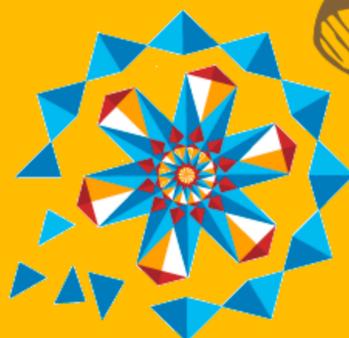




uOttawa



**COMMUNITY
MOBILIZATION
IN
CRISIS
TRAINING OF TRAINERS
GUIDEBOOK**



2018

TABLE OF CONTENT



The History of the Community Mobilization in Crisis Project	1 - 4
What are CMIC's materials?	5 - 7
Learning Objects	5
E-Portfolio	6
Structured Courses	7
How Do We Use Them?	8 - 14
What can you do with CMIC materials?	9
Context and Collaboration are Key	10
Remixing/Remaking	11
Balancing Face to Face and Online Teaching	12-13
Bring Your Own Material	14
Join the CMIC Creative Process	15
List of CMIC materials	16

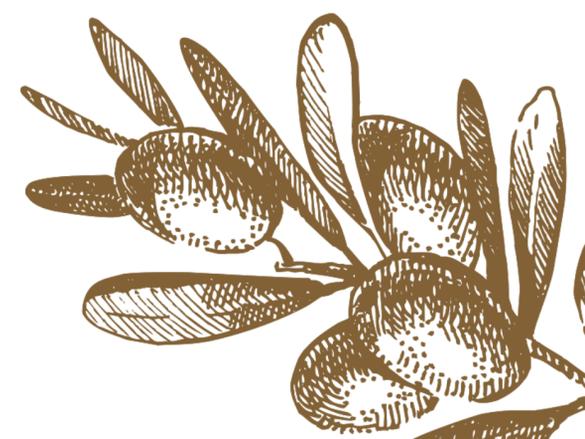




THE HISTORY OF THE COMMUNITY MOBILIZATION IN CRISIS PROJECT

The project that became Community Mobilization in Crisis was born in 2014 at the University of Ottawa, a large bilingual research university located in the capital of Canada, with a request from the then-president of the University, Allan Rock, to develop a program of post-secondary distance learning for Syrian refugees. At that point in time, awareness of the Syrian refugee crisis had begun to appear in the international imagination. In July 2014, UNHCR had registered over 2.5 million Syrian refugees in Syria's neighboring states (Turkey, Lebanon, Jordan, and Iraq), a number that would increase to 3.3 million by July 2015 and which now stands at 5.6 million people as of this writing. International agencies were facing major budgetary shortfalls throughout the region, and the community of states was not stepping up to offer support. Private actors, such as universities, were some of the first to think about ways to address this issue.

Access to education is a crucial issue in any refugee or emergency context, but the Syrian crisis posed particular opportunities in this area. A higher percentage of Syrian refugees had earned secondary school certificates, had been secondary school students, or had been university students than during other crises of this scale, in part because of Syria's strong education system (and free higher education) and the fact that many were fleeing urban areas. We know that access to higher education promotes the completion of secondary degrees, which help people find well-paying work and fulfill major human capabilities; we also know that, without access to higher education, societies will struggle to rebuild after a prolonged upheaval like the Syrian civil war. But the donor community prioritizes funding primary and, to a lesser extent, secondary education, and even when states opened up their public school systems to refugees, university tuition remained a luxury only the elite could afford.





As the uOttawa team thought about how to develop a program like this, we spent a great deal of time reflecting on how we might meaningfully offer support without making inappropriate assumptions or engaging in irrelevant, duplicative effort. Turkey, Lebanon, Jordan, and Iraq all have well-developed post-secondary education sectors; while access, documentation, and paying fees were a problem, there was no lack of skill on the ground, only lack of access for students.

Technical and vocational education were useful, but required more hands-on education than a mainly-digital program could provide. Did we have anything useful to teach in this context?

Our decision was to focus on community mobilization, which we understand as a set of practices taught in a variety of fields, such as international development, social work, and public health, designed to help people living together and sharing common interests and concerns create concrete change in their collective lives. Community mobilization is rarely taught as a standalone skill, but has the potential to transform the lives of marginalized people and people living through crisis. It also corresponds to a set of tasks, and even job titles, in the NGO and humanitarian response communities--meaning that our graduates might be able to find work with our credential.

We also chose to focus on community mobilization because it allowed us to address another major challenge in the post-secondary education in emergencies framework: extracting students from their communities. Scholarship programs are a major way of providing access to post-secondary education for conflict-affected students; uOttawa, for instance, participates in the World University Service Committee's Student Refugee Program, where refugee students from Africa, Asia, and the Middle East come to Canada as refugees (and thereby receive permanent residence) through the fundraising and support of universities and their students. However, most scholarship programs involve removing students from their homes and families, and sending them as individuals either to Europe or North America or to capital city campuses. For students who have family care duties or who are central to financial support for their families, or even simply those students who would rather not leave where they are, scholarships are untenable solutions. By focusing on working and remaining in communities, and putting your education to work for the people you are connected to, our program would be able to reach those students who would never have applied for a scholarship, as well as those who were unable to obtain one.





We chose to begin our work in Lebanon for a number of reasons: the existence of strong civil society organizations and an excellent post-secondary education sector, the high density of refugees (approximately one in four residents of Lebanon is a refugee), and our team's high linguistic capacity in Arabic (and lack of capacity in Turkish or Kurdish). The uOttawa team traveled to Lebanon and developed a partnership with the American University of Beirut's Faculty of Health Sciences, which teaches community mobilization skills in its MPH program, and where many faculty have extensive experience partnering with aid agencies and NGOs to support communities in crisis. We continue to proceed in partnership with AUB for our work in Lebanon.

However, as we developed our program, we became very aware that we should develop them based on experiences not merely in Lebanon, but in other Arab countries and other places around the world. We wanted our materials to be accessible not only by refugees and not only by Arabs, but by anyone who might find them useful. "Crisis" is not something that only people in one place live through, but a common experience of many people in many places. In all of those places, people struggle to come together to help each other and make a difference, even when they are still in crisis. So we decided that, even as we kept working in Lebanon and trying to run programs there, we would open our materials to other people who would like to work with us to help support communities mobilizing.

Therefore, we conducted interviews everywhere we could make connections with mobilizers, in Canada, in Lebanon, in Palestine, in Iraq, and in Mexico. We are still collecting more interviews and learning more about how different people mobilize in different ways to help solve problems. We then take those interviews and our research and learning about how mobilization works, and then we turn them into online learning materials. Although we tend to write the first version of these materials in English, we make sure that they are translated into other languages, because everyone should be able to learn and build their skills in their own language.





Since CMIC has begun, we have used these materials in Canada, in Lebanon, and in Brazil. We have built connections in those places as well as in the US, Iraq, and Palestine. We hope to work with partners to help them use CMIC materials in all of those places.

CMIC has been lucky to receive financial support from a number of sources. Those include:

- The University of Ottawa, which has funded research assistants, travel, and provided the home for our project
- The Ottawa Community Foundation, which provided initial research funding
- The Open Society Foundation, which funded the first draft of creating our curriculum, as well as our pilot in Lebanon
- The Social Sciences and Humanities Research Council, which funded the series of workshops for which this guide was first written
- National Geographic Society, which will fund a year-long project of recording the experiences of people who have used the CMIC curriculum

More importantly, CMIC has also received non-financial support from a number of sources:

- Over 200 students at the University of Ottawa who have volunteered their time to do research, write materials, research examples, and organize events
- Over fifty interviewees in four countries, who have shared their stories
- Organizational partners in Palestine, Lebanon, Iraq, Canada, and Brazil, who have given their time and energy to help implement CMIC's programs with diverse groups of people





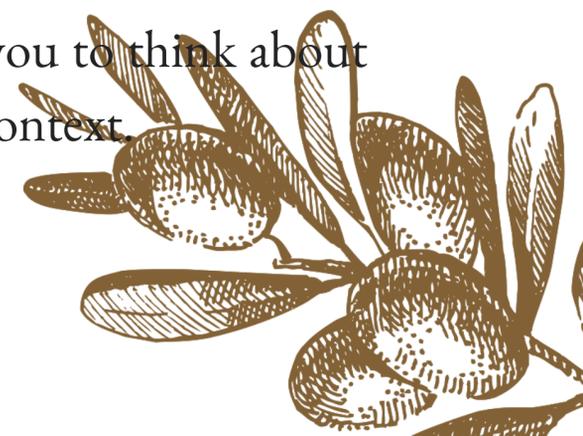
WHAT ARE CMIC'S MATERIALS?

CMIC produces three types of materials: learning objects, the e-portfolio, and structured courses. Each is a learning tool, and they can be used separately or together.

LEARNING OBJECTS

Each learning object is a very small piece of a learning puzzle. It is designed to start you thinking about a particular aspect of doing mobilization and they vary in theme, topics, goals and objectives, and time required to be completed. Learning objects usually contain three parts. The first part is a bit of writing that helps frame the aspect, provide definitions, or give different ways of thinking about a problem. These could be from academic sources aiming to provide theoretical knowledge and/or news articles reflecting real life experiences with the topic at hand. The second part are the voices of mobilizers talking about these issues. Often these are video interviews, but they may also include other types of materials. Finally, each learning object ends with “In your e-Portfolio, please answer the following questions”, followed by a set of questions. These can be used for discussion together in a group, or they can be used to build a unique e-Portfolio (see below).

For instance, in our object on “Being the Facilitator for Community Ideas,” we first define what it means to be a facilitator for community ideas, have two videos where Khaled Farrag from Grassroots Jerusalem and Lina Isma’il from Dalia Association describe how their organizations serve to facilitate ideas that communities have, and then have questions about identifying facilitating organizations in your own context. Keep in mind that the questions are not meant to ask you to identify solutions coming from the community mobilizers’ videos themselves - this is not an extraction process. Instead, the experiences that we have documented were gained from the journeys of mobilizing in specific contexts and each with their own set of challenges. We hope that these questions would guide you to think about innovative ways to approach your own mobilization or problem in its context.





E - P O R T F O L I O

The e-portfolio is designed to be a written record of the thoughts and ideas of the mobilizers-in-training while they work with the learning objects. For instance, all of the questions from the learning objects can be put into the e-Portfolio; some of them are about reflection on past experiences and contexts, while others are about planning your own mobilization. If the mobilizers in training are working on a problem inside an existing organization or around a particular project, you may want to include questions that relate to those issues. The e-Portfolio could be structured by using multiple Learning Objects pertaining to a specific topic such that a group uses it to think through a certain issue that they want to address in their work or initiative. For example, if your group is facing communication issues and you are feeling that the team is breaking down, here you can select Learning Objects from the Group Process theme that would best fit your situation. You could then hold a workshop using the e-Portfolio that you have built to target a specific problem your group has. However, if the groups you are working with are planning their own mobilizations, you may want to insert other questions that help them plan those mobilizations, including practical things like to-do lists, budgets, or drafting announcements. The e-Portfolio, if structured to have your group thinking about a complete mobilization, might resemble a proposal form (see Structured Courses).

When we use the e-Portfolio with mobilizers in training, we organize it so the facilitator can see the e-Portfolio as the mobilizers in training work, but that the mobilizers in training can keep the entire portfolio themselves. We have used tools like fillable PDFs and Google Sheets spreadsheets to do this. This way, the facilitator can keep up with what the mobilizers in training are doing, but the mobilizers in training maintain ownership over their own work. The e-Portfolio is not an “assignment” as in a conventional course, but is one way to facilitate mobilizers in training organizing their thoughts and to promote two-way communication between facilitator and mobilizers. e-Portfolios can also be shared between mobilizers in training or can be jointly completed by teams, however the group decides is most useful.





STRUCTURED COURSES

Structured Courses are either a case study analysis of a specific mobilization or an already selected set of learning objects aimed at a specific topic. The case study analysis goes into details about a mobilization, its context, how it came to be, the challenges that it faced and the journey of overcoming them (if that is the case, since not all mobilizations are success stories but there are valuable lessons to be learnt nonetheless). The case study is especially context-dependent and can be a tool for groups and individuals to know about how others have mobilized in a country that they are interested in or in their own country, if available. Our materials are always expanding and we hope that we would be able to be a platform for mobilizers worldwide. So if you do not find a case study from a country you are looking for, get in touch with us and suggest mobilizations for us to contact!

The other type of a structured course is a set, or a package, of learning objects that we have already selected. These packages take longer to complete and can be used along with the e-Portfolio to help the group through the process of achieving their goal. For mobilizers in training, we have designed a package that requires fieldwork and research with the local community in order to best determine the problem, community-based assets and resources, and ways through which a solution can be created and implemented through communal agency and ownership. This package may take mobilizers in training a week or two, or perhaps more depending on their own work.





HOW DO WE USE THEM?

There are lots of ways that CMIC's materials can be used. One way is to bring together a community of people to launch new mobilizations. This is how we usually use them. When we use them in that manner, we usually have a process that could be diagrammed like this:

People want to work with others in their communities to create change and help each other

Join together with a facilitator or more experienced mobilizer to interact with...



CMIC objects and active learning exercises

Develop ideas for mobilizations, individually or in groups



Consult with others outside the group to build a broader team, and get feedback from the facilitator



e-Portfolio to help develop ideas and record process

New mobilizations, supported by the facilitator and other mobilizers in training

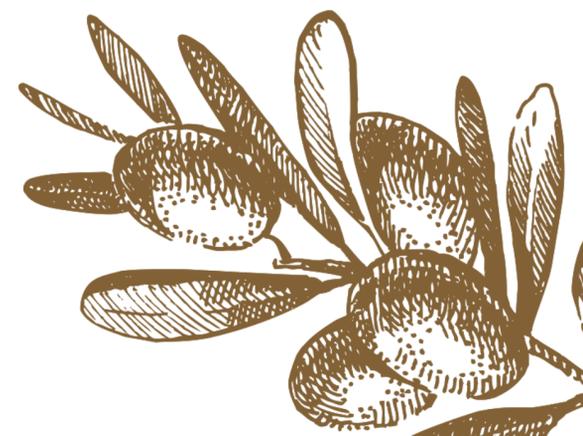
Working together with their broader communities and networks



Continued mobilizations or new ones launching from newly-identified desires



Communities control their own solutions!





WHAT CAN YOU DO WITH CMIC MATERIALS?

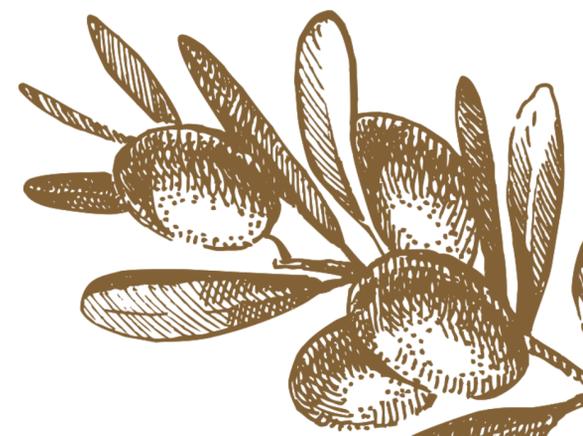
We use the CMIC materials to teach in our university, and also to run programs ourselves.

However, we believe that knowledge should be made freely available to as many people as possible, and knowledge and tools should be shared. Therefore, all CMIC materials are open access, meaning that they can be accessed and used without cost by anyone. On our website, you will be able to see the ways in which these materials can be accessed.

In addition to the programs we run using these materials, there are two kinds of other uses:

- Programs in partnership with CMIC. If you want to collaborate with us, we can work with you to provide a range of support for a program using CMIC materials, which can include supporting translation to new languages, putting materials together in a specific order, the use of our dedicated e-learning platform, our help in finding other materials to use, assistance with finding facilitators and networking with other mobilizers, assistance applying for funding to run a program, or the provision of continuing-education certificates from the University of Ottawa documenting participation. Usually it takes some time to develop a program in partnership with us, but we are very interested in collaborating as broadly as possible.

- Independent programs. You can use the materials as a part of your own teaching, training, or work. You can use them on your own, with an organization, or with an informal group of friends. You can use them in a formal classroom in a secondary school or university, or in any other learning context. You can use just one of our videos, a learning object or two, or literally everything we have on offer. It's up to you! If you do use our materials in any way, we do ask that you tell us about how you're thinking of using them or have used them. You can do this by email or social media--just drop us a note, and we'd love to chat!





Regardless of how you are thinking of using the materials, together with us or on your own, we have some specific forms of advice about how to design a use of them. These pieces of advice are based on how we have used the materials, and apply mostly to using these materials in a group over a period of time, rather than using one single exercise or video for discussion or for personal learning.

C O N T E X T A N D C O L L A B O R A T I O N A R E K E Y

If we were to summarize all the advice in this section, it is this: think about your context. Who will be the mobilizers in training who will come together with you in order to build their own mobilizations? What are the challenges that structure the situation they find themselves in? What sort of experiences, training, and educational opportunities have they had? Where do they live, what communities might they belong to (though of course they will belong to many communities you cannot anticipate!) and what types of mobilization might be important to them? If you are the facilitator or organizer of the use of these materials, think about it from your perspective, but it's a good idea to also speak with the people you will be working with.

Don't just assume what they will know or what they will think: ask with them, and leave room for them to make choices and decisions together with you. The CMIC approach emphasizes collaboration and cooperation throughout the process of learning about mobilization. We emphasize this because mobilizations only work if people cooperate and work together, so what better way to build that skill than while learning about mobilization?





REMIXING / REMAKING

Rather than a copyright/droit d'auteur to our learning materials, we hold instead a Creative Commons License of the form CC BY-NC-SA. This means that you may use our materials, copy and redistribute them however you like, and make changes to those materials, as long as your use is not for commercial use or profit, you ensure that other people can also use those materials under a CC BY-NC-SA license, and you indicate that the materials were originally made by CMIC.

Every time anyone uses the CMIC materials, they do some 'remixing,' meaning putting the pieces together in different ways. Sometimes we want to use some objects, but not others. Sometimes we want to use them in one order, and other times in another. Sometimes we might want to use an object with one video, and sometimes with another video in a different language or dealing with a different problem. All of these things are a normal part of using the materials.

We encourage you to look at the materials and think critically about what might work for you, and what might serve your purposes best. Are there some things that don't fit with what the mobilizers-in-training you will be working with are doing? Are there some things they already know? Is it more important to deal with something else? These decisions are up to you. The order in which you use materials, and the elements you use, needs to be decided based on what is most important, useful, and exciting to you and all the mobilizers in training you'll be working with.





BALANCING FACE TO FACE AND ONLINE TEACHING

CMIC's materials are digital, but that does not mean that we envision them being used in a digital-only way. In all of our uses of them so far, they have been combined with face to face discussions and activities. Your choice about how to mix face to face and online work will depend on your context and choices.

Some possible models:

- If internet access or bandwidth for watching videos is not accessible to most people, or if you think people will unlikely to do work if not in a group, people could come together to watch and discuss the videos, and then work on the e-portfolio questions while together in a group.
- If travel to come together in a group is very difficult or hard to arrange, then people could watch the videos and write in the e-portfolio themselves, and you could use an interactive platform like social media (Facebook, WhatsApp, etc) to hold discussions and help people connect with each other.
- If people can only meet in person once or twice a week, or even less, then they can watch videos and write in the e-portfolio on their own, and then you can spend the time together engaging in discussions and in active learning exercises.

What is important is to make sure that there are lots of opportunities for active learning, both through discussion and through activities. Many online learning programs can become very passive, where people simply sit there and watch videos. Research on learning styles tells us this is not a very good way for most people to learn! People need to put ideas into practice and connect and develop their own ideas in order to grown in their learning.





When you plan face-to-face sessions for mobilizers in training, they should include the following things:

- ‘Icebreakers’ (activities that help relax people and integrate the group) and opportunities for participants to check in, get to know each other better, and feel comfortable
- Discussion opportunities, related to the CMIC materials, other materials you want to discuss, or problems or concepts that you introduce
- Opportunities to work together in small groups on specific projects, such as asking them to brainstorm ideas, react to something, or prepare to explain something to the whole group
- Games and activities that allow people to move, play, and enjoy their experience in the room together.

Here are some resources for icebreakers, energizers, and games and activities that can be used during face to face sessions:

<http://socialwork.wikia.com/wiki/Category:Activities>

<https://www.trainingforchange.org/tools/>

http://sydney.edu.au/education_social_work/groupwork/implement/prepare/warm_up.shtml

<https://toolbox.hyperisland.com/>

If you are doing an all-online version of CMIC because it’s the only version that is accessible to your community of mobilizers in training, it’s important to build in lots of time for interaction and community-building. Social media, chat rooms, video chats, and other tools are very important in this. It’s possible for people to build deep community relationships with people they know online, but it requires more work than when people are in a physical space together.

If you can bring people together in person at the beginning or at some points in time during the program, that will help speed things along.





BRING YOUR OWN MATERIAL

In whatever context you are using CMIC's materials, you may find that there are gaps that you wish you could fill. If you are a classroom teacher, you may want to combine CMIC's multimedia materials with more conventional assigned readings. If you are using CMIC's materials in the second language of your participants, you may want to also give them access to materials in their first language(s). If CMIC does not have any case studies about the communities or countries in which you are using the materials, you may want to pair them with materials that cover those communities or countries.

We think that is wonderful! Each and every use of these materials in real life has included bringing in materials that we did not produce. Examples are case studies from community development manuals, academic articles and newspaper articles, and other training materials produced by other organizations. In each case these have made the experience richer and more complete for everyone participating in the training.

We are keeping a list of supplementary materials that have been successfully used alongside CMIC materials and will post it on our website. In addition, if you find resources that work well, in any language and about any topic, please share them with us!

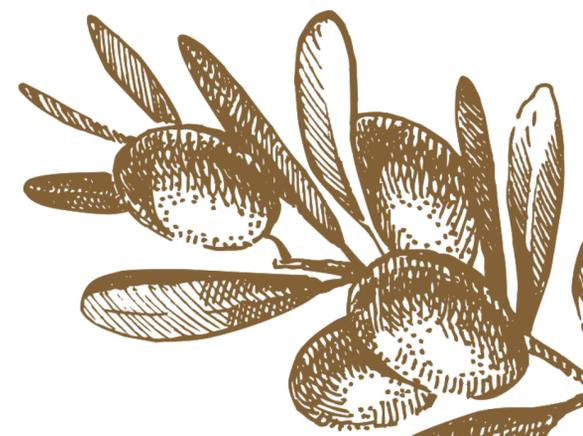




JOIN THE CMIC CREATIVE PROCESS

In CMIC, we believe in the co-creation of knowledge. It is not that one of us creates knowledge and the rest learn passively; instead, we believe that everyone has knowledge and expertise to share. We try to embody this in our materials. We would like to invite you to join the circle of people sharing expertise, experience, and ideas. If you are a mobilizer and would like to share your story in your own words, we would love to hear from you, and to share your writing, a video of you, or your voice. If you would like help telling your story, then we can work with you or find you a partner to work with you to tell it in the way you want it to be told. If you know of wonderful examples of mobilization and would like to help share them with other mobilizers, we can help you collaborate with those mobilizers to get that story out.

The best way to get involved in co-creation of materials is to contact us via email. If you have something finished that you want to send, you may simply send it to us, and we will review it and then get your permission to share it. If you want to talk with us more about ideas, then write to us first.





LIST OF CMIC MATERIALS

- Local Resources & Asset-Based Community Development:
 - What is Asset-Based Community Development?
 - Al-Ouna/Collective Work
 - Locating Material Resources
 - Human Resources
 - Knowledge

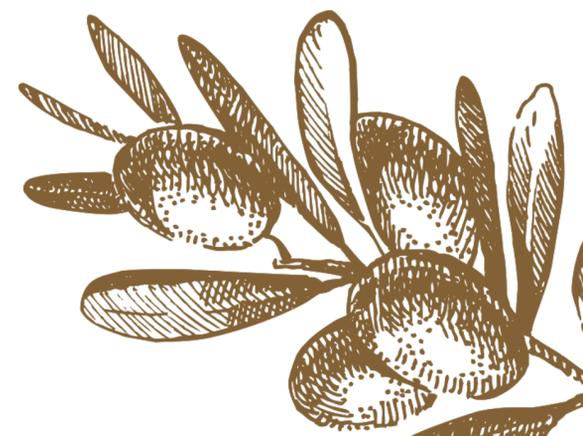
- Who Has Knowledge?:
 - Relationality And Accountability
 - Assessing the Situation
 - Knowledge During Action
 - Reflection After Action
 - Critical Thinking
 - Transparency, Privacy, Acknowledgement
 - The “But Why?” Approach

- Community:
 - Who is my Community?
 - Identities and Allyship
 - Inter-community Dialogue
 - Communal Support
 - How do Organizations Relate to Communities?
 - Challenges Working in a Community
 - Shared Problems
 - Community-Based Solutions
 - Identifying a Problem in Your Community

- Varieties of Community Mobilization:
 - Development, Action, Integration, Opposition
 - Facilitating Community Ideas
 - Thinking Beyond “Projects”
 - Becoming Institutionalized
 - Opting Out

- Group Process:
 - Conflict and Groups
 - Burnout and Failure
 - Leadership
 - Decisions and Roles

and more!





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