

D1.2 TRAINING MODULES

Title	Training of Trainers - modules
Submitted by	Nadia Di Iulio, ALDA
Contact email	nadia@aldaintranet.org
Submission date	November 2024
Languages available	English
Website	FOSTER Project - Alda Europe

Training of Trainers

10-11 October 2024



Training of Trainers

Module 1:

Participatory democracy

Presented by

Nadia Di Iulio, Project Manager, ALDA

Pavla Hládková, Project Manager, ALDA

Content by

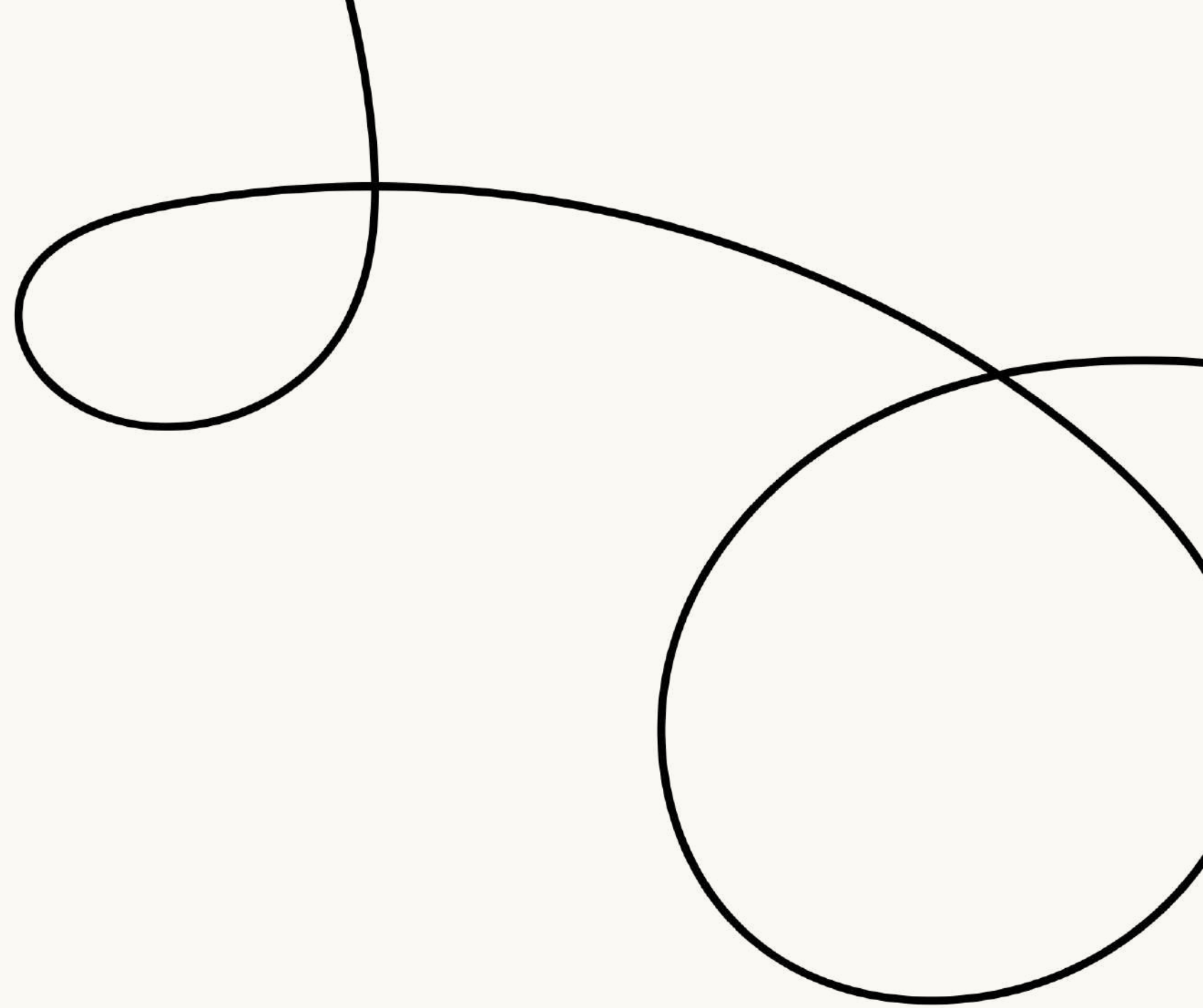
Anna Ditta, HoU Development, ALDA



Funded by
the European Union

Your ideas on...

Code: 3880130



9 principles

Enabling civil participation

The Code sets 9 key principles that shall all be respected in order to provide an enabling environment to effective participation.

To foster a constructive relationship, NGOs and public authorities at different levels should act on the following common principles:

9

Principle

s



1

OPENNESS

Governments offer opportunities to collect citizens' views and needs, that provide key input for a good quality the decision making process. To ensure the process, participation needs to be open and accessible for all.

2

TRUST

An open and democratic society can only function if based on the honest interaction among the actors. This is built on transparency, openness, respect and reliability

3

INDEPENDENCE

CSOs must be recognised as free and independent bodies in respect to their aims, decisions and activities. They have the right to act independently and advocate different positions from the authorities with whom they may otherwise cooperate.

9 Principles

S

A decorative black line graphic consisting of several overlapping loops and curves, starting from the left side and extending towards the right, partially overlapping the 'S' and the 'Principles' text.

4

PARTICIPATION

CSOs have the right to participate in governmental and quasi-governmental mechanisms at all levels without discrimination in dialogue and consultation on public policy objectives and decisions. The diversity of people's opinions shall be respected.

5

TRANSPARENCY

All processes must be transparent and open to scrutiny from both sides, administration as well as CSOs. Timely public access to all documents, drafts, decisions and opinions relevant for participation process is essential. Access to information must be ensured.

6

ACCESSIBILITY

Civil participation should be propagated via the use of clear language and appropriate means of participation, offline or online, and on any device – based on agreed frameworks for participation.

9 Principles

S



7

NON DISCRIMINATION

Civil participation should take all voices into account, including those of the less privileged and most vulnerable. It must avoid all measures in the proceedings, ways of publication of information, organization of meetings etc. which would exclude interested groups from participating.

8

INCLUSION

Civil participation should include all groups with particular interests and needs, such as minorities, the elderly, people with disabilities. Many of these groups do not respond easily to a call of participation. Therefore, pro-active measures should be taken to reach out to these groups and empower them to participate.

9

ACCOUNTABILITY

Any process of participation must be directed to produce results and be open to change the original proposals. These results must be documented and made available to the public. All decision makers take responsibility for their decisions; decisions are reasoned, subject to scrutiny and can be sanctioned; remedies exist for maladministration or wrongful decisions.

Levels of participation

Information



Consultation



Dialogue



Partnership



Level 1

Information

Access to information is **the basis for all subsequent steps** in the involvement of CSOs in the political decision-making process.

This is a relatively **low level of participation** which usually consists of a **one-way provision** of information from the public authorities, and **no interaction or involvement** with CSOs is required or expected.

It includes the right of the public to access all information (e.g., drafts, comments and reasoning) throughout the entire policy cycle

Level 1

SOME RULES

1

When shaping a communication message, it is key to take into consideration the following:

- Objectives
- Targets
- Channels / Platforms
- Language
- Timing

SOME TECHNIQUES AND TOOLS

2

- Publishing agendas, reports and other relevant materials online, on public authority website or on social media (e.g. mid – term reports);
- Providing relevant information (i.e. convocation of public events) via whatsapp or SMS
- Paper material: posters, brochures (to be disseminated at community meeting areas, so to ensure reaching also citizens with limited or no internet access, or no digital competences)
- Municipal office dedicated to the information and services for the citizens
- Public meetings

Level 2

Consultation

This is a form of initiative where the **public authorities ask CSOs** for their opinion on a specific policy topic or aspect of broader policies.

1. CSOs are informed on the policy development and invited to provide feedback
2. The initiative is on the public authority
3. Public authorities are not required to adhere to the consultation results.

It is a tool mainly use for **drafting, monitoring and reformulating policy initiatives.**

Level 2

SOME RULES

1

A) Defining the limits of the consultation and communicating it openly

- What aspects of public policy are open for consultation?

B) The format

- The venue (accessibility)
- The format (online, in-presence, hybrid, one-off experience etc.)
- The agenda (time for exchanges)
The actors (impartial facilitators, governmental officers, invites, conflict-management)

C) Follow up

- The consultation must ensure feedback about the following process of decision making, to avoid frustration and loss of trust from the citizens

SOME TECHNIQUES AND TOOLS

2

- Public meetings
- Consultative committees (by thematic or by geographical area)
- Surveys. Online or filled by hand
- Consultative Referendum
- Petitions. Collecting signatures to advocate for a specific issue/objective

Level 3

Dialogue

It is a level of participation used to cope with **complex problems**, for which the public authorities may need specific **expertise and viewpoints** from different stakeholders (citizens of particular areas, service users, experts, businesses etc.)

Level 3

SOME RULES

1

- Two-way communication flow
- Regular exchange of views
- Wide-ranging discussion, not necessarily linked to a specific topic or policy initiative

SOME TECHNIQUES AND TOOLS

2

- World cafe
- Focus group
- Open space technology

Level 4

Partnership

- **Shared responsibilities** between public authorities and CSOs in each step of the political decision-making
- **Permanent or long-term** cooperation mechanisms
- **Tasks can be delegated** to CSOs, which maintain their independence and right to advocate for different positions (e.g. service delivery, establishment of decision-making bodies, resource allocation and management etc.)
- It is particularly relevant for **agenda setting and implementation** stage of policy initiatives

Level 4

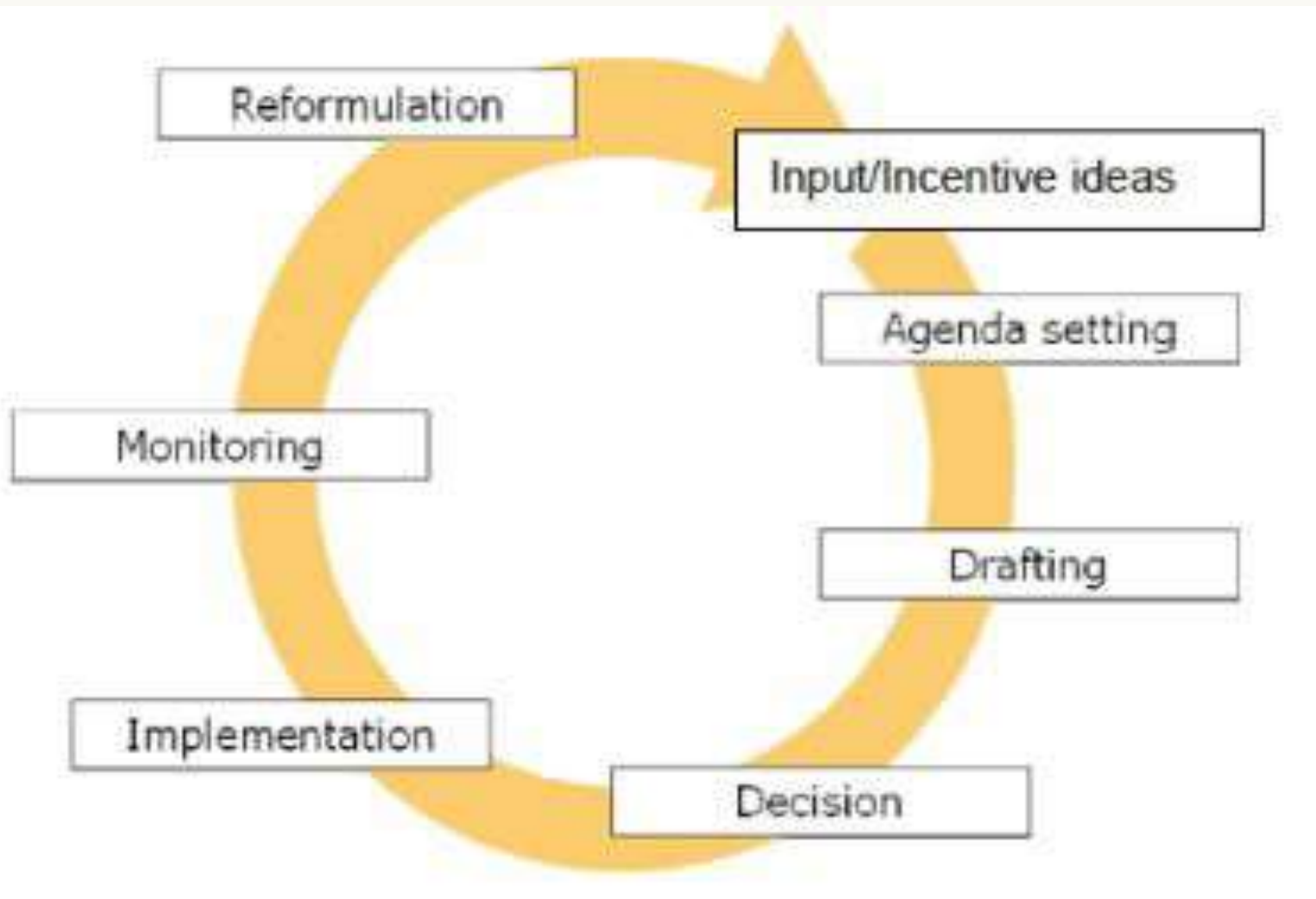
SOME TECHNIQUES AND TOOLS

3

- Neighbourhood Councils (executive power)
- Shared administration mechanisms (e.g. collaboration pacts)
- Participatory budgeting



Policy making cycle



a. Input /incentive ideas

Civil participation should start in the first stage of any decision-making process, when ideas and incentives for future legislation, developments etc. are gathered. The incentive for such new movements may also come from the civil society which expresses its needs and wishes to the government / administration.

b. Agenda setting

The political agenda is agreed by parliament and government, but can be shaped by NGOs, or groups of NGOs, through campaigns and lobbying for issues, needs and concerns. New policy initiatives are often the result of influence of the campaigns of NGOs.

c. Drafting

Here NGOs are often involved in areas such as identifying problems, proposing solutions and providing evidence for their preferred proposal with, for example, interviews or research

d. Decision

The forms of political decision-making vary based on national context and legislation (directive by a ministry; parliamentary vote; or public referendum). At this step consultation is central to an informed decision. However, the final power of choice lies with the public authorities, unless the decision is taken by a public vote, referendum, etc.

e. Implementation

This is the step at which many NGOs are most active, for example in service delivery and project execution. This phase is especially important to ensure that the intended outcome will be fulfilled. Access to clear and transparent information on expectations and opportunities is important at this step, as well as active partnerships.

f. Monitoring

At this point, the role of NGOs is to monitor and assess the outcomes of the implemented policy. It is important to have in place an effective and transparent monitoring system that ensures the policy/programme achieves the intended purpose.

g. Reformulation

The knowledge gained from assessing the policy implementation, coupled with evolving needs in society, often require a reformulation of policy. This must be based on access to information and opportunities for dialogue to identify needs and initiatives. This reformulation allows for the initiation of a new cycle of decision-making.

Partnership	Work group or committee	Co-drafting	Joint decision-making Co-decision making	Strategic partnerships	Work groups or committee	Work groups or committee
Dialogue	Hearings and public forums Citizens' forums and future councils Key government contact	Hearings and Q&A panels Expert seminars Multi-stakeholder committees and advisory bodies	Open plenary or committee sessions	Capacity building seminars Training seminars	Work groups or committee	Seminars and deliberative forums
Consultation	Petitioning Consultation online or other techniques	Hearings and Q&A panels Expert seminars Multi-stakeholder committees and advisory bodies	Open plenary or committee sessions	Events, conferences, forums, seminars	Feedback mechanisms	Conferences or meetings Online consultation
Information	Easy and open information access Research Campaigning and lobbying Website for key documents	Open and free access to policy documents Website for key documents Campaigns and lobbying Web casts Research input	Campaigning and lobbying	Open access to information Website for information access E-mail alerts FAQ Public tendering procedures	Open access to information Evidence gathering Evaluations Research studies	Open access to information
Levels of participation						
Steps in the political decision making process	Agenda setting	Drafting	Decision	Implementation	Monitoring	Reformulation

Let's work!

Good or bad?

Rules

30 minutes exercise

- Participants are asked to stand up and bring in a semicircle
- Two areas are created into the room, 1 good and 1 bad
- Facilitators show an example per each level
- Participants have to choose if the example is good or bad by moving themselves to the related area and justify their answer
- Debriefing after each example

Level 1 Information

SEI:
abitante del quadrilatero
proprietario di immobili nel quadrilatero
commerciante nel quadrilatero

COSA VOGLIAMO FARE CON IL GRUPPO:
pensare e realizzare un grande processo partecipativo
pensare insieme il futuro del quadrilatero
proporre delle iniziative per vivere insieme meglio adesso

Vorrei partecipare alla riunione per definire il metodo per progettare insieme il futuro del quadrilatero intorno a v.le Milano.

Nome _____

Cognome _____

Email _____

Proprietario Abitante Commerciante

Ai sensi GDPR autorizzo a ricevere informazioni sulla riunione via email

Firma _____ Data _____

Lascia la tua adesione (entro il 25 aprile):
al caffè Verdi, v.le Giuseppe Verdi n° 44
al bar Floria, v.le Milano n° 58
nella cassetta della posta di ALDA, v.le Milano n° 66
oppure iscriviti al link: <https://goo.gl/fynEm8>

Un evento promosso da:
ALDA - Associazione Europea per la Democrazia Locale
PAMPAS - il giardino inclusivo
RiModerno - La street community del quadrilatero v.le Milano

scintilla

9 maggio 2019
18.30 → 20.00

presso ENAIP
via Napoli n° 11

Progettare
insieme il futuro
del quadrilatero
per vivere meglio
adesso

Riunione del quadrilatero
via Torino / Firenze / Napoli e v.le Milano
per creare un gruppo di lavoro

scintilla

Avant



Après



Level 3 Dialogue

Citizens' Assemblies

STRASBOURG
CITIZENS' PANEL
ON THE FUTURE OF
EUROPE



Level 4 participation

- Permanent structures, which serve as a point of contact between the citizens and the city council. They do not have legislative power, but they have executive power at the neighborhood level.
- Depending on the municipal regulation, the LA delegates to them the management of specific services for the neighborhood, with a dedicated budget.
- The neighborhood council can be elected and by the citizens of the neighborhood they belong to.

MANIFESTO CONSIGLIO DI QUARTIERE N. 3 (PIANE, SS. TRINITÀ, RESSECCO)

AL CENTRO DEL PROGRAMMA DEL CONSIGLIO DI QUARTIERE N. 3, PONIAMO COME PRIORITÀ: L'AUMENTO DELLA PARTECIPAZIONE ATTIVA, IL MIGLIORAMENTO DEI SERVIZI E DELLE OPPORTUNITÀ E LA RIGENERAZIONE DI DIVERSE ZONE DEL QUARTIERE.



IDENTITÀ

- Comune e Consigli di Quartiere si impegnano a trovare **spazi comuni** da poter utilizzare per eventi e riunioni;
- Creazione di un evento per conoscere **le diversità del quartiere**



RAPPORTO CITTADINI - AMMINISTRAZIONE COMUNALE

- Realizzare un elenco di "esempi pratici" per ogni **funzione dell'amministrazione**;
- Avere un **Consiglio formato** per affrontare ogni problematica
- Installazione di una cassetta in quartiere **per i più anziani** che non usano mezzi tecnologici
- Mettere a disposizione **tecnologie adsl** in zone poco coperte



INVESTIMENTI

- **Viabilità**: necessità di divieti di sosta, aumento del controllo della velocità, miglioramento dello stato dell'asfalto in zona Piane
- **Rifiuti**: aumento dei bidoni e migliore distribuzione nelle varie zone
- Manutenzione del **verde privato sporgente** e nel perimetro di proprietà
- Finanziare un **parco giochi** nella zona Piane



RUOLO DEL CONSIGLIO DI QUARTIERE

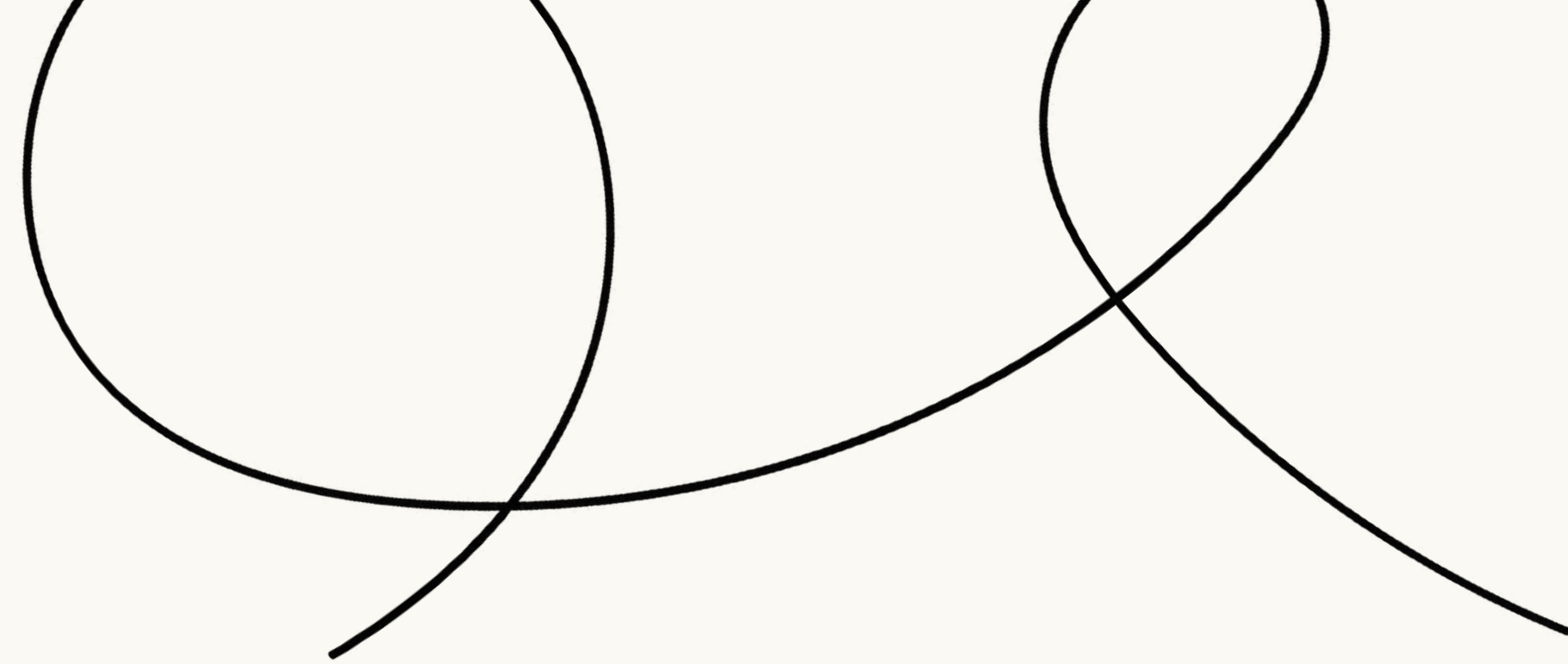
- Corsi di **formazione per i consiglieri di quartiere** su come interagire con i propri cittadini
- Creare momenti di **condivisione con i propri cittadini**
- Offrire corsi di **educazione civica** (tenuti dal Consiglio di Quartiere per i propri cittadini)



IL 3 OTTOBRE 2021 | 08.00 - 20.00
VOTA PER IL TUO QUARTIERE!

#iovoto

Environmental citizenship



**Civil
citizenship**



**Political
citizenship**



**Social
citizenship**



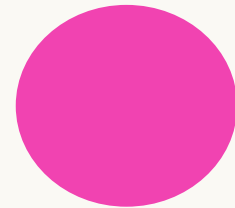
**Environmental
citizenship**

Definition

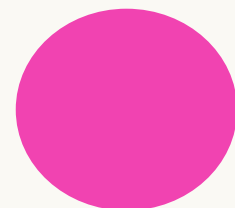
S



“The state, character or behaviour of a person viewed as a member of the ecosystem with attendant rights and responsibilities, especially the responsibility to maintain ecological integrity and the right to exist in a healthy environment. “



“ It is pro-environmental behaviour, in public and in private, driven by a belief in fairness of the distribution of environmental goods, in participation and in the co-creation of sustainability policy. It is about the active participation of citizens in moving towards sustainability.”



Ecological citizenship», «sustainable citizenship» or «Green Citinzeship» serve as an overarching concept for diverse forms of public involvement (Mattei, 2023)

Key points



1

Acknowledging humans' co-dependence on each other and on non-human species

2

Enjoying rights and exercising responsibilities

3

Acting towards sustainability, aiming at transforming conditions perceived as "unsustainable" in various aspects

Actions



1

AWARENESS-RAISING AND EDUCATION

Non-formal learning, informal learning, media literacy, tackling disinformation

3

SUSTAINABILITY SERVICE

Encouraging volunteering, community work, civil service, *meaningful work*

2

COMPLIANCE WITH STATE'S ACTION / CONTESTATION

Fostering critical thinking, activism, civic disobedience

4

PARTICIPATION IN DECISION MAKING

Policy co-design; shared administration; private-public partnerships

How to engage

AWARENESS-RAISING

1

- **Customising messages** for different stages of awareness, avoiding frustration or indifference
- Framing climate change and sustainability as a **personal issue**: highlighting the links with day-to-day context-specific life
- Accepting that there is a finite pool of worries, thus remaining open to tailor responses to the **specific agendas of the target groups**
- Promoting independent, **trustworthy information sources**; directly **addressing disinformation**
- Communication aimed at stimulating an **emotional response through concern, not fear**. Leveraging **positive framing** and people's stories

INITIATING ENGAGEMENT

2

- Establishing a dialogue **about communities' needs**, while gradually emphasising the connections to climate change and sustainability
- Starting from **few shared perspectives** and expanding upon them; identifying points of interest that stimulate engagement (employment, air quality, etc.)
- **Build relationships first**: leveraging personal connections to enhance people's sense of belonging and motivation
- **Identifying few specific areas for intervention**, and being transparent about the objectives and feasibility of action

How to engage

EMPOWERMENT AND LONG-TERM ACTION

3

- Promoting sustainable lifestyles by **making sustainability convenient** and cost-effective (e.g, reuse, local markets, repair services, collective solutions to shared problems etc.)
- Clarifying the **long-term benefits** of collective action while establishing mechanisms to measure those benefits.
- Prioritising **identifying and promoting success stories**; demonstrating the effectiveness of actions rather than preaching their urgency



How to involve stakeholders?

STEP 1 Community evaluation



STEP 2 Stakeholders' Identification and evaluation



STEP 3 Stakeholder plotting

To contextualise a participatory decision-making process

To identify stakeholders' capacities and willingness to engage

To graphically plot each stakeholder on a graph, where his/her interest to engage as well as relevance in the process are clearly identified

STEP 1

Community evaluation

Evaluation of the community against criteria referring to 4 variables relevant for participation:

- **Human capital:** referred to the knowledge/skills of the community at large, as well to the specific capacities of each stakeholder on given topics and in the participation arena
- **Economic capital:** referring to economic health of a community, as well as to economic resources/capacity of each stakeholder
- **Social capital:** referring to both the social vitality of a community, and to the capacity/willingness of individual stakeholders to engage into social life and activities
- **Political capital:** referring to both the political engagement within the community at large and to the engagement of individual stakeholders in the political life

This phase is aimed at understanding the **level of readiness** of a community to engage in a certain process

		COMMUNITY:					
DIMENSIONS		Extremely Negative	Negative	not applicable	Positive	Extremely positive	score per dimension
(1) Social capital							#VALUE!
1	Population that has recently moved to the city/town (last 5 years)						
2	Population that has recently moved out of the city/town (last 5 years)						
3	Work commuters to other cities/towns among the population aged 30-60						
4	Population that is a minority						
5	Population that is below 30 yrs. of age						
6	Population with internet access						
7	Active CSOs						
8	Annual variation of local CSOs' membership						
(2) Economic capital							#VALUE!
9	Per capita average income						
10	Unemployment rate						
11	Youth unemployment rate (= or below 30 years of age)						
12	Female labour force						
13	Households in potential economic difficulty						
14	Households in absolute poverty						
15	Self-employed workers that are women						
16	Self-employed workers that are below 30 yrs. of age						
(3) Human capital							#VALUE!
17	Population (25-64) with high school diploma						
18	Women (25-64) with high school diploma						
19	Presence of civic education courses within compulsory school curricula in the last 15 years						
20	Professionalism						
21	Population with digital competences						
22	Population actively engaged in volunteering activities						
23	Presence of Life-Long Learning (LLL) possibilities						
24	Accessibility of Life-Long Learning (LLL) possibilities						
(4) Political capital							#VALUE!
25	Citizens voting in the last municipal election						
26	Population actively involved in political life						
27	Women actively involved in political life						
28	Representatives of minorities involved in political life						
29	Women councillors in the local administration						
30	Affluence of citizens to public political debates/events						
31	Representativeness of interest of vulnerable group in the local policy-making process						
32	Level of participation in previous participatory decision-making processes						

STEP 2

Stakeholders' identification and evaluation (I)

I need to identify the key stakeholders which are **relevant and interested** in the process.

Which are my categories of interest?

Do all these categories represent the interest and need of the community at large?

Who is the right person best representing the category?

The **contact person is key** because not all the persons in a given organisation are appropriate.

Name of institution/association/private body	Main domains of activity	Name and role of contact person	Main competences of contact person	Contact details (email -phone)
Stakeholder 1				
Stakeholder 2				
Stakeholder ...				

Table 5 - Example of systematisation of the stakeholders' database

STEP 2

Stakeholders' identification and evaluation (II)

And once identified, I need to assess each stakeholder.

Again, according to the four dimension of the capital (economic, political, social, human), and against two key criteria: **relevance** and **interest**.

Example: is a given NGO capable to bring other stakeholders to the table? (social capital, relevance)

Is a given NGO interested to represent a specific category for the topic at stake? (social capital, interest)

These criteria determine

- **how important it is** for the promoters to have the stakeholder on board
- the **willingness** of the stakeholder to effectively exercise its capacities for the decision-making process at hand

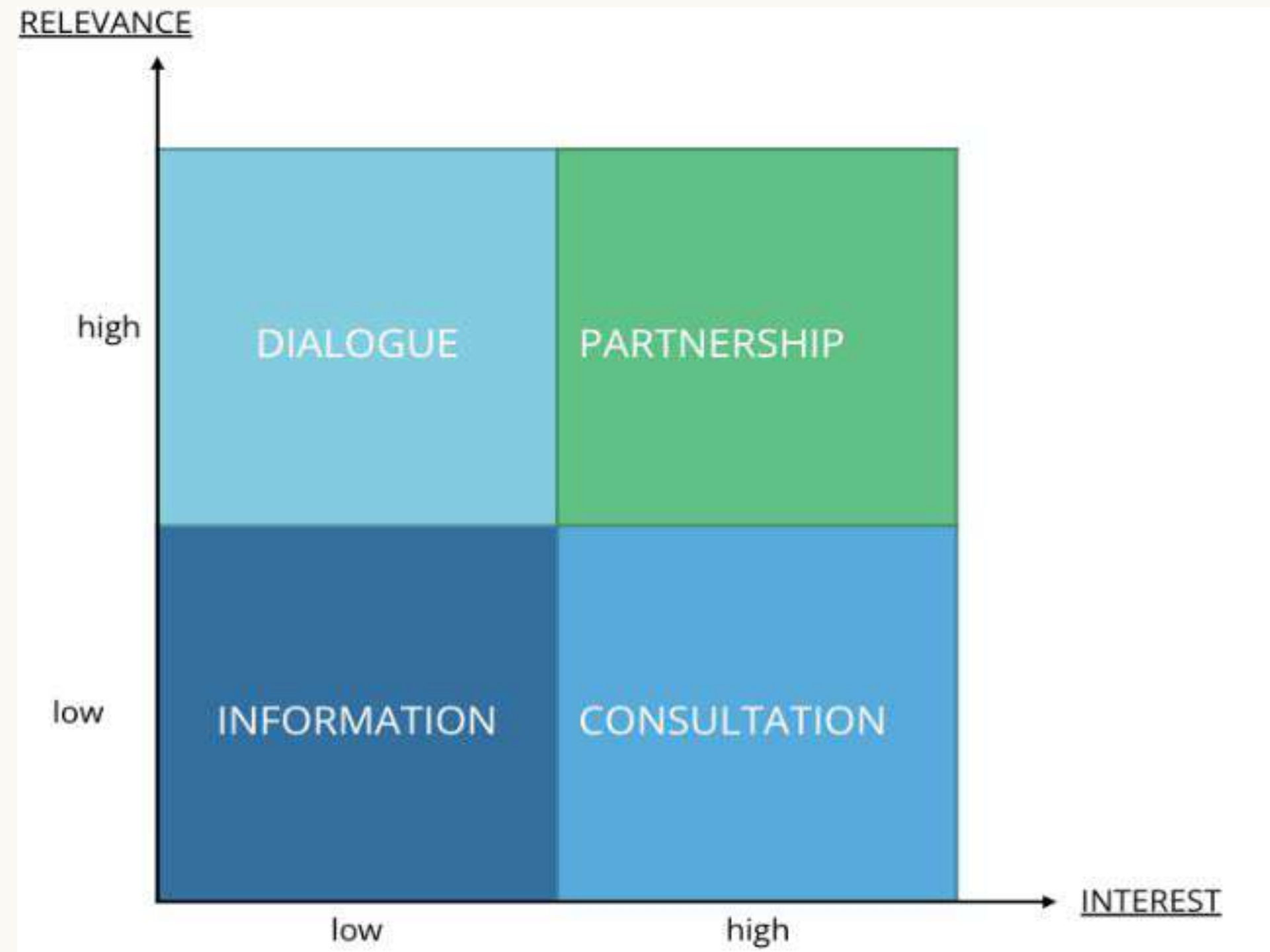
		STAKEHOLDER - insert name ->					pagP	
A - RELEVANCE	DIMENSIONS	Extremely Negative	Negative	not applicable	Positive	Extremely positive	score per dimension	
		(1) Social capital						#VALUE!
1	Capacity of the stakeholder to involve other stakeholders						Weighted value	
2	Level of representativeness of the stakeholder of a specific category						#VALUE!	
3	Level of participation of the stakeholder to local civil society activities							
4	Capacity of the stakeholder to start/influence change							
5	Level of acknowledgment of the stakeholder among citizens							
	(2) Economic capital						#VALUE!	
6	Capacity of the stakeholder to act as donor						Weighted value	
7	Capacity of the stakeholder to influence resources' allocation						#VALUE!	
8	Capacity to facilitate access to existing exogenous resources							
9	Capacity of the stakeholder to provide in-kind support							
10	Influence of the stakeholder on the job market							
	(3) Human capital						#VALUE!	
11	Knowledge/skills of the stakeholder on the topic						Weighted value	
12	Awareness of the stakeholder on the topic						#VALUE!	
13	Capacity of the stakeholder to engage in public debate							
14	Capacity of the stakeholder to communicate through a range of different media							
15	Capacity of the stakeholder to access public venues							
	(4) Political capital						#VALUE!	
16	Trust of the local administration towards the stakeholder						Weighted value	
17	Capacity of the stakeholder to engage further political actors						#VALUE!	
18	Capacity of the stakeholder to engage with local authorities/other stakeholders							
19	Capacity of the stakeholder to influence public opinion							
20	Political awareness of the stakeholder							
RELEVANCE SCORE							#VALUE!	

STEP 3

Stakeholders' plotting

- Using excel matrix to insert data for steps 1 and 2, these matrix will give promoters a specific result for each stakeholder.
- They will be included on the map in a given quadrant according to their interest and relevance.
- Based on their position, I will be able to decide which strategy is best for them.

E.g. a stakeholder who is both highly relevant and interest, needs definitely to be my partner, so I will probably choose to have frequent, ad hoc meetings with them, and possibly to establish a permanent cooperation.



Let's work!

Stakeholders profiling

Rules

10 minutes input collection + 10 minutes restitution

Local action plan (1) - profiling stakeholders

1 flipchart per stakeholder category (5 flipchart) with guiding questions

Participants freely move among flipcharts, discuss with others and share inputs sticking post-it

Restitution in plenary at the end to share the main outcomes

Main category: local authorities, CSOs, citizens, educational organizations, private sector

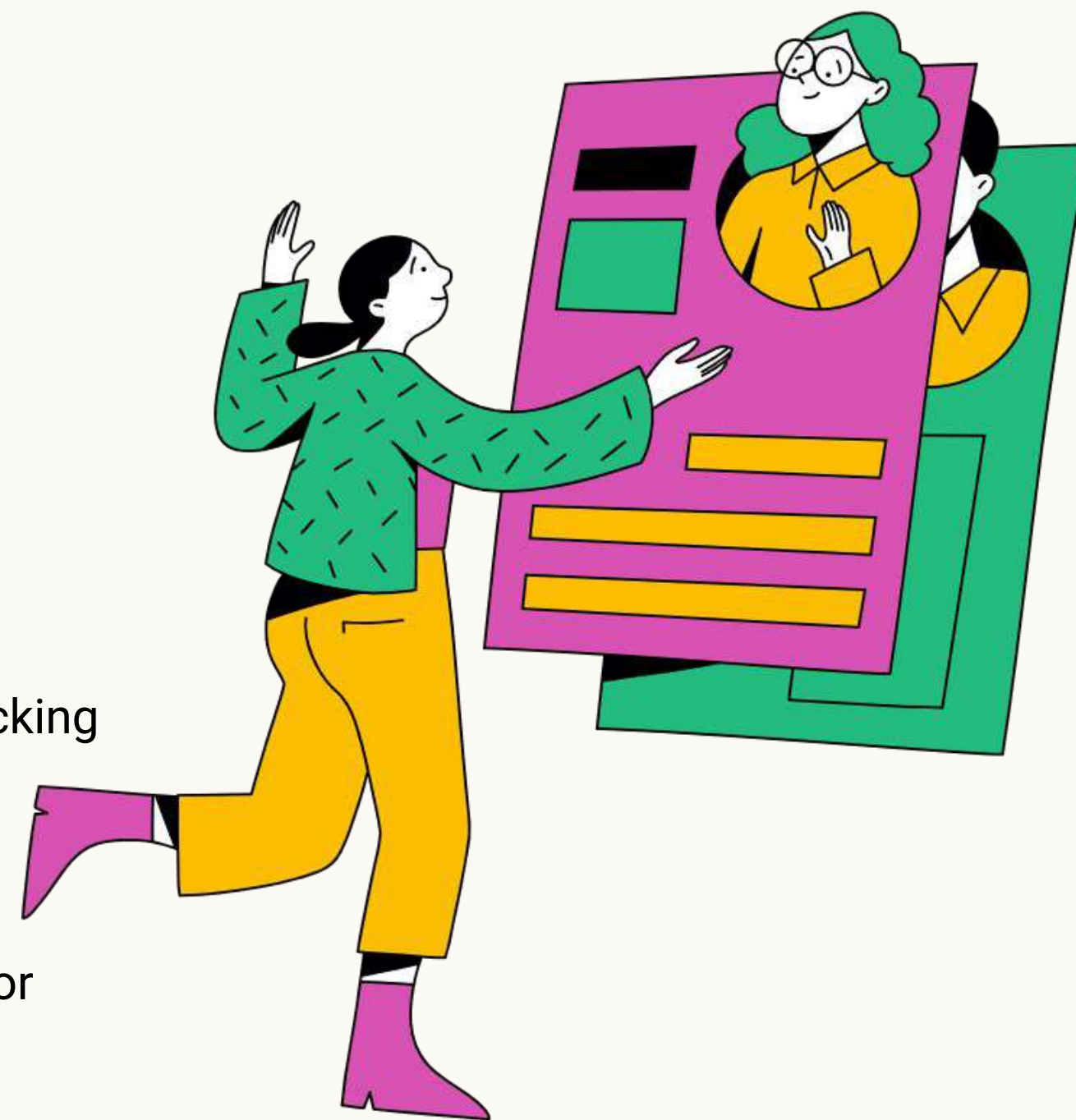
Guiding questions:

Why the category is important?

Who are the best representatives of this category?

Relevance and interest

Risks and potential challenges



MOVING DEBATE

1

- **Participation level:** Consultation\Dialogue
- **Benefit:** The tool aims to lead the participants to reflect and exchange their points of view on specific topics, encouraging the debate among pairs.
- **Outcome:** All participants can take part in the discussion or simply take a position on specific social, environmental, cultural issues, answering the proposed questions. This allows all participants to better know each other and to look at specific issues from different perspectives and points of view, stimulating the discussion.
- **Duration:** until 60 minutes
- **Target group:** All type of stakeholders
- **Group size:** according to the room space
- **Structure:** The activity can be structured in a single session of an hour or more, depending on the number of questions proposed and the length of the related discussions.
- **Format:** face to face and online
- **Budget:** low
- **Equipments:** Paper posters; pens; room or open-air space



MOVING DEBATE

1

Rules:

1. The participants are placed in a circle and the facilitator stands in the middle and explains the rules. On the two opposite sides of the room, two different paper posters are placed with two opposite answers written on them (eg. I agree, I disagree)
2. The activity starts when the facilitator states the first sentence or question.
3. After, the participants shall move toward the poster according to the answer they want to give.
4. When the participants reach their answers, the facilitators encourage the debate and the exchange asking the group to explain the reasons why they chose that answer.
5. These steps can be repeated according to the number of questions that the facilitator selected.

Recommendation:

- **Introduce the topic** at the beginning of the session (ppt, slido, mentimeter etc.)
- Response posters should be prepared in advance
- **At least two facilitators**, one per response poster, to read and clusterize the answers
- It is essential that a facilitator / moderator **knows the questions to be asked; well moderates the group discussion; well manages the timing and space.**

OPEN SPACE TECHNOLOGY

2

- **Participation level:** Consultation\Dialogue
- **Benefit:** It fosters an inclusive environment, where the diversity of perspectives and experiences is valued. It encourages participants to actively listen to others, to respect different opinions and to seek creative and innovative solutions. The method is often used in a variety of contexts, such as conferences, group meetings, problem-solving workshops, public consultations and participatory planning processes
- **Outcome:** Open dialogue, collaboration, the exchange of ideas and collective decision-making
- **Duration:** duration of the event depending on set-up (min. 1,5h advisable per session)
- **Target group:** All type of stakeholders
- **Group size:** Audience size: Small to large (up to 500 participants); Scale: Medium to open (city to national level)
- **Structure:** The activity can be structured in a single session of an hour or more, depending on the number of questions proposed and the length of the related discussions.
- **Format:** face to face and online
- **Budget:** low
- **Equipments:** Paper posters; pens; room or open-air space



OPEN SPACE TECHNOLOGY

2

Rules:

- 1. Preparation:** Appointing a organisation committee taking care of the event agenda, definition of the macro theme and questions, logistic aspect etc. As well, a facilitator is appointed to open the event and introduce the agenda, and ensure freedom of movement
- 2. Introduction and choice of topics:** Bring the participants together in plenary and invite them to propose the topics they would like to discuss concerning the main topic. Display the proposed topics on the wall and encourage participants to explain their choice. Identify similarities between the topics and facilitate the formation of the corresponding working groups or workshops.
- 3. Activities:** Workshops & Round Tables: Participants are free to join the working groups or workshops that interest them. Each group is led by one of the participants, while another is responsible for recording the work.
- 4. Debriefing:** Draft minutes summarizing the main points raised and proposals made during the discussions. The documents are posted for all the participants to consult
- 5. Closing:** Participants are invited to express their reflections on the results obtained and the process

Recommendations:

- Encourage the movement according to the role of two feet
- Clusterization is needed
- If you organize catering, do not stop the groups, but let them freely have a break and restart
- If one or more groups are empty, it's part of the game
- Discussions are free and without a time limit, allowing participants to join other groups if they wish
- If you have to define a specific timeline for the event, be sure to give the propose time to phases 2 and 3

Techniques and tools

CIRAN PROJECT METHODOLOGY

3



CIRAN PROJECT METHODOLOGY: Focus group

3

- **Participation level:** Consultation\Dialogue
- **Benefit:** Focus groups provide rich, detailed insights into public opinions and attitudes. This methodology is particularly valuable for understanding nuanced or complex issues.
- **Outcome:** Qualitative data that reveals underlying attitudes, concerns, and perceptions, diverse viewpoints, in-depth feedback
- **Duration:** 1,5-2 hours
- **Target group:** Specific stakeholder groups related to the topic
- **Group size:** 6 to 12 participants
- **Format:** Face-to-face
- **Budget:** Low
- **Equipments:** Comfortable room with seating arranged for open discussion, recording devices (audio or video), refreshments for participants.

Structure:

- Welcome and Introduction
- Explanation of Purpose and Topic
- Opening Question or General Topic
- Core Questions to guide in-depth discussions, with follow-up probing for clarification.
- Encouraging Interaction
- Closing and Next Steps

Rules

- Discussion led by an experienced facilitator
- Discussions should remain focused on the facilitator's questions.
- Everyone is encouraged to contribute, but no one should feel pressured to speak.
- Contributions should be concise to allow for full group participation.
- Participants' comments remain anonymous, ensuring open dialogue.
- Participants should feel free to express any opinion without fear of judgment.
- Only one participant speaks at a time and participants must listen respectfully.

CIRAN PROJECT METHODOLOGY: Public dialogue

3

- **Participation level:** Consultation\Dialogue
- **Benefit:** Public dialogue fosters community engagement, builds trust and provide a space where a wide range of voices can be heard, promoting transparency and openness in decision-making
- **Outcome:** Collective feedback and broad public input
- **Duration:** 2-3 hours
- **Target group:** General public and key stakeholders
- **Group size:** 20-50 participants
- **Format:** Face-to-face
- **Budget:** Low
- **Equipments:** Venue with seating arrangements, microphones, projector or screen for presentations, and audio/video recording tools, refreshments for participants, flipcharts and pens

Structure:

- Introduction
- Informative phase
- Deliberation phase in plenary or group setting
- Decision finding phase
- Closing

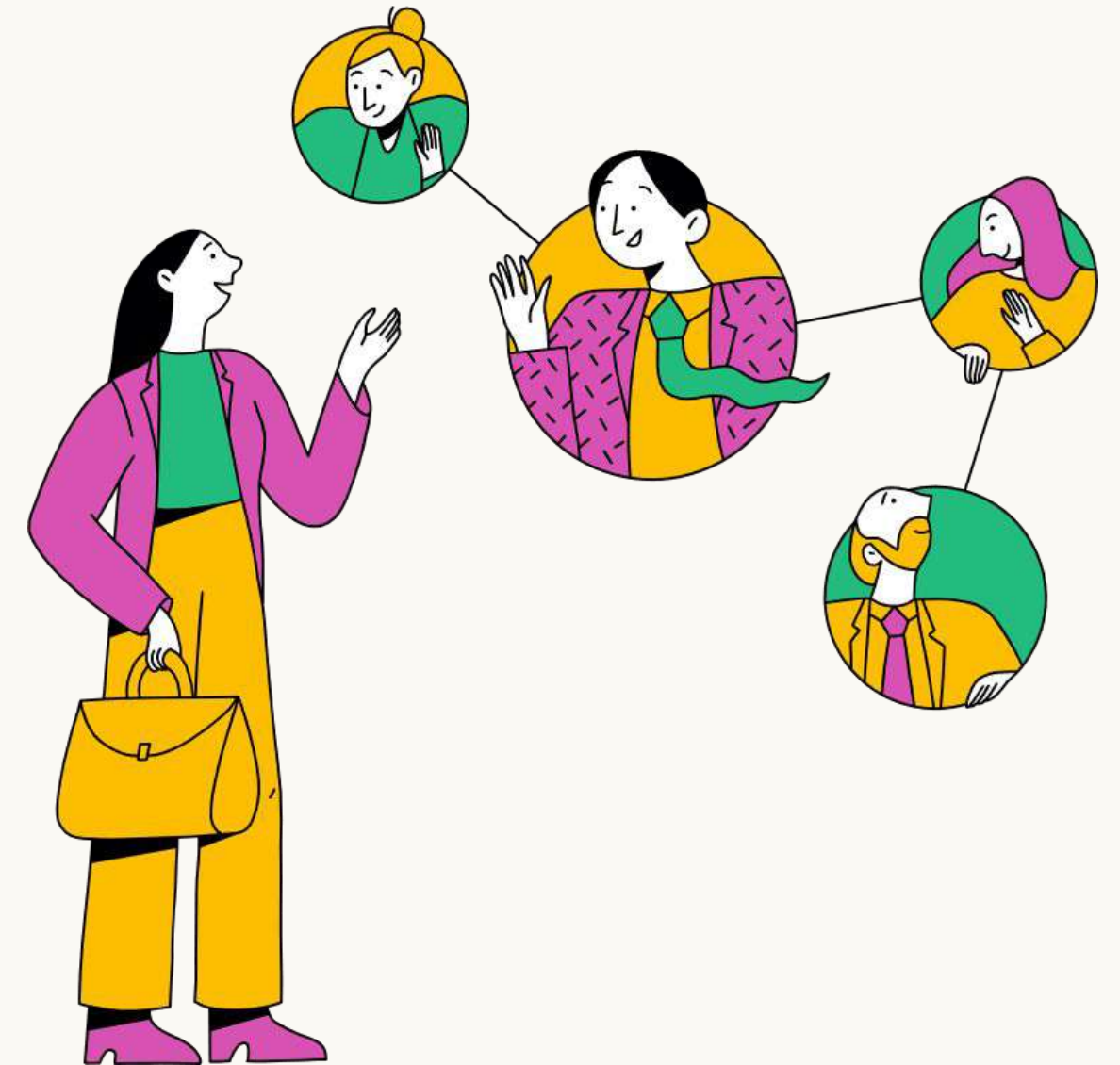
Rules

- Skilled facilitator leading the discussion, can modify or probe deeper into certain areas based on the flow of conversation.
- Experts on the discussed topic present on site
- Discussions should focus on the specific topic or questions posed by the facilitator.
- Participants should feel free to contribute, but there should be no pressure to speak if they prefer to listen
- Critiques should be constructive and aimed at fostering discussion rather than personal attacks.
- Participants should be mindful of time constraints, keeping comments brief to allow for broader participation

CIRAN PROJECT METHODOLOGY: Recommendations

3

- **Create an Inclusive Environment:** Encourage participation from diverse voices, including underrepresented groups
- **Use Skilled Facilitation:** A trained facilitator should guide the discussion, keeping the conversation focused and respectful while encouraging participation from all.
- **Establish Clear Objectives:** Clearly outline the goals of the dialogue to ensure participants understand the purpose and focus of the discussion.
- **Prevent biased opinions of participants:** Facilitators can present multiple perspectives on the topic and encourage participants to consider alternative viewpoints, thereby reducing the influence of bias and ensuring a more balanced discussion.
- **Foster a Culture of Trust:** Build trust among participants by promoting honesty and openness, making it clear that all contributions are valued and respected.
- **Document Outcomes:** Record key points, insights, and suggestions from the dialogue to share with participants and inform future decision-making.



Let's work!

Local path planning

Rules

40 minutes working group + 10 minutes restitution

Local path planning: tasks, methods and tools, resources, logistic and communication

1 group per partner organization - 7 groups\ 2 people each (IRS, NOTUS, ARM, FOSTER EU, IASIS, CRN, UBBSLA)

1 flipchart per group with guiding topics

Participants work in group to draft an action plan for the implementation of the local path

Restitution in plenary at the end to share main outcomes (eg. inspirations, challenges)

Guiding topics: tasks, methods and tools, resources, logistic and communication



References

Useful material

- Arnstein, S. (1969.) A ladder of citizen participation. *Journal of the American Planning Association*, 35(4), 216–224.
- Council of Europe, (2019). Code of good practice for civil participation in the decision - making process.
- Council of Europe & Centre of Expertise for Good Governance, in cooperation with I S I G - Institute of International Sociology of Gorizia (2020). CIVIL PARTICIPATION IN DECISION-MAKING. Toolkit.
- Mattei, P. (2023). The Engaged State: Bringing Citizens In “Democratizing Science: The Political Roots of the Public Engagement Agenda”, pp. 49-61.
- La Piccionaia s.cs., Recap, Art and culture toolbox for youthworker, [ReCAP_TOOLBOX_eng.pdf \(ald-europe.eu\)](https://www.ald-europe.eu/autrement/)
- <https://www.ald-europe.eu/autrement/>
- Christine Koehler, ‘White Paper - Open Forum’ (May 2012), accessed from <http://christine-koehler.fr/wp-content/uploads/2012/05/LivreBlancForumOuvert.pdf>.

References

Useful material

[Handbook: Country Profiles - Real Deal](#)

[GREY4GREEN_goodpracticereport_ENG_280323_mk-1.pdf](#)

[ADD_Youth-engagement-through-local-involvement_A-step-by-step-guide-to-IDEATHON.pdf \(alda-europe.eu\)](#)

Thank you!

Module 1:

Participatory democracy

Presented by

Nadia Di Iulio, Project Manager, ALDA

Pavla Hládková, Project Manager, ALDA

Content by

Anna Ditta, HoU Development, ALDA



Funded by
the European Union

Foresight and Scenario Planning

Theory and useful tools

Presented by Flavia Pesce and Elena Ferrari



FOSTER
Future Oriented Solutions Toward
Environmental Resilience

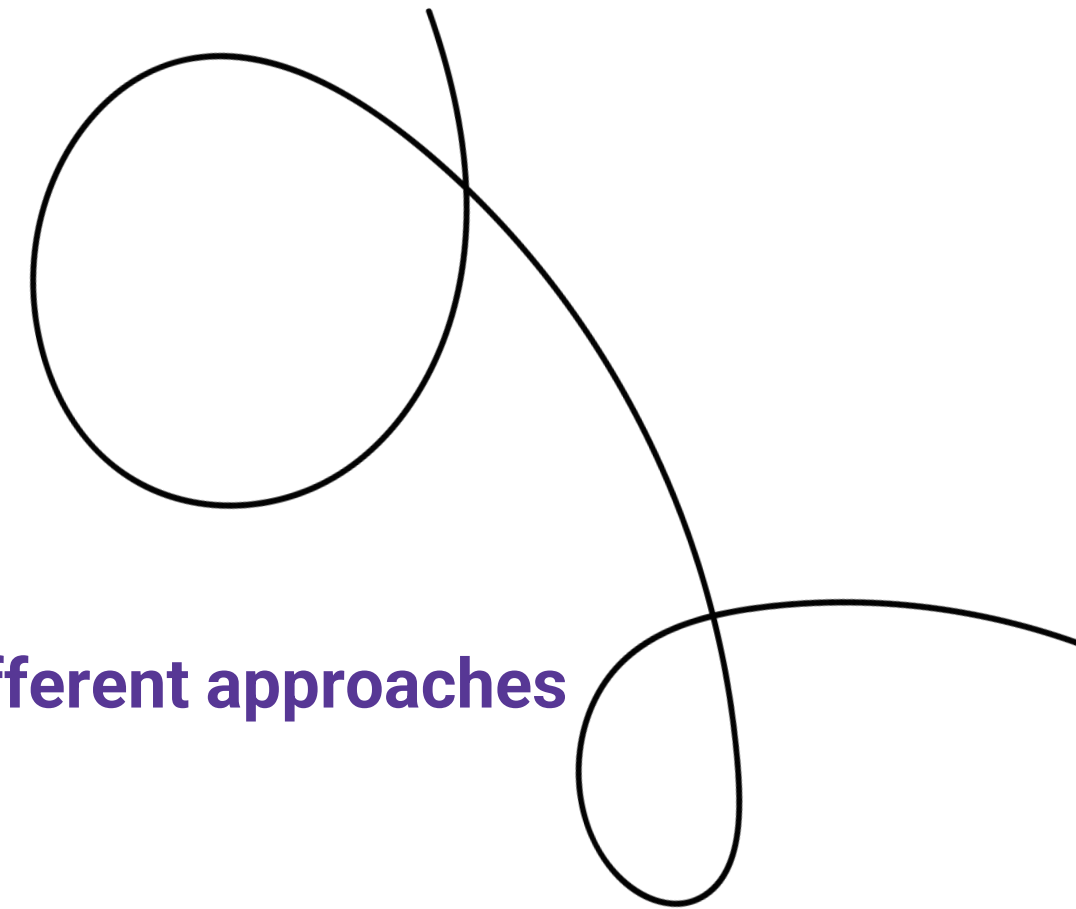


Funded by
the European Union

ISTITUTO
PER LA
RICERCA
SOCIALE

irs

Training of trainers



1

Foresight definitions and historical evolution

2

Foresight different approaches

3

Participatory foresight process

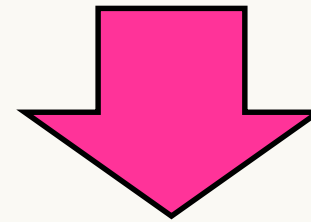
4

Methods and tools examples

Foresight definitions and historical evolution

Foresight: from innate ability to systematic study

«a universal human capacity which allows people to think ahead and consider, model, create and respond to future eventualities»



everyone is potentially able to use foresight and, through the ability of “**thinking ahead**”, human beings were able to **change the world but...**

the **systematic study** of the future, known as **Futures Studies**, only gained prominence in the 20th century.

Nowadays, foresight is an “**umbrella term**” encompassing several **methods and approaches**

Foresight definitions



Foresight refers to the general ability to anticipate and think about possible future developments or scenarios. It is about looking ahead to recognise trends, opportunities, and risks that may emerge.

- ❖ **Trend analysis:** understanding patterns of change in society, technology, economics, or the environment.
- ❖ **Scenario building:** exploring various possible futures, including best-case, worst-case, and most likely scenarios.
- ❖ **Long-term thinking:** extending beyond immediate concerns to anticipate future shifts or disruptions.

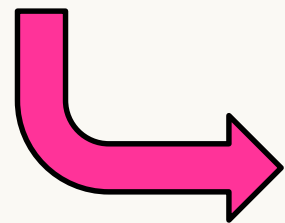
Foresight definitions

When applied with a specific strategic intent and integrated into organizational planning or governance, it is called **strategic foresight**. The key difference is that strategic foresight is a more structured and goal-oriented process aiming to inform decision-making, policy, and strategy.

- ❖ **Purpose-driven:** it is used to guide strategy, decisions, and policies to navigate complex futures.
- ❖ **Scenario planning for strategy:** it helps organizations or governments prepare for a range of possible future conditions and proactively shape their future actions.
- ❖ **Focus on uncertainty and complexity:** strategic foresight often deals with high levels of uncertainty and complexity, providing tools to manage unknowns.
- ❖ **Decision-making support:** it helps organizations make long-term decisions that are resilient to change and uncertainty.

Strategic foresight can **support decision-making** in the following ways:

- ➔ **Better anticipation**
- ➔ **Policy innovation**
- ➔ **Future-Proofing**
- ➔ **Better use of public and private financing**
- ➔ **Citizens' engagement**



Participatory, future-intelligence-gathering and medium-to-long-term vision-building process aimed at enabling present-day decisions and mobilising joint action

Strategic foresight is thus a useful tool for **addressing the upheavals and uncertainties of the contemporary world**, during a time of **major “transitions”**. Urbanisation, technological innovations, climate change all requires a **forward-looking** approach.

Historical evolution

1930s

Foresight emerges as a discipline. Decision-makers started focusing on understanding and anticipating future before taking actions. Roosevelt's New Deal, for example, was based also on a study of social trends.

1940s

The **first formal foresight studies** appeared, mainly focused on military field, such as in von Karman's *Towards New Horizons* (1947) and in the RAND project (1948).

1960s

A **rich methodological debate** flourished and, thanks to the contributions of influential thinkers like Herman Kahn (*On Thermonuclear War*) and Hasan Özbekhan (*The Idea of a "Look-Out" Institution*), **trends scenarios** and **anticipatory scenarios** began to be distinguished as categories.

1970s-1980s

Foresight became **widespread**, with **public sector, companies** (Shell, General Electric) and also **multilateral organisations** (UN, UNESCO, OECD) adopting it for strategic planning.

The creation of the **World Futures Studies Federation** (1976) facilitated global collaboration between experts. Key works included *The Limits to Growth* (Donella Meadows) and *Megatrends* (John Naisbitt).

1990s

Territorial foresight experiences emerged to support local authorities, while **participatory models** engaging stakeholders gained prominence.

2000s onwards

Foresight methodologies diversified further, incorporating **creative processes** and scenarios focused on **discontinuity** and **shocks** to explore a wider range of possible futures.

The rise of **futures literacy** promoted collaborative methods and hybridised approaches.



FOSTER
Future Oriented Solutions Toward
Environmental Resilience

In recent years

Strategic foresight has emerged as an activity regularly used by local, national and transnational institutions to **identify the specific needs, challenges and drivers of change that affect each area differently**, thus enabling local decision-makers to tailor policies and strategies to the proper context.



There's a close linkage between foresight and the **UN 2030 Agenda for Sustainable Development**.

Conceived under the slogan "**The World We Want**", the agenda itself can be considered a foresight exercise and the attempt to shape the future can help us to give **concrete implementation to the SDGs**

Foresight is also important **for cities and regions**.

According to the European Committee of Regions (CoR), **52%** of local politicians indicated that their subnational authorities were **already engaged in some kind of foresight activity**.

Foresight frameworks

The Foresight Manual *Empowered Futures for the 2030 Agenda* (2018), developed by the UNDP Global Centre for Public Service Excellence (GCPSE), identifies **three different frameworks** in foresight:

Generic
Framework
Process

Forlearn
Framework

Two-stage
Foresight
framework

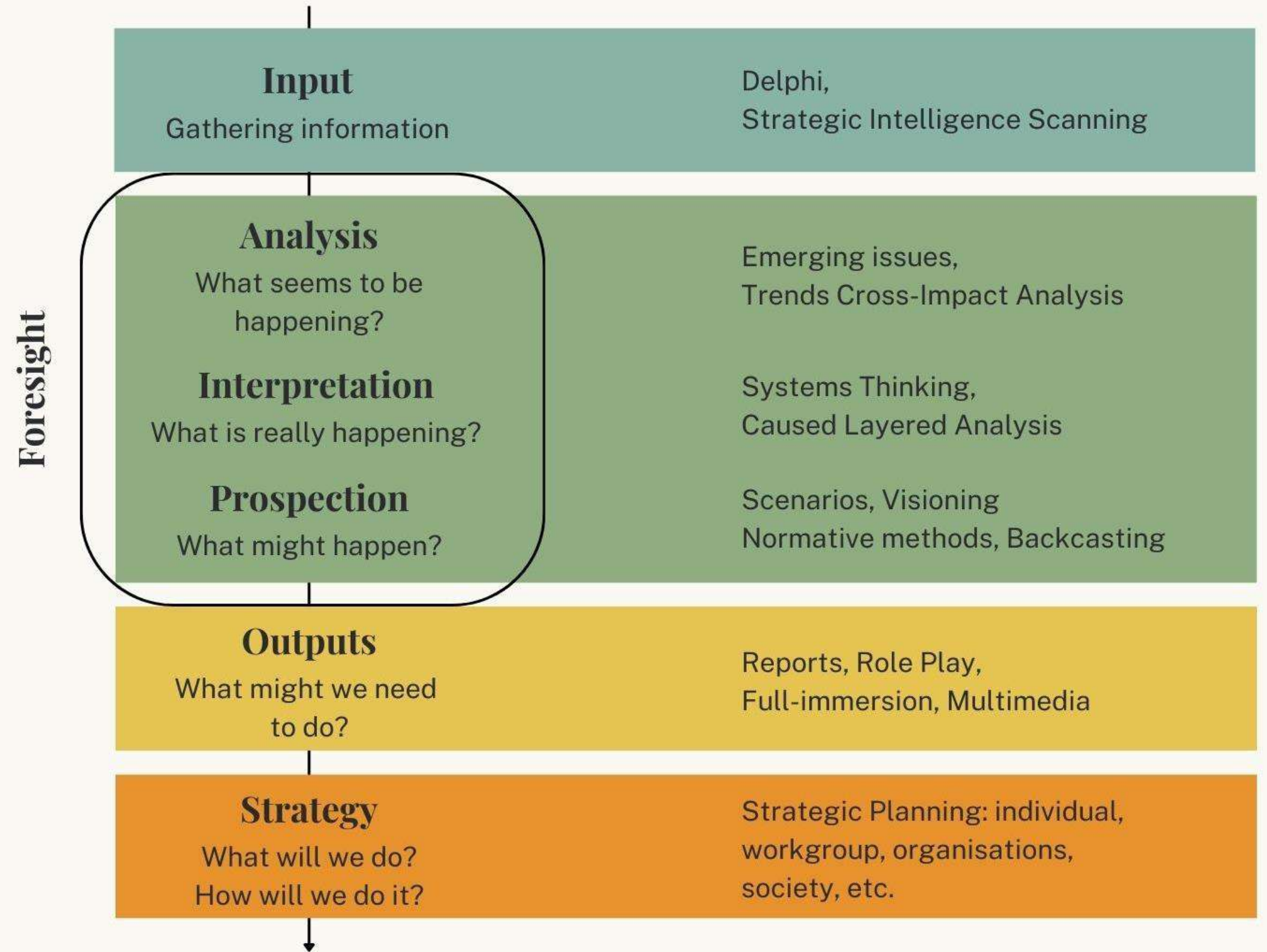
The foresight **time horizon is quite long (about 10-20 years)** and usually starts “counting” years from the current date.

Generic Framework Process (GFP)

Developed by Joseph Voros in 2000 and conceived to be **adaptable to any scale**, this model is widely used for **designing customized foresight methodologies** and **evaluating existing foresight initiatives**.

It's made up of **four main interdependent phases**:

1. *Input*
2. *Foresight*
3. *Outputs*
4. *Strategy*



(Adapted from GCPSE, 2018)

1. Input

The initial step basically consists of **collecting material and data** from multiple sources, using a **strategic intelligence** approach.

A wide range of research techniques can be employed. **Environmental scanning** is probably the most common, often enhanced by more advanced tools like the **Delphi** method, which necessarily involves the participation of experts in the relevant fields under analysis.



2. Foresight

It lies at the **core of the GFP** and is structured into **three key steps**, following a clear and logical sequence.

1 **Analysis** (*What seems to be happening?*)

A preliminary stage, useful for **processing the information** acquired during the input phase to prepare for the subsequent steps.

Common tools include **trend analysis, cross-impact matrices** and other similar analytical methods.

2 **Interpretation** (*What is really happening?*)

The purpose is to **look for deeper structures and insights** starting from the elements extrapolated during the analysis.

Usually, **casual layered analysis, systems thinking** and other in-depth procedures are part of this stage.

3 **Prospection** (*What might happen?*)

According to Voros, is «the activity of **purposefully looking forward to create forward views**».

It's where **scenarios, visioning** and “**normative**” **methods** (e.g. backcasting) are placed along the foresight process. However, there's **no need to strictly rely on traditional future-oriented techniques** at this stage: utilizing tools like systems maps or causal loop diagrams to track developments over time is also a valid way to explore how different futures might develop.

SCENARIO
BUILDING...



FOSTER
Future Oriented Solutions Toward
Environmental Resilience

3. Outputs (*What might we need to do?*)

They include both the range of options generated by the work (**tangible outputs**) and the shifts in thinking that arise from the process (**intangible outputs**).

The intangible outputs may be challenging to recognize but they are probably the most crucial result, as they are able to reshape the perceptions of those engaged in planning.

The ultimate goal is to **share insights** and **expand perceptions and options**, either through **direct questioning** or by **creating experiences that encourage reflection**.

It's not essential to employ future-oriented tools. In fact, you can rely on a great variety of activities, such as **workshops, reports, role-playing, multimedia** or **immersive experiences**.



FOSTER
Future Oriented Solutions Toward
Environmental Resilience

4. Strategy (*What we will do? How we will do it?*)

The options generated are passed **to decision makers** for their consideration in **developing strategic decisions and actions** to implement.

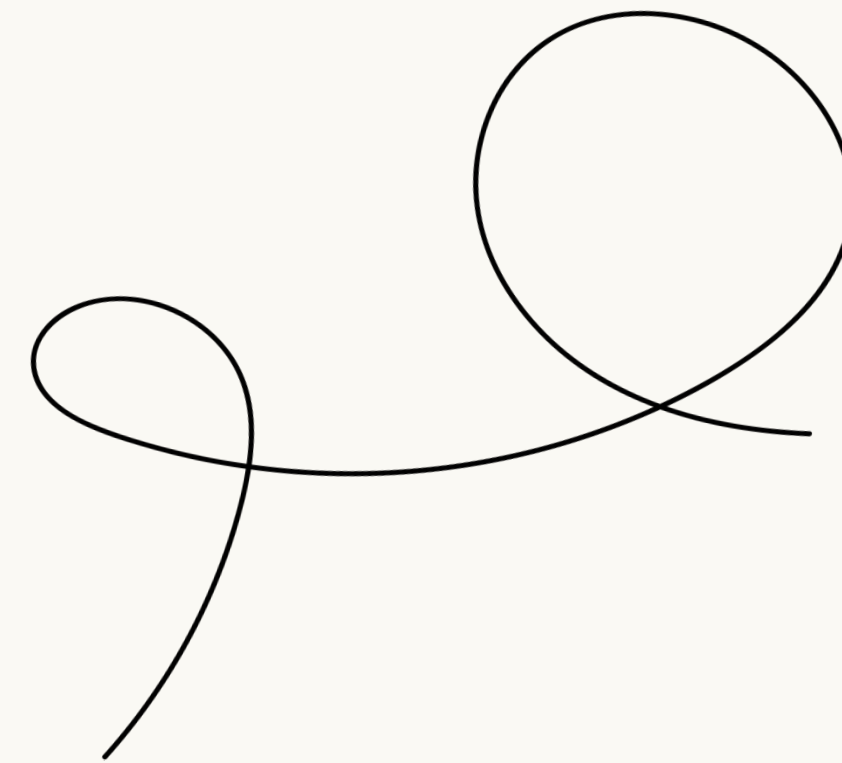
The results obtained at this stage must be continuously fed back to the input of the foresight framework, closing the loop to allow for **continuous revaluations and adjustments** throughout the whole planning process.

The GFP is often applied incompletely, leaving out key components.

For example:

- "**Shallow**" **foresight** relies mainly on trend analysis, often resembling basic forecasting.
- "**Narrow**" **foresight** develops scenarios but lacks deeper interpretation, potentially leading to false understanding.

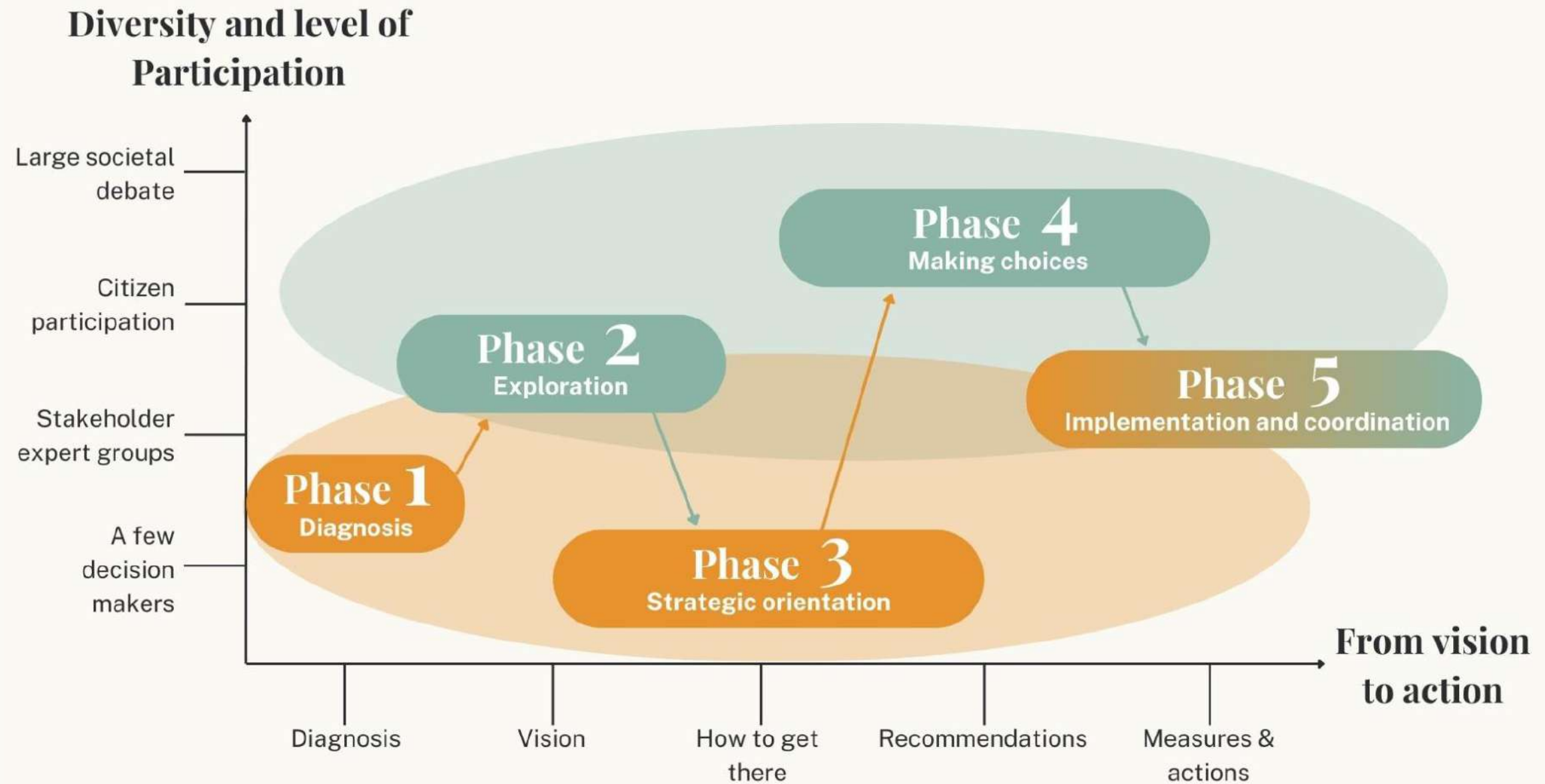
A complete foresight approach **must include all phases**, addressing underlying assumptions and exploring "what's really happening".



Forlearn framework

European project (2005-2008) aimed at identifying **how foresight can be implemented more effectively in policy-making**. It suggested a framework model with several stages, each of which relates to the functions of foresight in policy.

The process is represented in this diagram, where the X-axis are the **foresight activities**, while the Y-axis the **diversity and level of participation**

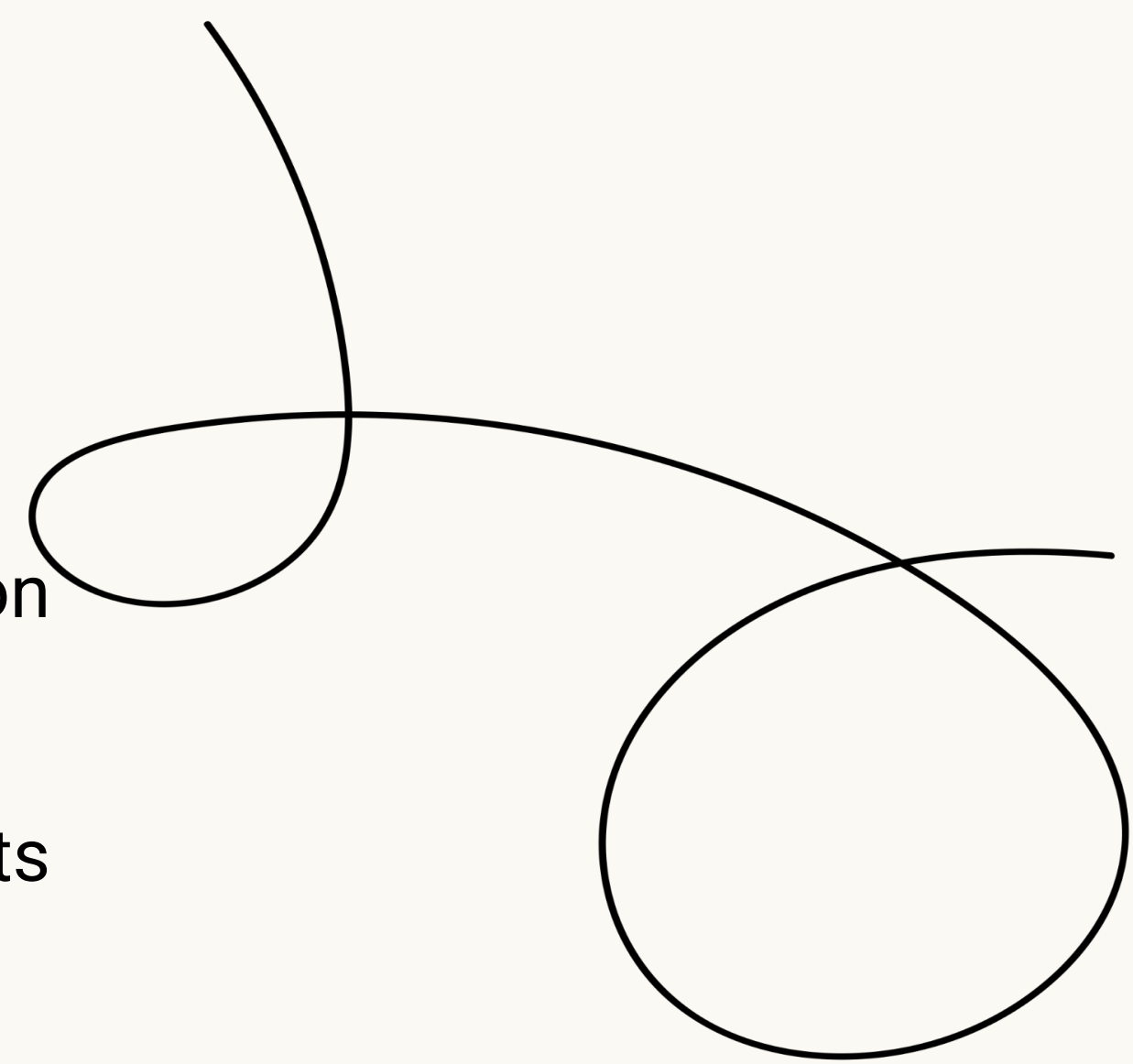


(Adapted from GCPSE, 2018)

Forlearn framework

A brief description of the **five steps**:

- 1. Diagnosis** → policy-makers and experts reflect about the situation of the current system.
- 2. Exploration** → scenarios of possible future system developments are built, with a wider participation of stakeholders.
- 3. Strategic orientation** → policy makers discuss possible strategies with different degrees of involvement of stakeholders, depending on the context.
- 4. Making choices** → a public debate is opened, in order to reach the broadest possible consensus.
- 5. Implementation and coordination** → selected options are translated into effective policy.



Two-stage foresight framework

By the time a policy is developed and implemented, the future landscape may have already shifted significantly ("**time-lag**" of policy).

To prevent this issue, the current framework offers a different orientation, departing from the "future present" and operating in **two time horizons**.

1

First Time Horizon

Between now and the "future present", the situation that we expect to happen when the current policy cycle is finished (usually 5-6 years). We can reasonably **predict the potential outcomes** of actions we have already taken or plan to take in the mid-term.

2

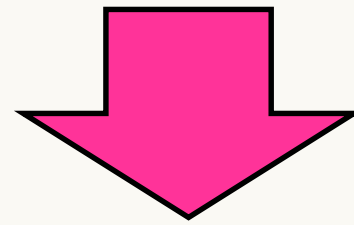
Second time Horizon

Between the "future present" and the "future future", the situation that occurs ten years or more after the "future present" (approximately 15 years after our present).

This period is highly uncertain, making it an ideal space for **developing innovative scenarios** that can inform transformative policy decisions.

Scenario Building (What Might happen?)

Scenarios represent narratives of alternative futures, including both intended and unintended consequences.



They are **not to be mistaken for predictions**, nor are they concrete policies, strategies or plans. Instead, they represent **viewpoints, expectations and assumptions** regarding the future of a particular issue, organization system or broader development.

Rather than prescribing a specific course of action, scenarios function as **hypothetical narratives** that reflect **different potential paths** a situation could take.

They are shaped by key factors such as social, economic, technological, environmental and political **drivers**, integrating both current realities and emerging trends.

Scenarios can be classified in **two major categories**, each related to the foresight approach being employed:

1

Exploratory scenarios

Starting from the present, they aim to investigate a range of possible futures based on current trends and uncertainties, focusing on understanding how different factors might shape future outcomes.

2

Normative scenarios

Oriented towards reaching specific goals, the process typically starts with a desired future scenario. Then, it works backward to identify the necessary actions to achieve it (e.g. backcasting).

The **key difference** lies in their focus: **exploratory scenarios help anticipate a variety of possible futures to prepare for uncertainty**, while **normative scenarios outline a clear vision of a desirable future and chart a path to achieve it.**

Both approaches are valuable for strategic planning but serve different purposes and stages in the process.

FORESIGHT
APPROACHES...

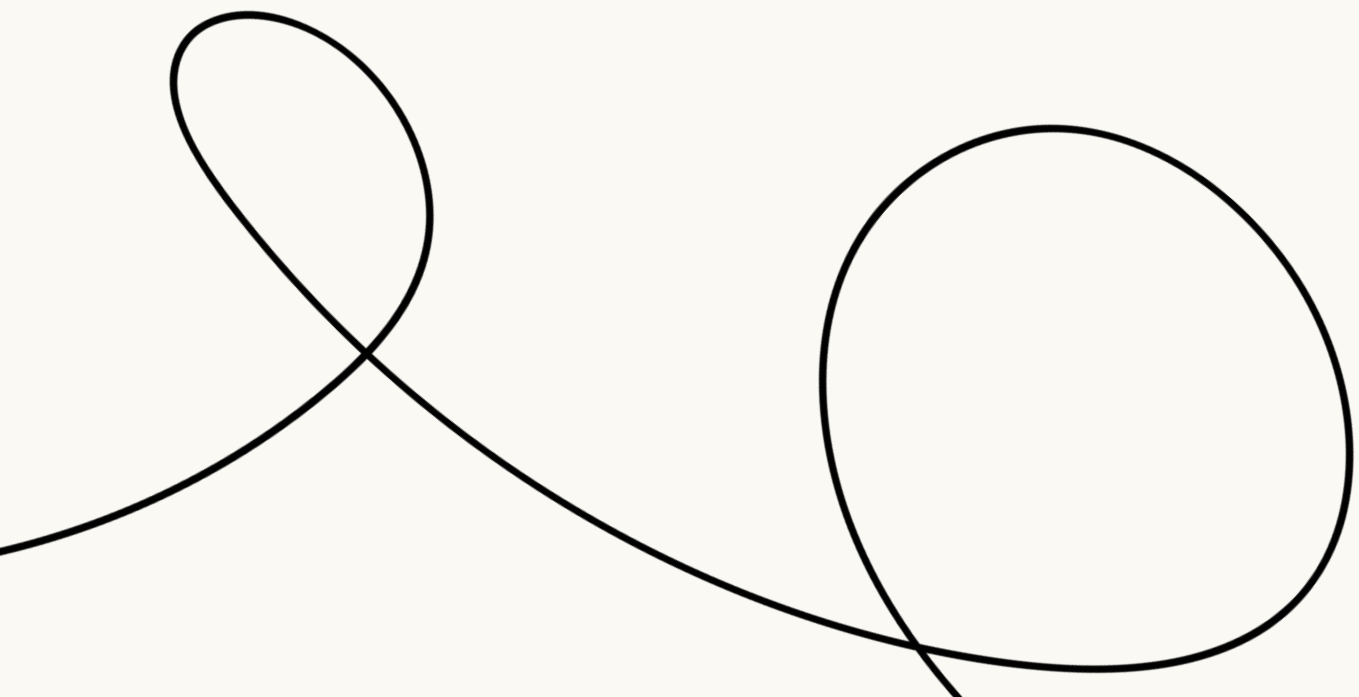
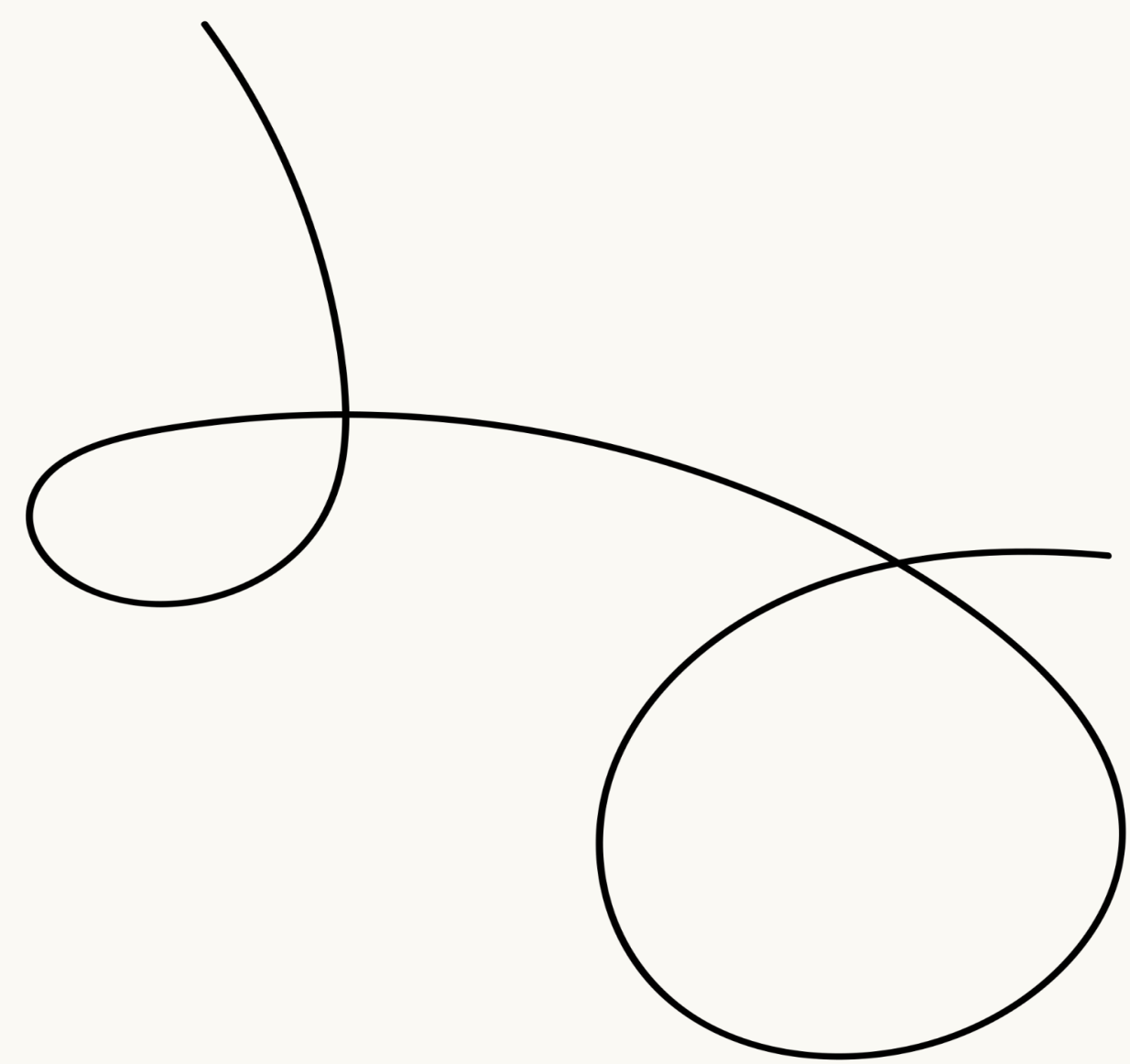


FOSTER
Future Oriented Solutions Toward
Environmental Resilience

Moreover, scenarios can take **various forms**:

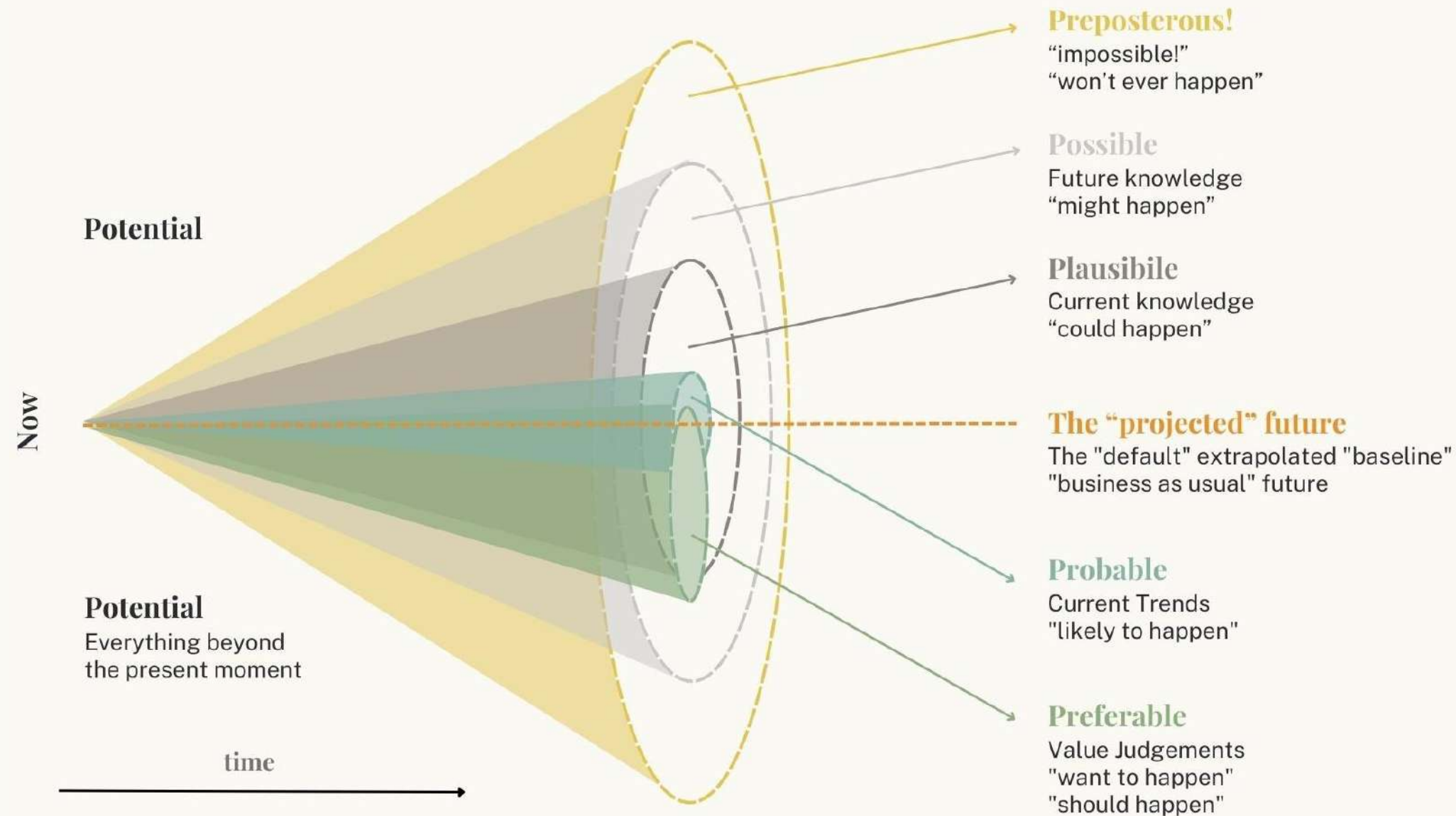
- **"kernel"** → capturing the core essence of a future situation in one or more brief statements.
- **"how it all came to be"** → offering a complete description of the pathways from the present to the future.
- **a story "about" the future** → describing only the future situation without explaining how it developed.

The choice of scenario format depends on the foresight purpose and the related methodology applied.



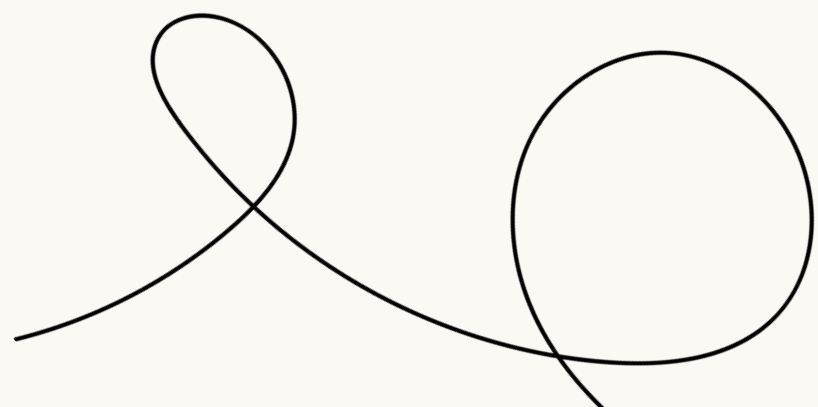
Important notes when working on scenarios

- ➔ **The number of scenarios can vary from a single one** (as in visioning or backcasting) **to several units**. However, generating a larger number of scenarios can make it increasingly challenging to consolidate and implement them effectively. A general guideline is to limit the number of scenarios to **a maximum of 4-5 per foresight initiative**, possibly reflecting the alternative futures identified by the **“future cone”**.



(Adapted from GCPSE, 2018)

- ➔ **Present scenarios as “rich pictures:** they should be depicted comprehensively, capturing the full range of insights, emotions, relationships, problems and opportunities related to the future situation.
- ➔ **Name each scenario:** assign a title that aligns with stakeholders' perceptions.
- ➔ **Avoid mere extrapolation:** scenarios should go beyond simply extending current trends. They need to be convincing, consistent, and plausible to be effective.
- ➔ **Ensure distinct scenarios,** avoiding correlations between them if they're multiple.
- ➔ Scenarios are most effective when applied for **timeframes of at least 10 years into the future, or at least 5 years beyond the current policy** or strategy cycle.
- ➔ Scenario building is just one component of a broader and integrated foresight process. Thus, **the quality and robustness of the scenarios largely depend on the depth of the previous phases.** In particular, the more profound the "interpretation", the more comprehensive and resilient the scenarios will be.

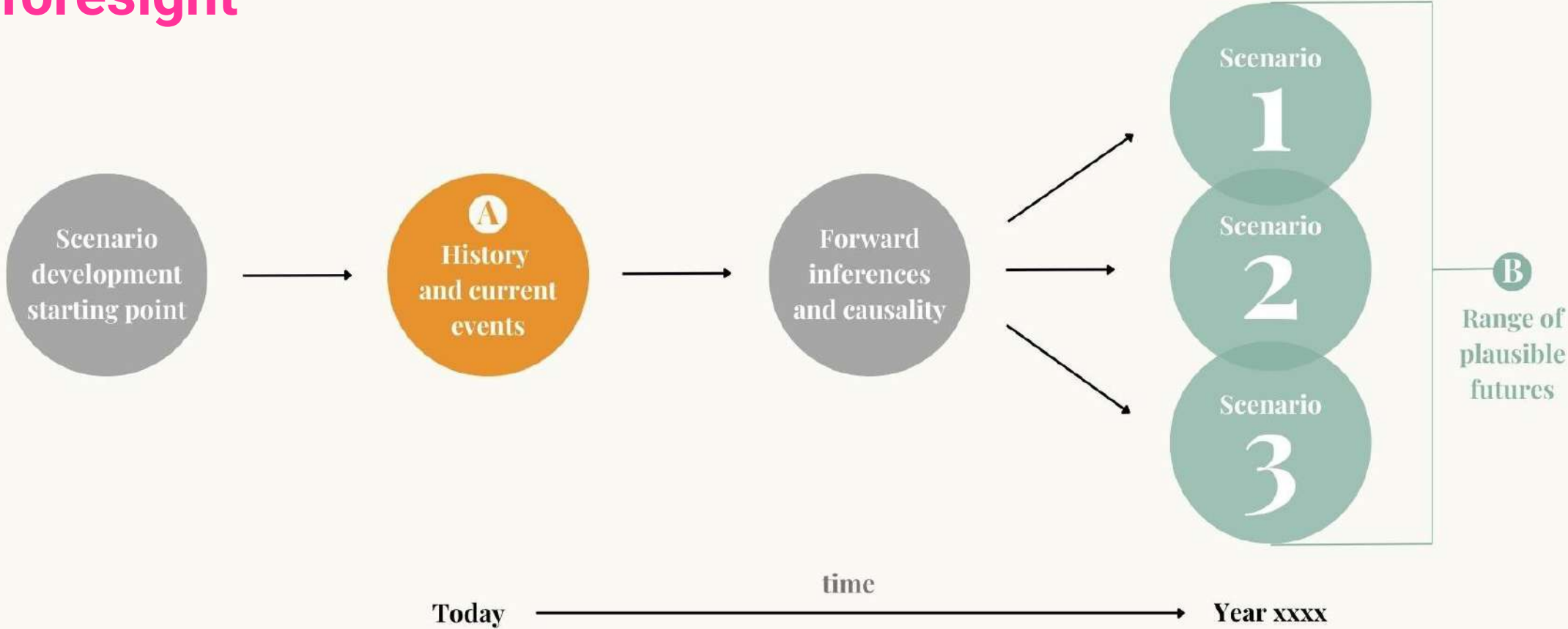


Foresight approaches

Foresight Approaches

Exploratory (deductive) foresight

Forward-looking
from the present
into the future.



(Adapted from GCPSE, 2018)

The future is seen as **something that will happen tomorrow on the basis what has already happened (trends).**

The **starting point for scenario building is the past and the present, so we try to think about how history and current events might develop in the future.**

Normative (inductive) foresight



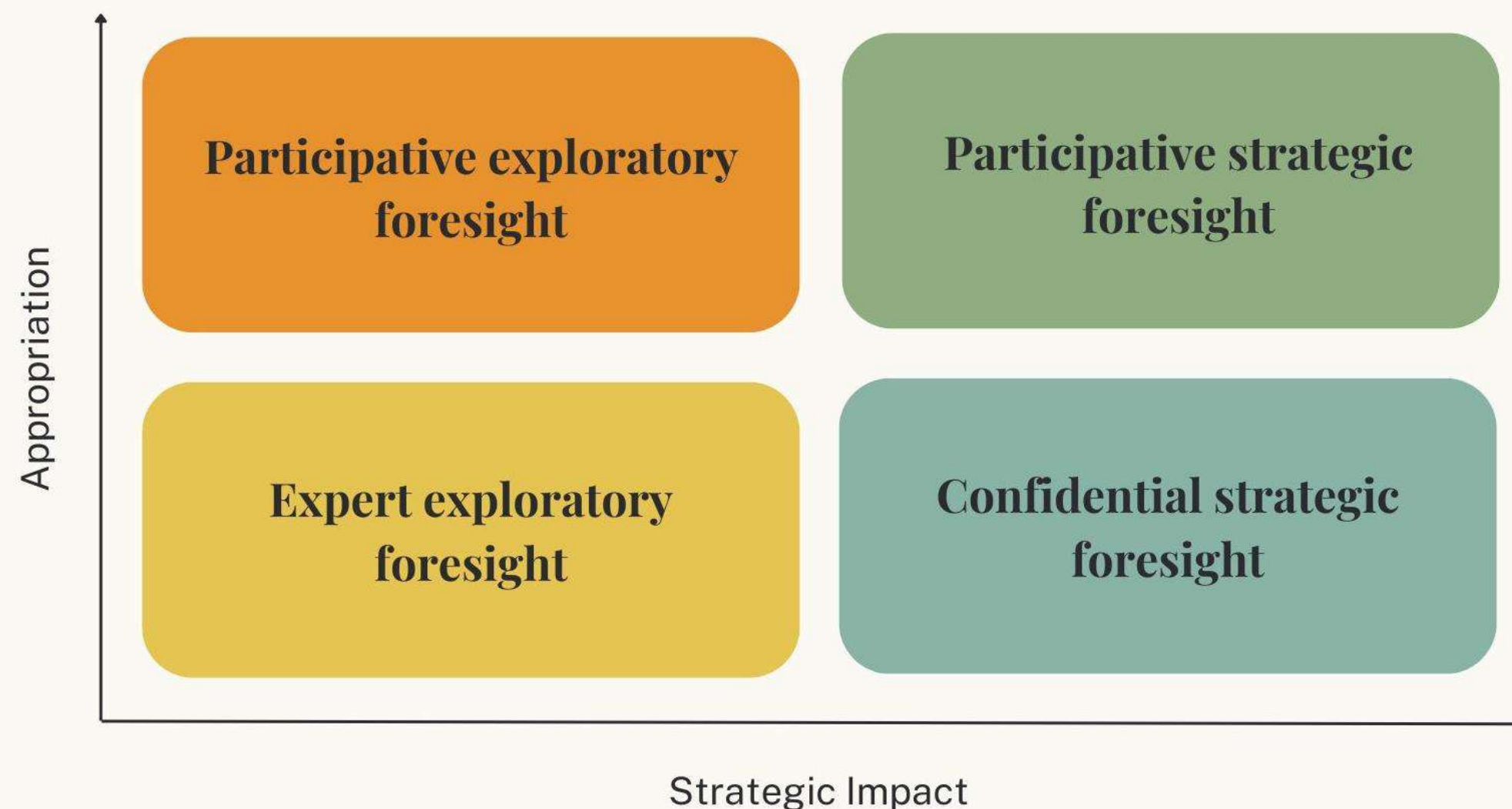
(Adapted from GCPSE, 2018)

It tries to **collect signals from the future (feed-forward)** and to figure out the connection between our expectations and the way through which we look at the future.

Since the **starting point for scenario building is the future**, the focus will be on **what must we change in the present to create conditions that will lead to anticipated scenarios**.

Futuribles classification

- Is the procedure primarily **exploratory** or is it instead oriented towards **strategic** activities?
- To what extent are the stakeholders involved and how transparent are the results? In other words, how **participatory** is the process and are the findings **openly shared** to the audience?



Strategic Impact
(Adapted from Futuribles)

1 Participative exploratory foresight

It engages a wide range of stakeholders to explore potential futures and uncertainties, emphasizing inclusivity and open discussion about possible issues.

2 Participative strategic foresight

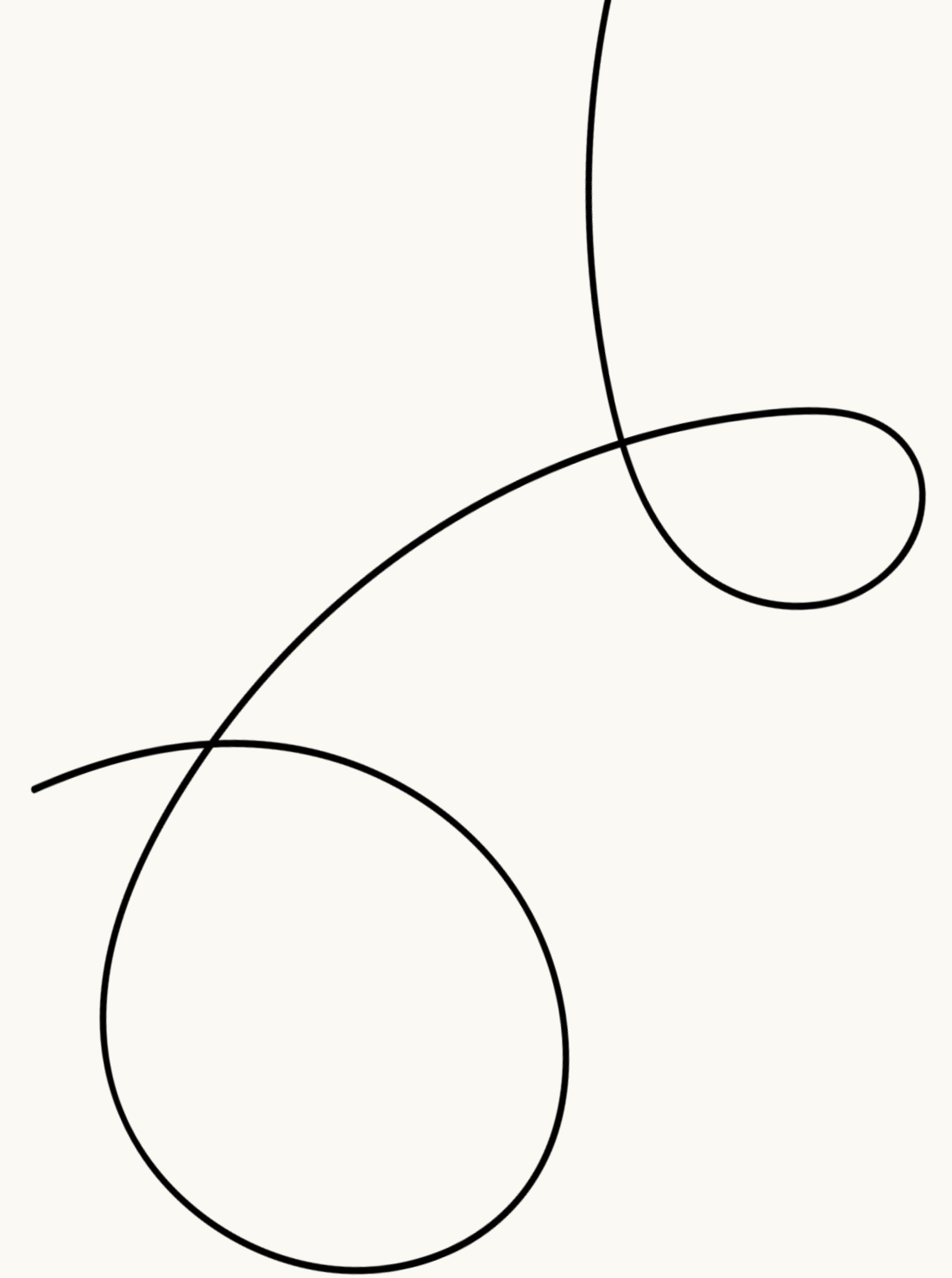
It involves stakeholders in shaping actionable strategies or policies based on future-oriented insights, with a focus on collaboration and shared vision-building.

3 Expert exploratory foresight

It relies on a small group of experts to analyze and predict possible future scenarios, focusing on the identification of key issues and risks with limited public involvement

4 Confidential strategic foresight

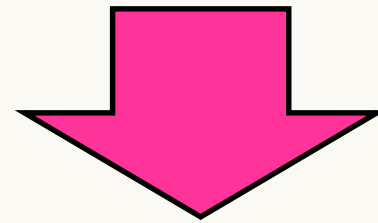
It consists of a more closed process, where experts or decision-makers use foresight insights to develop strategies or policies with restricted dissemination of results, often used for sensitive or high-stakes planning.



Participatory foresight approaches

Participatory foresight

A foresight approach «aiming at a wider inclusion of experts, citizens, stakeholders or nongovernmental activists, in the process of anticipating and shaping the future»

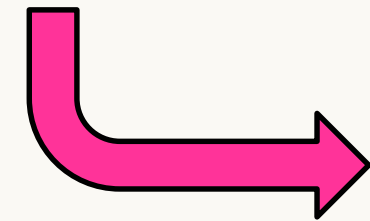


The purpose is «to strengthen people's capacity to recognise and embrace uncertainty while collectively shaping a preferable vision of the future»

This approach fits well with the "**mission-oriented**" strategy typical of some EU funding programmes: through the artifacts created during the activities (scenarios, narratives, personas), citizens make hypothesis and propose **different perspectives in relation to mission goals and their long-term impacts.**



There's **growing need for a shift toward increasingly inclusive participatory processes** that incorporate diverse perspectives to **improve the robustness of future projections.**



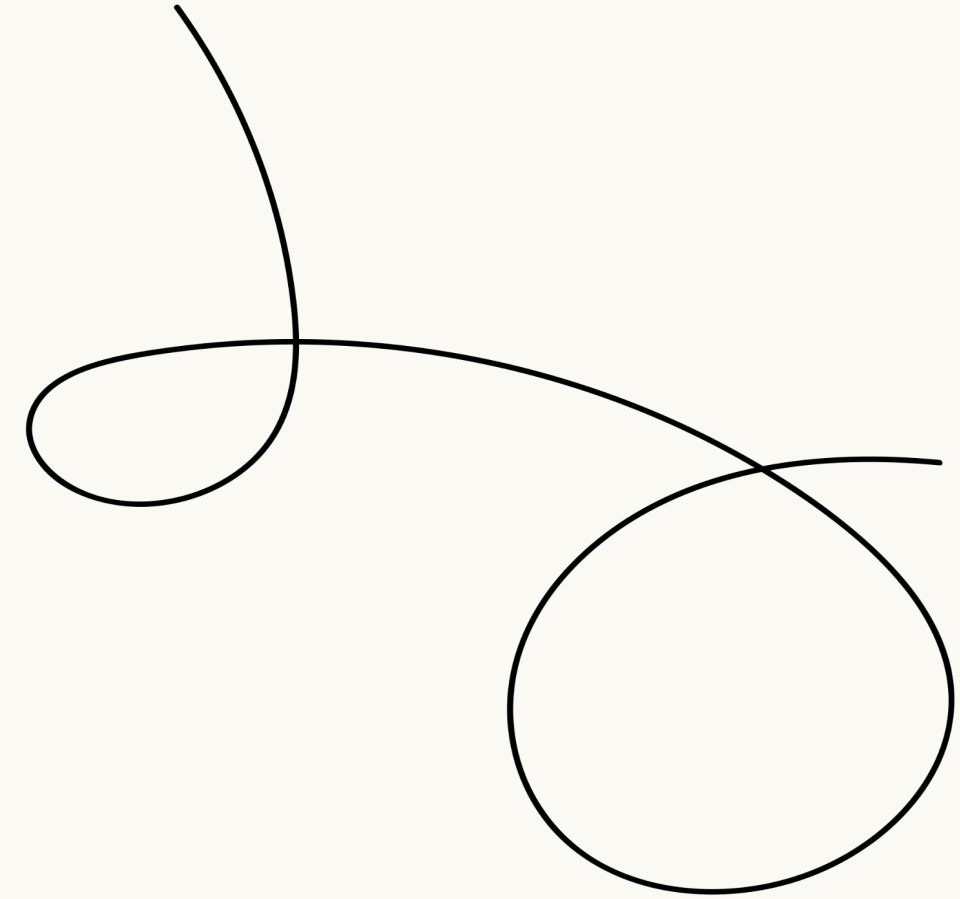
Participatory foresight is seen as a possible solution to overcome the **"impact-gap"** in foresight practices:

generating a
**broader
consensus base**

integrating
**insights beyond
the boundaries of
codified knowledge**

A participatory approach requires the inclusion of individuals who have traditionally been considered **"outsiders"**:

- **individuals who do not have any expertise** in a particular area, but who are interested in or affected by its dynamics in relation to the future;
- **"specialists" who do not have specific training in the discipline** being analysed.



Common approaches to participatory foresight

→ Citizen visioning (or incasting)

Citizens collaboratively create a **shared vision of their desired future**, often focusing on elements of everyday life in an ideal setting. It works as an initial exercise in foresight activities or as a standalone process, allowing stakeholders **to engage deeply with one specific scenario**

→ Futures dialogue

A flexible foresight method that facilitates discussions among diverse stakeholders, aiming to broaden perspectives and **explore multiple, sometimes conflicting, desirable futures**. It promotes multilateral learning, increases awareness of local trends and helps integrate varied viewpoints.

→ Narrative generation

This approach uses **storytelling** to help people to process information, simulate future scenarios and develop a deeper understanding of uncertainties. It became more relevant in the 2010s, when foresight began to intersect with **design and transdisciplinary thinking**.

Participatory foresight methods and tools

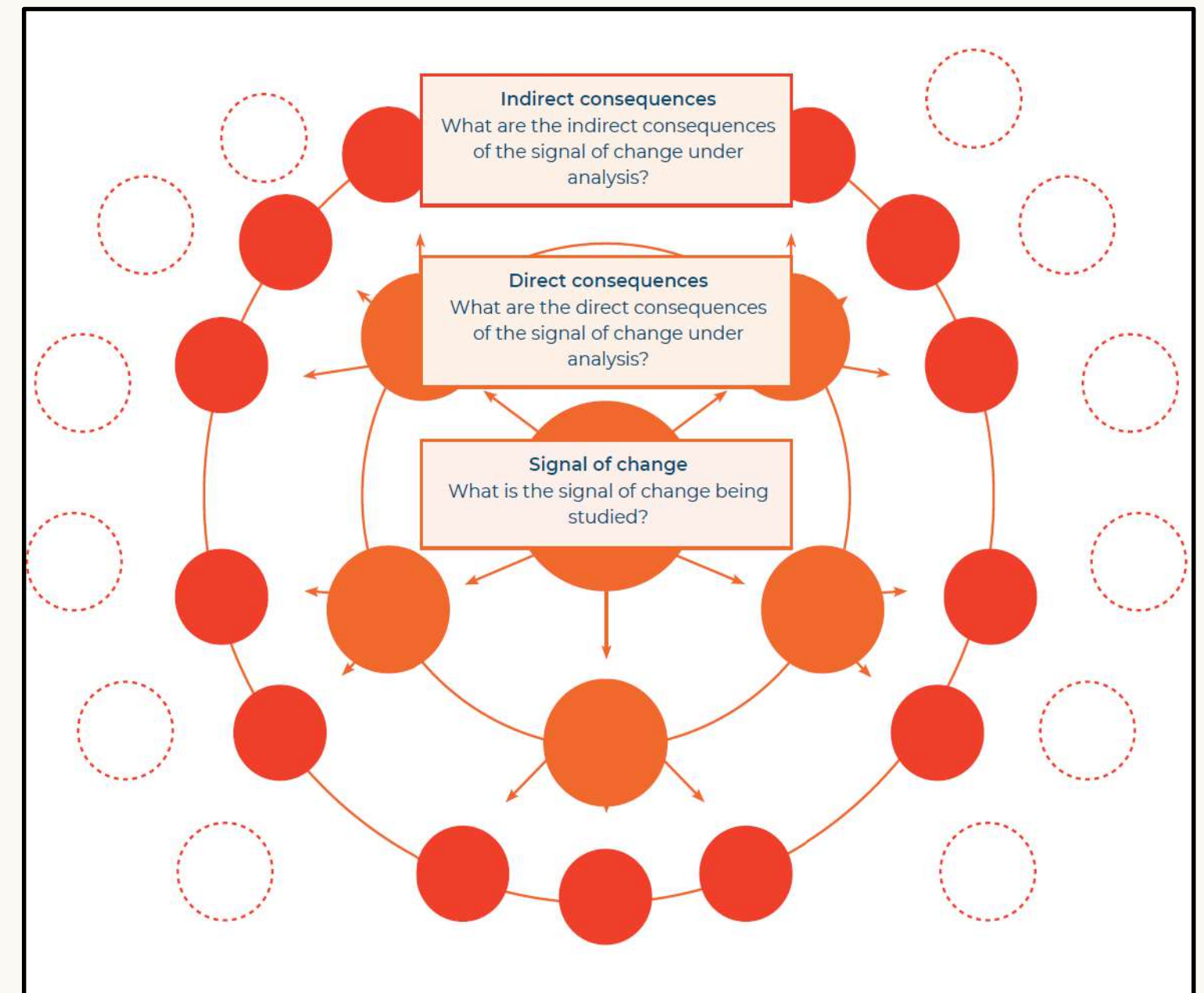
Methods and tools to participatory foresight

Futures wheel

Developed in the 1970s, futures wheel is a foresight method used to **visualise and analyse the direct and indirect consequences of a specific change, event or trend.**

First of all, a **core event or trend is placed at the center.** From this point, concentric circles branch outward, representing different levels of consequences. The **lines connecting these circles illustrate the cause-and-effect relationships**, starting with **direct consequences in the innermost circles** and progressing to **indirect consequences in the outer circles.**

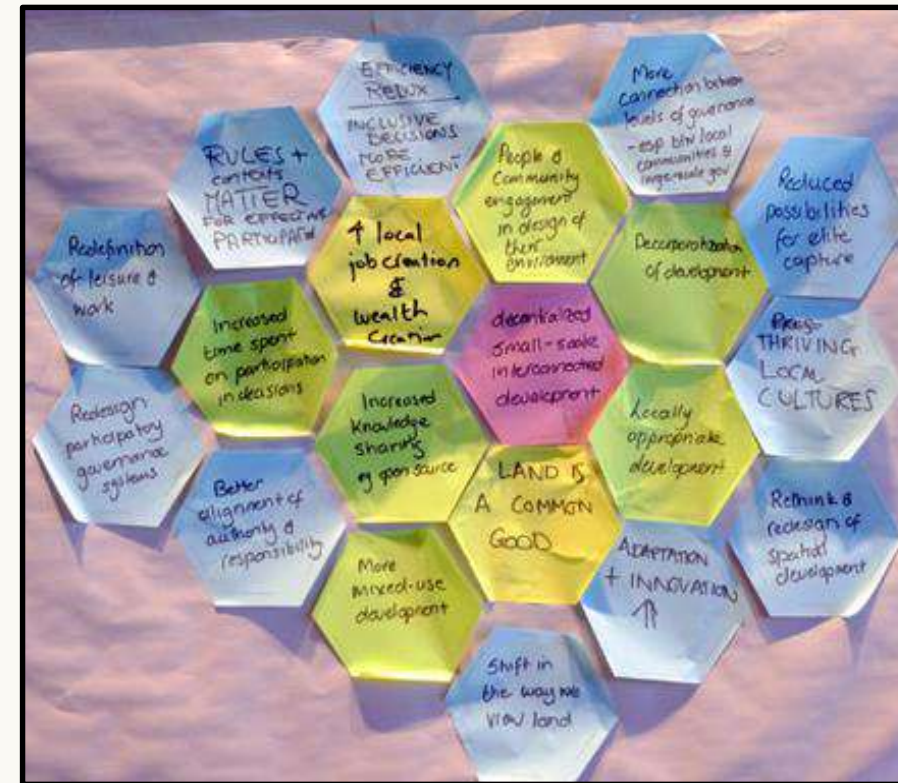
Typically, up to four or five levels of consequences are explored and using different colors for each level can help clarify the connections.



(UNDP Argentina Accelerator Lab 2022)

A **step-by-step approach** is recommended, starting from the central trend and moving outward, completing each level before progressing to the next.

Once the wheel is fully developed, it **provides a comprehensive visual that helps investigate potential consequences of trend and changes**, identifying both **opportunities** (such as improvements in public policies) and **threats** (like biases or knowledge asymmetries) related to the them.



(Pereira et al. 2018)

The futures wheel offers **versatility and simplicity**, making it accessible to both experts and non-experts in futures methodologies.

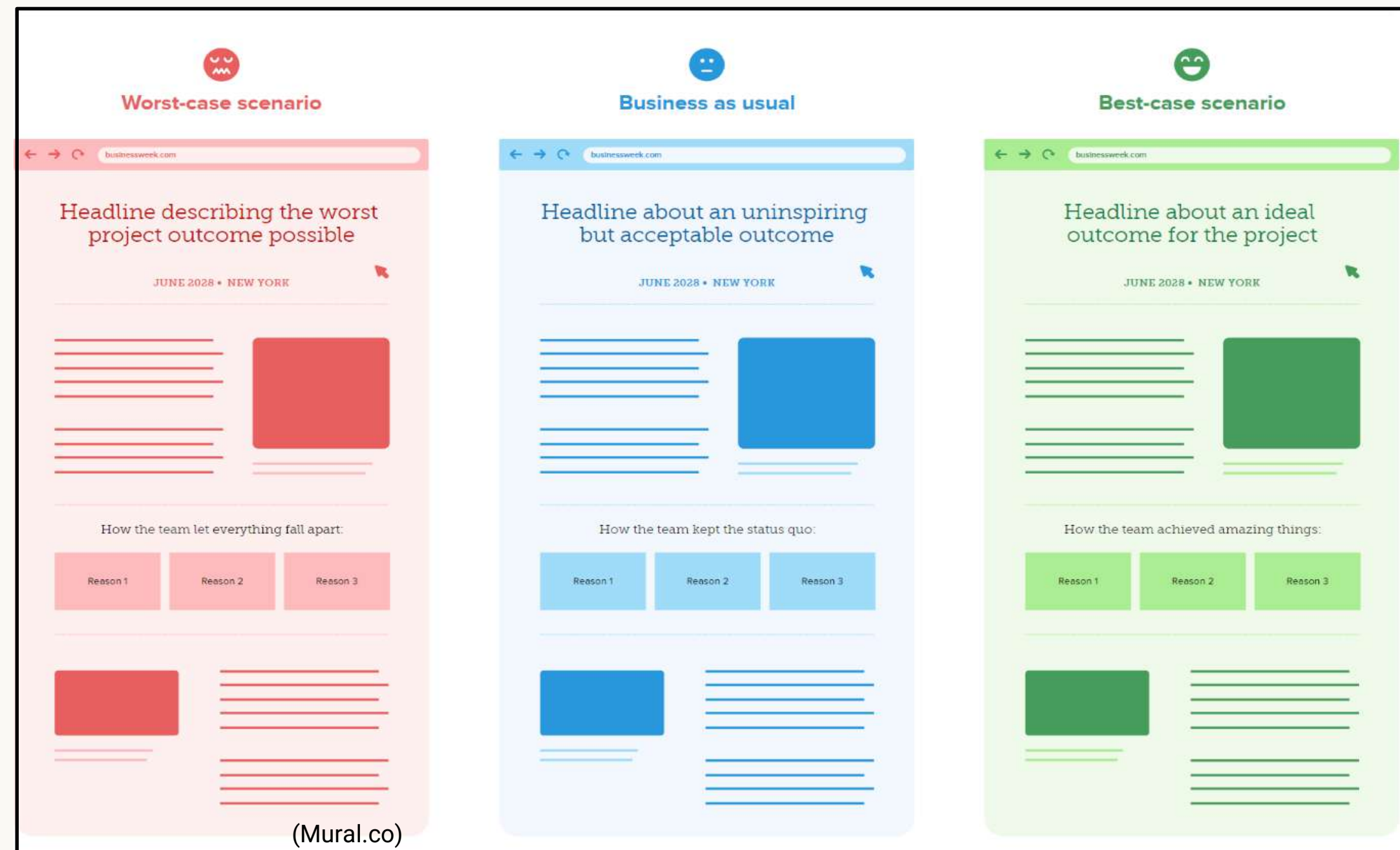
It requires only a few creative minds for brainstorming and, technically, just a **blank card and a pen**. However, instruments like **sticky notes or preset templates** can assist operations and facilitate graphical representation.

Headlines from the future/A day in life

An **accessible**, straightforward, yet powerful method.

Participants are asked to **create or visualise the front page of a newspaper for a specific future date, highlighting major headlines** that reflect anticipated events or trends.

In a variant of the exercise defined as “**a day in life**”, citizens imagine a typical daily routine of a specific individual in the future, exploring how certain changes will impact people’s behaviours and practices.



After participants create their future headlines or describe a day in future life, the next step is to **facilitate a discussion** to delve into why these future events might occur or explore what might unfold differently.

This dialogue helps participants **critically analyse the underlying assumptions** and identify factors that could influence future developments.

Creative materials, such as pictures or excerpts from magazines and newspapers, can be employed to visualize the activity.

This technique works as a standalone activity or integrated with other scenario planning methods to enhance its effectiveness.



(Reimaginary.com)



Gaming activities

Although relatively new in foresight, “**gamification**” is an emerging and promising trend, especially in participatory sessions.

It involves integrating game mechanics into apparently distant contexts such as strategic planning or policy-making, in order to generate involvement and motivation. To this purpose, a wide range of exercises can be used, such as **role-playing, creative collages, photovoice** and so on.

Various experiences have demonstrated their growing utility, by:

- enhancing **civic engagement**
- making **futures more relatable**
- reaching **diverse audiences**
- **breaking the monotony** of conventional participation
- **building trust** in the process



CYOA Gamebook - ENLARGE

One of the main outputs of the European Project ENLARGE (2016-2018), which aimed at generating and disseminating **knowledge on collaborative governance** with a focus on sustainable energy policies.



(cordis.europa.eu)

The CYOA (**Choose Your Own Adventure**) gamebook was designed as a **dynamic tool for a broad audience** (politicians, civil servants, experts, stakeholders and citizens), encouraging their **involvement in both the development and implementation phases of energy-efficient solutions**.

Unlike traditional handbooks that offer best practices and recommendations, the gamebook adopted a '**trial-and-error**' approach. This allowed users to directly **experience** how **different contextual conditions, design choices and implementation** strategies can either foster or hinder collaboration among key stakeholders involved in policy-making.

CYOA Gamebook - ENLARGE

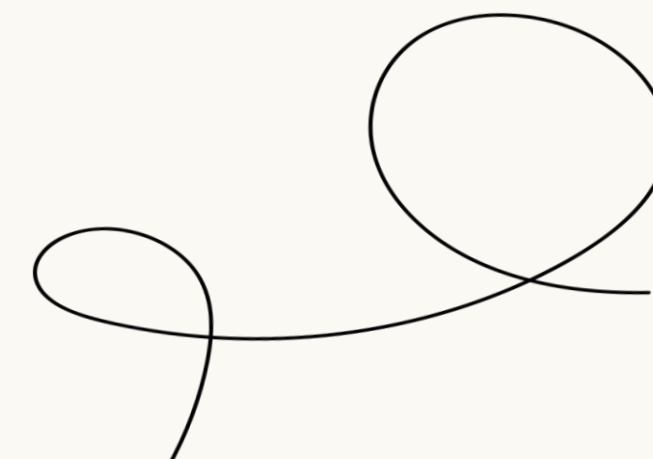
Simulated scenario: the gamebook places readers in a **fictional municipality where the local government, along with stakeholders, is implementing an Energy Consumption Reduction Plan.** This plan involves constructing a wind farm and introducing energy efficiency measures in public and private buildings, requiring cooperation from multiple actors.

Using gamification techniques, the gamebook allows participants to create their own narrative by **making decisions at key turning points**, such as setting the agenda, engaging stakeholders, or incorporating decisions into policy.

Each decision has **potential benefits and risks**, pushing the reader to weigh their options based on available resources and contextual factors, encouraging reflection and strategic thinking.



(cordis.europa.eu)



FOSTER
Future Oriented Solutions Toward
Environmental Resilience

Futures Cards

Developed in 2023 by UN Global Pulse, this tool aims at making foresight thinking more **accessible and inclusive**. The design process involved a **diversified range of experts, including indigenous practitioners**, to ensure diversity, inclusivity and elimination of bias.



(UN Global Pulse 2023)

Aligning with the UN Principles for Future Generations, the cards use a gamified approach to help individuals and teams explore and discuss future scenarios through **"what if" prompts and recommendations**.

Future Cards are designed **for a wide audience**, from foresight practitioners to newcomers, and can be **used in workshops, team sessions or individually**. They can be downloaded for free together with the instructions.



(UN Global Pulse 2023)

A Market for the Future

This experience is part of a series of participatory foresight initiatives implemented in the small town of **Marcoussis, France**. The event was set up at the popular local Wheat Festival, ensuring the **involvement of random citizens**, not just the usual participants.

As festival-goers arrived, they were given a **fictional local currency** called "Marcoussous" and invited to use it in a **simulated market to "buy" from a list of 107 future-oriented ideas for the town**, which were developed during previous activities.

Participants had a limited budget, **mirroring real world decision-making** where not all priorities can be funded. The different prices of ideas represented the varying costs of implementation.

By the end of the day, more than one hundred citizens debated and negotiated their investments, making strategic decisions about what they believed were the most important measures for the town's future.



(Gouache 2021)

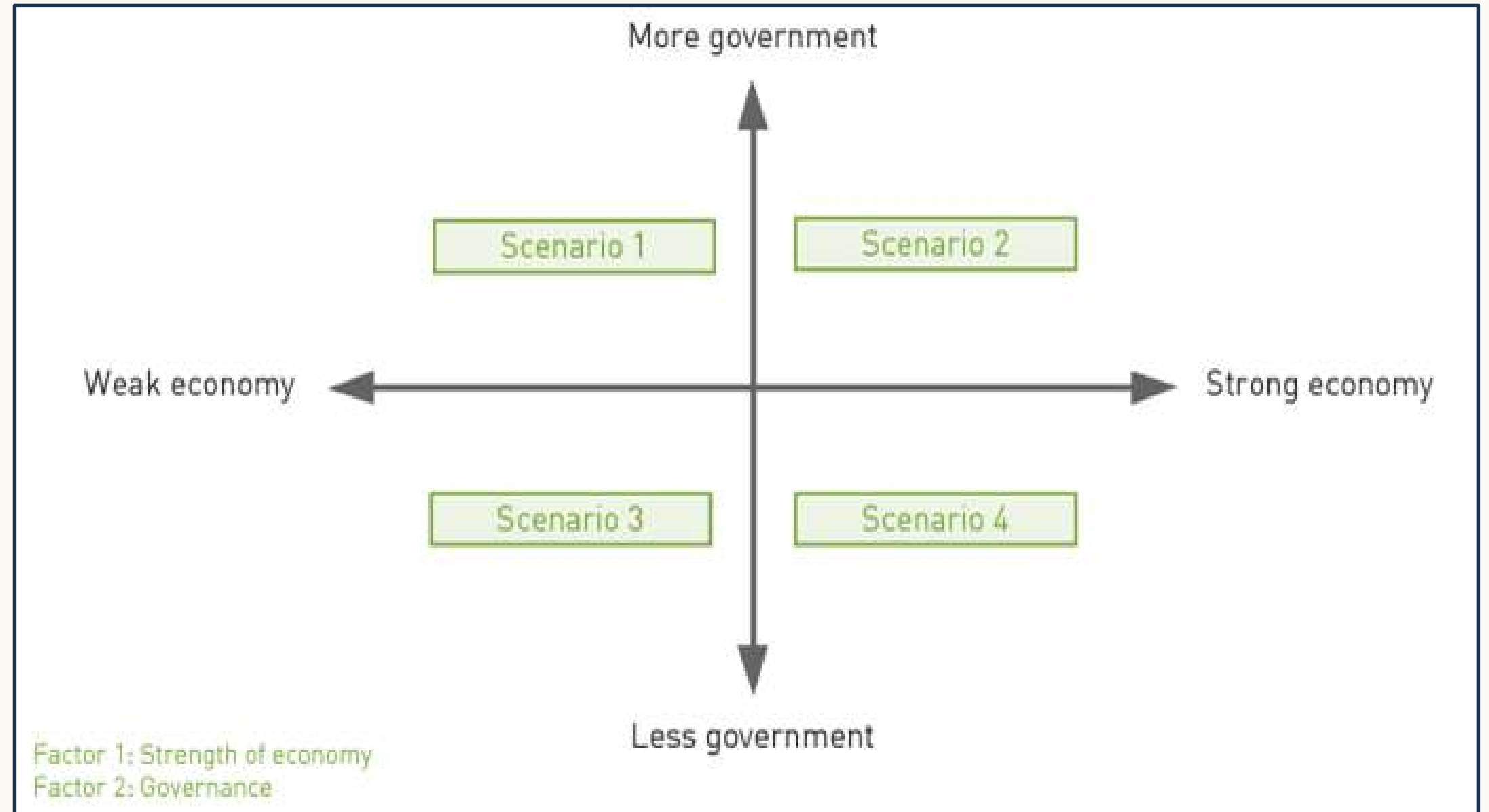


(Gouache 2021)

2x2 Scenario Matrix

Formalised in the 1990s by the Global Business Network (GBN), this is **one of the most commonly employed tools for scenario building**, thanks to its effectiveness in producing **more contrasting scenarios in a relatively short amount of time**.

How it works:



(Futuribles.com)

1

Place uncertainties on the axes

The process starts by **selecting two key drivers** that are both high in impact and highly uncertain in how they will unfold in the future.

Unlike trends, which follow predictable patterns, these uncertainties are harder to foresee and can evolve in divergent ways. Examples might include "global political stability" or "pace of technological advancement".

2

Place uncertainties on the axes

The two uncertainties are then **mapped into a matrix**, one on the horizontal axis and the other on the vertical axis.

The intersection of these two axes forms four quadrants, each representing a unique combination of possible developments based on the extremes of each uncertainty.

3

Develop scenarios

Each of the four quadrants in the matrix represents a **different future "kernel" scenario**. These quadrants are then explored and expanded into rich narratives that describe how the future might look under those specific conditions.

According to the general rules of scenario building, each scenario should be all **plausible and distinct** from the others.

4

Analyse implications

Once the four scenarios are developed, the focus shifts to analysing the implications for the organisation, policy or focus area.

This includes **understanding the risks, opportunities, and potential strategic responses associated with each future**.



The main challenge is **accurately identifying the most relevant and impactful uncertainties.**

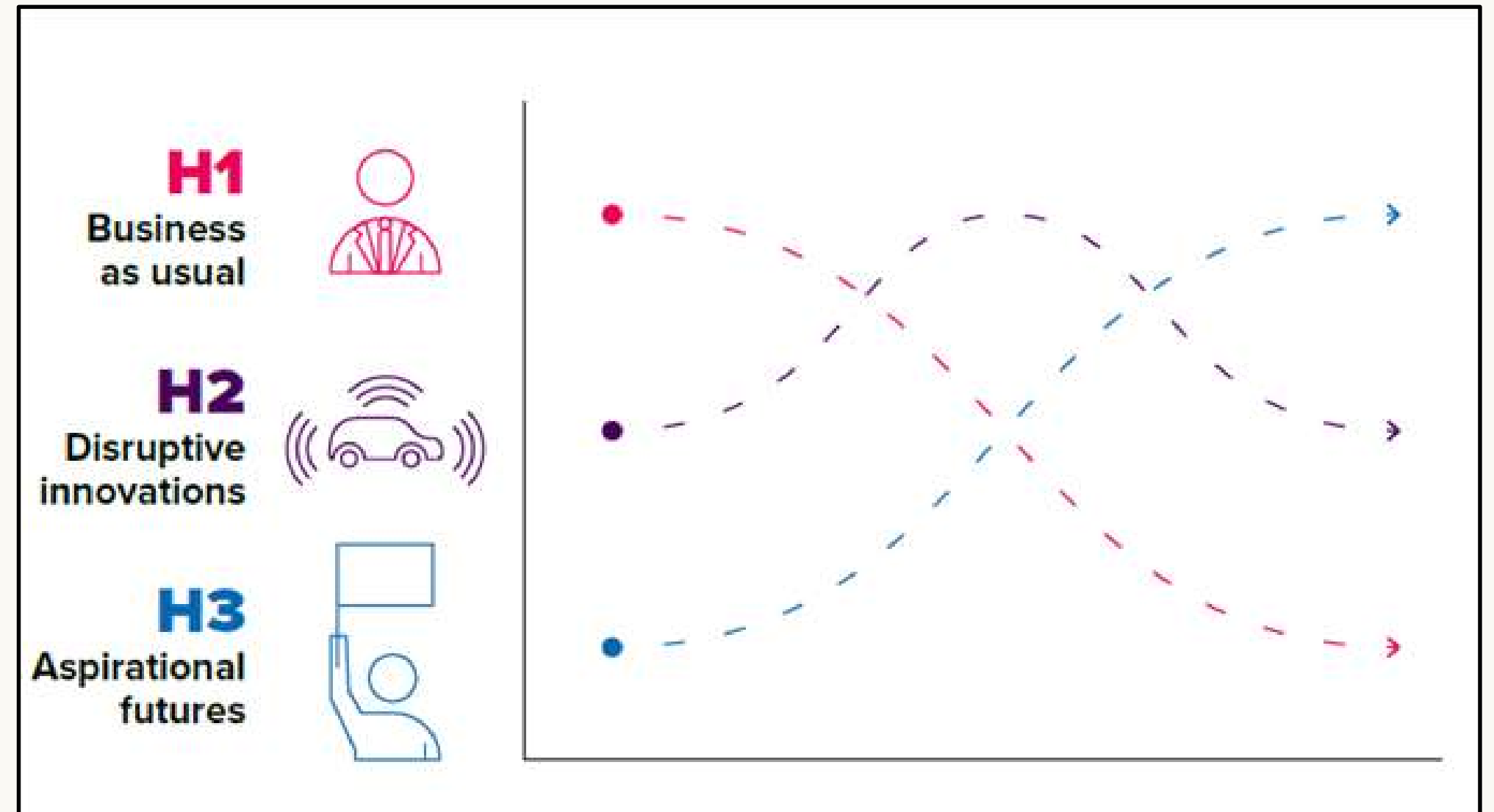
Moreover, reducing the complexity of the future to just two dimensions **can sometimes oversimplify** the range of factors influencing future outcomes.

Nevertheless, when used effectively, the 2x2 Matrix remains one of the most **versatile** tools in strategic foresight.



3-Horizons Framework

This strategic tool helps organisations and communities explore transformation processes, **identifying driving forces of change** and engaging with **different perspectives** on how they might unfold over time.



Three distinct but interconnected "horizons", representing different patterns of behavior and change in the future.

(UNDP Regional Bureau for Asia and the Pacific, 2022)

1

Horizon 1 (H1) - Business as usual

H1 represents the **current dominant system** or way of doing things. It's characterized by **stable, familiar patterns** that society relies on to manage everyday life.

2

Horizon 2 (H2) - Innovation and transition

H2 sits between the established patterns of H1 and the emerging alternatives of H3, representing the space of **disruptive innovation**.

This is **where transformative change takes root**, fueled by developments such as new technologies, environmental crises, social movements or cultural shifts

3

Horizon 3 (H3) - Emerging alternatives/future vision

H3 embodies new ideas that **challenge the dominant** system and offer a vision for the future. These "**pockets of the future**", often seen as marginal or idealistic in the present, represent the desired future state, with new assumptions, values and structures.

By exploring the dynamic interaction between the three horizons, it becomes possible to understand **how the seeds of the future (H3) are present within today's landscape (H1) and how the transition space (H2) can foster or hinder the emergence of new patterns.**

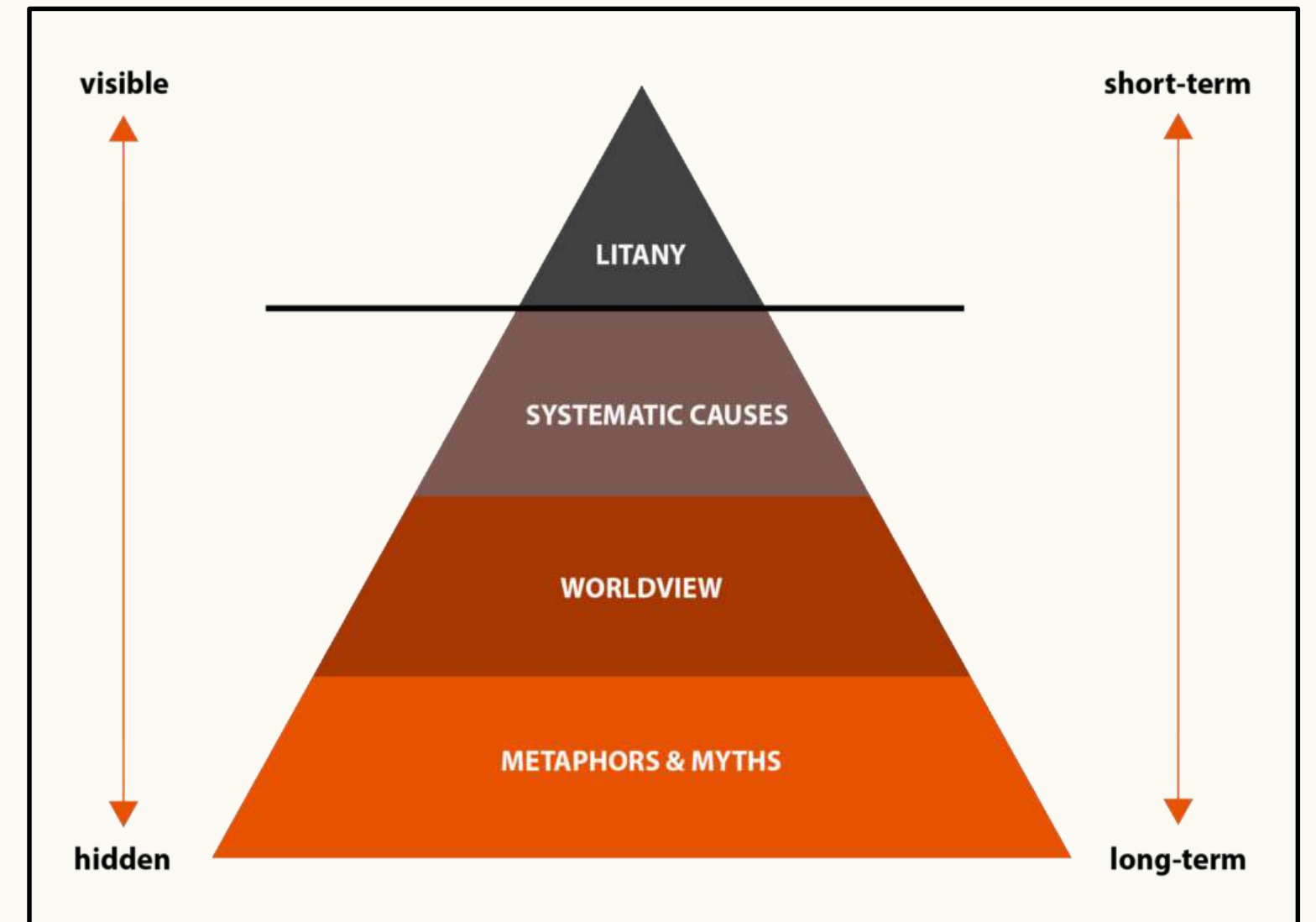
This framework is well suited to participatory foresight: diverse stakeholders are able to co-create shared visions of the future and the actionable strategies towards it.

Casual Layered Analys (CLA)

Developed by Sohail Inayatullah in 2004, it's an exercise in **discussing and deconstructing stakeholder narratives** related to a certain issue for the future.

Participants are asked to examine a matter at hand and reflect on:

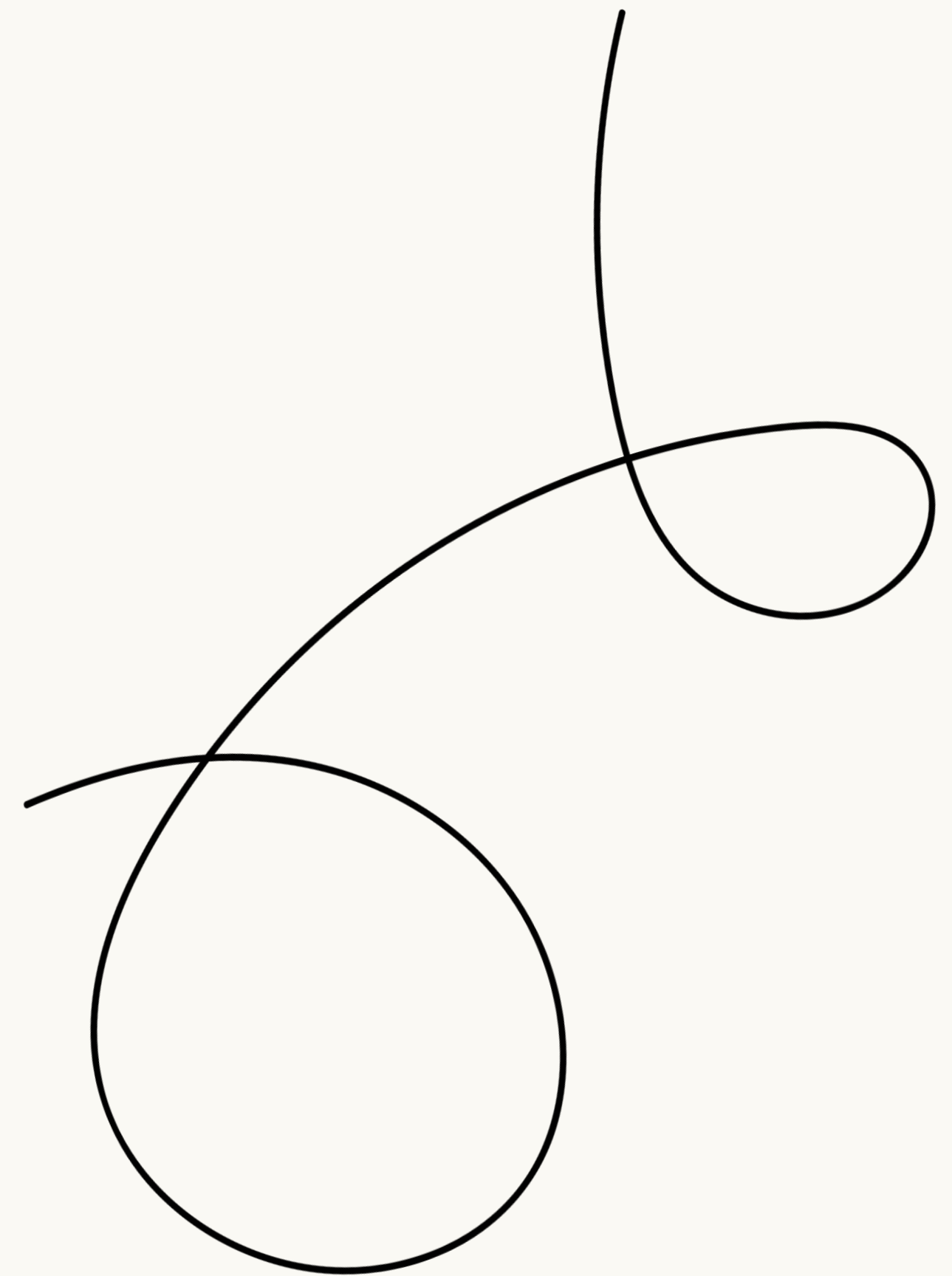
- **Litany** → the surface understanding of a problem.
- **Systemic causes** → underlying social, economic and political structures.
- **Worldview** → deeper cultural assumptions and perspectives that make structures and behaviors possible.
- **Metaphors/Myths** → the social narratives and images that act at the level of collective consciousness, usually expressed through art and stories.



Helping **identify the driving forces and paradigms** behind visions of the future, CLA is able to produce a shared idea of possible developments that can **break down existing paradigms of thinking and functioning**.

It is particularly **useful when groups have different perspectives** on the future and the strategy to be adopted.

It produces a significant **educational effect** on participants. By helping them to historicize certain issues, foresight can be practiced in the form of political-philosophical reflection by a wide range of attendees.



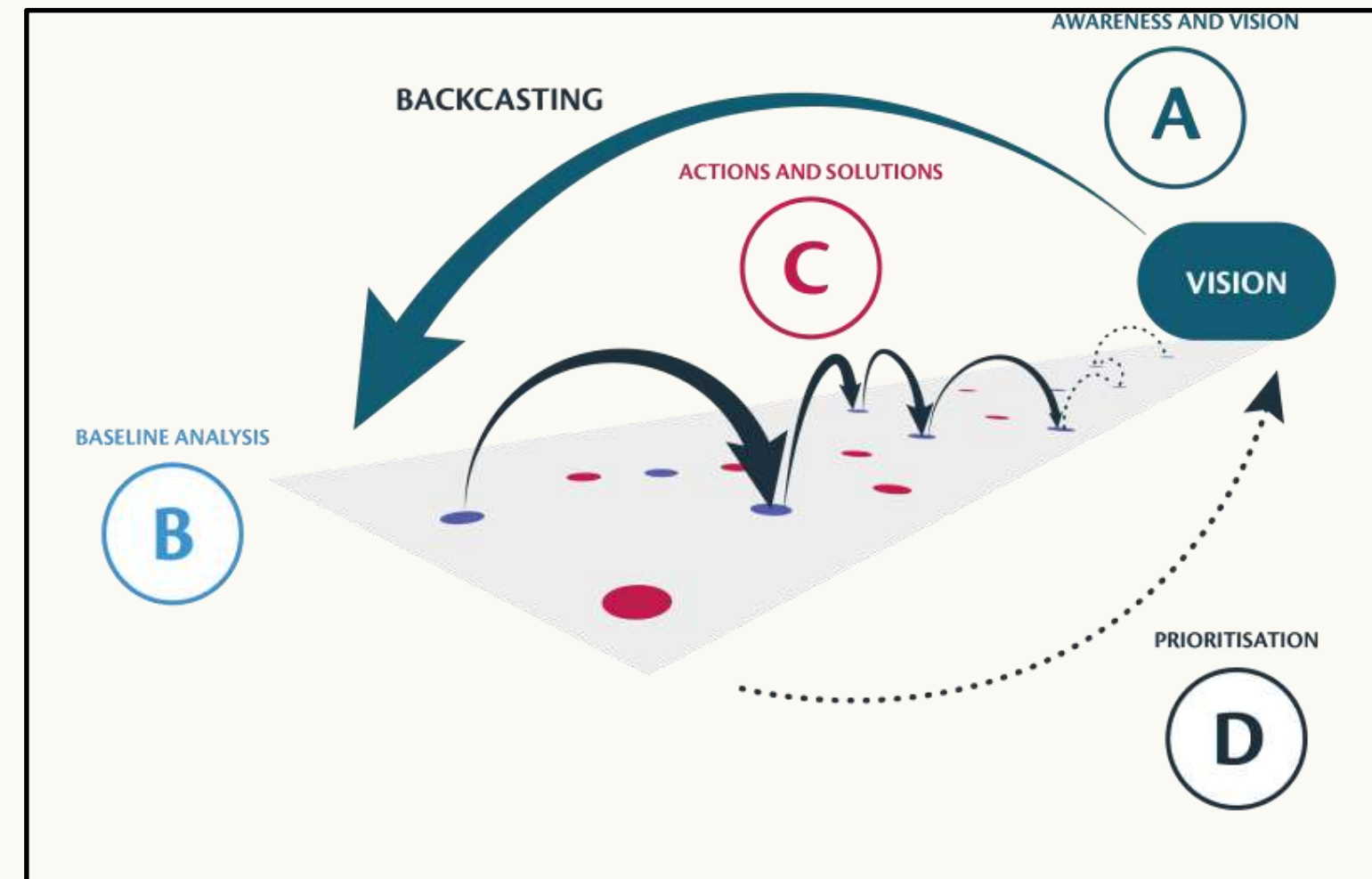
Backcasting

A foresight methodology that **starts by defining a desired future scenario and then works backward to identify the steps needed to reach that future.**

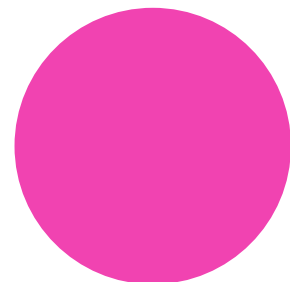
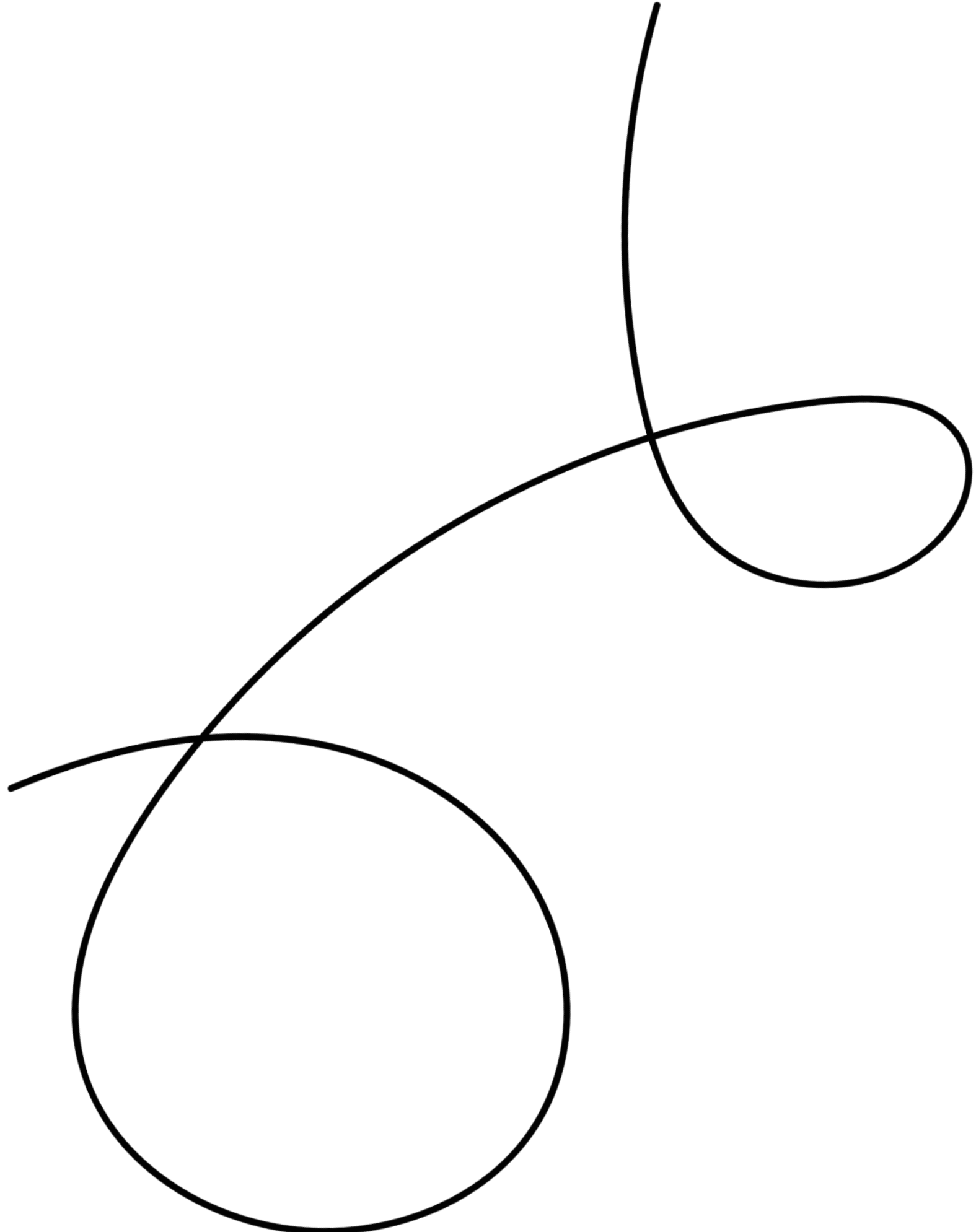
Unlike other approaches, backcasting focuses on **envisioning a specific goal and developing a strategy to achieve it**, often dealing with complex, long-term challenges such as sustainability, climate change or social equity.

Participatory backcasting broadens the traditional procedure by **involving a wide range of stakeholders** (such as citizens, policymakers and experts) through **workshops, dialogues or other interactive formats.**

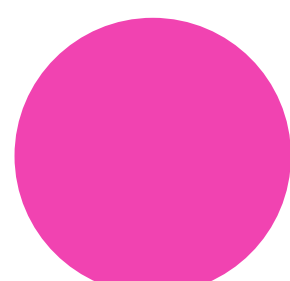
This method should help building collective ownership and developing actionable plans that are **socially acceptable and widely supported.**



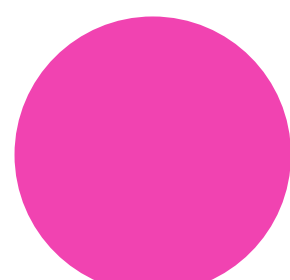
(dpmc.govt.nz)



Which foresight approach do you consider to employ?



What is the most suitable tool and why, for your territory and the stakeholders you will involve?



What would you readjust or combine according to your situation?

Module 3

Gender Equality & Anti- Discrimination Policy training

11th October 2024

Sara Afendi -Project Manager
Gender Inclusion and Human Rights Hub



FOSTER
Future-Oriented Solutions Toward
Environmental Resilience



AGENDA

1. Introduction to Gender Equality and Anti-Discrimination Policy
2. Combating Stereotypes and Promoting Inclusivity
3. Fair Recruitment, Career Progression, and Work-Life Balance
4. Media and Communications: Inclusive Language and Representation
5. Reporting Mechanisms and Safeguarding Group

Learning Objectives

1. Understand the purpose and key pillars of the GE&AD Policy
2. Recognize and prevent discriminatory behaviors.
3. Apply inclusive practices in the workplace.
4. Utilize the complaint mechanisms and Safeguarding Group effectively.
5. Promote gender equality and challenge stereotypes in daily interactions.



FOSTER
Future Oriented Solutions Toward
Environmental Resilience



How would you describe a policy ?

**SCAN
ME**





FOSTER
Future Oriented Solutions Toward
Environmental Resilience

Introduction to Gender Equality and Anti-Discrimination Policy

The Gender Equality and Anti-Discrimination Policy has the **purpose** of:

- achieving gender equality, promoting gender justice and fostering an inclusive society
- making communities safer and healthier
- promoting a gender equal workplace environment
- outlining values and standards we expect staff and other people associated with ALDA to uphold

Policy Key Pillars

- protecting staff and other stakeholders from any form of discrimination
- improving ALDA's working environment through positive actions.
- overseeing the implementation of the GE&AD policy
- providing a vision and making recommendations/action plans
- carrying out equality and non-discrimination surveys every year
- addressing discrimination complaints through the Safeguarding Group



GE & AD Committee

The goal of ALDA's GE&AD Committee is to **oversee the implementation** of the Gender Equality & Anti-discrimination policy.

The Committee will monitor and report on the progress of implementation to the Secretary General, who is then supposed to report to the Governing Board.

Responsibilities

The **Committee** monitors the implementation of the measures set out in the GE & AD policy on a regular basis and supports the organization of measures in place.

Provides a vision and makes **recommendations/action plans**.



FOSTER
Future Oriented Solutions Toward
Environmental Resilience

GE & AD COMMITTEE COMPOSITION

alda *

* European Association
for Local Democracy



The Committee is composed at least by:

1 representant of each department and
1 representative for each geographical region

Co-chair

2 co-chairs, elected every six months
they will report to the Committee and to the Secretary General

Safeguarding Group

3 representatives of the GE&AD Committee, rotating every six months
they will meet to address discrimination complaints done in person or through
the complaint form on the website.





FOSTER
Future Oriented Solutions Toward
Environmental Resilience

alda *

* European Association
for Local Democracy

GE&AD Policy



- 1 Organisational Culture and Combating Stereotypes**
- 2 Recruitment and Career Progression**
- 3 Media**
- 4 Partnership , Membership, Suppliers and Beneficiaries**



**What one word best describes the impact of
combating stereotypes in the workplace?**

**SCAN
ME**



AREA 1: ANTI-DISCRIMINATION

ALDA aims to reinforce a shared culture of equal opportunities enhancing diversity and supporting underrepresented categories.

Actions to prevent discrimination

- Anonymous annual survey on discrimination and inclusion
- Gender Equality and Anti-Discrimination Trainings for ALDA staff

Actions to tackle the problem

- Annual review of the policy
- The Gender Equality and Anti-Discrimination Committee



AREA 1: HARASSMENT

Against all forms of Sexual Exploitation, Sexual Abuse and Sexual Harassment

Actions to take

- Annual internal trainings for employees
- Workshops for members, beneficiaries, supplies and the general public
- Realisation of at least one seminar/year for the organisation and the general public.

Actions to tackle the problem

- Annual review of the policy
- The Safeguarding Group will address specific claims



AREA 1: INCLUSIVITY

To improve inclusivity in the organisation we need to recognise and celebrate differences and understand the value of diversity. Inclusivity is the principle of providing all people with the chance to access opportunities and resources.

The organisation aims to promote workplace inclusivity, which occurs when people feel valued and accepted in their team and in the organisation without having to conform. People targeted are those with care necessities or who need specific accommodations.



**What is the most important factor in
creating a fair and inclusive recruitment
process?"**

**SCAN
ME** 



AREA 2

RECRUITMENT & CAREER PROGRESSION

ALDA promotes a **diverse recruitment** strategy ensuring **equal access** to the organisation and a more inclusive environment in the workplace, while also providing equal opportunities to all employees.

To ensure that our conduct and processes are fair and lawful, we will accordingly improve job advertisements and the hiring process.

Salaries

Equal pay for equal work is one of the founding principles of the European Union. ALDA prohibits gender-based wage discrimination



ALDA offers opportunities for promotion, training, transfer, or other career development without unlawful discrimination, this includes development opportunities that could lead to permanent promotion.

Work-Life Balance

A good work-life balance also means providing a non-discriminatory environment, being mindful of employees' needs on illness, mental health, private life, and care-giving duties.

Fair Parental Leave

The organisation aims to develop a fair parental leave to be inclusive to all employees, permanent or not, regardless of gender or family set-up.





FOSTER
Future Oriented Solutions Toward
Environmental Resilience

Group discussion



- How can work-life balance be improved or can be supported in your work environment?
- How can you ensure that your unconscious biases don't affect your role in recruitment or mentoring? What tools or strategies could help?
- Have you noticed any barriers in our organization that prevent equal career progression? What changes would you suggest?
- How does having a healthy work-life balance contribute to both personal well-being and organizational success? What could be improved here?
- What steps could you take to advocate for equal pay or career progression in your role, and how can we better support those efforts?
- Discuss how a gender-equal workplace benefits employees, such as promoting diverse ideas and preventing talent loss due to discriminatory practices.



AREA 3 MEDIA

People who do not feel represented in our communications output are likely to think our communication and dissemination strategy does not concern them. It is important to strive to represent the full spectrum of the population, challenging stereotypes related to gender and other aspects, in all activities and campaigns.

INCLUSIVE LANGUAGE

Inclusive visuals need to be reinforced with inclusive language. Societal perceptions and media portrayal can feed into gender stereotypes, not only through imagery and narratives, but also language. The GE&AD Committee is working on an Inclusive Communication Toolkit



VISUAL AND AUDIO INCLUSIVITY

We uphold the right of access to information by enabling people to have it regardless of their physical abilities/disabilities.

SOCIAL MEDIA

Creation of gender-sensitive, inclusive content and break of stereotypes, in the strong belief that media can contribute to the effort towards inclusivity.

USE OF IMAGE

It is important to reflect people's real lives and experiences and move towards a more intersectional perspective to make everyone feel seen and represented in our use of audiovisual content.





FOSTER
Future Oriented Solutions Toward
Environmental Resilience

**What one word would you use to describe a
successful partnership promoting gender
equality?**

**SCAN
ME**



alda *

* European Association
for Local Democracy



AREA 4

Partnership, Membership, Suppliers & Beneficiaries

The Gender Equality and Anti-Discrimination Policy is included in the contracts signed by partners, members and suppliers. In the case of beneficiaries, surveys to monitor the status of the GE&AD are conducted after every activity.

Any complaints or issues regarding online or offline activity can be addressed anonymously (or not) via an online form available in the organisation website, to be monitored by the Safeguarding Group.





FOSTER
Future Oriented Solutions Toward
Environmental Resilience



Complaints or reports that will be addressed via the complaint form or in person will be tackled via the following procedure:

- The Safeguarding Group will meet to address complaints
- The Safeguarding Group will investigate potential other claims about the same person
- After the Secretary General's evaluation, the complaint could be submitted to the Governing Board, who will then advise on how to proceed

In case of violations to the policy during an activity, the chair or facilitator suspends the activity, ensure all participants are safe, calls the police if necessary, and reports to the Safeguarding Group.

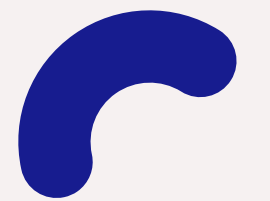


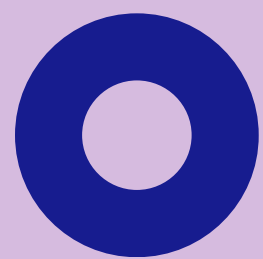


FOSTER
Future Oriented Solutions Toward
Environmental Resilience

alda*

* European Association
for Local Democracy





THANK YOU !





FOSTER

Future Oriented Solutions Toward
Environmental Resilience

Inclusive Communication

Presented by Manal Snidi,
Communication Officer ALDA



Funded by
the European Union



ALDA Inclusive Communication Toolkit



Inclusive Communication Toolkit



Ice-breaker

Scan QR code

OR

Mentimeter.com

Code: 2656 1212



Key Elements of Inclusive Communication

A decorative black line graphic consisting of several overlapping loops and curves, starting from the bottom left and extending towards the top right, partially framing the title.

1

Accessibility

captions for videos, alt text for images,
multiple formats

2

Clear Language

No jargon or technical terms

3

Representation

Ensure diversity in gender, ethnicity, and
ability in your visuals



General Information

and formats:

Same info through text, audio, video:

- Audio plus transcript
- Video plus captions
- Text plus infographic

Some methods:

- Sign language (example: [SOTEU](#))
- Audio descriptions (example: [Together for Rights](#))
- Easy to read

The goals and values of the European Union

All countries that are part of the European Union work together to make sure that:

- there is peace in Europe
- people have good lives
- things are fair for all people and nobody is left out
- the languages and cultures of all people are respected
- there is a strong European economy and countries use the same coin to do business together.

The countries of the European Union share some important values. For example, they work to make sure that all people are equal and their rights are respected.

Peace in Europe

After the European Union was created, there were no more wars between the countries that are part of the European Union. Thanks to the European Union, all countries in Europe work together in peace.

In 2012, the European Union won a big award which is called 'the Nobel Peace Prize'. This award was given to the European Union for its good work keeping peace in Europe.



FOSTER
Future Oriented Solutions Toward
Environmental Resilience

Social Media

- Captions for Videos
- Alt Text for Images
- Avoid Tokenism
- Hashtags
- Emojis
- Engagement



European Disability Forum @MYEDF · Sep 13 Promote ...

We welcome the provision of international sign in the #SOTEU.

We thank @EP_President for the efforts and for mentioning it in her introduction to the speech.

However, we call for provision of captioning in next years' address.

Read our article;
buff.ly/3RgeOfj

STATE OF THE UNION 2023

ALT

20 1,060 ...

Sep 13 ...

ent @vanderleyen's #SOTEU speech was
| Sign language.

Image description

Screenshot of the broadcast with Von Der Leyen on the left and the sign interpreter on the right

Our language speaks for us



WHAT NOT TO USE	WHAT TO USE
Blindspot	Blank spot
Blind to	Oblivious to/ignorant about/ unaware of
Stand up/for/by/with; Speak up/out	Take action
Illegal immigrant	Undocumented/irregular immigrant
Non-white	Racialised / People of colour
Blackmail	Extortion
Black market	Illicit market
Blacklist	Blocklist
Chairman, mankind, fireman	Chair, humankind, firefighter

Exercise



FOSTER Project
[@fosterproject](#)



#climateaction #communitysupport

🌍 We're helping vulnerable communities fight climate change! 💪☁️

Check out this amazing project we organized to help these people! 🙌



FOSTER
Future Oriented Solutions Toward
Environmental Resilience

Correct version



The image shows a screenshot of a social media post from the FOSTER Project. The post features the FOSTER logo, which includes a globe icon and the text 'FOSTER Future Oriented Solutions Toward Environmental Resilience'. The post text reads: 'Discover how the FOSTER project empowers communities to take action against climate change! Together, we're developing sustainable solutions that benefit everyone! ❤️ ✨ #FosterProject #EmpoweredCommunities'. The post is displayed on a light blue background with a white rounded rectangle containing the content.

 **FOSTER Project**
@fosterproject

🌍 Discover how the FOSTER project empowers communities to take action against climate change!

Together, we're developing sustainable solutions that benefit everyone! ❤️ ✨

#FosterProject #EmpoweredCommunities

Creating Accessible Campaign Materials

- **Multiple Formats:** text, audio, and video formats.
- **Accessible PDFs:** screen-reader-friendly PDFs
- **Transcripts for Audio**



Messaging: Inclusive Language and Positive Framing

Positive Framing

1

Focus on opportunities and solutions

EX:

'we're helping struggling communities

BECOMES

'we're empowering communities to lead sustainable initiatives'

Inclusive Language

2

Avoid:

- stereotypes
- harmful language
- medicalised terms
- slurs

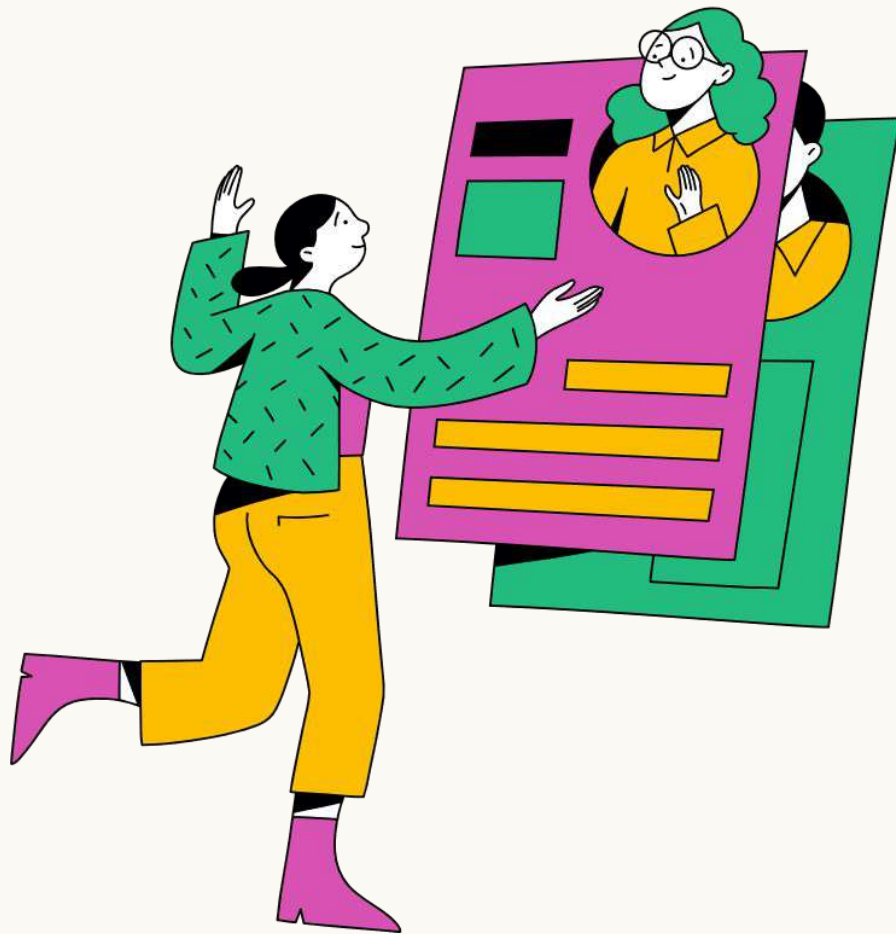


FOSTER

Future Oriented Solutions Toward
Environmental Resilience

Exercise: rewrite a message

“Marginalized communities are vulnerable to climate risks.”



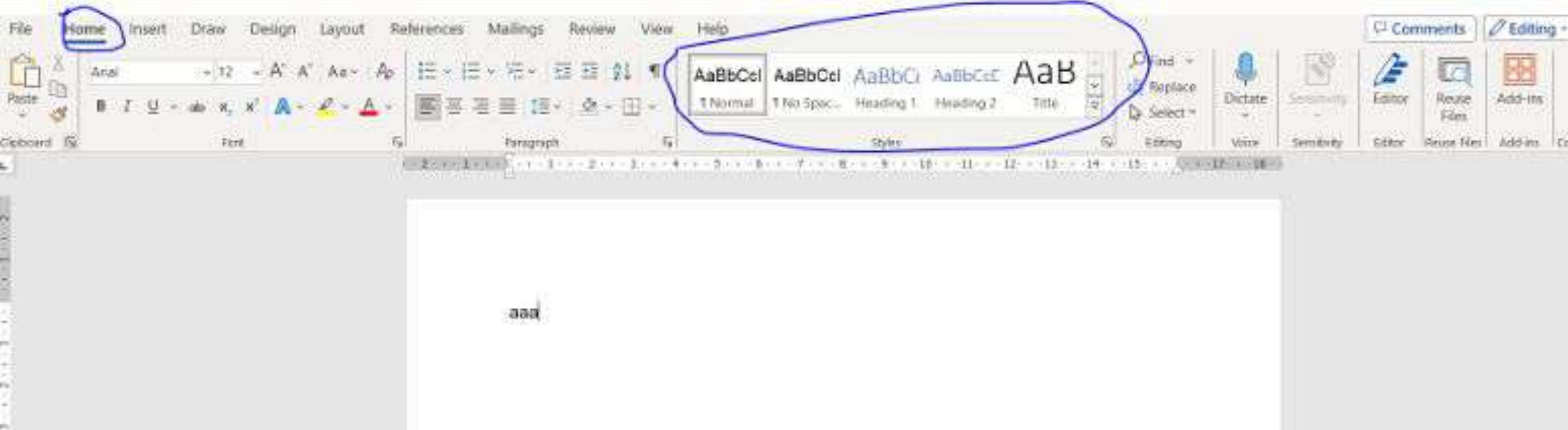
Visual Representation

- Portray the diversity – people are not props
- No use of persons as inspiration and avoid cliches
- Ask the person about preferred language
- Careful with non-disabled models
- Portray diversity within disability
- Get consent before capturing and sharing



Credits: [Disabled and Here](#)

Documents



Accessibility of Events

- Clearly **state** accessibility measures.
- Real time **captioning** and **sign language** interpretation.
- **Invitation and documents**: alternative formats, accessible and easy to understand.
- Ensure **step-free access** and accessible toilets.
- Ensure spaces with no chairs and wide room of maneuver.
- Provide **accessible devices** (such as hearing loops)
- **Contact people** for personalised support.

TED Talk



I'm not your inspiration, thank you very much

4,314,006 views | Stella Young | TEDxSydney • April 2014



FOSTER
Future Oriented Solutions Toward
Environmental Resilience

Practical Exercise



Question 1. Which of these actions does not ensure accessibility of social media?

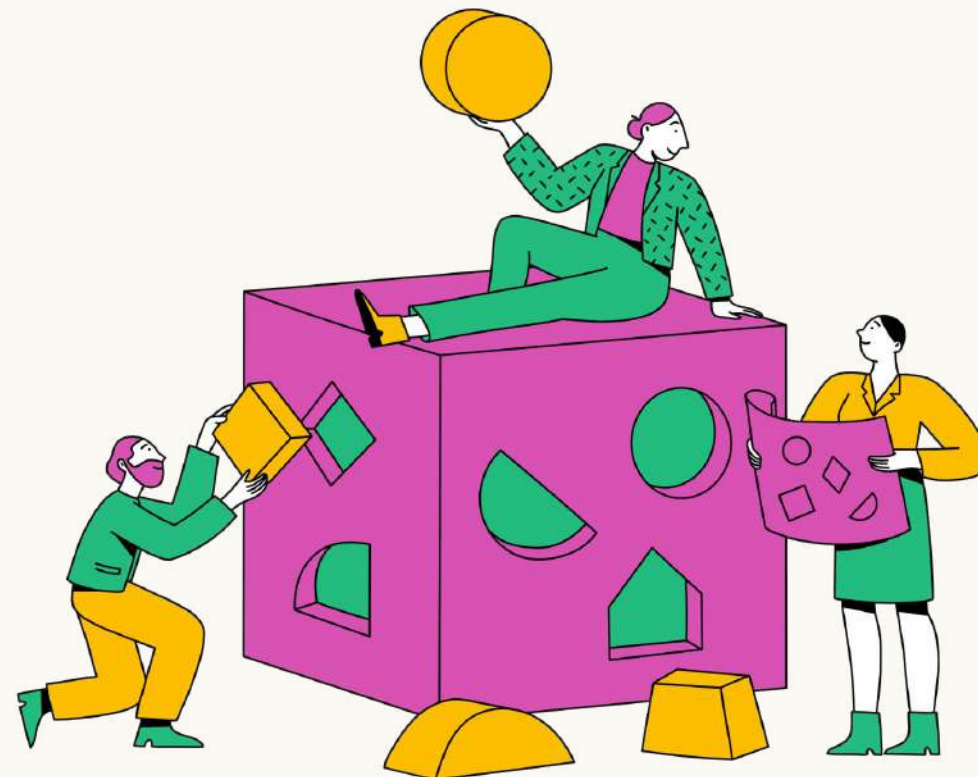
1. Adding captions in video
2. Capitalising the first letter of words in hashtags
3. Adding complicated words in italics
4. All of the above actions make social media more accessible

Question 2. Which of these would be an acceptable use of disability representation?

1. A video where we see a wheelchair user taking a few steps with the voice-over: “Like her, the European Union can also overcome its challenges!”
2. An ad with a scientist in a lab with the voice-over: “With EU Funds, scientists are finding the cure for deafness.”
3. A group of different people on a wide sidewalk, including a blind person using a white cane, with the voice-over: “The European Union supports the maintenance of roads and sidewalks – in cities and beyond.”

Question 3. Think about your experience during this training.

List 5 actions that you will implement to create more inclusive campaigns



**Inclusivity isn't a one-time effort.
It's something we need to integrate into
all of our communication efforts.**

Thank you!

Contact details:



Manal Snidi, Communication Officer, ALDA

manal@alda-europe.eu

