



# Open Education Resources

## WORKBOOK

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Migrant Community Mediators Open Education Resources for Adult Education Providers seek to encourage teachers and community educators to integrate migrant community mediation education into their organization's activities and the training currently offered to migrant groups.



## MODULE 1

### Introduction to Migrant Community Mediation

- What is a Migrant Community Mediator?
- The power of peer support
- Meet some Migrant Community Mediators/Success Stories Barriers and Challenges that Refugees and Migrants face
- Challenges that a Migrant Community Mediator can face
- Understanding diversity, equality and inclusion



## MODULE 3

### Effecting change - strategies and new approaches to community mediation and active inclusion

- Mediation in a community setting
- Getting support for your Migrant Community Mediation Cause/Working with others
- Understanding barriers
- Theory of change/mapping out the change in your community
- Alternative forms of mediation (art, sports, personal branding)



## MODULE 5

### Resource models - leveraging public and community investments, attracting resources

- Getting ready for funding
- Identifying institutions and opportunities that can provide funding
- Identifying partners and stakeholders
- Applying for funding, fundraising
- Volunteers and community engagement in using the resources

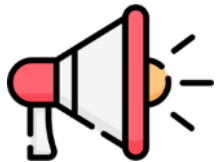
STEP  
1

STEP  
2

STEP  
3

STEP  
4

STEP  
5



## MODULE 2

### Leadership and Advocacy skills in developing strong, positive and equitable communities

- What is Community Leadership? What are Advocacy Skills?
- What is a strong, positive and equitable community?
- How to lead and advocate towards strong, positive, equitable communities?
- How to talk to diverse groups?



## MODULE 4

### Communications and media practices

- How the Migrant Community Mediator can choose the message and the manner by which the message can be communicated
- What are Policies, the importance of aligning with them
- The most effective communication tools



*PLEASE USE THIS WORKBOOK  
TO CAPTURE THE KEY  
LEARNINGS FROM OUR  
CLASSROOM COURSE – OUR  
FREE CONTENT CAN BE  
DOWNLOADED ON:*

<https://www.mcmpproject.eu/open-education-resources/>

CLICK to  
access  
OERs



# Activity

Use the *Diversity Wheel from Johns Hopkins University* to profile diverse groups in your community

The Diversity Wheel is a useful tool to use to overcome the us vs them mentality. Use it to help find a common ground among diverse groups.





The centre of the wheel represents internal dimensions that are usually most permanent or visible.

The outside of the wheel represents dimensions that are acquired and change over the course of a lifetime.

The combinations of all of these dimensions influence our values, beliefs, behaviours, experiences and expectations and make us all unique as individuals.

# Diversity Wheel

How to use it?

Please study the wheel!

Think: how flexible do you think the traits from the outside of the wheel are? Can people influence these and change them easily? Should they?

What about the traits inside of the wheel?

How diverse is your community when you look at them from the perspective of this wheel?

How accepting are you about all the differences and different combinations that come out of this wheel's perspective?

Is your community flexible and accepting about the same?



**Activity:**

**Read the  
Article**



Read the article for a better understanding of the barriers Refugees and Migrants face: <https://epimonia.com/blogs/news/challenges-refugees-face>

# Activity: Me and my Identity

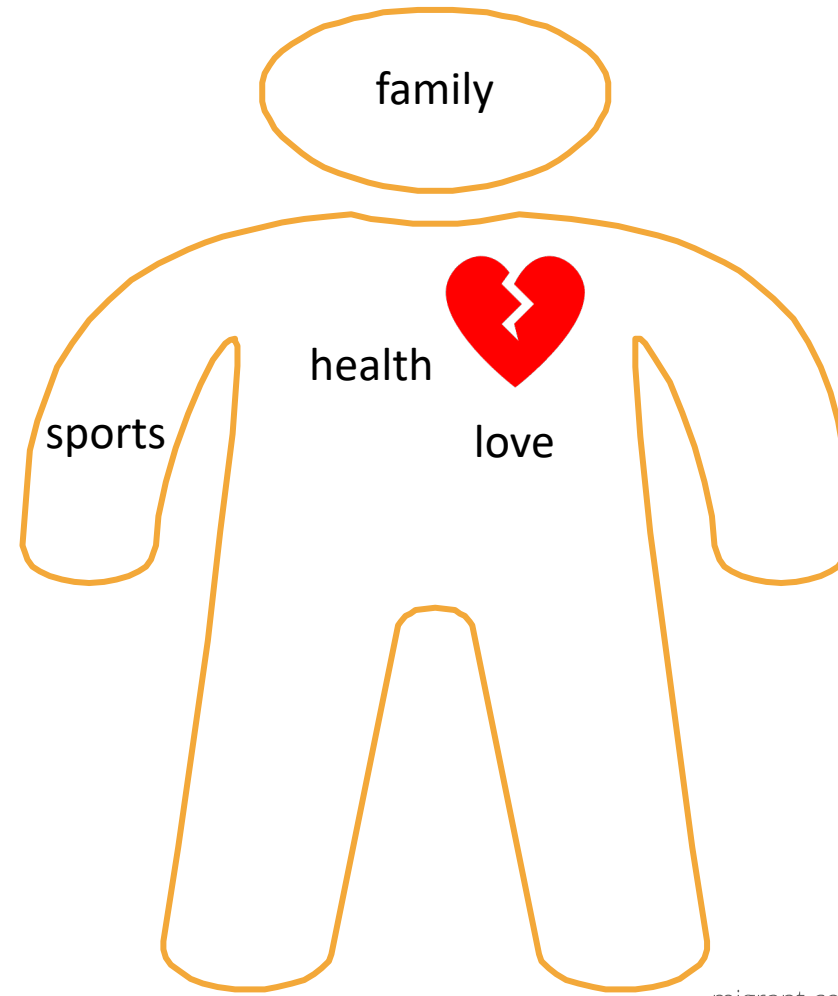
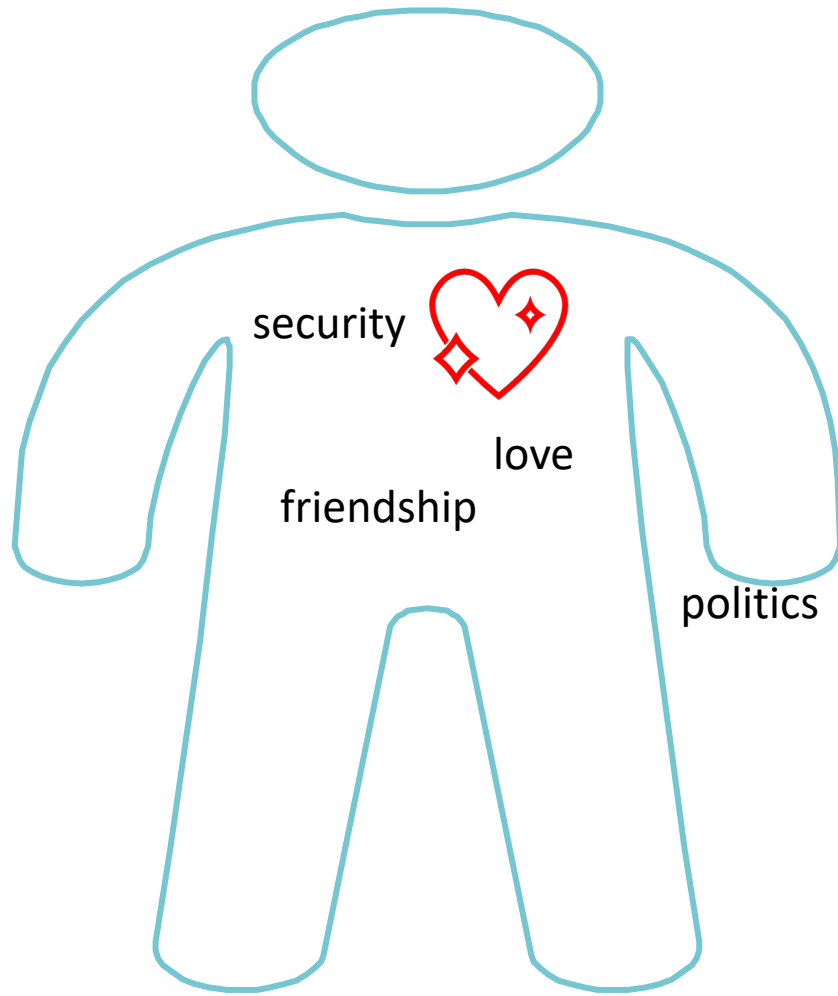


*Worthy of equality*

- For this exercise you will need a pen and paper
- Learning outcomes: self-awareness, valuing different perspectives, understanding how different cultures form
- Instructions:
  1. Find one friend or a group to do this exercise with you
  2. Each person should draw a representation of them selves ( a person image or an object representing you)
  3. Each person should write down min. 5 important things for him/her. Write the more relevant things closer to the image centre, the less relevant should be further away from the centre
  4. Now exchange each others images



# Me and my Identity / You and your Identity



## Activity

Double click on  
the image to  
navigate to the  
full infographic



Review the infographic <https://fra.europa.eu/en/publications-and-resources/infographics/inclusion-experiences-immigrants-and-ethnic-minorities>

# Having Empathy towards all Sides in the Mediation



Try imagining and answering these questions

## New communities' members

- What are their circumstances?
- Try to understand why did they come to this new community. How did that happen?
- What do you think – how did they feel at different stages of their process?
- How would you feel?

# Having Empathy towards all Sides in the Mediation



Try imagining and answering these questions

## Host communities' members

- What are their circumstances?
- Try to understand what could their fear be. How did that fear develop?
- What do you think – how did they feel at different stages of this process?
- How would you feel?

# Having Empathy towards all Sides in the Mediation



Try imagining and answering these questions

Individuals, institutions, job seekers, employers...

- What are their circumstances?
- Try to understand what could their problem be. How did that problem develop?
- What do you think – what are they feeling?
- How would you feel?
- What do they want?

# SELF ASSESSMENT ACTIVITY



Take a sheet of paper and start writing, try to answer these questions!

Are you someone who:

- ✓ Wants to improve your community? Elaborate
- ✓ Has something to contribute? Elaborate
- ✓ Doesn't wait around for someone else to get the job done? Elaborate



# SELF ASSESSMENT ACTIVITY



**HINT:** Use this checklist to find out why you want to be a community leader:

Click [HERE](#)



Give your vision a sharper image. Turn up the focus. Set some long-term and short term goals. That is how you carve a real path to your vision.

## OVERALL GOAL

- ✓ What is your 3 year goal as a community leader?
- ✓ How do you get there? Set 10 measurable, realistic goals – these are your **SPECIFIC GOALS**

## EXERCISE



Take three minutes to consider all the different communities you feel you are part of and write each one on a separate sticky note.

HINT: Remember, there are two types of communities: a community based on a geographic locality, and a community of interest

Fill in the table in the next step:

# EXERCISE



## Types of communities

	Geographical	Interest
Local/regional		
National		
International/global including online		

# EXERCISE



## Describe your community to details

- ✓ Who is your community comprised of, what groups?
- ✓ What are their demographics, their behaviour?
- ✓ Is it a geographical or virtual community?
- ✓ What are the problems.weaknesses of your community, what are its strengths?

## EXERCISE



Understanding who decides to figure out approach and skills to develop most

- ✓ 'What is power?' Power is everywhere, knowledge, choice, influence, the ability or capacity to perform or act effectively.
- ✓ Who has the power to decide in your life? Who decides in your community? Once you know who decides, you will know who you have to approach and what skills you'll need to do so.
- ✓ Fill in the table in the next step:

# EXERCISE



Who decides?	
Who can settle in – or leave – your town or city?	
About education opportunities?	
About safety of your community?	
About representatives in the community council?	
About employment rights?	
About housing rights?	
About benefits for families?	



# EXERCISE:

## COMMUNITY MAPPING ACTIVITY



Draw a map of your community

### THINK ABOUT

- ✓ The places with different services
- ✓ Institutions and Infrastructure
- ✓ Location of the places important for your community, for the grassroots, for development, art, culture, inclusion
- ✓ Use different colours to write the above words on your map

# COMMUNITY MAPPING ACTIVITY



# COMMUNITY MAPPING ACTIVITY



Now talk to the members of your community and think deeper

## THINK ABOUT

- ✓ What is the state of your community
- ✓ In what condition are the Institutions and Infrastructure
- ✓ Are you happy with your community, the conditions for the grassroots, for development, art, culture, inclusion
- ✓ Use different symbols to mark different state, opinions and feelings on your map

# COMMUNITY MAPPING ACTIVITY



The symbols you can use to express different state, opinions and feelings on your map



Positive places



Issue or place of concern



No access



Negative places



Decision making

# COMMUNITY MAPPING ACTIVITY

Deep analysis  
example





# Set up an INFORMAL ADVOCACY PLAN



## EXERCISE: INFORMAL ADVOCACY PLAN



In the previous steps you have identified issues in your community. This Informal Advocacy Plan can help you develop your action plan and to tackle the issues!

Please take a sheet of paper and write down the answers to the following questions:

## EXERCISE: INFORMAL ADVOCACY PLAN



- ❑ What is the problem or issue? If there is more than one, focus on one at a time:
- ✓ What is your goal?
- ✓ What facts do you know?
- ✓ What additional facts or information might you need regarding this situation, such as laws, rules or policies?
- ✓ How can you go about gathering this information?

## EXERCISE: INFORMAL ADVOCACY PLAN



- ✓ Who are the decision-makers that you need to influence to solve this problem/issue?
- ✓ What are some possible solutions to this problem/issue (be specific)?
- ✓ What are some barriers to these solutions?

### MIGRANT LEADER INSPIRATION

“Without leaps of imagination or dreaming, we lose the excitement of possibilities. Dreaming, after all is a form of planning.” – Gloria Steinem

## EXERCISE: INFORMAL ADVOCACY PLAN



Pick one solution and discuss the strategies and tactics you will use to achieve this solution. Complete the information below to assist you in initiating your action plan.

I will call/meet with/write to \_\_\_\_\_ by the following date: \_\_\_\_\_.

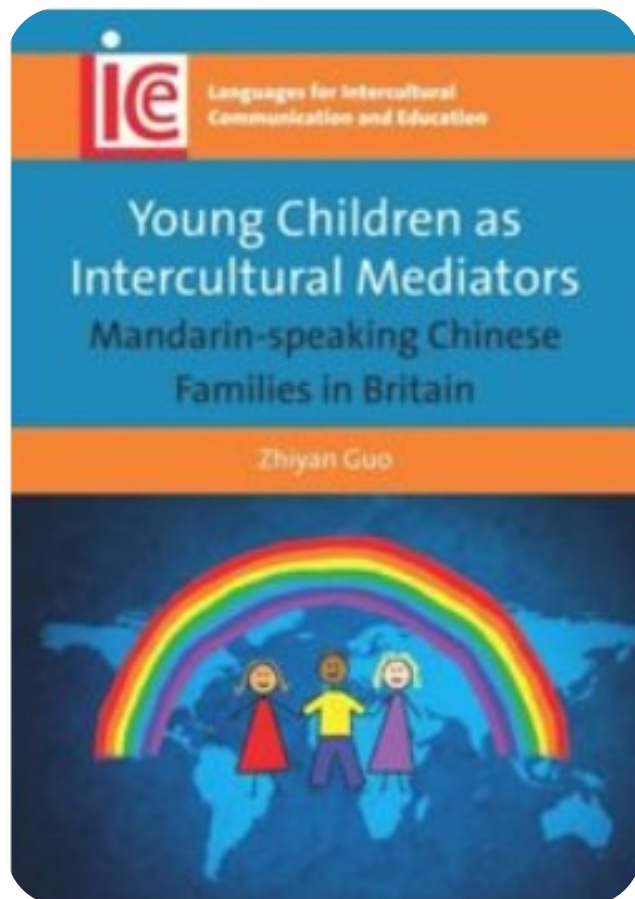
If this person does not resolve the situation by the following date \_\_\_\_\_, then I will call/meet with/write to \_\_\_\_\_.

## EXERCISE: INFORMAL ADVOCACY PLAN



- ☐ Documentation that I will need: \_\_\_\_\_
  - ☐ Other people who can help me: \_\_\_\_\_
  - ☐ What I expect the other side to do: \_\_\_\_\_
  - ☐ Strategies for what's next: \_\_\_\_\_
  - ☐ Debriefing: who will I call or how will I take care of myself following this encounter?
- 
- ✓ What will I do if the strategy doesn't work? What is the backup plan?
  - ✓ What went wrong? Why didn't the strategy work?

## READ THE BOOK



The book: Young Children as Intercultural Mediators: Mandarin-speaking Chinese Families in Britain, click [HERE](#)

- ✓ 'The book begins with giving two slice-of-life examples of how children of immigrant communities, can be mediators between their families and the new culture.
- ✓ The first point that the source is trying to make, is the fact that immigrants are faced with a different culture that they are used to, and although many families express a desire to understand and live in the new culture, accessing the opportunities to do this may be restricted.
- ✓ Children can help their families to accommodate to the new culture by being cultural mediators.





## **Let's examine some common Mediation Scenarios**

# Scenario 1: Confidentiality<sup>1</sup>

Ivan is looking for information on what action, if any, he could take against his previous doctor whom he had seen, and who shared confidential information about him with his family without obtaining his written consent.

*Pretend you are Ivan*

*Think about:*

- ✓ *What additional information do you need?*
- ✓ *Where can you get more information?*
- ✓ *What outcome(s) do you want to achieve?*
- ✓ *What rules govern this situation?*
- ✓ *Who are some of the key decision-makers?*
- ✓ *What strategies could you use to achieve the desired outcome(s)?*
- ✓ *What barriers might you encounter/have to overcome?*

# Scenario 1: Confidentiality<sup>1</sup> - continued

## *Possible Actions you could help Ivan with*

- ✓ *Writing a letter to the doctor*
- ✓ *Contacting the relevant institution regulating the breach of confidentiality*
- ✓ *If the doctor is an employee of a clinic or hospital, Ivan could file a complaint with the hospital.*
- ✓ *Contacting a solicitor or free legal aid to discuss options*

What else might Ivan try to do in this situation?

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## Scenario 2: Landlord/Tenant conflict<sup>1</sup>

Maya has concerns about the fact that the windows in her first floor apartment don't lock. She didn't notice that the windows didn't lock when she viewed the apartment before signing her one-year lease. She recently talked with her landlord and he promised that her windows would be replaced. Three months have gone by, no action still.

*Pretend you are Maya's peer Mediator*

- ✓ What additional information do you need?
- ✓ Where can you get more information?
- ✓ What outcome(s) does Maya want to achieve?
- ✓ What rules/ordinances/laws govern this situation?
- ✓ Who are some of the key decision-makers?
- ✓ What strategies have you and Maya agreed you could use?
- ✓ What barriers might you encounter/have to overcome?

# GROUP GAME



## Understanding the experience of being a refugee

The purpose of this game is to help people who have not experienced the life of a refugee, to understand this experience better. Once you complete this game with someone from your community, they should have valuable insight into what refugees go through and how they feel.

### WHY A GAME?

Games are one of the best methods to help people understand phenomena which are complex and far removed from their everyday lives. A game allows participants to experience emotions in a very personal and enduring manner, but on a smaller scale than in real life.

# GROUP GAME



## THE GAME

### The notion of time

- Sit down in a place where you will not be disturbed and blindfold yourself.
- Stay there for 5 minutes; do not count or use any artificial means of telling time. Use your own judgement and intuition.
- Take off the blindfold and check your watch.
- Think about how you felt with the blindfold on and write it down. How does it feel to sit in the dark, with no way to measure time and nothing to do but wait?

*The point of this exercise: A refugee may have to spend several hours hidden in darkness, afraid of being discovered and killed. Unlike you, who have undergone this experience voluntarily, he/she is terrorized by a situation that has been forced on him/her.*

# GROUP GAME



## Taking orders

- Imagine that you are deprived of your autonomy. In other words, you are no longer allowed to make decisions for yourself. Your right to come and go, and to take care of your most basic needs, are all subject to someone else's authorization (standing up, walking, going to the toilet, drinking, eating, talking, etc.).
- Try to feel what it might be like to be restricted in this way. Imagine how you would react. Not only has your freedom been taken away but people are constantly giving you orders, making you work, pushing you around, interrupting you ... and no one listens to you.

*The point of this exercise: To help you understand the stress that a refugee feels during his or her flight and to make you aware of the stress that your actions and attitudes may provoke among the players during the simulation game.*

# GROUP GAME



## Loss

Find a quiet and comfortable place to sit. Equip yourself with a pen and paper.

- Try to remember a situation when you experienced a feeling of loss. Perhaps it was a cherished object, a place you loved to visit, a favourite pet or a loved one ....
- Let all the memories and emotions associated with the loss come back to you. Write them down, so that later you can reread what you were feeling and evaluate the importance of these personal experiences.
- Think over your own experience of loss and consider how it must feel to be deprived of all those things or people to which or to whom you attach great importance.

*The point of this exercise: Many refugees lose absolutely everything: their country, their home, their friends, their family. Try to understand the pain they must feel.*

Take notes on all the above games. What did you learn, what did the player learn? Did something change in the way they understand who refugees are?



# GROUP GAME



## Shackled

- Having to obey orders all the time is like being shackled. You are forced to do things without knowing why. Walk around for 2 or 3 minutes holding your right ear with your left hand and your left ankle with your right hand.
- How does it feel to be forced to do this?

*The point of this exercise: Think about what you have just experienced for these few minutes. Refugees live under this kind of constraint for hours, months, even years.*

# TASK: OVERCOME THE BARRIERS



- ❑ Remember the Community Mapping and the Action Plan from Module 2? Use the knowledge from the barriers section to update your Community Map and then add actions to your Action Plan to overcome these barriers, such as:
  - ✓ Prepare a good pitch about your problem that evokes empathy
  - ✓ Do the research to understand what the policy says about your problem
  - ✓ Find out if there is a volunteer centre that you need to partner with, and if you need to go down the FORMAL route

# Template: Theory of Change

## Problem Statement

Write the problem statement that resulted from your problem analysis.

Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
Resources needed to conduct your activities efficiently.  <u>Examples:</u> <ul style="list-style-type: none"> <li>• Human resources</li> <li>• Space/Facilities</li> <li>• Technology</li> <li>• Materials</li> <li>• Curriculum</li> <li>• Etc.</li> </ul>	Activities needed to reach your outcomes.  <u>Examples:</u> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Trainings</li> <li>• Learning activities</li> <li>• Services</li> <li>• Policy advocacy</li> <li>• Delivery of products</li> <li>• Etc.</li> </ul>	Tangible results you produce through your activities.  <u>Examples:</u> <ul style="list-style-type: none"> <li>• # of targeted beneficiaries</li> <li>• # attendants</li> <li>• % of completion</li> <li>• % increase in learning outcomes</li> <li>• etc.</li> </ul>	Outcomes expected of your intervention(s).  <u>Changes in:</u> <ul style="list-style-type: none"> <li>• Learning</li> <li>• Awareness</li> <li>• Knowledge</li> <li>• Attitudes</li> <li>• Skills</li> <li>• Opinions</li> <li>• Aspirations</li> <li>• Motivations</li> </ul>	Outcomes you want to see in your intervention timeframe.  <u>Changes in:</u> <ul style="list-style-type: none"> <li>• Actions</li> <li>• Behaviours</li> <li>• Practices</li> <li>• Decisions</li> <li>• Policies</li> <li>• Social actions</li> </ul>	Outcomes you hope to observe beyond your intervention timeframe.  <u>Changes in:</u> <ul style="list-style-type: none"> <li>• Conditions</li> <li>• Social contexts</li> <li>• Environmental characteristics</li> </ul>

## ULTIMATE Impact

Write the impact that you achieve through your intervention(s)



**Let's break down the steps to start using the Theory of Change today and bring change to your community**

☐ **Plan your process** (what is the PROBLEM, how much time, new or old initiative?)

☐ **Collect evidence of need and context**  
(evidence of need)

☐ **Determine your intended impact** (the ultimate resolution, for example: reduction in migrant unemployment in the local area)

☐ **Articulate your long-term outcomes**

(Example: In order to reduce unemployment, migrants will need to: get sustainable jobs, employers will have to increase migrant uptake)



## ❑ **Map your intermediate outcomes backwards**

(work backwards and plot the preceding stages in much greater detail. Example:

To achieve our long-term outcome ‘migrants get sustainable jobs’, this needs to happen:

- migrants increase their job-specific skills
- employers’ awareness about the issue increased
- employers create equal opportunities

❑ **Identify outputs** (products, services or facilities that will help you to bring about the outcomes you have identified)

❑ **Clarify assumptions** (the conditions that need to be in place to make the theory work; they explain the logic behind the overall programme and behind the causal links (for example, showing that an output will lead to an outcome, or that one outcome will lead to another) in the theory.)



☐ **Establish timelines and plan resources**

☐ **Produce your diagram and narrative** (As you develop your theory of change you will need to make it available in a useful format. Most people find a diagram or map helpful. Here you can find information about some of the software options for creating one:  
<https://www.inspiringimpact.org/resource-library/the-best-software-to-create-a-theory-of-change/>

☐ **Get ready to use your theory of change** (Now you've created your theory of change, don't forget to use it. A theory can help you to plan your project or feed into your organisation's strategy. It can also help you to communicate succinctly about your work and the change it makes.)



## TONE - try these:

Voice stays the same, tone changes  
depending on the listener

*FORMAL VS CASUAL*

*SERIOUS VS FUNNY*

*RESPECTFUL VS IRREVERENT*

*ENTHUSIASTIC VS MATTER OF FACT*



# EXERCISE



Write down all the characteristics of your voice and tone of voice you would use to communicate your Migrant Community Mediator messages to the public:

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# TASK: Communicating social action<sup>1</sup>



- ❑ Imagine being in an elevator/lift with an influential decision maker for one minute and sharing information about your social action.
- ✓ Now imagine that you are in your community, and you have just entered the lift wearing a T-shirt that says, 'Active Citizens'. A influential decision maker steps into the lift and asks you 'What is Active Citizens?'

**You have 2 minutes to answer. What do you say?**

# REFLECT



- What was the message of the *Girl from Mogadishu*?
- What media was used to talk about the message?
- What if the story about this was not told, if there were just facts about it available in the media? Would the message have been as strong?
- Write down 5 things you have now learned from this example, about forming your message! (you don't have to make a film 😊 )

# SELF ASSESSMENT ACTIVITY



Try to answer these questions to get clarity on what you want to achieve through funding.

- ✓ What are your priorities for next 1 – 3 years? 3 – 5 years?
- ✓ Survival or growth? New opportunities?
- ✓ Would you change anything about your goal as a mediator?
- ✓ Same activities?
- ✓ Same modes of operation? Any remote working or digitisation changes etc.?

# KNOWLEDGE YOU NEED TO GROW AN ONLINE COMMUNITY



## YOUR ADVOCACY MESSAGE

This is what brings your community together



## YOUR TARGET GROUPS

Define your target group and always be aware of their needs



## EMOTIONAL CONNECTION

Strive to create one with your target groups



## DIGITAL TOOLS

Spaces and tools to help you grpe your online community



Co-funded by the  
Erasmus+ Programme  
of the European Union

Website: [www.mcmproject.eu](http://www.mcmproject.eu)

Facebook: [@mcmproject](https://www.facebook.com/mcmproject)