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INCLUDATE
Educating for Inclusion

TRAINING CURRICULUM AND GUIDE
of the Includate Project - Educating for Inclusion
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INTRODUCTION

This is an interactive curriculum and training guide for community impact. This learning tool is based on the general needs and capacities of local communities, migrant organisations, NGOs, and public bodies. It incorporates the most useful methods, tools, and knowledge identified during the project, as well as the actions/practices identified in the local strategies. The curriculum caters to two main target groups: NGOs and grassroots migrant organisations, and local municipalities and public bodies.

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INTRODUCTION

The curriculum is divided in 3 parts and consists out of 10 methods:

- Module 1:Need assessment within Community Mapping (CRN, including Map my office/ flat) and Community Reporting (Crossing Borders, including Snapshots and Dialogue Interviews)
- Module 2: Action plan (Local Action Plan - MOPS Gdynia)
- Module 3: Actions/Methods - methods to implement the action plans chosen by partners:

  3 a: Q-methodology (Per Esempio) 3 b: Sensitivity training (Konkav)

  3 c: Direct Democracy Action (Polish Social Council)
  3 d: Moments of Inclusion (Crossing Borders)

How to use the curriculum?

We recommend going through the whole methodological process, i.e. starting with module 1in order to understand the community from which we come and which we help, to find the area in need of most support. Then to create an action plan to improve the situation in this chosen field (module 2) and to implement this action (module 3). You can also try out each method separately and use it in any aspect or project.

We hope that this document will help you to grow in the new society as a strong and vibrant organisation, supporting your fellow members as best you can, to ultimately create strong democratic societies and a more inclusive, democratic and cohesive European Union.

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MODULE 1

CRN

Name of the activity

COMMUNITY MAPPING - within Map me happy approach

Problems to tackle /Themes and aims

- Helps participants visualise their own experiences and reflect upon it, whether they're positive or negative by pointing them on the map and plan of the city/ district/ village etc.

- Encourages participants to identify the different fields of integration, to reflect on the different
  aspects of their environment and resources.

- Designs to start work within the community with a positive approach and easily accessible (almost for everybody from the neighbourhood, very particiüpative).

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MODULE 1

Objectives

- Gathers relevant information/data and analyses it to identify patterns, trends and priorities.
- Creates a spatial representation of the participant's experiences, knowledge and resources.
- Develops the capacity of community members in mapping techniques, data collection, analysis and interpretation, fostering skills development and knowledge sharing.

Learning outcomes

- Empowers community members through an active participation during the mapping activity to get to know its neighbourhood better and think about needed/ potential changes.
- Deepens the connection and cohesion amongst the community members, as they learn about each other's experiences, feelings, perspectives and knowledge.
- Increases the awareness about the challenges the community members face, as well as their knowledge, resources, etc.

MODULE 1

N° of participants and profiles

From 2 till 200 (or more, depending of the capacity of the facilitators), for participants from 4 till 99 years old, even with less reading or writing skills and language problems.

Methodology

- Methodology:Map me happy
- Gathering 5 thing from the map as follows:

1. Smelling good
2. Looking good
3. With good sounds
4. Good for thoughts
5. With good emotions

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Resources

- Physical maps
- Prinings with explanation of the methodology: boards, sheets
- Stickers with 5 chosen categories
- Technological resources :GPS devices, smartphone, computers, laptops (with an internet
  access)

Time and space

At least 30 minutes to 2 hours of facilitation, plus preparation and evaluation (within 1day)

Further information/references

Community Mapping a tool for community organising
Community Mapping Guide

Map me happy

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MODULE 1

CRN

Name of the activity

COMMUNITY MAPPING - Map Your Office/ Flat

Problems to tackle /Themes and aims

- Help the participants to visualise their experiences and reflect on them, whether positive or negative, by marking them on the map.

- Encourage the participants to reflect on the different aspects of their daily environment and the available resources.

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MODULE 1

Objectives

- To help participants reflect on their senses and map the areas within their apartments where they experience positive sensations.

- To create a spatial representation of the participants' experiences, knowledge, and resources.

- To encourage participants to identify places that evoke feelings of comfort, pleasant smells, pleasant sounds, and visually attractive aspects.

Learning outcomes

- A collection of office or apartment plans that helps participants understand where people feel good or what could be improved.

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MODULE 1

N° of participants and profiles

Small group (up to 10 people is

ideal) **Methodology**

- Methodology:Map me happy
- Gathering 5 thing from the map as follows:
  1. Smelling good
  2. Looking good
  3. With good sounds
  4. Good for thoughts
  5. With good emotions

Resources

- Physical maps
- Prinings with explanation of the methodology: boards, sheets
- Stickers with 5 chosen categories

Time and space

At least 30 minutes to 2 hours of facilitation, plus preparation and evaluation (within 1day)

Further information/references

Community Mapping a tool for community organising

Community Mapping Guide
Map me happy

Map your flat

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MAP
YOUR
OFFICE

MODULE 1

Crossing Borders

Name of the activity

Community Reporting ISnap Shot stories

Problems to tackle /Themes and aims

Community Reporting allows for the assessment of the lived experiences of community members. It is a method of participatory research. Any social issue, current development, or general experience in a specific community can be evaluated using this method. With this approach, themes such as exclusion, discrimination, and inequality can be highlighted. In this first part, participants try out the "Snap Shot Stories":
Snap Shot Stories are particularly useful if you want to assess a topic or issue quickly, without much time or resources. Snap Shot Stories involve participants recording short videos in response to a prompt without interruption. This method aims to capture concise narratives quickly and efficiently. Snap Shot Stories are especially useful for:

- **Gathering diverse perspectives:** They allow a large number of community members to share their views directly
- **Efficiency**: They are quick to produce and consume, making them suitable for capturing a snapshot of the community's sentiment or experiences.
- **Accessibility:** They can be easily shared and viewed by a wider audience, promoting inclusivity in storytelling.
- **Highlighting individual voices:** They bring out individual experiences and perspectives in a concise manner.

MODULE 1

Objectives

- Empowering people's participation in research, policy formulation, service development, and decision-making processes through storytelling.
- Teaching participants the community reporting approach, including methods for collecting and analysing stories.
- Using the collected stories to promote change, such as incorporating them into local planning for inclusion.

Learning outcomes

- Being able to transfer and adapt the community reporting method to apply it within one's own community..

N° of participants and profiles

The methodology can be used with different members of the community. It is useful to gather a number of stories that represent the community, ensuring a broad and diverse sample to assess both similarities and opposing perspectives. Community reporting is particularly valuable for amplifying the voices of those who are usually excluded from research or decision-making processes. This teaching session on the community reporting method requires at least two participants and can accommodate up to 30 learners. It is suitable for anyone interested in gathering data about their own community, especially social workers, community workers, journalists, social service providers, and NGO project managers.

MODULE 1

Methodology

- Introduction to Community Reporting
- Introduction to Snap Shot Stories +participants record their own Snap Shot Story

Snap Shot Stories are a method within Community Reporting where participants record short videos in response to a prompt without interruption. This technique is designed to capture authentic and concise narratives that reflect an individual's perspective on a specific question or topic.

Examples of prompts to ask:

- What does inclusion mean to you?
- Can you share a moment when you felt excluded in your community?
- What changes would you like to see in your area?
- Describe a moment when you felt proud of your community.

Steps;

1. **Pairing up:** Ask the participants to divide into pairs. Both will act as community reporters.
2. **Prompts**: Assign one prompt to partner A and a different prompt to partner B.
3. **Recording**: Ask the pairs to find a quiet place to record (audio or video).
4. **Consent:** Ensure that everyone has given their consent for the use of their Snap Shot stories in
   the following stages of the training.
5. **Return time:** Set a time and ask them to return after 10-20 minutes.

MODULE 1

Methodology

Vertical Analysis - Story Review (Individual Work)

In Vertical Analysis, each participant individually examines the recorded Snap Shot Stories to gain a deep understanding of each narrative. This involves listening to or watching the stories multiple times to identify key themes, emotions, and specific experiences shared by the narrators. The focus is on extracting the essence of each story to understand the unique perspective it offers.

Steps:

1. **Listen/Watch attentively:** Each "community reporter" (the person who asked the prompt) plays the recorded Snap Shot Story without interruptions to grasp the overall message.
2. **Note key points:** Each community reporter writes down the main themes, emotions, and any
   significant events or statements mentioned in the story. They should note important moments when necessary.
3. **Identify central themes**: Community reporters determine the core ideas or issues highlighted in each story.
4. **Reflect**: Consider the broader implications of each narrative and how it reflects the lived experience of the individual.

Objective: The goal is to thoroughly understand each story on its own terms, ensuring that every participant's voice is heard and valued for its unique contribution.

MODULE 1

Methodology

Horizontal Analysis - Finding Similarities/Anomalies (Group Work)

In Horizontal Analysis, participants work together to compare and contrast the Snap Shot Stories. The group looks for common themes, patterns, and significant differences across the stories. This collaborative effort helps to identify broader trends and unique cases within the community's narratives.

Steps::

1. **Share findings**: Each participant shares their notes and key points from the Vertical Analysis.
2. **Group themes**: As a group, identify recurring themes, issues, and experiences that appear in multiple stories.
3. **Identify differences:** Highlight any significant anomalies or unique perspectives that stand out from the others.
4. **Discuss implications**: Consider what these similarities and differences reveal about the overall
   experiences and challenges of the community.

Objective: The aim is to build a collective understanding of the community's experiences, acknowledging both commonalities and unique stories.

MODULE 1

Methodology

Community Reporting and Co-production

Community Reporting and Co-production involve using the stories collected and analysed to collaborate with community members, stakeholders, and policymakers to create meaningful change. This process emphasises the active involvement of the community in decision-making and the development of solutions based on their lived experiences. In this part of the training, the further use of the community reporting method is explained. The entire group participates in a brainstorming session on how to proceed with the following activities:

1. **Presentation of Results:** Share the findings from the Vertical and Horizontal Analysis with the wider community and stakeholders.
2. **Facilitate Dialogue:** Organise discussions and workshops where community members can express their views and suggestions based on the findings.
3. **Collaborative Planning:** Work with community members and stakeholders to develop action plans.
4. **Implement Changes**: Put the collaboratively developed plans into practice, ensuring ongoing community involvement and feedback.

Objective: The aim is to use the insights gained from the stories to inform and co-create solutions that are directly relevant to the needs and aspirations of the community.

Methodology

IMPORTANT: Snap Shot Stories and co-creation provide individuals with ownership of their narratives, allowing them to share their experiences in an authentic and direct way. Community reporters can ensure this through the following:

- Transparency: Clearly explain the purpose and intended use of their stories.
- Engagement: Community members should analyse each other's Snap Shot Stories and contribute to the presentation of results.
- Consent: Obtain informed consent and respect privacy.
- Empowerment: Encourage participants to speak freely and value their contributions.

These steps help ensure that community members, especially vulnerable groups, feel respected and not exploited.

Resources

- Participants' smartphones for recording audio or video
- Printed review cards
- A whiteboard, flipchart, or any other tool for gathering ideas

MODULE 1

Time and space

Community reporting can take as much time as needed. The training session on the methodology will last at least 1.5hours.

Further

information/references

Community Reporter Recording

techniques

Story analysis sheet

Uploading content to Community Reporter website

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MODULE 1

Crossing Borders

Name of the activity

Community Reporting II: Dialog Interviews

Problems to tackle /Themes and aims

With Community Reporting, it is possible to assess the lived experiences of community members. This is a participatory research method. Any social issue, current development, or general experience in a specific community can be evaluated using this approach. It can highlight topics such as exclusion, discrimination, and inequality. In this second part, participants engage in "Dialogic Interviews." These involve a more interactive approach, where the community reporter conducts a conversation with the participant, asking open-ended questions to explore their experiences, opinions, and perspectives in depth. This method allows for follow-up questions and a deeper exploration of complex issues. Dialogic interviews are particularly useful for:

- **Capturing nuanced experiences:** They enable participants to provide detailed narratives and explanations, allowing for a deeper understanding of their viewpoints.
- **Exploring complex issues:** They are effective for discussing sensitive or complex topics that require extended discussion and clarification.
- **Building rapport:** They foster a deeper connection between the interviewer and the interviewee, leading to more open and honest responses.
- **In-depth analysis:** They provide rich qualitative data that can be analysed in detail to uncover underlying themes and insights.

MODULE 1

Objectives

- **Increase participation:** Enhance people's involvement in research, policy-making, service development, and decision-making processes through storytelling.
- **Represent authentic experiences:** Capture the genuine experiences of a group or community to ensure their voices are heard.
- **Gather stories:** Collect stories from community members to capture diverse perspectives.
- **Curate stories:** Organise and present the collected stories effectively.
- **Mobilise stories:** Use these stories to create a significant impact and drive change.
- **Teach the method:** Provide step-by-step instruction on the community reporting method to participants.

Learning objectives

- Ability to transfer and adapt the community reporting method for application within one's own community.

N° of participants and profiles

The methodology can be used with various community members. It is beneficial to gather a diverse and representative sample of stories to assess both similarities and differing perspectives. Community reporting is particularly valuable for amplifying the voices of those typically excluded from research or decision-making processes.

This training session on the community reporting method requires at least two participants and can accommodate up to 30 people. It is suitable for anyone interested in gathering community data, particularly social workers, community operators, journalists, social service providers, and NGO project managers.

Methodology

Introduction to Community Reporting:

- Provide an overview of community reporting and its significance.

Introduction to Dialogic Interviews:

- Explain the Dialogic Interview method, where the community reporter engages in an interview format, allowing follow-up questions and deeper exploration of the participant's experiences.

Participants Conduct Dialogic Interviews:

- In Dialogic Interviews, the community reporter asks questions and interacts in a conversational style to explore the participant's experiences and perspectives more deeply. This method allows for more dynamic interaction and the opportunity to explore complex issues in detail.

MODULE 1

Methodology

Instructions for the Interviewer:

- During a dialogic interview, it is essential for the community reporter to actively listen to the participant's responses. This involves showing genuine interest through nods and verbal affirmations to encourage the participant to freely share their thoughts. Additionally, the community reporter should ask follow-up questions to delve deeper into specific points or clarify statements, ensuring they fully understand the participant's experiences. It is important to respect the participant's time and insights, concluding the interview by thanking them for their participation. Before ending, it is crucial to obtain the participant's explicit consent to use their interview for analysis and reporting purposes. This not only demonstrates respect for their privacy and ensures ethical conduct during the interview process but also guarantees that the community reporter has permission to use the collected materials.

Steps:

1. **Pairing Up:** Ask participants to form pairs. Both will alternate between the roles of community reporter and interviewee.
2. **Conducting Interviews:** Find a quiet location to conduct the interviews, ensuring there is minimal background noise and interruptions.
3. **Consent:** Ensure that all participants give consent for their interviews to be used in the following stages of the training.
4. **Setting Return Time:** Allocate 20-30 minutes for each pair to complete their interviews and return for the analysis session.

MODULE 1

Methodology

Vertical Analysis - Story Review (Individual Work)

Explanation: In Vertical Analysis, each participant individually reviews the recorded Dialogic Interviews to gain a deep understanding of each narrative. This involves listening to the stories multiple times to identify key themes, emotions, and specific experiences shared by the storytellers. The goal is to distill the essence of each story to understand the unique perspective it offers.

Steps:

1. **Listen/Watch Carefully:** Each community reporter plays the recorded Dialogic Interview without interruptions to grasp the overall message.
2. **Note Key Points**: Write down the main themes, emotions, and significant events or statements mentioned in the story. Note important timestamps if necessary.
3. **Identify Central Themes:** Determine the central ideas or issues highlighted in each story.
4. **Reflect:** Consider the broader implications of each narrative and how it reflects the lived experience of the individual.

Objective: The goal is to thoroughly understand each story on its own terms, ensuring that every participant's voice is heard and appreciated for its unique contribution.

MODULE 1

Methodology

Horizontal Analysis - Identifying Similarities/Anomalies (Group Work)

Explanation: In Horizontal Analysis, participants work together to compare and contrast the Dialogic Interviews. The group looks for common themes, patterns, and significant differences among the stories. This collaborative effort helps identify broader trends and unique cases within the community's narratives.

Steps::

1. **Share Results:** Each participant shares their notes and key points from the Vertical Analysis.
2. **Group Themes:** As a group, identify recurring themes, issues, and experiences that emerge across multiple stories.
3. **Identify Differences:** Note any significant anomalies or unique perspectives that stand out from the rest.
4. **Discuss Implications:** Consider what these similarities and differences reveal about the overall experiences and challenges faced by the community.

Objective: The goal is to build a collective understanding of the community's experiences, acknowledging both commonalities and unique stories.

MODULE 1

Methodology

Community Reporting and Co-production

Community Reporting and Co-production involve using the collected and analysed stories to collaborate with community members, stakeholders, and policymakers to create meaningful change. This process emphasises the active involvement of the community in decision-making and the development of solutions based on their lived experiences. In this part of the training, the further use of the Community Reporting method is explained. The entire group generates ideas on how to address the following activities:

1. **Share Results:** Each participant shares their notes and key points from the vertical analysis.
2. **Identify Group Themes:** As a group, recurring themes, issues, and experiences that emerge from multiple stories are identified.
3. **Detect Differences:** Any significant anomalies or unique perspectives that stand out from the
others are noted.
4. **Discuss Implications:** Reflect on what these similarities and differences reveal about the overall experiences and challenges of the community.

Objective: The aim is to build a collective understanding of the community's experiences, recognising both commonalities and unique stories.

MODULE 1

Methodology

Community Reporting and Co-production

Community Reporting and Co-production involve using the collected and analysed stories to collaborate with community members, stakeholders, and policymakers to create meaningful change. This process highlights the active involvement of the community in decision-making and in the development of solutions based on their lived experiences. In this part of the training, the further use of the Community Reporting method is explained. The entire group develops ideas on how to address the following activities:

1. **Presentation of Results:** Share the results of both vertical and horizontal analyses with the community and stakeholders.
2. **Facilitation of Dialogue:** Organise discussions and workshops where community members can express their opinions and suggestions based on the results.
3. **Collaborative Planning:** Work with community members and stakeholders to develop action plans.
4. **Implementation of Changes:** Put into action the collaboratively developed plans, ensuring continuous community involvement and constant feedback.

MODULE 1

Resources

- Participants' smartphones for recording audio or video
- Printed review sheets
- A whiteboard or flipchart, or any other tool for gathering ideas

Time and space

Community Reporting can take as long as desired. The training session on the methodology requires
a minimum of 1.5hours.

Further information/references

Community reporter
Dialogue interview handout

Recording techniques

Story analysis sheet

Uploading content to Community Reporter website

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MODULE 2

MOPS

Name of the activity

How to Create a Local Action Plan (LAP)

Problems to tackle /Themes and aims

- Organise the LAP development process ("road map")
- Define/find methods that facilitate planning and improve the quality of participation.
- Create tools that support each phase of the LAP development process.
- Reflect/share perspectives and create a minimum standard model for the LAP document and participation.

Objective

Establish a clear understanding of what a Local Action Plan (LAP) is and how the process of developing the LAP can be organised and facilitated.

MODULE 2

Learning outcomes

Participants gain a general understanding of the possible forms of planning documents (action plans, projects, programmes, strategies). They are able to name and describe the elements of a draft LAP document (the section related to problem and resource identification, the section on objectives and tasks, and the implementation section). Participants are able to name and describe the key steps in the LAP development process (defining and building a common understanding of problems/barriers/assets/resources, defining and building a shared understanding of the objectives and tasks necessary for achieving positive change, creating timelines/describing implementation phases, management structure/assigning responsibilities and tasks, budgeting, communication/education). Participants gain a general idea of the methods and tools that can be used in the LAP development process. They are also able to name the core values that characterise an effective planning process (participation, transparency, proper coding and communication, etc.).

N° of participants and profiles

Standard training group (around 15participants). Ideal representatives for the LAP development process: theoretical experts, decision-makers, field operators, target group representatives (migrants, public officials, local/NGO leaders), communication facilitators.

Methodology

The methodology combines elements of theoretical knowledge/input and moderated discussion. The session plan includes: a draft reflection and a discussion area (first part) followed by a moderated discussion on the topic presented in the first part (second part). Proposed role division: (1a) speaker/lecturer/expert, (2) discussion moderator, (3 or 1b) key note-taker.

Resources

Flipchart, markers, proyector (beamer).

Space and time

Time: Approx. 2-2.5 hours with a coffee break (can be delivered as a single educational session or as part of the LAP creation process).
Space: A safe and comfortable environment with the option to arrange seating.

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MODULE 3

P er Esempio

Name of the activity

Q-Methodology

Problems to tackle /Themes and aims

This research methodology can be used to address any social issue, taking into account people's viewpoints and opinions.

Objectives

- Explore subjective perspectives on social inclusion and city livability in the context of migrant integration.
- Identify common opinion patterns and factors that influence participants' perspectives.
- Promote understanding and empathy towards different perspectives on social inclusion and city livability.

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MODULE 3

Learning outcomes

- Enhanced ability to critically evaluate subjective viewpoints on complex social issues.
- Improved skills in data analysis and interpretation.
- Greater awareness of the complexity of social inclusion and city livability.

N° of participants and profiles

This can vary. It is usually recommended to conduct the activity as individual research for greater precision and research purposes. However, it can be transformed into a group activity by dividing participants into pairs. Another consideration is whether the objective is to collect qualitative or quantitative data. In the case of quantitative data, a larger sample of participants is recommended.

Methodology

The Q Methodology is a research technique highly useful in social sciences, psychology, and other fields for studying subjectivity. It combines qualitative and quantitative methods to explore individuals' subjective viewpoints on a specific topic or issue. Here's how it works.

MODULE 3

Methodology

You will present the participants with a **set of statements,** opinions, or elements, known as the **"Q-set."** These are typically derived from interviews, literature, or expert input. **Participants will then rank these statements** according to their perspective or opinion, using a structured grid that usually ranges from "strongly disagree" (-4) to "strongly agree" (+4).

To start, ask participants to read each statement written on cards in numerical order and divide them into three groups: agree, neutral, and disagree. Then, participants will re-read the cards from each group and place them in the grid, positioning them in the slot they find most appropriate. It is essential to develop the Q-set carefully to avoid any statement being ambiguous or confusing. If a Q-set statement has more than one meaning or proposition, it will be impossible to determine which part the participant agrees or disagrees with.

Once the participants have completed placing the cards, you will analyse the collected data to identify patterns or underlying factors in their responses. This analysis will help you discover groups of opinions or perspectives, known as "factors," which represent shared opinion patterns within the group of participants.

Methodology

Q methodology is particularly useful for exploring complex or debated issues where multiple perspectives exist, such as public attitudes towards climate change, political ideologies, or social norms. It allows you to uncover the diversity of subjective viewpoints within a population and understand how different factors influence individuals' perspectives on a topic. To gain further insight into participants' attitudes and opinions, you can follow the Q-sorting activity with an interview about the reasons behind their choices, focusing on the statements they placed at the extremes (strongly disagree and strongly agree).

Resources

- Q methodology grid for participants to rank the statements (printed copy)
- A set of Q statements on social inclusion and urban livability (printed on cards)
- Provide flipchart paper, note cards, and pens if the cards or grid have not been prepared in advance
- Recording equipment (optional) for interviews or discussions

Time and space

The duration will vary depending on the group size. If it’s an individual activity, it will last between 30 minutes and 1hour; for a larger group, it will last between 1hour 45 minutes and 2 hours 30 minutes.

Further information/references

- The statements must not have double or ambiguous meanings. If a Q statement has more than one meaning or proposition, it will be impossible to determine with which part the participant agrees or disagrees.
- Only 1 statement can be placed at either extreme (the most and least important statements). Make sure participants understand that positioning a Q statement as "less important" does not mean it isn't important to them, but that it holds less value compared to the other statements.
- The activity can be followed by an interview about the sorting and the extreme statements (most disagree and most agree) to better understand participants' attitudes and opinions.

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Q
METHODOLOGY

MODULE 3

Konkav

Name of the activity
Sensitivity training - The privilege

walk Problems to tackle /Themes

and aims

This method can be used with both children and adults, for example, in the workplace or as part of a supervision session. It can help in developing empathy and in considering different situations and problems, thereby getting closer to finding a solution.

Objectives

Through role-play cards, participants will gain a deeper understanding of specific situations of disadvantage. By answering questions, moving forward, stopping, or stepping back, they will gain direct experience of the illusion of apparent equality in society.

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MODULE 3

Learning outcomes

Through their experience of the exercise, participants will be able to see a wide range of difficulties related to social mobility. They will learn about the numerous factors that make mobility challenging. Using the role-play cards, participants will suddenly find themselves in a new social group, becoming more sensitive to the situation of that group.

N° of participants and profiles

Ideally, a group of 8-12 people. If the group is smaller, there will be fewer perspectives; if it's larger, there will be less time to discuss thoughts and feelings.

Methodology

The cards are distributed at the start, and participants are asked not to share what is written on their card with anyone else. Questions are then asked in turn, and participants are instructed to take a step forward or backward depending on how true the statements are for them. When the exercise ends, participants are asked to observe where they stand. A conversation is initiated about how it feels to be in their position and how it feels to see others. Ask specifically the person who remained at the center for the longest time. At the end of the exercise, participants return to their seats to continue discussing the topic, share their experiences, and draw broader conclusions.

MODULE 3

Resources

- Role-Play Cards and Questions for Sensitivity Training

Time and space

- Time: 50 minutes
- Space: 4-5 m², or a large enough space for participants to move around

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MODULE 3

POLNISCHER SOZIALRAT (Freie Ungarische Botschaft)

Name of the activity

Direct Democracy Action

Problems to tackle /Themes and aims

This method can be used to address problems (and conflicts) within communities and organizations, as well as to develop new ideas and create new initiatives in a participatory way.

Objectives

Participants will learn how to promote community engagement and create actions and projects to address problems in local contexts, taking into account the diversity of opinions, needs, and opportunities (power).

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Learning outcomes

Through the organization of a people's forum based on a fictional problem scenario, participants will learn:

1. How to develop ideas and solutions in horizontal ways, focusing on equal participation.
2. How to use consensus-based decision-making methods and reflect on potential challenges.
3. How to build sustainable projects and ensure participant motivation and accountability.

N° of participants and profiles

12-14 participants (to have a productive reflective session). However, one advantage of this method is that it can be used to facilitate decisions in large groups in a horizontal manner.

Methodology

- **Introduction to the concept of a popular or community forum:** It's helpful to use a concrete example from your organization's history. Explain the problem/situation/task and how you conducted a forum to address it. Discuss key parameters/considerations of this strategy, such as accessibility, power dynamics, and community involvement.
- **Introduction to the consensus decision-making method:** Using your example, explain why
  and how you decided to use this form of decision-making (including its advantages and disadvantages). Explain how to specifically use this method (such as hand signals) and the basic rules that everyone must follow.

MODULE 3

Methodology

- Conducting the Activity: Form groups of 6-7 people and ask them to conduct a popular forum using consensus decision-making practices. Provide a specific problem scenario and assign roles to participants to ensure different perspectives are represented.
- Group Reflection on the Activity: Participants can present their results or share insights about their activity. Invite them to reflect on the outcomes, the process, and their personal position.
- Optional: Present the results from your organization's forum activity and reflect on those outcomes together.

Resources

- Role cards
- Pens
- Idea cards
- Whiteboard (e.g., a vision board)

Time and space

Time: 1½ - 2 hours (approx. 20 min for explanation; 40 min for the activity; 20 min for summarising
results; 10 min for reflection)
Space: A large room with the ability to divide the group into two separate working groups (depending on group size)

Further information/references

Example Scenario:House Project

Explanation Hand Signals

Popular Example of Consensual Decisionmaking: Occupy Wallstreet

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MODULE 3

Crossing Borders

Name of the activity
Moments of Inclusion (Part I)

Problems to tackle /Themes and

aims

Service providers and organizations often unintentionally create barriers that prevent people, especially vulnerable groups, from participating or accessing their services. This methodology aims to raise awareness of these barriers and explore opportunities for inclusion within organizations, institutions, and service providers. By examining 14 different categories, participants will reflect on their communication, accessibility, the information they provide, and the timing, location, and methods of their operations, as well as how these aspects impact their target groups.

Objectives

This methodology aims to educate workers from organizations, institutions, and service providers to regularly reflect on their practices through various categories that influence the inclusivity of their services and initiatives.

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Learning outcomes

- Increased awareness of barriers to participation and access.
- Improved self-reflection skills regarding inclusive practices.
- Greater understanding of how to make services more accessible and inclusive for diverse and
  vulnerable groups.
- Development of practical strategies to implement inclusive practices in daily operations.

N° of participants and profiles

- Up to 28 participants.
- A smaller number of participants will require a longer training duration.
- Participants should include NGO workers, youth workers, service providers, or educators.
- Additional participants from the target group can be invited to provide insights into the barriers people face when accessing services or participating in projects.

Methodology

<u>Introduction and explanation</u>

- Welcome participants and explain the purpose of the session.
- Emphasise the importance of self-reflection, holistic thinking, and reducing barriers for minorities and vulnerable groups.

MODULE 3

Methodology

The facilitator explains the 14 categories:

Target Group: Identify and understand the specific group of people your services are intended for.
Time: Consider the timing and scheduling of your services or activities, as well as how resources are managed.
Communication: How information is conveyed to participants and how they can communicate with you.
Representation: Ensure that diverse groups are visibly included and represented.
Availability of Information: Ensure that the necessary information about your services is easy to find
and understand.
Language: The use of inclusive and understandable language for everyone.
Contact and Outreach with the Target Group: Methods used to reach and engage the target group.
Location/Accessibility: The physical and virtual accessibility of your services.
Economic Accessibility: Ensure that your services are financially accessible to everyone.
Materials and Tools Used: The resources and tools provided to participants.
General Treatment of Participants: How participants are treated and respected during interactions.
Flexibility and Individual Support: The ability to adapt services to meet individual needs and provide necessary support.
Encouragement and Celebration of Diversity: Promote and value diversity within your services.
Sustainability of Inclusion Efforts: Ensure long-term commitment to inclusive practices and continuous improvement.

MODULE 3

Methodology

Group activity:

- Divide the participants into small groups.
- Assign each group one or more categories to discuss.
- Each group develops self-reflection questions to ensure inclusivity within their assigned categories. They can reflect on their experience in their field of work and try to empathize with their target group. As the facilitator, it's important to provide discussion prompts and answer any questions about the meaning of the categories.
- Ensure that the groups write their findings on post-it notes, a whiteboard, or a flipchart.

Presentation of Results and Learnings

Each group presents its findings and the questions they formulated. The whole group discusses the results, with a time limit of 5 minutes per category.

Conclusion of the Session

By the end of the session, you should have a collection of questions that, when asked regularly, will help participants reflect on their practices in relation to inclusivity. Encourage participants to use these questions in the future. Be sure to collect the questions and send them in a compiled format to the participants after the session concludes.

Resources

- Flipcharts and markers
- Documents detailing the 14 categories and discussion prompts
- Comfortable seating for group discussions

Time and space

- Total Duration: Variable depending on the number of participants. In general, around 2 hours is recommended.
- Space: A large, quiet room with flexible seating arrangements to accommodate group discussions.

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MODULE 3

Crossing Borders

Name of the activity

Moments of Inclusion II: From Personal Reflection to Frameworks for Stakeholders

Problems to tackle/ Themes and aims

In the first session of "Moments of Inclusion," the methodology focused on identifying and addressing general barriers within organizations and service providers that hinder participation and access for vulnerable groups. By examining 14 categories, including communication, accessibility, and outreach, participants gained insights into how their practices impact inclusivity. Effective collaboration among stakeholders is essential but often hindered by differing perspectives on inclusion, unequal power dynamics, and varying levels of commitment. This module aims to build on the insights from "Moments of Inclusion" to develop inclusive frameworks that bridge these gaps and promote sustainable inclusion practices.

Objectives

This methodology aims to use the results from the "Moments of Inclusion" sessions to collaboratively build frameworks between stakeholders and the community (e.g., a migrant community). By aligning perspectives and goals, participants can improve inclusivity in organizational practices and decision-making processes.

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Learning outcomes

Participants will:

- Deepen their understanding of stakeholders' perspectives on inclusion;
- Identify shared goals and potential areas for collaboration;
- Develop strategies to promote collaboration and inclusivity in decision-making processes;
- Create concrete steps to implement inclusive frameworks among stakeholder groups.

N° of participants and profiles

For this session, it is recommended to invite participants from the first session, along with members of the target group. A smaller group, with a maximum of 20 people, is suggested to facilitate constructive and critical dialogue where all voices are heard. It is also advisable to focus on a specific sector; for example, instead of inviting various service providers, it would be better to invite specific stakeholders, such as "healthcare providers," along with members of the target group.

MODULE 3

Methodology

Introduction and Explanation

- Welcome the participants and restate the purpose of the session.
- Emphasise the importance of using the insights gathered during the first "Moments of Inclusion" module to build collaborative frameworks that reduce barriers for minorities and vulnerable groups..

Presentation of "Moments of Inclusion" Results

- Facilitators summarise the key findings from the 14 categories discussed in previous sessions.
- For example, insights on communication barriers may highlight the need for clearer and more inclusive messaging toward stakeholders. The list of results should be presented in a format that allows participants to access the information throughout the session.

Mapping Stakeholder Perspectives

- Participants divide into small groups based on their organizational roles or interests.
- Each group discusses how their organization perceives and practices inclusion based on the gathered insights. For example, discussions on economic accessibility might reveal differing perspectives on financial accessibility among stakeholder groups.

MODULE 3

Methodology

Building Collaborative Frameworks

- Bring the entire group together to share insights and the results of the small group discussions.
- Facilitate a discussion to identify common goals and potential areas of collaboration among stakeholders. For example, recognize shared objectives for improving outreach and accessibility strategies.

Action Planning

- Small groups refine the proposed inclusion framework based on the outcomes of the discussions and identified priorities.
- Develop concrete steps, timelines, and responsibilities to implement inclusive practices within
  their respective organizations. For example, strategies to improve flexibility and individual support based on identified needs.

Feedback and Next Steps

- Gather feedback on the developed framework and action plan.
- Discuss the next steps to finalize and implement the framework, ensuring sustainability and continuous improvement in inclusive practices.

Resources

- Flipcharts, markers, and post-it notes to capture and share insights.
- Handouts detailing the insights from the "Moments of Inclusion" sessions and discussion prompts.
- Comfortable seating arrangements suitable for facilitating group discussions.

Time and space

- Total duration: At least 2 hours, but it can easily be extended into a full-day session.
- Space: A large, quiet room with flexible seating arrangements to facilitate group discussions
  and collective interactions.

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MOMENT OF INCLUSION 2
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FROM
SELFREFLECTION
TO
STAKEHOLDER
FRAMEWORK

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