not only for me, but also for my sister who is responsible for marketing my product.”*



Enablers

- A supportive “neighbourhood/ village atmosphere”
- Motivated and strong teams of staff and management of the Community Centre
- A Centre well networked within the community and the local labour market
- Short trainings can allow for development of interest in following more training programmes, considered as taster training



Barriers

- Difficult access to the training for learners living far from the training centre
- Limited duration of the training programme
- Narrow scope of taster training offer

Lessons learned - what worked

Dialogue-based methodology rooted in Popular Education. Rather than simply transferring knowledge through a theoretical and teacher-centred learning approach where the trainer takes on the role of an instructor, the Mujawarat approach is based on a very practical, participatory and dialogue-based methodology.

Personal awareness/ Discovering own needs in relation to community needs. The Mujawarat approach has a strong emphasis on supporting learners’ self-awareness and critical understanding of themselves in context of their community, of current conditions and local market trends.

Strong support structure throughout the learning journey. Through the participatory, interactive and inclusive approaches, including icebreakers, learners gain the confidence to actively participate. WhatsApp groups connect learners and facilitators and offer an informal space for questions and support.

Embedded in the community. The programme centre is very well connected to stakeholders in the community and labour market, such as community-based organisations, civil society organisations and individuals, but also universities and colleges, the private sector and governmental organisations, the main players in vocational education and the community influencers and leaders.

You can read the full report [here](#).