# D1.5 TOOLKIT

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| **Title** | Toolkit on participatory and multistakeholder governance and foresight strategies |
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## Disclaimer

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# Purpose of this document

This document aims to describe the FOSTER Training, a capacity building workshop on participatory and multistakeholder governance and foresight strategies.

The document provides useful information and recommendations to successfully replicate the FOSTER Training in your own local community, to improve the participatory dimension and foster a preventative approach in the policy making process of the management of change related phenomena.

Indeed, the documents is structured in:

- An introductory section framing the scope and structure of the training, as well as defining the target and potential participants
- A methodological section outlining all the steps of the FOSTER Training, including speech notes with recommendations and teaching advice for the potential trainer(s).

This document is meant for use by FOSTER project partners - and other interested stakeholders in the private and public environmental sector - who aim to replicate the FOSTER training at local level and targeting all the private and public stakeholders, as well as other staff members.

# Training Overview

## Objectives

The objective of the local training is to twofold:

- Presenting to the local community the FOSTER project and the local path that will be implemented within the project
- Inform local stakeholders and staff members of this emerging trend such as strategic foresight, as well as participatory techniques, which will frame the local path

This training is an opportunity to start engaging local stakeholders in the local path, build consensus and motivation around the path and properly set the basis for the future steps.

## Structure

The training consists of 4 modules for 8 hours in total

| Module | Hours | Location |
|---|---|---|
| Module 1 - Participatory democracy | 3h | In situ |
| Module 2 - Foresight and scenario planning | 3h | In situ |
| Module 3 - Gender and anti discrimination | 1h | In situ |
| Module 4 - Inclusive communication | 1h | In situ |

The training can be structured combing sessions as follow:

- 1 full day from Module 1 to Module 4 (8h)
- 1 day and half such as:
    - 1 full day Module 1 and Module 2 (6 hours in total)
    - 1 half day Module 3 and Module 4 (2 hours in total)
- 2 half days of 4 hours such as:
    - 1 half day Module 1 and Module 3 (4 hours in total)
    - 1 half day Module 2 and Module 4 (4 hours in total)

There is a **range of flexibility** in the definition of the agenda, adapting the content and the timing according to your public's knowledge on the topic and expectations.

## Target

**Minimum of 25 and a maximum of 50** among **staff members and local stakeholders** at different levels (political, social, private) and from different sectors, widely representing the needs of different community categories.

**NB:**

- The recommended number of participants is **at least 25**
- **30%** of the total number of participants **must be represented by local stakeholders** (eg. 8 local stakeholders + 17 staff members = 25 participants)
- The same participant **cannot be double counted** in case of more than one day event

## Local stakeholders

**Local authorities and local public officers**. Local authorities are one of the main targets of the training whose scope is to improve their capacity for long-term governance and citizen involvement. Looking at a governance of complex challenges that is truly forward-looking and attentive to the needs of the population and future generations, it is important to raise awareness at all levels of decision-making. In local authorities this forward thinking is often not well-developed, compared to other levels of government. Nor is the culture of citizen participation always fully taken into account, although local administrations can have a pivotal role in establishing frameworks and opportunities for engagement and fostering a participatory culture.

**Civil Society Organisations, associations, organised groups of citizens.** These are groups and individuals who already have familiarity with civic engagement, either because they promote it through their organisations' actions or because they engage in it through diverse forms of civic participation. It is recommended to ensure a great variety of CSOs. Environmentally-driven associations and groups will be targeted in light of their established efforts in the fields of advocacy and awareness-raising actions for the long-term environmental sustainability of policymaking. Moreover, such entities have important knowledge of the local territories, their climate change-related risks and therefore are particularly relevant for orienting the dialogue between citizens and local authorities on local issues. The training will also target women-led associations and organisations aimed at promoting LGBTQ+ rights. Their involvement will help integrate the gender mainstreaming approach into the local project actions, emphasising how local problems and solutions may impact citizens differently based on gender. It recommended committing to involve organisations that promote the visibility of usually underrepresented groups, especially people with disabilities, people with migrant backgrounds and people with limited socio-economic opportunities. This will increase the chances of orienting the training and related discussions in line with the principles of inclusion, equity and environmental justice.

**Sectoral-specific stakeholders**. These categories encompass entities and individuals well-versed in their respective fields, often due to their involvement in specific professional domains. Their engagement arises from their capacity to advocate for sectoral-specific concerns and innovations. Their substantial expertise allows them to establish constructive dialogues with public authorities, particularly local administrations, proposing evidence-based interpretation of the local issues at hand and formulating science-based and forward-looking solutions. Such groups will be targeted mainly in the form of representatives of the private sector, and environmental experts and researchers. The former encompass for example workers' associations, trade unions, chamber of commerce, private small-and-medium enterprises. These groups will be targeted in the local areas of implementation, providing the project and its activities with essential inputs that cannot be addressed by CSOs and citizens only. Moreover, these actors can play an important role at the level of local policy-making, both because of their economic influence and their professional relevance. For this reason, it is important to include them in the dialogue between citizens, civil society and local authorities, so as not to create limited and unrealistic forms of participation. The second group is made of environmental experts and researchers. They are local-scale representatives of the scientific community and holders of a science-based approach that is particularly needed to address complex challenges such as climate change and climate-driven policies.

# Module 1 Participatory democracy

## Structure of the module

| Suggested timing | Topics |
|---|---|
| 5 min | Ice breaking question |
| 15-20 min | Introduction of participatory democracy |
| 30 min | Exercise on the participation levels |
| 15 -20 min | Introduction of environmental citizenship |
| 15 -20 min | Stakeholders’ engagement |
| 20-30 min | Exercise: Local action plan (1) - target groups |
| 15 - 20 min | Techniques and tools |
| 30-40 min | Exercise: Local path action plan (2) - task, methods, logistic and promotion |

## Objectives

This session aims to provide an introduction about participatory democracy, environmental citizens and stakeholder engagement outlining principles, phases and examples of methods and techniques. Through exercises, participants will start brainstorming and drafting an action plan about the following local path, considering all the aspects: from target group and actions to logistics and promotion

## Methodological approach

Each topic was articulated in a theoretical part and an exercise, for a total of 4 presentations and 4 exercises. This helps to keep participants’ concentration on each discussed topic and to stimulate the brainstorming among them, fostering knowledge exchange and inspirations for local project implementation.

## Contents

| Topics | Contents |
|---|---|
| Ice breaking questions | Eg. Why is democracy important?<br>Eg. Which could be the principles ruling civic participation? |
| Introduction of participatory democracy | The 9 principles of participation<br>The levels of participation |
| Exercise | Examples of exercises to stimulate the understanding of previous topic (participatory democracy) |
| Introduction of environmental citizenship | Definitions<br>Key points<br>Actions<br>How to engage |
| Stakeholders’ engagement | How to involve local stakeholders? |
| Exercise | Local action plan (1) - target groups |
| Techniques and tools | Examples of participatory techniques and tools |
| Exercise | Local path action plan (2) - task, methods, logistic and promotion |

## Speech notes by topic and content

### Slide 2: Ice breaking questions

Examples of ice breaking questions could be:

- Why is democracy important?
- Which could be the principles ruling civic participation?

Such questions can be submitted through [Slido](Slido) or in an open brainstorming session, while the trainer(s) take notes on a flipchart.

### Slide 3-16: Introduction of participatory democracy

*Slide 3-6: The 9 principles of participation*

Even though participants might already know or have an idea of the principles, it is still important to start with introducing them in order to frame the session and setting key values and concepts to be kept in mind when discussing participatory democracy.

Before presenting the 9 principles enabling civil participation, it is recommended to inform participants that the 9 principles that will be presented are taken from The Code of good practice for civil participation in the decision - making process, issued by the **Council of Europe**. It has been drafted by the Conference of INGOs following the recommendation 2007/14 of the Committee of the Ministers of the Council of Europe, and it is a very handy tool to guide us through the conceptualisation and framing of participatory democracy. Indeed, the Code aims to set the ideal frame for civil engagement, by setting key principles and mechanisms that can enable an effective participation in the decision making process and support good governance at all levels: national, regional, local.

The trainer(s) can introduce the 9 key principles set in the Code underling that these shall all be respected in order **to provide an enabling environment for effective participation**, as well as to foster **a constructive relationship** among NGOs and public authorities at different levels. Following, trainer(s) list the principles as described below:

**1.OPENNESS**

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

This principles can be further commented by the trainer(s) proving **its definition** and outlining **its importance:**

- **Definition**: Governments must create opportunities for citizens to express their views and needs, integrating this feedback into decision-making processes.
- **Importance**: Openness ensures that citizens feel valued and that their opinions matter. This creates a more informed public that can actively engage with and influence policy decisions, leading to better governance and more responsive policies

**2.TRUST**

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

This principles can further commented by the trainer(s) proving **its definition** and outlining **its importance:**

- **Definition**: Trust is built through honest interactions among government actors and civil society organizations (CSOs), emphasizing transparency, openness, respect, and reliability

- **Importance**: Trust is foundational for effective governance and civil engagement. When citizens trust their leaders, they are more likely to participate in the democratic process, leading to enhanced cooperation and stability within society.

**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.

This principles can further commented by the trainer(s) proving **its definition** and outlining **its importance:**

- **Definition**: CSOs should operate as free and independent entities, able to pursue their aims and advocate differing positions without undue influence from authorities.
- **Importance**: Independence allows CSOs to act as checks on government power, advocating for the interests of various community members. This diversity of viewpoints enriches public discourse and contributes to more balanced decision-making.

**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.

This principles can further commented by the trainer(s) proving **its definition** and outlining **its importance:**

**Definition**: CSOs have the right to engage in governmental dialogues and consultations across all levels without discrimination.

**Importance**: Participation ensures that a variety of perspectives inform public policies, making decisions more reflective of the community's needs and values. It strengthens democracy by giving citizens a voice in the processes that affect their lives.

**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.

This principles can further commented by the trainer(s) proving **its definition** and outlining **its importance:**

- **Definition**: All processes should be open and subject to scrutiny, with timely access to relevant documents, drafts, decisions, and opinions.
- **Importance**: Transparency builds accountability and helps prevent corruption. When citizens can see how decisions are made and on what basis, it fosters a culture of openness that encourages trust and active engagement.

**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.

This principles can further commented by the trainer(s) proving **its definition** and outlining **its importance:**

- **Definition**: Civil participation should be facilitated through clear language and appropriate means, ensuring that participation is possible for everyone, regardless of their background or circumstances.
- **Importance**: Accessibility ensures that all individuals, including those who may face barriers due to language, disability, or digital divides, can participate meaningfully in the democratic process. This leads to more comprehensive representation and stronger societal cohesion.

**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, organisation of meetings etc. which would exclude interested groups from participating.

This principles can further commented by the trainer(s) proving **its definition** and outlining **its importance:**

- Definition: Participation efforts must include all voices, particularly those of marginalised and vulnerable groups, avoiding any measures that would exclude interested parties.
- **Importance**: Non-discrimination promotes equity within the democratic process, ensuring that everyone's voice is heard and considered. This principle is vital for building an inclusive society where all individuals have an equal stake in governance.

**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.

This principles can further commented by the trainer(s) proving **its definition** and outlining **its importance:**

- **Definition**: Civil participation must encompass all groups, especially those with specific needs, like minorities and people with disabilities, requiring proactive outreach and empowerment.
- **Importance**: Inclusion ensures that marginalized groups can engage in the democratic process, contributing their perspectives and experiences. This diversity enriches decision-making and helps ensure that policies address the needs of the entire population.

**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.

This principles can further commented by the trainer(s) proving **its definition** and outlining **its importance:**

- **Definition**: Participation processes must yield results and be open to modifications based on public input. Decision-makers must document and justify their decisions, subjecting them to scrutiny and potential consequences.
- **Importance**: Accountability reinforces the legitimacy of the democratic process. When citizens know that their input can lead to tangible changes and that decision-makers are responsible for their actions, it fosters greater engagement and trust in the system.

*Slide 7-15: The levels of participation*

The trainer(s) introduce the levels saying that, as the same for the 9 principles, the Code also describes four gradual levels of participation, from least to most participative: information; consultation; dialogue; and partnership. They may be applied at any step in the decision-making process but they are often particularly relevant at certain points in the process.

Then, he\she\they list the levels as described below.

**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.

Further comments provided by the trainer(s) could be: "There is no participation without information. Information shall be the basis for every other form of participation"; "This level includes the right of the citizens to access all information (e.g., drafts, comments and reasoning) throughout the entire policy cycle."

Given the definition and key aspects of the level, the trainer(s) follow by sharing some rules and examples that fall in this category of participation.

**Rules when shaping a communication message:**

It is key to take into consideration the following:

- objectives
- Targets
- Channels / Platforms
- Language
- Timing

**Examples of informative techniques and tools:**

- 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. It means that CSOs are informed on the policy development and invited to provide feedback, comment, views.

Trainer(s) is recommended to point out that:

- The initiative is generally on the public authority, and the theme of the consultation originates from the public authority.
- Public authorities are not required to adhere to the consultation results, namely that the

inputs received from the citizens might be taken into account or not.
- It is key to give feedback to the citizens and explain the reasons for the choices. Being transparent can limit disappointment and criticism.

Given the definition and key aspects of the level, the trainer(s) follows by sharing some rules and examples that fall in this category of participation.

**Rules when organising a consultation**:

1. Defining the limits of the consultation and communicating it openly (What aspects of public policy are open for consultation?)
2. 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)
3. Follow up
    - The consultation must ensure feedback about the following process of decision making, to avoid frustration and loss of trust from the citizens

**Examples of consultative techniques and tools:**

- Public meetings
- Consultative committees (by thematic or by geographical area)
- Online survey and\or distributed 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.)

Given the definition and key aspects of the level, the trainer(s) follows by sharing some rules and examples that fall in this category of participation.

**Rules:**

- Two-way communication flow
- Regular exchange of view and1or meetings
- Wide-ranging discussion, not necessarily linked to a specific topic or policy initiative (if broad dialogue)

- Necessarily linked to a specific topic (if collaborative dialogue)

**Examples of techniques and tools:**

- World cafe
- Focus group
- Open space technology
- Public hearings

**LEVEL 4: PARTNERSHIP**

A partnership shared responsibilities between public authorities and CSOs in each step of the decision-making, from agenda setting, drafting, decision and implementation of policy initiatives. It is the highest form of participation.

The trainer(s) is recommended to point out that:

- It is the most evolved level of participation, where there is a permanent, official cooperation between the public authority and the civil society, which might encompass a delegation of power and financial resources (ex. an agreement between the city and a neighbourhood council, managing financial resources and making decisions for the neighborhood)
- 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.
- Partnership can include activities such as delegating a specific task to a CSO – i.e. delivery of services, as well as and the establishment of co-decision-making bodies, for resource allocation.

Given the definition and key aspects of the level, the trainer(s) follows by sharing some rules and examples that fall in this category of participation.

**Examples of techniques and tools:**

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

*Slide 16-17: Policy Making*

What is important to mention in this section is mainly the fact that it is possible **to get engaged in all stages** of the policy making cycle. In general, **the sooner the better**.

Looking at the policy making cycle, the trainer(s) can comment that, indeed, civil participation should start in the first stage of any decision-making process (input\incentive ideas), when ideas and incentives for future legislation, developments etc. are gathered (eg. electoral program for next legislation). In reality this rarely happens, but it would be important to ensure the participation of the civil community at least from agenda setting and\or drafting on. For instance, when CSOs adn\or citizens are not involved in any stage before the policy implementation, but only at the monitoring stage, it has to be said that it is not a "good quality" participation, since CSOs and\or citizens are consulted on something that has been decided by someone else. This can result in criticism and scepticism.

Looking at matrix between level of participation and policy making stages, trainer(s) can comment underling that **participation can take place through any level** and providing the following examples:

- Information is relevant for all steps in the decision-making process.
- Consultation is relevant for all steps of the decision-making process, especially for drafting, monitoring and reformulation.
- Dialogue is highly valued at all steps in the political decision-making cycle, but is crucial for agenda setting, drafting and reformulation
- Partnership may take place at all steps of the political decision-making process and is particularly relevant at the agenda setting or implementation steps.

### Slide 18: Exercise: Goods and bads

The trainer(s) can propose an exercise with the scope to test the knowledge of participants in relation to the level of participation previously presented, as well as stimulate an exchange of opinion and experiences on participatory initiatives.

One exercise consists in showing to the participants one concrete example per each participation level (eg. a realised brochure within level 1). Then, participants have to guess whether it is a positive or negative example of implementation at that level.

It is highly recommended to use examples - such as initiative, material, event - implemented at local level and\or by your organisation, to ease the exercises and the moderation for the trainer(s).

The technique used in this exercise is the moving debate, in which:

- Two spatial areas are created into the room, 1 good and 1 bad
- Participants are asked to stand up and bring in a semicircle
- Facilitators show an example per each level
- Participants have to choose if the example is good or bad by moving themself to the

related area and justify their answer
- Debriefing after each example

Another potential exercise to be proposed is a quick with open and\or closed questions on both the principle and level of participation. (eg. what are the rules for a good consultation?; why it is important to guarantee openness in participatory democracy). Using the visual platform Slido to create the questionnaire, that allows to visualise in real time the answers, trainer(s) can debrief and comment after each example. To make this exercise funnier and catchy, trainer(s) can divide participants into groups and announce a reward for the group that achieves the highest number of correct answers (eg. a crown, report or publication etc.)

## Slide 24: Introduction of environmental citizenship

The trainer(s) could open this session asking the question **"What is Environmental Citizenship?"** to the audience and collect feedback. The question can be submitted using Slido, visualising the answers in real time and briefly commenting on them; or it can be shared in an open brief brainstorming, taking care of the timing.

The trainer(s) can close the brainstorming saying that basically environmental citizenship refers to the pro-environmental behaviour of citizens who act and participate in society as **agents of change** in the **private** and **public sphere**, on a **local, national** and **global scale**, through **individual** and **collective actions**, in the direction of **solving** contemporary **environmental problems**, **preventing** the creation of new environmental problems, **achieving sustainability** as well as **developing a healthy relationship with nature**. It encompasses different actions, from awareness and education to community engagement.

Then, trainer(s) moves to the next slide about definitions of environmental citizenship.

### *Slide 25: The definitions*

Let's see in detail the definitions of this concept. Three definitions are shared with the public:

- *"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."* (Source: European Environmental Agency)
- *" 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."* (Source: Hadjichambis & Reis, 2020)
- *«Ecological citizenship», «sustainable citizenship» or «Green Citinzeship» serve as an overarching concept for diverse forms of public involvement* (Mattei, 2023)

The trainer(s) could comment saying that, now-a-days, people think of their responsibility to maintain and protect the environment and this is the responsibility of all including the government, private sectors and individuals. The concept of Environmental Citizenship (EC) redefines the relationship of people and nature and reiterates that environmental conservation is everybody's sole responsibility at all times, based on one's life choices in minimising ecological impact on earth.

It is important to underline to the audience that for environmental citizenship to truly reach its potential, **it must involve all citizens** – and **it must benefit all citizens.** In this context, **social justice and equity** are key elements. trainer(s) can follow, adding that it has been argued that the **green transition** must be coupled with **more socio-economic protection** for the most vulnerable and be accompanied with new forms of social dialogue. The inclusion of a social dimension will allow for the counterbalancing of structural change through the collective efforts of governments, social and economic partners, and citizens themselves. The active and collaborative efforts of all of these actors are essential to guarantee that **'no one is left behind'.**

Further comments by the trainer(s) (optional): environmental citizenship (Dobson & Bell 2006) is a concept that arose in Canada and that has been adopted around the world. Initially created by Environment Canada, it comprises three main attributes:

- The idea that we are an integral part of our environment,
- The recognition that our future is dependent upon the way in which we care for our own environment, and
- The sense of responsibility that engenders positive action on behalf of the environment.

The trainer(s) could also underline that environmental citizenship has gained increasing prominence in policy making processes and academic work over the last two decades, as a means of promoting the goals of sustainability and environmental protection, and integrating environmental concerns into political theory and modes of political engagement. Indeed, environmental Citizenship is a key factor in the EU's growth strategy and plays a crucial role in achieving environmental sustainability, green transition, circular economy, and a carbon neutral future.

*Slide 26: Key points*

Here, the trainer(s) introduce and explain the key elements of environmental citizenship:

- **Acknowledging humans' co-dependence on each other and on non-human species.** The trainer(s) can comment on this underling that humans exist in a complex web of interdependence with each other and non-human species. Recognizing this interconnectedness is vital for fostering empathy and understanding our impact on ecosystems and fellow inhabitants. It emphasises that individual and collective actions influence not only local environments but also global systems.

- **Enjoying rights and exercising responsibilities.** Environmental citizenship involves a dual acknowledgment of rights—such as the right to a clean environment and sustainable living—and responsibilities towards protecting these rights. Citizens must engage in sustainable practices and advocate for policies that uphold environmental integrity, recognizing that their actions directly affect the rights of future generations.
- **Acting towards sustainability, aiming at transforming conditions perceived as "unsustainable" in various aspects.** Environmental citizens strive to transform conditions perceived as "unsustainable" across various domains, including energy consumption, waste management, and resource utilisation. This transformative approach requires proactive engagement and innovative solutions to shift towards sustainable practices.

*Slide 27: The actions and steps*

How do citizens concretely practise environmental citizenship? This session replies to this question, offering examples on standard actions in which environmental citizenship is put into practice.

1. **AWARENESS-RAISING AND EDUCATION**
    - Non-formal learning, informal learning, media literacy, tackling disinformation
    - Engaging in non-formal and informal learning initiatives enhances environmental literacy. Educating individuals about environmental issues through various media can combat misinformation and foster informed action. It also involves critical media literacy to navigate the complexities of environmental discourse.
2. **SUSTAINABILITY SERVICE**
    - Encouraging volunteering, community work, civil service, meaningful work
    - Citizens' "doing their part" as individuals for the transition to more sustainable behaviours
    - Promoting volunteering and community service encourages individuals to contribute actively to sustainability efforts. Such actions foster a sense of ownership and responsibility, as citizens engage directly in initiatives that benefit their communities and the environment.
3. **COMPLIANCE WITH STATE'S ACTION / CONTESTATION**
    - Fostering critical thinking, activism, civic disobedience
    - Adherence to new rules designed to move towards more sustainable societies or non-violent resistance against the state and/or causes of structural unsustainability (e.g. civil disobedience)
    - Encouraging critical thinking and activism empowers citizens to hold governments accountable for their environmental policies. This includes peaceful protest and civil disobedience to challenge unjust practices or insufficient actions

towards sustainability, emphasizing the right to question and contest state actions.

4. **PARTICIPATION IN DECISION MAKING**
   - Policy co-design; shared administration; private-public partnerships
   - Engaging in policy co-design, shared administration, and public-private partnerships allows citizens to play an active role in shaping environmental policies. Collaborative decision-making fosters transparency and ensures that diverse perspectives inform governance.

Before moving to the next session, the trainer(s) can sum up the contents shared so far with: “In summary, environmental citizenship embodies a comprehensive approach to fostering sustainable practices and civic participation. By acknowledging interdependence, rights, and responsibilities, and by addressing both ecological and socio-economic dimensions, individuals can engage in meaningful actions that contribute to a more sustainable future. Through awareness-raising, community service, active participation in governance, and empowerment strategies, citizens can collectively work towards transforming unsustainable practices into equitable and sustainable solutions for their communities and the planet.”

*Slide 28-29: How to engage stakeholders?*

And what about the actions that policy makers and\or CSOs can implement to effectively engage local stakeholders in environmental initiatives?

The trainer(s) shows an example of an engagement process, starting with raising stakeholders’ awareness; kicking off the participatory process and opening a dialogue; finally, establishing long-term collaboration. The trainer(s) points out that raising awareness is at the base of the process.

The trainer(s) provides tips and recommendations as in the slides 28-29:

**AWARENESS-RAISING:**

- 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:**

- Establishing a dialogue about communities' needs, while gradually emphasising the connections to climate change and sustainability
- Starting from a 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

**EMPOWERMENT AND LONG-TERM ACTION:**

- 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

## Slide 30 - 34: Stakeholders' engagement

*Slide 30: How to involve local stakeholders?*

In this section, the method developed by the Council of Europe and called C.L.E.A.R. is presented. It is quite a complex method which needs time to be explained and be trained on it. Thus, what is important here is **just to inform participants** that this method exists and it is recognized at European level; what are the scope and steps; and few key elements of each step.

The trainer(s) starts introducing the scope of the C.L.E.A.R. method:

- Profile the community: it is self-assessment tool aimed at identifying community-specific most relevant dimensions influencing participation
- Map the stakeholders according to their real interest and relevance given to the topic at stake
- Identify the right stakeholders that can bring effective inputs for finding the solutions
- Identify the expected level of participation of each stakeholder and the right techniques and tools to be used to engage with that stakeholder (sustainable involvement)

The methods goes through three steps:

- Step 1 Community evaluation
- Step 2 Stakeholders identification and evaluation
- Step 3 Stakeholders plotting

*Slide 31: Step 1 Community evaluation*

How much of the community is ready to get involved in a participatory process? What it is important to point out about the first step is that it refers to contextualising the participatory process within a targeted community, and understanding the level of propensity and readiness of the local community toward participation. The trainer(s) underlines that it is a crucial and preparatory step to stakeholders mapping, as well as to effectively implement the whole participatory process.

Further, the trainer(s) can mention that the toolkit proposed 4 variables - social, economic, human and political - through which profile the target community, collect and systematise the relevant data and assess the overall predisposition of their community to engage in the participatory process.
Are they willing to participate? Which skills can be brought into the process? Is there any ongoing political engagement?

Following this scheme and bearing in mind the topic, promoters of the participatory initiatives evaluate the community for each proposed item and how much it affects the propensity toward participation, by marking an “x” from extremely negative to extremely positive.

*Slide 32-33: Step 2 Stakeholders ‘ identification and evaluation*

Once the propensity of the community towards engagement has been assessed, the second step implies the evaluation of each identified stakeholder. This entails 2 stages:

1. Stakeholder identification and systematisation within a database;
2. Evaluation of each stakeholder’s capacity and willingness to engage.

About the first stage, the trainer(s) clarifies that the stakeholders’ mapping process refers to the identification of all actors that, at different levels (political, civil or economic), represent the interests and needs of a wide range of categories. A standard database is used to map stakeholders, guided by the following questions: 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?
Finally, the trainer(s) underlines the benefits of this mapping:

- to operate a pre-selection of stakeholders
- to include as many stakeholders per each identified category and for topics of interest (ensuring a good representation of the community)
- to increase civil participation

In regards to the second stage, the trainer(s) explains the it refers to evaluate each identified stakeholder against to criteria:

- the **relevance** of each contribution in the participatory process (how he\she can contribute to\influence the process)
- the **interest** of the stakeholder in the topic and to be engaged on the topic at stake (how much he\she is interested in the topic?)

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

Here, it suggests not going specifically into the evaluation process. The trainer(s) could simply mention that:

- One stakeholder at time is evaluated, creating a personal card per stakeholder
- It starts with evaluating each stakeholder according to one criteria (interest or relevance), and then we proceed with the other one
- At the end we have to two personal cards per stakeholder

Examples that could be shared by the trainer(s) are the follow:

- Is a given NGO capable of bringing other stakeholders to the table? (social capital, relevance) Yes, it can influence the participatory process very positively
- Is a given NGO interested to represent a specific category for the topic at stake? (social capital, interest)

*Slide 34: Step 3 Stakeholders plotting*

As a result of the Step 1 (community evaluation) and Step 2 (identification and evaluation), a matrix in which evaluated stakeholders are distributed among the four levels of participation (information, consultation, dialogue, partnership). Based on the stakeholders' position, promoters of the participatory process are able to define the best strategies of engagement for each stakeholder.

In the matrix, each stakeholder is localised within one of the four areas of the matrix representing the levels of participation. Namely, when each stakeholder is localised within his\her corresponding level of participation, according to his\her capacity and interests, **we know the tools and techniques to be used to involve those stakeholders into the process.**

The trainer(s) can comment and\or read the matrix as follow:

- **Information**: Low interest, low relevance. It means that the stakeholders falling in this area\level are not be invited in the process, the promoters have just informed them (eg. open days, newsletter, brochures, web and social media)
- **Consultation**: high interest, low relevance. It means that the stakeholders falling in this area\level are recommended to be invited, to avoid conflicts (eg. survey online and offline, world cafe, assemblies)
- **Dialogue**: low interest, high relevance. It means that the stakeholders falling in this area\level are important actors even if they are not interested in the topic, but could help develop proposals, solutions etc. (eg. focus group)
- **Partnership**: high interest, high relevance. The stakeholders falling in this area\level are our ally (eg. agreement, advocacy)

### Slide 35: Exercise: Local action plan (1) - target groups

The trainer(s) can propose an exercise with the scope of planning a participatory initiative to be launched at local level, with particular focus on mapping stakeholder.

The trainer(s) communicates the type of initiative (eg. consultation); its theme (eg. collect ideas on how to respond to a specific local impact as a consequence of climate change); the main targeted categories: local authorities, CSOs, citizens, educational organisations, and the private sector.

5 flipcharts are hanged on the wall, 1 per category, and reporting the following questions:

- *Why is the category important?*
- *Who are the best representatives of this category?*
- *Relevance and interest*
- *Risks and potential challenges*

According to this information, participants are asked to identify within each categories the representatives to be involved (eg. youth, schools etc.). Participants freely move among flipcharts, discuss with others and share inputs using and sticking post-it. At the end of the exercises, the trainer(s) reads some inputs and participants are invited to share their feedback.

The material needed for this exercise are flipchart (1 per stakeholder category - 5 flipcharts in total) with guiding questions, and post-its.

For those FOSTER partners that are asked to organise local actions within the project (WP3, WP6, WP8, WP10, WP12), an exercise could be working on the preparation of the local path and starting with the identification of local stakeholders to be involved. In this case, the trainer(s) can start introducing the FOSTER project and the local actions that will be implemented in the next period to the public. Following, the trainer(s) invites participants to freely move among flipcharts, reflecting on which community representatives to involve in the local process, and share the inputs using post-it. At the end, the trainer(s) reads some inputs and participants are invited to share their feedback.

### Slide 36 - 43 : Techniques and tools

In this section, some examples of practices of civic engagement are presented. The trainer(s) follows and share the description reported in the slides.

About the moving debate, it is important to underline that the activity aims to lead the young participants to reflect and exchange their points of view on specific topics, encouraging the debate among pairs. Indeed, the impact stems from the fact that participants have the chance to reflect on specific topics and encourages the dialogue among pairs. The group is invited to share their opinions and to debate on issues that are relevant for them. Through physical movement, the team visualises the number of people on both sides of the space, and this helps them to better explain their points of view.

About the open space technology, the trainer(s) should underline that such technique fosters an inclusive environment, where the diversity of perspectives and experiences is valued. As well, it stimulates the sense of responsibility and awareness of citizens, given the autonomy of participants to decide the topic of interest and their contribution in the process. This helps to effectively open the dialogue and collect relevant input.

### Slide 44: Exercise: Local path action plan (2) - task, methods, logistic and promotion

Following the same scheme of the previous exercise related to local stakeholders identification, now the trainer(s) can propose an exercise to draft an action plan for the implementation of the local path considering logistics, methodology etc.

Participants can be divided into groups and, using a flipchart each, they are invited to draft the local action plan considering the following points:

- Which are the tasks and timeline to follow?
- Which participatory techniques should be used (eg. moving debate)?
- What resources do we need (eg. projector etc.)?
- Logistics (eg. venue, catering etc.)
- Communication (eg. mailing, social media etc.)

At the end of the exercises, the trainer(s) read some inputs and participants are invited to share their feedback, challenges and risks.

## Tips & recommendations

- **Clarify key concepts**: as outlined in the objectives, this module highlights the main characteristics of the Gender Equality and Anti-Discrimination policy.Thus, the priority for trainer(s) is not to cover every detail of the presentation, but rather to help participants grasp the core principles (e.g. the definition of foresight and strategic foresight, the difference between exploratory and normative foresight, the importance of a participatory approach), by following the speech notes.
- **Tailor to the audience's experience**: the training should be adapted, both in communication and contents, to the backgrounds and interests of the participants. This can make the module's content more relatable.
- **Allow for flexibility**: trainer(s) should adjust the pace or focus of the session based on participants' reactions and needs, emphasising understanding over rigid structure.
- **Facilitate inclusivity:** it is important that every participant has the opportunity to contribute, encouraging direct involvement both during the presentation and during the

concluding brainstorming session. Diverse perspectives can deepen the group's understanding and enrich the discussion on topics.

## Materials & Resources

a. Module 1. Training slides
b. **Materials**: PPT presentations, surveys, Slido/mentimeter etc., case studies
c. **Resources**: Table, projector, post-its; markers, pens, flipchart

## References


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# Module 2 Foresight and scenario planning

## Structure of the module

| Suggested timing | Topics |
|---|---|
| 10min | Ice breaking questions |
| 50min | Foresight definitions and historical evolution |
| 30min | Foresight approaches |
| 20min | Participatory foresight process |
| 40min | Participatory foresight: methods and tools examples |
| 30min | Exercise: brainstorming on tools |

## Objectives

The aim of this module is to provide an overview of foresight methodology, first giving a theoretical framework and then focusing on its participatory approach through examples of practical tools and methods. By using these materials, participants will be able to learn the basics of future thinking strategy and reflect on its possible applications to their own context. The knowledge provided is also intended to be preparatory for WP7 of the FOSTER project, where scenario building will be explored in greater depth and detail.

## Methodological approach

The methodological approach is primarily theoretical, as the main goal is to give participants an introductory understanding of foresight strategy. However, to keep the audience engaged, the trainer(s) is encouraged to use the opening ice-breaker questions and the final brainstorming exercise to promote active participation.

## Contents

| Topics | Contents |
|---|---|
| Ice breaking question | "What is your understanding of foresight?"<br>"What is your understanding of strategic foresight?" |
| Foresight definitions and historical evolution | Foresight: from innate ability to systematic study<br>Foresight definitions<br>Historical evolution<br>Foresight frameworks<br>Scenario building |
| Foresight approaches | Exploratory and normative foresight<br>*Futuribles* classification ) |
| Participatory foresight process | Participatory foresight definition and features<br>Common techniques in participatory foresight |
| Participatory foresight - methods and tools examples | Futures wheel<br>Headlines from the future/a Day in the Life<br>Gaming activities<br>2x2 scenario Matrix<br>3-Horizons Framework<br>Casual Layered Analysis<br>Backcasting |
| Exercise | Brainstorming on tools and methods |

## Speech notes by topic and content

### Ice-breaking questions

Before getting into the presentation, trainer(s) can introduce the subject by asking the audience the following questions:

- **What is your understanding of foresight?**
- **What is your understanding of "strategic" foresight?**

This preliminary step is useful to start familiarising with the participants and to determine if they already have an idea of what foresight is and what it means to apply it in a strategic way. The answers to these questions can be collected by the trainer(s) in a flipchart or, as an alternative, they can use a visual platform like [Slido].

## Slides 3-24: Foresight definitions and historical evolution

This topic provides a general overview of the foresight concept, attempting to highlight its definitions, developments and frameworks.

### *Slide 4: Foresight: from innate ability to systematic study*

The presentation starts by giving a first foresight general definition: «a universal human capacity which allows people to think ahead and consider, model, create and respond to future eventualities» (Slaughter 1995). This definition is useful to underline that everyone is basically able to "think ahead" and use foresight. However, it is also important to note that the systematic study of the future (future studies) has only gained prominence in the 20th century and, nowadays, **foresight has become a broad methodology encompassing various approaches, methods and instruments.**

### *Slides 5-7: Foresight definitions*

The trainer(s) can now introduce **foresight** in a more specific way, first describing it as a procedure aimed at anticipating potential future developments, involving analysing trends, exploring uncertainties and envisioning alternative scenarios.
Over the years, foresight methodology has been progressively incorporated into the planning processes of local, national, and transnational organisations, with the aim of supporting decision-making and identifying goal-oriented and long-term solutions. These are the premises to talk about **strategic foresight**, that basically consists of the exploration of possible futures to guide specific actions and programmes, as stated by the definition in slide 7: «*a systematic, participatory, future-intelligence-gathering and medium-to-long-term vision-building process aimed at enabling present-day decisions and mobilizing joint action*» (GCPSE Foresight Manual 2018).

### *Slides 8-10: Historical evolution*

A **brief history of foresight** can be useful for trainer(s) to further explain how future studies' methodological corpus has expanded through time. As shown below, the evolution of foresight can be summarised in a couple of points:

- emerged as a discipline in the 1930s and first applied in the 1940s mainly in military contexts, in the second half of the 19th century foresight extended to the public and private sectors and also to multilateral institutions, giving rise to a flourishing and diversified literature;
- this continuous development has proceeded further since the 1990s, with the increasing involvement of local communities, the emphasis of participatory practices and the hybridisation with creative processes like design fiction and imagination.

### *Slides 11-19: Frameworks*

Before proceeding, the trainer(s) should remark that the foresight time horizon is quite long (about 10-20 years) and usually starts "counting" years from the current date.

As mentioned above, foresight consists of a very diverse range of methods and techniques that have to be properly selected, combined and applied to produce effective changes. For this reason, it is important to have a reference framework in mind when applying foresight strategies.
This topic describes three of them - **Generic Framework Process (GFP)**, Forlearn framework, Two-stage Foresight - but the focus is mainly on the first one, since it is the most widely used and offers a clear understanding of the various steps that make up the whole foresight procedure. That is why the trainer(s) should describe properly each major phase of the GFP and their related question, referring to the main contents in slides 12-16:

1. **Input**: the preliminary activity of collecting material and data from multiple sources.
2. **Foresight**: the core of the process, structured into three further key steps – ***analysis (what seems to be happening?)***, ***interpretation (what is really happening?)*** and ***prospection (what might happen?)*** - usually leading to scenario building.
3. **Output (what might we need to do?)**: the range of options generated by the work (tangible outputs) and the shifts in thinking that arise from the process (intangible outputs).
4. **Strategy (What we will do? How we will do it?)**: the outputs are considered by decision makers to develop strategic decisions.

The other two examples, taken from the GCPSE Foresight Manual (2018), were included in the toolkit mainly to emphasise the existence of more typologies of framework. trainer(s) may also just mention them by briefly indicating their defining features:

- The Forlearn framework was part of a European project (2005-2008) designed to enhance the effectiveness of foresight in policy-making. It proposed a multi-stage model linking each phase to specific foresight functions in policy.
- The Two-stage foresight framework defines two different time horizons. The first spans from our present to the "future present" (5-6 years ahead), where mid-term outcomes can be reasonably anticipated. The second and more uncertain horizon extends 10-15 years into the "future future", serving as a space for creating scenarios to guide transformative policy.

### *Slides 20-24: Scenario building*

First of all, trainer(s) should point out that, among the various elements of the Generic Framework Process (GFP), **scenario building** probably represents the core activity. Then, they remember to the participants that scenario building, trying to answer the question "what might happen?", is part of the "prospect" stage of the GFP.
Scenarios will be discussed in more detail during WP7 of the FOSTER project, but it is still necessary to introduce at least some of its fundamental aspects, starting from the following definition (slide 20): «Scenarios represent narratives of alternative futures, including both intended and unintended consequences». Indeed, it is important to specify that scenarios are neither predictions of the future nor are they concrete strategies or policies. Indeed, they represent viewpoints, expectations and assumptions reflecting potential paths that a situation could take.

In particular, trainer(s) should make clear to participants the distinction between exploratory and normative scenarios, defining their characteristics and fundamental differences (slide 21):

- **Exploratory** scenarios, **starting from the present, aim to investigate a range of possible futures based on current trends and uncertainties**, focusing on understanding how different factors might shape future outcomes.
- **Normative** scenarios are **oriented toward achieving specific goals or visions of the future**. They usually **begin with a desired future state and work backward** to determine the actions and strategies needed to reach that future (e.g. backcasting). This approach emphasises planning and setting goals to create a preferred outcome.

Thus, **exploratory scenarios help anticipate diverse possible futures to manage uncertainty, while normative scenarios define a vision of an ideal future and map out steps to realize it**. Both methods are useful in strategic planning, yet they serve distinct purposes and phases in the process.

It may be also useful to briefly mention that a scenario can take different forms depending on the level of detail, reported here (slide 22) as in the UNDP Global Centre for Public Service Excellence (GCPSE)'s *Foresight Manual* (2018):

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

Regarding the content in slides 23-24, trainer(s) should be aware that it will be elaborated further in WP7 and that is currently included just to introduce some initial advice scenario building. For example, it is not essential to cover each category within the cone on slide 23 in detail, but rather to point out through this graphic representation how wide the spectrum of possible futures can be.

While concluding this overview of scenario building, it is essential to remark that this process only gains value if supported by a proper analysis and interpretation of the trends previously detected, as stated by the GFP.

## Slides 25-29: Foresight approaches

After topic 2 explaining what foresight is and its implementation process, topic 3 focuses on what kind of approach might be best suited to a certain strategy. Indeed, trainer(s) should highlight there is no method that is fully reliable or better than others, but it is important to proceed taking into account a series of variables, such as the purpose of the activity, the topic to be analysed, the stakeholders involved or the time available.

### *Slides 26-27: Exploratory and normative foresight*

This first broad categorisation refers to the UNDP GCPSE's Foresight Manual. By answering the question "how we look at the future", it identifies two different major foresight typologies:

- **exploratory (or deductive):** it moves from the present into the future (forward-looking) and tries to think about what might happen tomorrow on the basis of what has already happened (trends).
- **normative (or inductive):** it moves from the future to the present, collecting signals from the future (feed-forward) to find the connection between our expectations (models of the future) and the way we understand the present and emerging trends.

This distinction of approaches clearly refers back to the previously mentioned one concerning exploratory and normative scenarios. Indeed, in exploratory foresight the starting point for scenario building is the past and the present (we try to think about how history and current events might develop in the future while) while, in normative foresight, the starting point for scenario building is the future (the focus is on what must we change in the present to create conditions that will lead to anticipated scenarios).

*Slides 28-29: Futuribles classification*

The second categorisation is the one from *Futuribles*, a French think tank and journal specialised in future studies. In this case, the foresight typologies detected are four: **participative exploratory**, **participative strategic**, **expert exploratory**, **confidential strategic**. When it comes to this categorisation, the truly relevant aspect to emphasise is that this is done on the basis of two important variables, one being the degree of strategic impact and the other the level of stakeholder involvement and sharing of results (participation). This point allows for the introduction of the element of participation within the foresight process, which will be discussed in more detail in the next topic.

### Slides 30-33: Participatory foresight process

Considering the nature of the FOSTER project, a participatory foresight approach appears to be the most effective for achieving its objectives.  Indeed, topic 4 is focused on this methodology.

*Slides 31-32: Participatory foresight definition and features*

After providing the definition in slide 31 - a foresight approach «aiming at a wider inclusion of experts, citizens, stakeholders or nongovernmental activists, in the process of anticipating and shaping the future» (Nikolova 2014) - trainer(s) should highlight that unlike traditional expert-driven foresight, which relies heavily on specialist input, **participatory foresight** emphasizes inclusivity and collective contribution to generate diverse perspectives. Through this way of proceeding, it is possible to increase the chances of achieving the strategy’s goals, thanks to a broadening of the consensus base and insights that move beyond conventional knowledge. Thus, participatory foresight is considered a possible solution to overcome the “impact-gap” typical of future thinking, which refers to the discrepancy between the intended outcomes of foresight activities and their actual influence on policy and decision-making. This is why participatory foresight is an approach that seems to respond well to the "mission-oriented" strategy of several EU funding programmes.

*Slide 33: Common techniques in participatory foresight*

Topic 4 outlines three major techniques in participatory foresight. trainer(s) can mention them by referring to their main features:

- in **citizen visioning (or incasting)** citizens create a shared vision of their desired future;
- **futures dialogue** has the aim to explore multiple desirable (sometimes conflicting) futures, facilitating discussions among diverse stakeholders;
- **narrative generation** uses storytelling and creative processes to stimulate future thinking.

### Slides 34-51: Participatory foresight - methods and tools examples

Participatory foresight can employ various ways to actively engage stakeholders in collaboratively shaping future scenarios. Accordingly, Topic 5 offers various examples of methods and tools. In this regard, trainer(s) should clarify to participants that the aim of this topic is not an in-depth exploration of each instrument but rather a broad overview of possible solutions, underlining how they operate in different manners and for different purposes. Trainer(s) should point out that each tool or method has unique strengths, depending on the project's goals, the people involved and the stage of the process being addressed. Therefore, the subjects involved in a participatory foresight process should choose and combine them according to the specific needs and features of the strategy.

The tools and methods are described in more detail within the presentation and some of them will be further explored during WP7. The degree of insight to be provided to the participants can be chosen by the trainer(s) according to their needs, always having in mind to mention at least the main features:

- *Future wheels (slides 35-36)*→ a brainstorming tool that maps out the direct and indirect consequences of a change or event, visualizing potential ripple effects.
- *Headlines from the future/A day in life (slides 37-38)*→ a simple exercise that encourages participants to imagine future news headlines or a typical day in a future setting.
- *Gaming activities (slides 39-43)*→ a relatively new and promising trend in foresight which aims to generate more involvement and motivation integrating game mechanics in strategic planning.
- *2x2 Scenario Matrix (slides 44-46)*→ a widely used device that creates four distinct scenarios by combining two critical uncertainties.
- *3 Horizons Framework (slides 47-38)*→ a common method helping visualizing three different time horizons (current state, transitional innovations and desired future) to support planning for long-term transformation.
- *Causal Layered Analysis (slides 49-50)*→ a deep analysis tool that examines underlying assumptions, from surface-level issues to core beliefs, to support a better understanding of complex problems.

- *Backasting (slides 51)*→ a normative foresight procedure that starts with a desired future outcome and works backward to identify actions and changes needed to achieve that vision, focusing on actionable steps.

### Slide 52: Exercise - brainstorming on tools and methods

This exercise consists of a follow-up **group discussion** (about 30 minutes) to encourage participants starting to reflect on the practical application of foresight methodology within their specific organisational and community contexts.
To facilitate and guide the discussion, trainer(s) is invited to ask participants the following questions:

- Which foresight approach would you consider to employ? (E.g. exploratory or normative? More or less participatory?) Why?
- What could be the most suitable tools and why?
- What would you readjust or combine according to your situation?

As a brainstorming exercise aimed at stimulating reflection on the contents of the module, there is no particular need to follow a predefined procedure. For example, trainer(s) could simply collect answers and ideas by summarising the results on a flipchart or poster board. However, the following steps may be useful for a better result:

- Before starting, the trainer(s) divides the participants into groups (minimum 5 people), trying to separate those from the same organisation. This is useful both to stimulate diverse perspectives and to find possible common ideas.
- Each group reflects on the questions (about 5-6 min for question) and then writes the answers on papers, highlighting the fundamental aspects (e.g. “it would be nice to employ headlines from the future because it stimulates creativity”).
- At the end of the session, one representative per group summarises the answers that have come up to the audience, also trying to highlight possible differences within the members and their reasons.
- At the end of the presentations, the trainer(s) should try to note the main findings obtained and summarise them to the participants (e.g. ‘it seems that a highly participative strategy is fundamental for all the groups’ or ‘none of you would choose to do a causal layered analysis, probably because it is too elaborated).

Feedback from this exercise will be valuable for advancing the FOSTER project, as it will help tailor the scenario-building exercise and resulting toolkit (WP7) to better align with the needs of the involved stakeholders and organisations.

## Tips & recommendations

- **Clarify key concepts**: as outlined in the objectives, this module introduces the basics of foresight methodology and its participatory approach, serving as a foundation for WP7 of the FOSTER project. Thus, the priority for trainer(s) is not to cover every detail of the presentation, but rather to help participants grasp the core principles (e.g. the definition of foresight and strategic foresight, the difference between exploratory and normative foresight, the importance of a participatory approach), by following the speech notes.

- **Tailor to the audience's experience:** the training should be adapted, both in communication and contents, to the backgrounds and interests of the participants, whether they're new to foresight or have some prior experience. This can make the module's content more relatable.
- **Allow for flexibility:** trainer(s) should adjust the pace or focus of the session based on participants' reactions and needs, emphasising understanding over rigid structure.
- **Facilitate inclusivity:** it is important that every participant has the opportunity to contribute, encouraging direct involvement both during the presentation and during the concluding brainstorming session. Diverse perspectives can deepen the group's understanding and enrich the discussion on topics.

## Materials & Resources

a. Module 2. Training slides
b. **Materials**: PPT presentations, examples, exercises, Slido, mentimeter
c. **Resources**: Table, projector, flipchart, markers, pens
d. **References**:

Literature


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Useful links:

- European Commission - Strategic Foresight
- European Environment Agency - Foresight for Sustainability:
- Futures4Europe
- Futuribles
- OECD - Strategic Foresight
- TEDed - Future Forward
- UN Global Pulse - Strategic Foresight Project

# Module 3 Gender and anti discrimination

## Structure of the module

| Timing | Topics |
|---|---|
| 10 min | Introduction of the Training |
| 40 min | Presentation of the Gender Equality and Anti-Discrimination Policy, with all the relevant sections and brainstorming parts using Slido |
| 10 | Conclusion |

## Objectives

The aim of this module is to provide an overview of the methodology used in developing the *Gender Equality and Anti-Discrimination Policy*, first giving a theoretical framework and then focusing on the pillars of the policy and its foundations . By using these materials, participants will be able to learn how to structure policy that tackles anti-discriminatory behaviours and reflect on its possible applications to their own context. As a matter of fact:

- Understand the purpose and key pillars of the GE&AD Policy;
- Recognize and prevent discriminatory behaviours;
- Apply inclusive practices in the workplace;
- Utilise the complaint mechanisms and Safeguarding Group effectively;
- Promote gender equality and challenge stereotypes in daily interactions.

## Methodological approach

The methodological approach is primarily theoretical, as the main goal is to give participants the tools to develop their own policy. However, to keep the audience engaged, trainer(s) is encouraged to use the opening ice-breaker questions and the final brainstorming exercise to promote active participation.

## Contents

| Topics | Contents |
|---|---|
| Introduction to Gender Equality and Anti-Discrimination Policy | ● Purpose of the Policy<br>● Key pillars<br>● Structure of the Policy:<br>a. Organisational culture and combating stereotypes<br>b. Recruitment and Career Progression<br>c. Media<br>d. Partnership, membership, suppliers and beneficiaries |
| Combating Stereotypes and Promoting Inclusivity | ● Gender and Anti-Discrimination Committee |
| Fair Recruitment, Career Progression, and Work-Life Balance | ● Salaries<br>● Work-life balance<br>● Fair parental leave<br><br>A group discussion followed |
| Media and Communications: Inclusive Language and Representation | ● Inclusive language<br>● Visual and audio inclusivity<br>● Use of image<br>● Social media |

## Speech notes by topic and content

### Slide 1: Introduction

The trainer(s) begins by introducing the session's agenda. The trainer(s) highlights the use of ALDA's Gender Equality and Anti-Discrimination Policy, which provides comprehensive modules to grant equality and non  discriminatory behaviours.

### Slide 2: Learning Objectives

The trainer(s) shares with the participants the learning objectives of the session. Which are the following:

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

## Slide 3: Brainstorming - What is a policy?

To set a collaborative tone, the trainer(s) initiates the brainstorming activity, "How would you describe a Policy?". Participants are asked to describe what is a policy for them by using Slido.

The trainer(s) facilitates a brief discussion on the results. This serves as an entry point to discuss the policy and how it is structured, following ALDA's examples.

## Slide 5-8: Introduction to Gender Equality and Anti-Discrimination Policy

*Slide 5: Purpose of the Policy*

The trainer(s) explains the purpose of the the Gender Equality and Anti-Discrimination Policy such as:

- 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 the organization to uphold.

*Slide 6: Policy Key Pillars*

The trainer(s) shares with the participants the key pillars of the policy:

- protecting staff and other stakeholders from any form of discrimination;
- improving 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.

*Slide 7: GE&AD Committee and Responsibilities*

The trainer(s) shares with the participants the importance of having accountability systems in place that allow employees to feel at ease in signaling discriminatory and non respectful behaviours. The goal of the 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, or who is then supposed to report to the Governing Board. 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.

*Slide 8: GE & AD Committee Composition*

The Committee is composed of at least by: 1 representative 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.

## Slide 9: GE&AD Policy

The trainer(s) explains the composition of the policy:

- Organisational Culture and Combating Stereotypes
- Recruitment and Career Progression
- Media
- Partnership , Membership, Suppliers and Beneficiaries

## Slide 10: Brainstorming - What one word best describes the impact of combating stereotypes in the workplace?

The trainer(s) asks the participants to share their views answering the following question: "What one word best describes the impact of combating stereotypes in the workplace?" Then the trainer(s) shares the results throughSlido.

## Slide 11-13: 1st Area of the Policy

*Slide 11: Area 1 -Anti-Discrimination*

The trainer(s) shares examples of 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.

*Slide 12: Area 1 - Harassment*

The trainer(s) shares examples of actions against all forms of Sexual Exploitation, Sexual Abuse and Sexual Harassment Actions:

- 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.

*Slide 13: 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.

### Slide 14: Brainstorming - What is the most important factor in creating a fair and inclusive recruitment process?"

Using Slido, the trainer(s) asks the participants to share their views answering the following question: “What is the most important factor in creating a fair and inclusive recruitment process?”. Then the trainer(s) shares the results through the visual platform.

### Slide 15-17: Area 2 Recruitment & Career Progression

*Slide 15: Area 2 Recruitment and Salaries*

Here, following ALDA’s example, the trainer(s) underlines that a diverse recruitment strategy ensures 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, they will be improved accordingly job advertisements and the hiring process.

Equal pay for equal work is one of the founding principles of the European Union. The trainer(s) points out that the organization should prohibit gender-based wage discrimination, and offer opportunities for promotion, training, transfer, or other career development without unlawful discrimination; this includes development opportunities that could lead to permanent promotion.

*Slide 16: Work Life Balance & Fair Parental Leave*

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

*Slide 17: Group Discussion*

The trainer(s) shares with the participants some question to make them think about how a fair recruitment process should be:

- 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.

## Slide 18-19: Media

*Slide 18: Media & Inclusive Language*

Here, the trainer(s) underlines that 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 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. In this respects, the GE&AD Committee works on an Inclusive Communication Toolkit

*Slide 19: Visual and audio inclusivity, social media & use of image*

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

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

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.

### Slide 20: Brainstorming - What one word would you use to describe a successful partnership promoting gender equality?

The trainer(s) asks the participants to share their views answering the following question: "What one word would you use to describe a successful partnership promoting gender equality?" Then the trainer(s) shares the results through Slido.

### Slide 21-22: AREA 4 Partnership, Membership, Suppliers & Beneficiaries

*Slide 21: 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.

*Slide 22: Partnership, Membership, Suppliers & Beneficiaries*

Following ALDA's example, here the trainer(s) show as example on how the complaints or reports are addressed via a complaint form or in person, and 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 (or any Director, HoU, etc), 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.

*Slide 23: Conclusion & Questions*

During this last part the trainer(s) collected the feedback of the participants and answered their questions related to the implementation of the policy.

## Tips & recommendations

- **Clarify key concepts**: as outlined in the objectives, this module highlights the main characteristics of the Gender Equality and Anti-Discrimination policy.Thus, the priority for trainer(s) is not to cover every detail of the presentation, but rather to help participants grasp the core principles (e.g. the definition of foresight and strategic foresight, the difference between exploratory and normative foresight, the importance of a participatory approach), by following the speech notes.
- **Tailor to the audience's experience**: the training should be adapted, both in communication and contents, to the backgrounds and interests of the participants. This can make the module's content more relatable.
- **Allow for flexibility**: trainer(s) should adjust the pace or focus of the session based on participants' reactions and needs, emphasising understanding over rigid structure.
- **Facilitate inclusivity:** it is important that every participant has the opportunity to contribute, encouraging direct involvement both during the presentation and during the concluding brainstorming session. Diverse perspectives can deepen the group's understanding and enrich the discussion on topics.

## Materials & Resources

d. **Materials**: Module 3 - Training slides
e. **Resources**: Slido, Table, projector, post-its; markers, pens, flipchart

## Module 4 Inclusive communication

### Structure of the module

| Timing | Topics |
|---|---|
| 5 min | Overview of inclusive communication and the FOSTER project's goals. |
| 10 min | Participants share their morning using emojis (Mentimeter activity). |
| 10 min | Introduce accessibility, clear language, and representation in communication. |
| 10 min | Explanation of how to provide content in multiple formats (text, audio, video). |
| 5 min | Example of sign language and audio descriptions in accessible communication. |
| 10 min | Best practices for accessible social media: captions, alt text, hashtags. |
| 10 min | Correct and rewrite a problematic social media post for inclusivity. |
| 10 min | Guidelines for creating accessible materials (PDFs, documents). |
| 10 min | Use positive language to frame messages and avoid harmful stereotypes. |
| 10 min | Rewrite a message to make it more inclusive and empowering. |
| 10 min | Ensure authentic representation in visuals (diversity in gender, ability). |
| 10 min | Guidelines for accessible documents and events (step-free access, formats). |
| 10 min | Summary of key learnings, reflection on inclusivity in communication. |

### Objectives

This module aims to equip participants with the knowledge and tools to adopt inclusive communication practices, ensuring accessibility, diversity, and clarity in the FOSTER project's messaging and materials.

## Methodological approach

This module is structured to combine theoretical explanations with interactive elements to ensure participant engagement and comprehension. trainer(s) is encouraged to:

- Start each section with a brief explanation of key concepts using the provided slides.
- Use interactive tools like Mentimeter for ice-breaking activities and exercises.
- Facilitate discussions and provide real-world examples to contextualize the content.
- Conclude with practical exercises to reinforce the learned concepts.

## Contents

| Topics | Contents |
|---|---|
| **Introduction** | Overview of inclusive communication and ALDA's toolkit |
| **Icebreaker** | Mentimeter activity: participants share their morning using emojis. |
| **Key Elements of Inclusive Communication** | Accessibility, Clear Language, Representation. |
| **Channels and Formats** | Using text, audio, and video for accessible communication. |
| **Sign Language & Audio Descriptions** | Examples: sign language (SOTEU) and audio descriptions (Together for Rights). |
| **Social Media Accessibility** | Captions, alt text, hashtags, emojis, and engagement. |
| **Exercise: Social Media Post** | Correct and rewrite a problematic post for inclusivity. |
| **Accessible Campaign Materials** | Guidelines for multiple formats, screen-reader friendly PDFs. |
| **Inclusive Language & Framing** | Use positive, empowering language. |
| **Exercise: Rewriting a Message** | Rewrite an example sentence to make it more inclusive. |
| **Visual Representation** | Authentic and diverse representation in visuals. |

| Topics | Contents |
|---|---|
| **Documents and Events Accessibility** | Accessibility in documents and event materials (step-free access, alternative formats). |
| **Wrap-Up** | Reflect on key takeaways and apply inclusive practices. |
| **Q&A** | Open floor for questions and final remarks. |

## Speech notes by topic and content

### Slide 1: Introduction

The trainer(s) begins by introducing the session's purpose: to emphasize the importance of inclusive communication in the FOSTER project. Inclusive communication ensures that diverse stakeholders can engage fully, aligning with the project's goal of promoting environmental resilience and sustainability. The trainer(s) highlights the use of ALDA's Inclusive Communication Toolkit, which provides comprehensive guidelines for promoting accessibility and diversity.

### Slide 2: Icebreaker – Emoji Story

To set a collaborative tone, the trainer(s) initiates the icebreaker activity, "Emoji Story." Participants are asked to describe their morning using only emojis, using Mentimeter to share their responses. For example, participants might use ☕ for coffee or 🚶 for a walk.

The trainer(s) facilitates a brief discussion on the results, noting the varied interpretations of emojis. This serves as an entry point to discuss the need for clarity and inclusivity in communication, as symbols and messages can often be misinterpreted or fail to reach all audiences effectively.

### Slides 3-5: Key Elements of Inclusive Communication

*Slide 3:*

The trainer(s) explains the three fundamental pillars of inclusive communication:

- **Accessibility**: trainer(s) emphasizes the need for captions in videos, alt text for images, and providing materials in multiple formats (text, audio, video).
- **Clear Language**: trainer(s) highlights the importance of avoiding jargon and using simple, engaging language to make messages comprehensible to all audiences.

- **Representation**: trainer(s) encourages participants to ensure diversity in visuals, reflecting gender, ethnicity, and ability authentically.

*Slide 4:*

The trainer(s) discusses the value of presenting information through multiple channels and formats. Examples include combining text with infographics, providing videos with captions, and offering audio recordings alongside transcripts. These practices cater to a wide array of preferences and needs, ensuring inclusivity.

*Slide 5:*

Specific methods for ensuring accessibility are shared, such as sign language interpretation and audio descriptions, referencing examples like the State of the European Union (SOTEU) and the "Together for Rights" project. trainer(s) underlines the importance of using relatable examples to demonstrate best practices effectively.

### Slide 6: Social Media Accessibility Tips

The trainer(s) provides a detailed overview of best practices for accessible social media communication:

- Captions should always accompany videos.
- Alt text should describe the content of images for visually impaired users.
- Hashtags should use Capital Letters for readability (e.g., #InclusiveCommunication).
- Emojis should be used sparingly and kept separate from text to ensure readability.
- Authentic representation is critical, and tokenistic depictions should be avoided.

**Exercise:** The trainer(s) presents an example of a problematic post: *"We're helping vulnerable communities fight climate change."* Participants are asked to critique the language and rewrite the message. The trainer(s) guides them toward an improved version, such as: *"We're empowering communities to lead sustainable initiatives."* This exercise reinforces the importance of empowering, rather than patronizing, language.

### Slide 7: Creating Accessible Campaign Materials

The trainer(s) explains how to design campaign materials that are accessible to all. Key practices include:

- Offering content in various formats (text, audio, and video).
- Accessible PDFs are essential for screen-reader users. This includes structuring documents with proper headings, ensuring tables are formatted logically, and embedding alt text for images.

- Providing transcripts for audio content to support those who cannot access audio directly.

The trainer(s) should illustrate these practices using examples relevant to the participants' work

## Slides 8-9: Inclusive Language and Positive Framing

*Slide 8:*

The trainer(s) discusses the importance of using language that avoids stereotypes and emphasizes positive framing. Messages should focus on opportunities and solutions rather than challenges or deficits. For example, rather than saying, "*We're helping struggling communities,*" trainer(s) suggests, "*We're empowering communities to lead sustainable initiatives.*"

*Slide 9:*

**Exercise:** Participants are asked to rewrite the sentence: *"Marginalized communities are vulnerable to climate risks."* The trainer(s) facilitates discussion, encouraging participants to reframe the statement positively. An example of a rewritten version might be: *"FOSTER works with communities to build resilience against climate challenges."*

The trainer(s) should guide participants on avoiding medicalized terms (e.g., 'suffering from' or 'afflicted by') and slurs, instead using neutral, person-first language (e.g., 'person with a disability'). This helps to ensure respect and inclusivity in all messaging.

## Slides 10-11: Visual Representation and Accessible Documents

*Slide 10:*

The trainer(s) highlights key principles for visual representation:

- Avoid tokenistic or clichéd imagery.
- Portray diversity authentically, showing people of different ages, genders, and abilities.
- Always obtain consent before using photos.

*Slide 11:*

The trainer(s) outlines guidelines for creating accessible documents:

- Use built-in formatting tools to ensure compatibility with screen readers.
- Check for sufficient color contrast.
- Simplify language and use plain text for readability.
- Provide alternative formats (e.g., large print, braille).

### Slides 12-13: Accessibility of Events

The trainer(s) discusses accessibility considerations for events, including:

- Real-time captioning and sign language interpretation.
- Step-free access and accessible toilets.
- Alternative formats for invitations and materials, such as large print or electronic versions.

The trainer(s) emphasizes the importance of assigning a contact person for personalized support to address specific accessibility needs.

Encourage a discussion on the accessibility of the event the participants are currently attending: is it accessible? If not, why? What could have been done better?

### Slide 14: Wrap-Up and Reflection

To conclude, trainer(s) reiterates that inclusivity is a continuous effort, not a one-time task. Participants are encouraged to reflect on the session and identify five actions they will implement to enhance the inclusivity of their communication practices.

**Self-Reflection Exercise – Evaluating Inclusivity:**
"The trainer(s) should conclude the session by prompting participants to evaluate the accessibility and inclusivity of the training materials and methods used during the session. Ask: 'What aspects of this presentation could have been more inclusive or accessible?' This invites constructive feedback and demonstrates the ongoing learning process inherent in inclusive communication."

**Open Q&A:**
"After the self-reflection exercise, open the floor for questions. trainer(s) should encourage participants to share specific challenges they've encountered when implementing inclusive communication practices and discuss potential solutions collaboratively."

**Closing Message:**
"End with an acknowledgment of participants' engagement and a reminder of the importance of consistently applying inclusive communication practices in their future work with FOSTER. Emphasize that inclusivity is an evolving effort, requiring reflection, feedback, and adaptation over time."

## Tips & recommendations

- **Model Inclusive Practices:**
  The trainer(s) should set an example by following the principles of inclusive

communication in their delivery. Use accessible materials (e.g., captions, alt text, multiple formats), and ensure the room setup accommodates all mobility needs.

- **Adapt to Your Audience:**
  Tailor the content and pace of the training to the participants' knowledge and backgrounds. For example, if participants are less familiar with accessibility practices, spend more time explaining key concepts like alt text and captioning.
- **Encourage Active Participation:**
  Use interactive tools like Mentimeter to engage participants in real-time activities and discussions. Exercises like rewriting social media posts or evaluating inclusivity in messaging help solidify learning.
- **Foster Reflection and Feedback:**
  Conclude the session by encouraging participants to reflect on the inclusivity of the training itself. Ask questions such as: *"What aspects of this session could have been more inclusive?"* This demonstrates the importance of continuous improvement.
- **Simplify Complex Concepts:**
  When discussing technical topics like accessible PDFs or social media best practices, use practical examples and demonstrations to ensure clarity.
- **Emphasize Practical Applications:**
  Relate each concept back to real-world scenarios participants may face in the FOSTER project, such as designing accessible event invitations or creating inclusive social media campaigns.
- **Be Open to Questions:**
  Dedicate time for Q&A and encourage participants to share their challenges in inclusive communication. This creates an opportunity for peer learning and collaboration.
- **Highlight the Evolving Nature of Inclusivity:**
  Remind participants that inclusivity is a process, not a one-time effort. Encourage them to continually seek feedback and update their practices.

## Materials & Resources

f. **Materials**: Module 4 - Training slides

g. **Resources:** laptop, projector, and flipcharts should be available; mentimer and\or Slido; practical examples, including sample social media posts and accessible document templates, will support the session's exercises.

h. **Others**:

- **Interactive Tools:**
  Mentimeter access for activities like the "Emoji Story" icebreaker and anonymous feedback collection.
  QR code or access code for participants to join Mentimeter sessions.
- **Examples and Case Studies:**

Sample problematic and corrected social media posts (as provided in the slides).
Examples of accessible PDFs, event invitations, and alternative formats.

- **Accessibility Resources:**
  Links or files for captioning and alt text guidelines.
  Examples of sign language interpretation and audio description in practice (e.g., SOTEU or "Together for Rights" videos).
- **Printed or Digital Handouts:**
  Summary of inclusive communication tips and best practices.
  Practical checklists for creating accessible documents, social media posts, and event materials.
- **Venue Requirements:**
  Step-free access and wide maneuvering spaces for participants with mobility aids.
  Quiet rooms or breakout spaces to accommodate neurodiverse participants.
- **Optional Media:**
  Stella Young's TED Talk, "I'm Not Your Inspiration, Thank You Very Much," to provide additional context on respectful representation.
- **Relevant Links:**
  All relevant links, such as those for accessible design guidelines, examples of inclusive communication in practice, and additional resources, are included within the PowerPoint slides.