



# Adult Educators Training Guide

---

## TRANSFERABILITY GUIDE

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

# CONTENTS

**01** Background

---

**02** Open Education Resources

---

**03** Learners

---

**04** About this Guide

---

**05** Pedagogy

---

**06** Further Project Resources

---

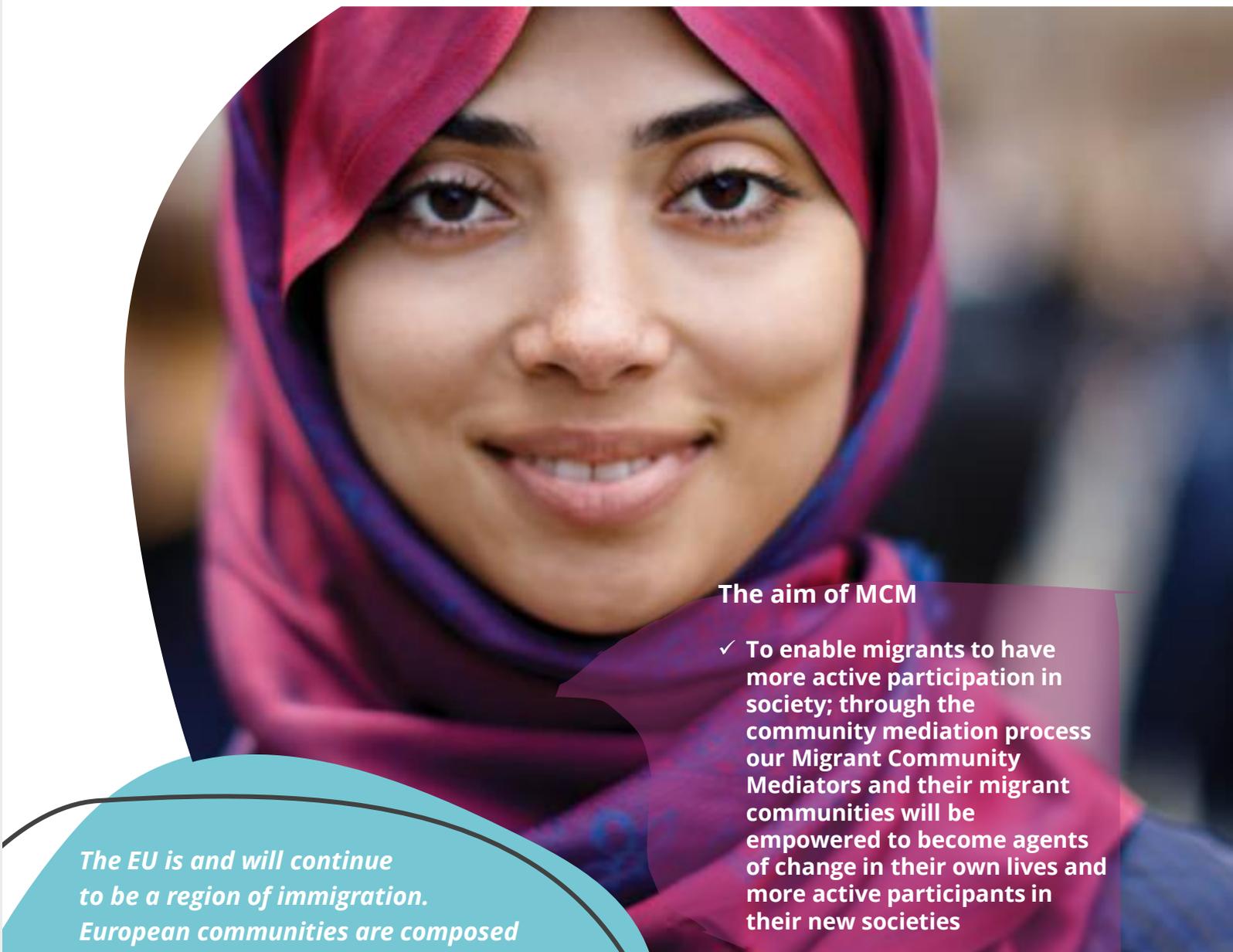
**07** Project Partners

---

**08** Final Words

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

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



### The aim of MCM

✓ To enable migrants to have more active participation in society; through the community mediation process our Migrant Community Mediators and their migrant communities will be empowered to become agents of change in their own lives and more active participants in their new societies

- ✓ To increase self-representation of migrants and refugees to be more visible contributors to civic leadership and media practices - mediators will emerge as informed voices in media debates on the 'refugee crisis' and in policy development and resources planning
- ✓ To improve the digital competences of migrants and encourage them to engage with adult education opportunities both in the classroom and online
- ✓ To improve the interconnections between formal, non-formal education, adult education, other forms of learning and labour market respectively

*The EU is and will continue to be a region of immigration. European communities are composed of different ethnic, cultural and religious groups.*

*MCM introduces a social inclusion solution: community mediation.*

*Community mediation is a relatively new field and involves training migrants and refugees as peer-to-peer mediators. It delivers upon the philosophy of the EU Action Plan on Integration, through bringing innovative Adult Education.*

*Let's not forget:*

*Adult education is mediated by personal relationships.*

- ✓ To encourage greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity at the policy level.

# BACKGROUND 1

# The Migrant Community Mediators Project

## *The Project Need*

**Migrant Community Mediators (MCM)** recognises that educating migrants and refugees in community mediation can play a substantial and positive role in changing social dynamics.



Erasmus+ project, bringing together partners and experts from Sweden, United Kingdom, France, Ireland and the Netherlands

### THE CONTEXT

The rights of minorities are protected by the Charter of Fundamental Rights and diversity is celebrated as an added value for open and democratic societies.

Refugees and migrants are entitled by international law and human rights principles to receive protection.

Self-reliance and integration are key in offering them protection and in being accepted by and contributing to the host societies.

**TWO KEY STRATEGIES** that have potential as powerful education/integration tools are:

#### 1) **Community mediation.**

A mediator is someone who acts as an arbitrator, negotiator, conciliator, go-between, intermediary, moderator, reconciler, honest broker, and liaison advocate.

2) **Active inclusion** which means enabling every citizen, notably the most disadvantaged, to fully participate in society.

### TARGET GROUPS

- i. Migrant and refugee community representatives
- ii. Public authorities benefit from improved connections with migrant and refugee communities for consultative and co-development of solutions to challenges in integration
- iii. Adult education providers, teachers and community educators, benefit from a systematic approach (innovative training course) and integrate migrant community mediation education into their organization's activities and training currently offered to migrant and community groups
- iv. NGOs and voluntary sector organizations in issues of common interest who want to engage in a deeper way with migrant communities but struggle to make connections or low uptake of their services.
- v. Wider stakeholders including the media need to hear new representative voices from the migrant community

# OPEN EDUCATION RESOURCES

# OPEN EDUCATION APPROACH

---

## ***What are Open Education Resources (OERs)?***

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.

MCM Open Education Resources have been developed under the bounds of Creative Commons licensing and 5 key :

1. **Reuse** - Content can be reused in its unaltered original format
  2. **Retain** - Copies of content can be retained for personal archives or reference
  3. **Revise** - Content can be modified or altered to suit specific needs
  4. **Remix** - Content can be adapted with other similar content to create something new
  5. **Redistribute** - Content can be shared with anyone else in its original or altered format
- 

## ***How OERs support inclusiveness?***

***We now have before us an extraordinary opportunity to support affordable learning for all by sharing, using, and reusing educational content and tools. <sup>1</sup>***

OERs are freely available, high-quality learning materials that can be downloaded, edited, and shared to better serve all learners.

The promotion of OERs is based on this fundamental value: the world's knowledge is a public good.

Innovative assignments using OER can turn learners from consumers of information to producers of knowledge, enhancing their mastery of the course content. Additionally, the use of OERs can inspire learners to access knowledge in the way that suits their learning styles the best.

<sup>1</sup> <https://news.library.virginia.edu/2020/10/20/open-educational-resources-aid-in-equity-and-inclusion/>



# GENERAL INSTRUCTIONS FOR EDUCATORS

***Adult education is mediated by personal relationships.***

***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.***

**The course is designed to be delivered by** Adult Education providers, teachers, community educators, NGOs and voluntary sector organizations using an innovative teaching approach so that they can easily adapt the MCM training Modules, materials, resources to deliver high-quality, high participation content which has been developed, tested, and reviewed in Ireland, Netherlands, Sweden, Italy, France and Denmark.

The other intended users of the course are public authorities and wider stakeholders. An innovative approach is also the process of making lives better while Innovative Teaching is the process of making teaching and learning experiences better. There are many reasons why Innovative teaching is required today – some of these are:

- Our communities are constantly changing and developing, becoming more diverse and culturally rich. New communities' members need access to knowledge that provides resilience and their capacity building, so they can strive to the best possible future outcomes for themselves and other members of the society,
- Our society today needs people who are flexible, creative, and proactive – people who can solve problems, make decisions, think critically, communicate ideas effectively and work efficiently within teams and groups,
- Technological and pedagogical advances are changing the way we learn and consume knowledge.

”

*When you do learn these things, when you understand what inclusion is, then we can accomplish greater things together*

---

Aldis Hodge



# CURRICULUM OBJECTIVES OF MCM OERs and SPECIFIC CONTEXT OF ADULT EDUCATION



- *Create a transformative, sustainable approach to delivering migrant community mediation education*
- *Provide adult educators with new knowledge, skills, and a new training programme which they can deliver to the migrant groups they work*
- *Provide a comprehensive and relevant curriculum and supporting learning activities that will both motivate and equip trainers to deliver elements of the MCM OERs course to small groups of target group members*
- *Educate participants to identify and tackle migrant barriers to access and participation in education.*

Adult education is mediated by personal relationships. It is the practice through which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It encompasses any form of learning adults engage in beyond traditional schooling, encompassing lifelong learning.

In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for the learning, and that the learning itself should respond to their needs.

Driven by the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology.

The learning happens in many ways and in many contexts just as all adults' lives differ.

Adult learning can be in any of the three contexts, two of which are relevant to MCM i.e.:

1. **Formal** – Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials;
2. **Non-formal** – Learning that is organized by educational institutions but non-credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups;
3. **Informal education** – Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure

# LEARNERS



## WHO ARE THE LEARNERS BENEFITTING FROM THESE OERS?

*A Migrant Community Mediator is a person who identifies as a migrant and mediates a situation, relationship or communication between other persons who identify as migrants, or between migrant and non-migrant persons, with the aim of reaching the best possible solution for parties involved.*

The Migrant Community Mediator can be:

- Coming from the group(s) that is (are) in need of mediation (internal mediator)
- External to the group(s) in need of mediation (external mediator)
- A Migrant Community Mediator is someone the community trusts

### Learning paths

The MCM OERs are developed most specifically for teachers and community educators who reach out to migrants, refugees, members of new communities. Adult Educators should strive to help learners create their individual learning paths by utilising the following questions:

- **Proficiency-Based Progress:** (How might learners self-reflect on their learning outcome?) What I'm going to learn...
- **Personalized Learning Goal:** (How could learners set a goal for the learning outcome?) How I'm going to learn it...
- **Customized Learning Path:** (What learning opportunities or choices could the learners choose from?) How I'm going to show what I've learned...
- **Proficiency-Based Progress** (How can learners have choices in how and when they show proficiency?)<sup>2</sup>

<sup>2</sup> <https://microcredentials.digitalpromise.org/explore/customized-learning-paths>

“

*"The beautiful thing about learning is that no one can take it away from you."*

”

B.B. King



# ABOUT THIS GUIDE

# 4

*Essentially, this is the „train the trainer“ resource, enabling adult educators to use a series of teacher tools to allow learners to reflect on their learning pathway.*

*This guide shows how to best use the MCM Open Education Resources, adjust them to the needs of each particular learning process, all for the benefit of migrants, learners and new community members, as well as wider communities.*

## THE CURRICULUM

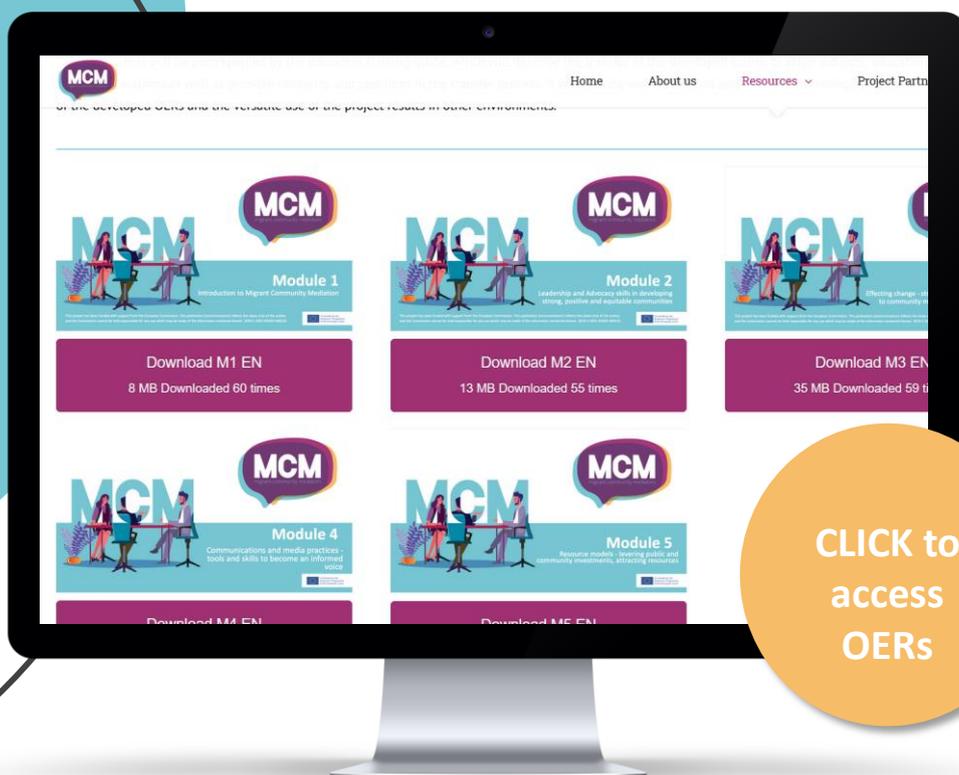
*Each module comprises of the main presentation on the topic and a set of extra resources and exercises. What follows is an overview of each module.*

The Curriculum spans 5 Modules designed to ensure that adult educators, teachers and community educators will be equipped to integrate migrant community mediation education into their organization's activities and ensure the training currently offered to migrant groups will educate and empower them to provide their communities with a voice.

1. **Introduction to Migrant Community Mediation** - what, why, where and how of becoming a peer to peer
2. **Leadership and Advocacy skills** in developing strong, positive and equitable communities
3. **Effecting change** - strategies and new approaches to community mediation and active inclusion
4. **Communications and media practices** - tools and skills to become an informed voice in media debates and in policy development and resources planning
5. **Resource models** - leveraging public and community investments, attracting resources

Access the OERs by visiting MCM project website, the RESOURCES SECTION:

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



## INTERACTIVE AND INNOVATIVE

- Training materials are developed in PowerPoint. They can be adjusted to the particular training needs, as they are editable.
- Videos are used to explain certain sections of the training content and to present case studies for discussion
- Exercises encourage both group and individual learning and give a practical tone to all the context
- Activities invite learners to investigate certain content such as articles, podcasts, books and more
- Case studies help bring thematics to life
- All of these can be replaced with the suitable, localised examples, by the educators, that best suit the needs of a particular target group, making these resources highly transferable.

*In the context of this project, a Migrant Community Mediator is not someone who provides legal mediation, but rather a non-formal process of negotiation, support, consultation of the involved parties, and overall, facilitates COMMUNICATION.*

**We now present the MCM module overview in sequence**



**In this Module:**

- 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 (language, family, community, settlement)
- Challenges that a Migrant Community Mediator can face
- Understanding diversity, equality and inclusion



# Module 2

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

- What is Community Leadership? Characteristics of Great Leaders in the context of migrant communities.
- What are Advocacy Skills?
- What is a strong, positive and equitable community? And why should we all want to live in one?
- How to lead and advocate towards strong, positive, equitable communities?
- How to talk to diverse groups (tips on overcoming language barriers, practicing inclusive approach)

# Module 3

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



- Mediation in a community setting, how to identify and prioritize problems in the community and use the power of peer-to-peer mediation
- Getting support for your Migrant Community Mediation Cause/Working with others
- Understanding barriers coming from host communities and institutions
- Theory of change: how to simply use it to map out the change in your community
- Alternative forms of mediation (art, sports, personal branding)



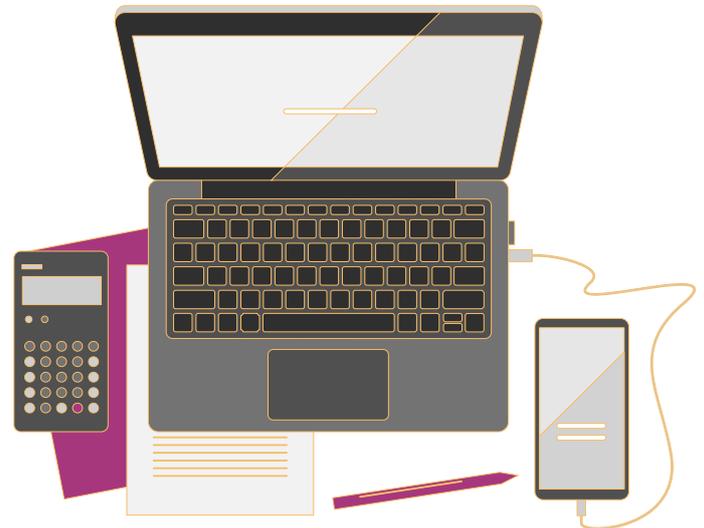
# Module 4

Communications and media practices - tools and skills to become an informed voice

- How the Migrant Community Mediator can choose the message and the manner by which the message can be communicated
- We explain what Policies are, the importance of aligning your work with policies so that you, as a Migrant Community Mediator, can effectively achieve your mediation goals
- Finally, we highlight the most effective communication tools, and we give examples to inspire.

# Module 5

Resource models - leveraging public and community investments, attracting resources



- Getting ready for funding, self-analysis, identifying needs and resources needed
- Identifying institutions and opportunities that can provide funding and resources, understanding their rules
- Identifying partners and stakeholders
- Applying for funding, fundraising
- Volunteers and community engagement in using the resources

# 5 PEDAGOGY



## General instructions

- Download, review, and revise course resources for the training as necessary for your own circumstances
- Allow adequate time for sessions and important class discussions
- Localise education content with case studies and information on local supports for migrant initiatives
- Ensure that each participant utilises the MCM download resources and completes exercises embedded in each Module. These provide valuable learning
- Allocate regular time for review during the MCM course

## INSTRUCTIONS FOR EDUCATORS

### Participation and inclusion

Participation and the inclusion of all is a core value of a Migrant Community Mediator.

- It can be supported in several ways, including by:
- considering any potential participation issues in advance, for example about gender, language or participants from a minority group
  - discussing and agreeing the principle on the first day, and how everyone will support each other to fully participate. Also, thinking about the barriers together and how you to overcome them
  - thinking about how the environment, room layout, online tools, materials, activities and the language you use may or may not support participation
  - observing everyone's levels of participation and modeling inclusive behaviour

## OPEN EDUCATION RESOURCE DELIVERY

### *IN-PERSON*

Classroom training remains one of the most popular techniques for building skills capacity. Typically, it is instructor-centred face-to-face training that takes place in a fixed time and place. MCM resources and the online course suggests using the additional resources provided and use in the following ways.

#### **Suggested delivery mechanisms:**

- **Small group discussions.** Break the students down into small groups and give them case studies and Social Innovation topics, challenges or situations to discuss or solve. This is allowing for knowledge transfer between learners.
- **Q & A sessions.** Informal question-and-answer sessions are most effective with small groups and for learning something new and updating existing knowledge.
- **Multimedia.** Multimedia training materials tend to be more provocative and challenging and, therefore, more stimulating to the student's mind. Educators should ensure that these are used to their full potential.
- **Interactive tools.** The engagement of students can be easily achieved by using interactive tools. An example of a free tool is Kahoot! which is a game-based learning and trivia platform used in classrooms, offices, and social settings. You can compile a quiz, which can be answered by the learners on their phones/tablets/computers. It is possible to get immediate feedback and results.



## OPEN EDUCATION RESOURCE DELIVERY

### ONLINE

COVID 19 has made it abundantly clear that innovative learning and access to the internet is so important now more than ever to take advantage of and to participate in today's digital economy. Before the COVID-19 pandemic, a growing trend towards digital technology was already changing the way we do things as a society – with access to services, information and support increasingly going 'digital by default'.

Online Learning as a delivery method uses Internet technologies embedded in the MCM learning platform <https://www.mcmproject.eu> to deliver a broad array of solutions to enable learning. The MCM course is provided as an online learning programme for direct access by all stakeholders including adult educators and trainers and others interested in acquiring new skills to either

- 1) support those who do not currently have and need resources in peer-to-peer mediation or upskilling or
- 2) would like to enhance and update an existing educational program in the same field that is already in place.

Online learning exposes learners to a wide range of resources available online, covering their areas of interests, which they can learn at their own pace, personally. Taking charge of own education like this can be very empowering and can give learners a sense of self-confidence that helps them to do even better.



In **flipped classrooms**, also known as inverted classrooms, learners review class materials before lessons as homework. In-class time is dedicated to diving deeper and understanding the materials better through discussions, interactive exercises, and independent work that would have previously been completed at home — all under the guidance of the educator, who is present and available to respond to any questions that may arise.

**CONSIDER INNOVATIVE  
ONLINE TEACHING  
METHODOLOGIES**

**Blended Learning** combines online digital media with traditional classroom methods. Blended learning is a method of teaching that integrates technology and digital media and the traditional instructor or educator. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Learners still attend a classroom setting with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. It gives students a more flexible customised learning experience.



# *Collaborative and Peer to Peer Learning*



Collaborative learning is engaging, social and fun! Collaborative learning is a situation in which two or more people learn or groups attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources, knowledge, and skills.

Learners actively engage with each other to problem solve, conversations and discussions take place, synthesise information, see different viewpoints from people with varied backgrounds. This can lead to deep academic learning or transformative learning.

Collaborative learning as a result can also directly support the development of a range of high-level intellectual skills, such as critical thinking, analytical thinking, synthesis, and evaluation, which are key requirements for learners in a digital age.

**Peers are other people in a similar situation or social group.**

**Using Peer-to-Peer Learning, we learn from each other. It can be easily facilitated through teaching and learning activities such as student-led workshops, study groups, peer to peer learning partnerships, group work and collaborative learning. The peers in the classroom are brought together to jointly evaluate the work by one or more people of similar competence to the producers of the work. Peers not only assess the performance of each other but also share their experience and know-how.**

# FACILITATION TECHNIQUES

## Brainstorming

This allows learners to share lots of ideas quickly without fear. It is a useful tool for creative thinking and dialogue.

### Steps:

1. Select a topic for brainstorming and ask the group to share their ideas. For example: 'What activities could we undertake to raise awareness of our campaign?' or 'What do we think are the drivers of conflict?'
2. Write the participants' ideas on a large sheet of paper. To encourage participation, tell the group that, at this stage, we are not making value judgements on whether we agree or disagree with the ideas.
3. Once the group has provided a wide range of ideas you can work with them to cluster, discuss and focus on key points of interest.

## Think, Pair, Share

This approach encourages all the participants to reflect thoughtfully before sharing in a pair or group. It can give confidence and encourage greater participation.

### Steps:

1. Participants reflect on a question on their own, writing their thoughts.
2. Participants then share their thoughts in pairs before finally sharing in larger groups. You can then take feedback of key points from each group.
3. Another approach to step two is to ask participants to share the key points made by their partner. This encourages important active listening.

# FACILITATION TECHNIQUES



## Debriefing

Debriefs are used to reflect on and reinforce the learning that has emerged from an activity.

They are also important for identifying how the participants are feeling and what needs to happen next.

It's usually a good idea to prepare a debrief in advance. Choose questions related to the activity that will best allow the group to share their learning and experiences.

### Example debrief questions include:

- How did you feel during that activity?
- Why?
- What did you learn during that activity?
- Are there different perspectives?
- How can we learn from this activity to help us during this workshop and as Mediators?

## Crafting good questions

One of the key ingredients for meaningful conversations is the quality of the question. How we frame an issue will affect the way we respond and speak to others about it.

### Steps:

1. Choose a question that invites open sharing and reflection and does not favour a particular perspective.
2. Keep the question simple.
3. Choose questions that are relevant and inspiring.
4. Avoid questions that invite 'yes' or 'no' answers.

**Example:** the question 'Why do young people never participate in society?' suggests that young people do not participate. A better approach could be to form questions that are not based on assumptions, for example 'Can you think of examples where young people regularly participate?' or 'Do you think there are areas where young people participate less?' or 'What opportunities and challenges are there for young people to participate?' Also, the phrase 'participate in society' is unclear. Look for alternative words or explore what you mean by the term 'participate'.

*A facilitator is someone who uses some level of intuitive or explicit knowledge of group process to formulate and deliver some form of formal or informal process interventions to help a group achieve what they want or need to do or get where they want or need to go.”*

Ned Ruete

## MCM FACILITATOR'S PERSONAL DEVELOPMENT PLAN

***As an MCM educator, it is beneficial to approach your role as a facilitator. Comparing your vision of a good facilitator with your own competences, knowledge and personality, might show a gap you may like to fill.***

***Making your personal development plan as a facilitator, using the STEPS on the right, will help you answer these questions.***

**1. As an MCM OERs facilitator, what are your personal development aims?**

AIM 1: \_\_\_\_\_

AIM 2: \_\_\_\_\_

AIM 3: \_\_\_\_\_

**2. Rate your skills on a scale 1 to 5:**

- Presenting skills
- Ability to support a diverse group
- Confidence to deliver the learning journey
- Knowledge about Migrant Community Mediation

**3. What personal skills could help you deliver these OERs?**

For example: openness, honesty and transparency, respect for diversity, readiness to learn, good listening skills

# SAMPLE TIMETABLE

To allow for embedded and deep progressive learning, you can choose to spread the MCM learning across the week, for example one day per week

The below table is designed to deliver the complete MCM OER Modules. The MCM OERs are designed in a way that they can be downloaded, modified shortened, mixed up or become part of an existing or new curriculum. Please note that for copyright purposes not to remove any project branding or copyright. For those limited to technology and digital resources, the OERs and modules can be downloaded and printed or accessed via student mobile devices.

DAY	TRAINING CONTENT
Day 1	9:00 - 13:00 Module 1, 1st half 14:00 - 15:30 Module 1, 2nd half
Day 2	9:00 - 13:00 Module 2, 1st half 14:00 - 15:30 Module 2, 2nd half
Day 3	9:00 - 13:00 Module 3, 1st half 14:00 - 15:30 Module 3, 2nd half
Day 4	9:00 - 13:00 Module 4, 1st half 14:00 - 15:30 Module 4, 2nd half
Day 5	9:00 - 13:00 Module 5, 1st half 14:00 - 15:30 Module 5, 2nd half



**Resources:** depending on what is available and what your learner's individual needs are. At a minimum, you will need a reliable mobile, laptop or computer device with internet access and a comfortable environment with a chair and working space for each learner. Other optimal resources; printer and paper, earphones, traditional school supplies, television screen, white screen, whiteboard with markers and butcher paper.

# FURTHER RESOURCES

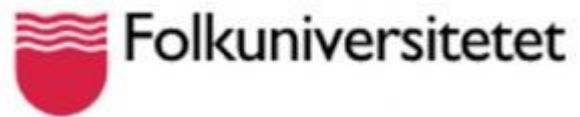
# USEFUL LINKS to additional MCM Resources

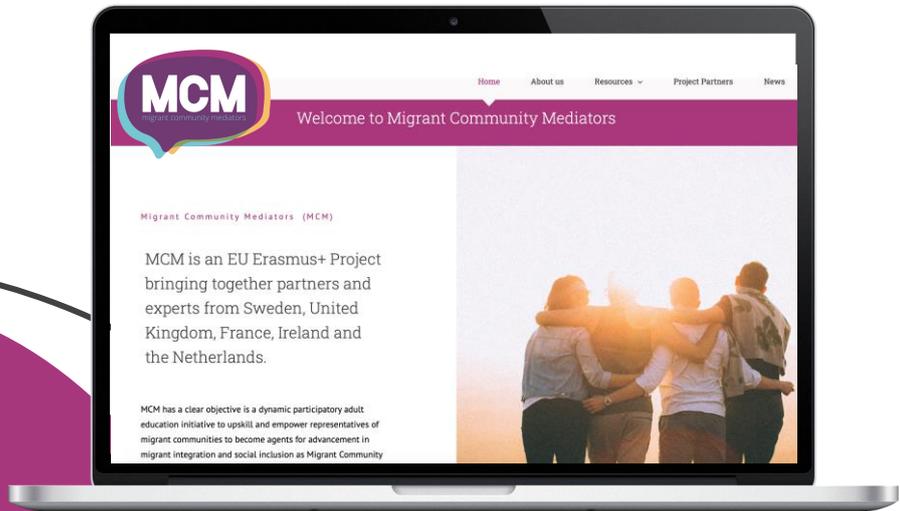
## and Social Channels to Connect and Share Learning

- Practical Guide to the Community Mediator (Definitions, competences, postures):  
<https://www.mcmproject.eu/practical-guide-to-the-community-mediator/>
- Guide for the creation of a regional alliance in the field of community mediation:  
<https://www.mcmproject.eu/guide-for-the-creation-of-a-regional-alliance-in-the-field-en/>
- MCM Curriculum & OERs:  
<https://www.mcmproject.eu/open-education-resources/>
- Migrant Community Mediators Collaborative Learning Platform: <https://www.mcmproject.eu/>
- Facebook: <https://www.facebook.com/mcmproject>
- Twitter: [https://twitter.com/MCM\\_Project](https://twitter.com/MCM_Project)
- LinkedIn: <https://www.linkedin.com/groups/13847322/>



# PROJECT PARTNERS





# Thank you!

*On behalf of the MCM project team,  
thank you for being an educator  
committed to improving lives of new  
community members.*

*Adult Education is a powerful force  
that shapes agents of change in their  
own lives and in the communities,  
they live in.*



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



momentum  
[educate + innovate]



Follow our journey

