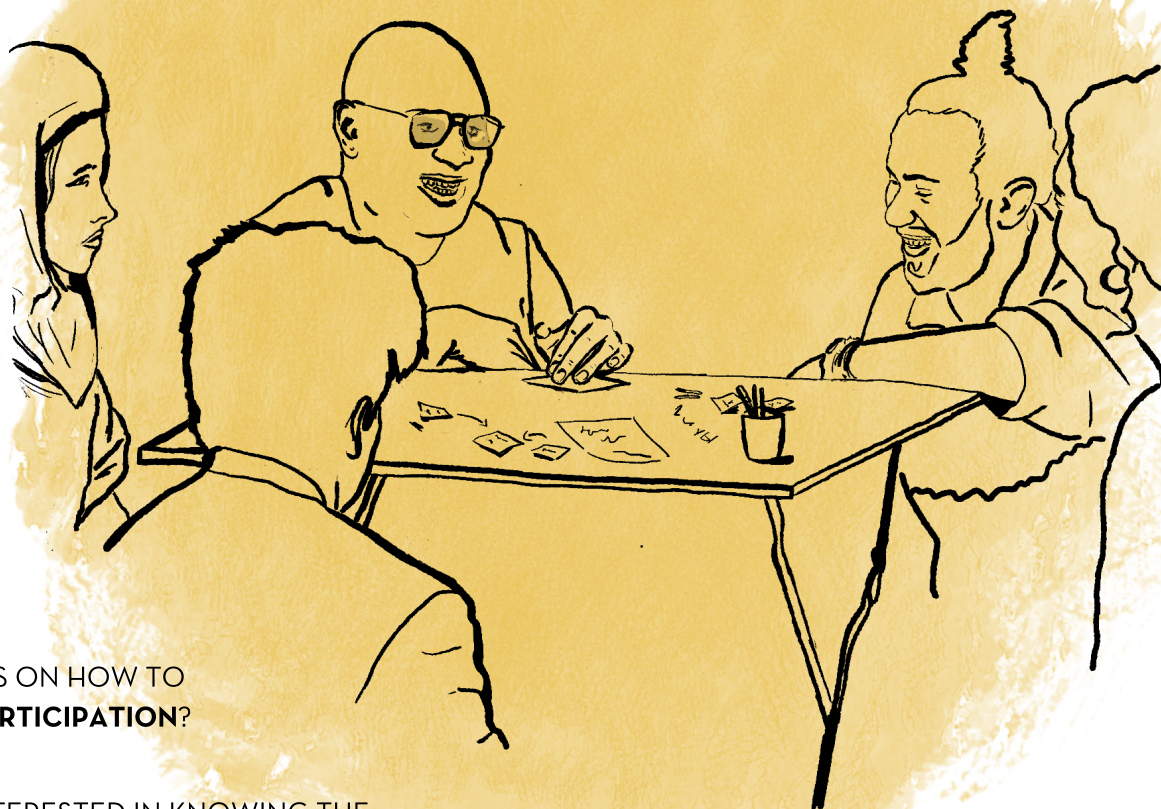


TOOLKIT

FOR ACTIVE MIGRANT PARTICIPATION



WOULD YOU LIKE IDEAS ON HOW TO
ENHANCE **MIGRANT PARTICIPATION**?

ARE YOU INTERESTED IN KNOWING THE
MOST INNOVATIVE PARTICIPATORY METHODOLOGIES?

HAVE YOU BEEN WONDERING
WHERE AND HOW TO START?

IF YOU HAVE ALL THESE QUESTIONS, THERE IS
A HUGE CHANCE THAT **THIS TOOLKIT WILL HELP YOU!**



Embrace

EMBRACE project has been co-funded by the European Union's Asylum Migration and Integration fund. The contents of this document are sole responsibility of the author and do not necessarily represent the views of the European Union





TESTIMONIALS

"This process strengthened bonds. They realize that we are here and that we try our best. It has created more trust."

- Decision-Maker

"With informality, we are all at the same level, there is no distinction between who is a practitioner and who is a refugee."

- Decision-Maker

"It's too bad there aren't more of these kinds of moments involving more refugees. If there could be more, it would be perfect."

- Decision-Maker

"It was very good and important to listen to refugees in first-person giving proposals about what was not right, because in these moments of re-drafting, it is usually very difficult to have direct input from the people directly concerned."

- Decision-Maker

"I realized even more how important involving refugees is. They are the people who experienced things in the first person. I realized that these are highly enriching moments."

- Decision-Maker

"These processes can allow proximity between the target audience and the institutions and can allow a very important thing for me which is to demystify ideas and pre-fabrications and bring the two sides closer together."

- Decision-Maker

"I feel stronger to express my opinions."

- Newcomer

"All the decision-makers said they were ready to help us. There were many decision-makers from various entities; they are ready to help each one of us who needs help. Realizing this was very important."

- Newcomer

"I feel like a useful person and that I have something to give to this country."

- Newcomer

"I think this project gave me more courage to speak out, because I felt good speaking from the heart, because of the people I felt safe with."

- Newcomer

"The entities are trustable for me because the things they told in the meeting were clear,"

- Newcomer

"I learned many rights. Now my head has less noise."

- Newcomer

CONTENTS

1

WHERE DOES THIS TOOLKIT COME FROM?

1.1 - WHO IS THIS TOOLKIT FOR?

1.2 - HOW IS THIS TOOLKIT STRUCTURED?

1.3 - IN WHICH CONTEXTS CAN THIS TOOLKIT BE USED?

2

MIGRANT PARTICIPATION, WHY IS IT IMPORTANT IN THE EU CONTEXT?

3

STEP BY STEP: HOW TO IMPLEMENT THE PARTICIPATORY METHODOLOGY?

ENGAGING NEWCOMERS AND DECISION-MAKERS HOW TO SET THE PLAYGROUND

3.1 - LISTENING SESSIONS

• PREPARATION

- 1| Define the topic
- 2| Define the setting
- 3| Invite newcomers

• IMPLEMENTATION

- 1| Set the playground
- 2| Explore personal experiences and draw recommendations
- 3| Closure

3.2 - TRAINING PATHS

• NEWCOMERS TRAINING: SELF-ADVOCACY

• DECISION-MAKERS TRAINING: BUILDING TRUST

3.3 - FACE-TO-FACE MEETINGS

• PREPARATION

- 1| Define the themes that will be discussed
- 2| Invite decision-makers
- 3| Invite newcomers
- 4| Prepare newcomers and decision-makers

• IMPLEMENTATION

- 1| Set the playground
- 2| Brief expression of interest from decision-makers
- 3| Explore the different themes
- 4| Feedback and questions from decision-makers
- 5| Closure

03

03

04

05

06

07

07

08

09

09

09

09

09

09

10

10

10

11

12

12

13

14

14

14

14

14

15

16

16

16

16

17

17

3.4 - CO-PROJECTING WORKSHOPS

18

• PREPARATION

18

- Define the theme
- Define the structure
- Invite participants
- Organize participants

18

18

19

19

• IMPLEMENTATION

19

- Setting the playground
- Focusing on the problem
- Ideating multiple solutions
- Prototype the solutions

19

20

22

22

• CREATING A SAFE ENVIRONMENT

23

• ASSURING EVERYONE'S INVOLVEMENT

24

• BEING A GOOD FACILITATOR

24

4

CASE STUDIES

25

1.1 - MECHELEN'S CASE STUDY

25

1.2 - PRATO'S CASE STUDY

25

1.3 - LISBON'S CASE STUDY

25

5

AND NOW WHAT?

26

HOW TO MAKE PARTICIPATION A LASTING PROCESS

26

YOU WANT TO APPLY THIS AND NEED HELP?

26

HAVE YOU USED THIS TOOLKIT? GIVE FEEDBACK!

26

WHERE DOES THIS TOOLKIT COME FROM?



This toolkit is the result of **EMBRACE**, a European project financed by the Asylum, Migration, and Integration Fund (101038247-AMIF-2020-AG). The EMBRACE project has aimed at increasing **meaningful migrant participation in decision-making and policy implementation processes** at the local level in host societies through the testing and modeling of participatory methodologies in **11 territories, across 6 European countries** (Greece, Portugal, France, Italy, Slovenia, and Belgium). EMBRACE involved **194 newcomers(*)**, and **107 decision-makers (**)**.

The project built its strength on the close cooperation between NGOs working in the field and local/regional public authorities, without whose involvement all efforts to include newcomers in public affairs would hardly translate into concrete actions.

This toolkit will give you access to **ComParte's** methodology and **Second Tree's** training path that were implemented and tested during the project, supported by a thorough analysis and reflections from the 11 territories that tested them. We hope it will be of good use and that it can bring many ideas to your work involving newcomers in political and civil participation.

1.1 WHO IS THIS TOOLKIT FOR?

This toolkit is for anyone who wants to promote migrant participation. **You can be the leader of a migrant group, a trainer, a civil servant, a practitioner from an NGO, or a decision-maker at the local or national level.**

Whoever you are, if you are interested in involving migrants more actively in decision-making processes or the design/evaluation of services and policies, you can be sure that this tool can be very useful for you!

The tools and methodologies presented here consolidate what is most valuable in decision-making processes: the people involved.

Yes, the people involved in the process are the most precious resource when thinking about changes or solutions. In this toolkit, we will bring ideas on how to create contexts so that the experience of beneficiaries of services, programs, and policies - in this case, newcomers - is considered a useful source of information to think about solutions for the integration system.

(*) In the context of this toolkit, newcomers are migrants (first and second generation), refugees and asylum seekers.

(**) In the context of this toolkit, decision-makers are individuals who either belong to local public bodies (city council, trade union, social welfare body, employment institute, housing association, or similar organization or institution), or are frontline workers or practitioners who work in Civil Society Organizations (CSOs) or Non-Governmental Organizations (NGOs).



As we should not think about the participation of newcomers in society in isolation, but always in relation to other social actors, especially practitioners, and decision-makers, you will realize that the methodologies and paths contained in this toolkit have a systemic approach. To think of solutions together, all these agents of change need to know each other, establishing relationships of trust and reciprocity.

Therefore, this toolkit is for those interested in:

- Using human capital (experiences, knowledge, wisdom, and challenges) at the service of change;
- Innovating the way in which the participation of newcomers is conceived and put into practice;
- Bringing innovative non-formal participatory methodologies to the creation and redefinition of services and public policies.

1.2 HOW IS THIS TOOLKIT STRUCTURED?

This toolkit is intended to help you explore possibilities for newcomers' participation, through a participation process that involves: **Training Paths** for newcomers and decision-makers to equip them with the skills and mindsets to be able to work together; **Listening Sessions** to get to know more closely the reality and experiences of newcomers; passing through activities where they directly share their experiences and recommendations with decision-makers (**Face-to-Face Meetings**); and, finally, information on how to streamline workshops where newcomers and decision-makers can work together in the search for solutions (**Co-Projecting Workshops**).

Following an introductory chapter that contextualizes this toolkit, **chapter 2** begins with a brief introduction and framework on the importance of newcomers' participation in Europe. This helps you to better understand the reasons for investing in activities and projects that promote the political and civic participation of migrant people.

Chapter 3: There are many ways to promote the participation of newcomers. A participatory process based on tested methodologies will be disclosed, with tips on how it can be shaped to your context. In each subsection, you will find information about **how to implement and prepare each activity, what resources you need, what challenges may arise in the process, and tips and tricks** to make them even more effective. You will also have access to **tools** and **printed materials** you can use.

Chapter 4: Real cases were chosen so that you can better understand how this participatory process takes place in practice. This can help you visualize and identify what and how it can be done in your context.

Chapter 5: A participatory process should not be just a one-off event. In this chapter, you will have access to some considerations on how to create the basis for its continuity. Furthermore, considering it would not be possible to bring, in so few pages, everything that has to do with participatory methodologies nor its full potential, different contacts are shared, so that you can reach out if you have any questions.



1.3 IN WHICH CONTEXTS CAN THIS TOOLKIT BE USED?

The methodologies shared in this toolkit can be used in various contexts, from something very simple, such as creating a welcome kit for newcomers that will arrive in your community, or something more complex, such as evaluating and improving a program for newcomers in your organization or the development of a municipal/local migrant integration plan.

No matter your context's complexity level, if you think about creating, developing, or evaluating any service, policy, or program with newcomers as beneficiaries, you need to include them in the whole process, and all other stakeholders.

Besides using methods like questionnaires and focus groups, which are useful for obtaining information and getting to know your target audience better, we encourage you to create other ways of reaching to their knowledge and experiences, with newcomers at the center of the process of seeking solutions.

Examples of contexts in which you can use the methodologies presented in the Toolkit

Local Level: development of language courses for newcomers who do not speak the language of the host society; (re)thinking the services of the refugee reception center that exists in your municipality or that your organization is responsible for managing; creation of coexistence circles between newcomers and national citizens; creation of a welcome program for migrant students in schools; development of a community-based integration strategy; etc.

Regional and National Level: development or evaluation of policies or programs for access to employment and housing for the migrant population; creation or evaluation of the national plan for the integration and inclusion of migrants; development of policies for the migrant population's access to higher education, etc.

MIGRANT PARTICIPATION, WHY IS IT IMPORTANT IN THE EU CONTEXT?

Today, around 34 million EU inhabitants were born outside the EU (around 8% of the EU population), and 10% of young people (15–34 years) born in the EU have at least one foreign-born parent.

If, on one hand, migrants play a very important role in the European economy (European Migration Agenda, 2015), the same does not occur about their expressiveness in political participation and civic engagement.

Knowing that the participation of the migrant population is a social factor for their true integration and the cohesion of the European Union, the Member States have been greatly encouraged to adopt guidelines to fully include migrants in democratic processes.

The importance of migrants' participation in Europe, in matters and policies that affect them, has been gradually reflected in documents and guidelines addressed to all Member States, having the launch of the **11 Common Basic Principles (CBPs) for Integration Policy of immigrants in the EU** as a milestone. In particular, CPB 9 emphasizes how relevant it is for migrants to have their voice included in the formulation of policies that directly affect them, which can result in responses that are more adjusted to their real needs, in addition to improving their sense of belonging (Together in the EU, 2017).

In an effort to consolidate this idea, in recent years, the EU has supported numerous actions that promote the democratic participation of migrants and their descendants, trying to ensure they are involved in all facets of the democratic process.

Ways to encourage this participation and generate mutual understanding can be achieved through structured dialogue between migrant groups, civil society, and governments.

The weight given to the participation of migrants in the European democratic arena is reflected both in the current **Action Plan on Integration and Inclusion (2021-2027)** and the previous one (2016).

The **2016 Action Plan** provided a set of measures for the active participation of migrants, and the current one reinforces the idea that the integration and inclusion of people with a migrant background is a two-way process.

This means that the participation of migrants in the EU must start from a systemic approach, with the involvement of the whole society, which includes migrants, local communities, employers, civil society, and all levels of governance.

The participation of migrants in their host societies becomes more and more necessary. There is still a lot of work to be done.

But there is something that is already known: the involvement of migrant people in the democratic process results in greater quality in our democracies and the sustainability of integration policies (Together in the UE, 2017).

Such a large slice of the European population cannot be left out, and it is up to everyone - migrants, civil society, and governments - to make a genuine effort for integration to take place fully.

STEP BY STEP: HOW TO IMPLEMENT THE PARTICIPATORY METHODOLOGY?

This chapter presents all the steps to implement this participatory methodology, supported by the analysis of the processes that were implemented in 11 EMBRACE territories. Although we recommend implementing the process as a whole, you may decide you just want to implement some activities, such as Listening Sessions and Face-to-Face meetings, or just the Training Paths, or the Co-Projecting Workshops. But first things first: let's start with how to engage newcomers and decision-makers.

ENGAGING NEWCOMERS AND DECISION-MAKERS

Engaging people effectively and being able to **establish trusting relationships** is key to the success of any participatory process. This takes time and continuous effort on your part. You will need to communicate with people throughout the process and invest time to get to know them personally.

NEWCOMERS

If you already know the newcomers, contact them directly. If that's not the case, rely on local entities that work with newcomers to invite them, or do outreach campaigns on social media. You might organize social gatherings, dinners, or any type of event before the activities to get to know each other and connect.

Gain people's trust, explain the outcomes and goals of the process, don't make promises you cannot keep, and be very clear about what will happen in each activity.



This will tackle different challenges, such as newcomers being afraid to voice their opinions or to meet decision-makers for fear of having repercussions (e.g., in their asylum case), or not seeing the usefulness of this process because they trusted other processes in the past and nothing changed.

Make sure to **invite and engage all newcomers, regardless of their education level or leadership profile**, as all can contribute, bringing ideas and solutions to the challenges of the integration process.

DECISION-MAKERS

The participatory process only starts when you make sure you have decision-makers who want to hear what newcomers have to say. You can meet with decision-makers beforehand to define which themes to focus on.

Bear in mind that what is important for decision-makers may not be what is relevant for newcomers to share, so you should find a compromise. Show what they can take from this experience: why dedicating time to it will be worthwhile while being very clear about the goals of the process and what will happen in each activity.

TIPS AND TRICKS

- Collaborate with several organizations to avoid depending on only one to invite newcomers.
- If transportation is a financial obstacle for newcomers, make sure to provide it.
- Adapt yourself to the availability of the people. Perhaps, have activities with newcomers on weekends or do Listening Sessions in their houses or reception centers.
- Manage expectations. Emphasize that systemic changes occur gradually, but the first step to change is exposing problems and finding solutions through clear communication.
- Maintain contact with the newcomers and decision-makers between each activity of the participatory process. Talk frequently, invite them to little gatherings or other informal moments to nourish the relationship.
- Speak individually with people to understand their availability before proposing dates or do a Doodle to find the best date (if the digital literacy of all participants allows it).
- Avoid doing activities on days close to national holidays and important dates in newcomers' culture.
- Send individual messages or call newcomers directly. It works better than general e-mails or WhatsApp groups.

HOW TO SET THE PLAYGROUND

Every activity in this methodology starts with the setting of the playground. As this is a transversal step, this section is dedicated to this topic.

Setting the playground is one of the most important steps. To have people participate to their full potential, you have to make them feel comfortable, safe, and connected to each other.

This is especially important when you have not met them before and when bringing together newcomers and decision-makers in Face-to-Face Meetings and Co-Projecting Workshops. Informal settings allow for the creation of trustful and comfortable environments. So, how do you make it happen?

1. **Warm welcome!** Welcome everyone with some food and drinks. Set up a table where people can gather, chat, and enjoy. You can even add some music.
2. **Explain what is going to happen!** Take a moment to explain the different activities of the process, their goals, and what will happen during the day. More details will be given in each activity section.
3. **Do a nice icebreaker!** The main objective is to do an activity to set an informal vibe and to playfully share personal things, laugh together, create stronger bonds between participants and a feeling of belonging among the group. When you have decision-makers present, this is also the time to challenge power dynamics and leave the job title at the door. The internet is full of ideas, you can check some of them [here](#).

The most important tip we can give you is **don't skip this!** This will dictate the whole tone of the participatory process



LISTENING SESSIONS



RESOURCES:

- 2-3 facilitators, 1 translator (if needed)
- Welcome snacks
- Icebreaker and/or stimuli materials
- 1h30-3h00

Listening sessions are the first activity of the methodology and consist of group listening sessions in which newcomers share experiences and recommendations on specific themes with facilitators.

You should have 1-2 facilitators asking questions and have a way to record the conversations. We recommend having an extra person transcribe the discussions directly into written form (direct quotes, not bullet points), as a less invasive approach. However, if you don't have enough human resources, you can use voice recording, as long as you get consent from the participants and can keep a safe environment. The transcriptions will help you understand the most important ideas across the different Listening Sessions, produce a report, and prepare for the Face-to-Face Meeting.

Sessions take around two hours; if you want to explore many themes, add more time.

Avoid having more than 5 newcomers per session, to ensure that everybody has time to speak. Divide people by spoken languages to avoid many translations. Speak to participants about what group dynamic would make them feel most comfortable – consider dividing groups into various subgroups (such as by age or gender) so that participants feel open to sharing.

PREPARATION

1| DEFINE THE TOPIC

Do you want to have a session on general problems of integration? Or focus on a specific theme (e.g., access to work, learning the language, etc.)?

2| DEFINE THE SETTING

Run sessions in-person or online. If in-person, find a neutral space, that is not political and is perceived as safe. It should be informal and comfortable, where you can sit in a circle and have snacks.

3| INVITE NEWCOMERS

Anyone who wants to participate can join. They do not need to be excellent communicators; they just need to have the willingness to share their experiences and ideas. It is better to have fewer motivated people than many who are not.

Make clear that the meeting is not a place to solve individual issues, but to bring recommendations for decision-makers that can have an impact on future newcomers. See more tips and tricks in the [“Engaging Newcomers and Decision-Makers”](#) section.

IMPLEMENTATION

1| SET THE PLAYGROUND

Imagine arriving in a place you do not know, where strangers ask you questions about (sometimes difficult) experiences in your life. How would you like to be greeted? A smile, an informal conversation, or sitting together around a table with food may seem trivial, but makes a big difference.

To know how to run this part of the Listening Session, see the section [“How to set the playground”](#).

When it is time to “Explain what is going to happen” you should:

- Say who you are and which organization you represent.
- Explain the goal of the session. You want to hear their experiences and recommendations about certain topics, to later be shared with decision-makers by them.
- Manage people’s expectations. This session is not to solve individual needs. It is a process that can help future newcomers coming to the country/municipality.
- Explain the steps of the whole project. It is useful to use images that represent each step to make the process clearer.
- Say that a facilitator will write down everything they say without names. Everything shared is anonymous, and after all the Listening Sessions you will read what everyone said, see the most recurrent themes, and create a report for decision-makers.
- Newcomers just answer what they want. It is a free space.
- Ask for questions and address any concerns.

2| EXPLORE PERSONAL EXPERIENCES AND DRAW RECOMMENDATIONS

At this point, it is time to ask questions and listen to the experiences of newcomers. You want to understand, for each theme, what is going well and should be kept and what is not going well and could be improved.

1. Start by using stimuli! Stimuli are something that can help newcomers go back to their past experiences. You do not want to jump right away to rational questions. You want to bring memories, and emotions, and deepen them. Based on their experiences, participants will draw recommendations.

Some ideas: Ask participants to close their eyes, guide them back in time to a specific place and, afterwards, give them papers to write or draw 3 good and/or bad experiences; have cards with different emojis and ask them to choose the ones that represent how they felt when they arrived in the country and how they are now; use non-verbal stimuli like pictures/maps of a city, or verbal ones like asking people to choose a word that they connect to a specific theme or moment. **If you want to use emojis, click [here](#) and print them!**

2. Explore people’s answers with questions. It is good to start with round questions - a question that each participant, one at a time, replies to. For example, if you choose to use emojis stimuli, you can ask: “Why did you choose that emoji?”, “What happened that helped turn this emoji (that represents how you felt when you arrived) into this emoji (the one that represents how you are now)?”.

There is no script of questions for you to follow. Just explore what newcomers bring to you. The quality of the content depends mostly on the capacity of the facilitator to listen attentively to the newcomers and ask good questions.

3.1



3. Draw recommendations! For each topic, you want to draw recommendations based on the experiences shared. During the conversation, you should ask newcomers what would be important to maintain and what should be changed in the services/solutions already existing.

- *Based on the experience you shared, what could have been different that would make it better?*
- *What do you think was the reason why it went so well?*
- *If you were responsible for integration/housing/... in this territory, what would you do?*
- *In your experience of [insert topic] what is working well and should be kept the same? What should change?*
- *If you were the president of the country, with unlimited powers, what would be the 3 things you would do to improve the [...]?"*
- *From 1 to 10, where 1 is "not integrated" and 10 is "perfectly integrated", where do you stand? Why that number? What helped you get from 1 to that number? What is missing to get you to a 10?*

Make follow-up questions that allow you to get specific recommendations. If the abstraction process of thinking of recommendations is complex, consider doing a role-play of the newcomers' experience, asking how they might act differently or what in the context could be different for a better experience.

CHALLENGES

- Keep people focused on the topics of the Listening Sessions and not diverge into personal issues.
- Balance the time for each participant to share their contributions.

TIPS AND TRICKS

- When people are participating in a Listening Session for the first time, sometimes they need to talk about their problems and their more urgent needs to then be able to focus on the topic you are bringing up. Measure if you can redirect the conversation or if you need to give space for them to get those things out of their chest first.
- Engage quieter participants by directly asking them for additional input.
- Rephrase what you have heard and ask for validation to check if it is what the newcomers meant.
- Use empathy and active listening to understand when you can ask for more information and when it's better to stop.
- Don't be afraid to be, sometimes, just an observer and listener.
- Decide when to use round questions (everyone answers), open questions (who wants answers), or direct questions (you choose who answers) during the session.

3| CLOSURE

After all your questions, ask for a round of last recommendations, or if anyone wants to add something. Ask how everyone felt and thank them for their openness and contributions. Remind them of the next steps.

Are you curious to know what type of information you can get from these Sessions? Check [Embrace's Local Booklets](#) (reports about the participatory process) and learn about the themes discussed in different territories.

3.2

TRAINING PATHS

RESOURCES:

- 👤 1-2 facilitators, 1 translator (if needed)
- 🍽️ Snacks;
- 💻 Projector and computer; Printed materials for the training;
- 🕒 12h/per training;

To facilitate the successful implementation of activities involving newcomers and decision-makers collaborating with each other, two training paths are offered. This becomes especially significant when participants are unaccustomed to engaging and working together in such contexts. The training for newcomers aims to equip them with the necessary tools to effectively advocate for themselves and their communities.

On the other hand, the training for decision-makers focuses on fostering skills to establish trust-based relationships and fully engage newcomers. Ultimately, these trainings empower individuals to address the inequalities and power dynamics that newcomers might encounter in their everyday interactions.

Each training strand consists of **4 workshops**, approximately **3 hours each**, facilitated by two trainers for 10 to 20 participants. Each workshop builds on the previous one, leading participants, session by session, to recognize and **break down barriers to honest exchange**.

Real-life examples, which are tailored to the participants' background and local context, are used throughout the training to enhance the sessions' relevance and efficacy.



This takes shape through:

- **Case studies** that encourage participants to use their prior experience and knowledge of new ideas and concepts in the simulation activities. It puts participants' thought processes under the spotlight, highlighting their reasoning, logic, and ability to incorporate new information into their decision-making.
- **Group work activities** that motivate participants to openly exchange knowledge, skills, and ideas. Not only does this increase understanding of specific themes, but it also enhances interpersonal skills and builds a sense of community among participants.
- **Context-tailored sessions** that deepen the understanding of the local context, motivating participants to create and implement context-specific strategies.

In order to implement these trainings, check the following documents:

- Training Curriculum
- Case Study Facilitation
- Case Study Sample

3.2

NEWCOMERS TRAINING: SELF-ADVOCACY

The training aims to empower newcomers to become self-advocates who can assist local governments in creating effective policies, while also supporting themselves and their communities.

Participants learn about local stakeholders, integration frameworks, and systems. The training also covers various rights, including basic human rights, security, economic, and social rights. This cultivates problem-solving, communication, and leadership skills, which are key to shaping them into active citizens.

Takeaways from the training

Participants walk away from the training:

- with **knowledge of key local stakeholders**, including how to engage with and hold them accountable;
- **understanding the universal rights** that protect them and how to use these rights to advocate for themselves and others;
- improving their ability to **find and evaluate solutions** to common issues that the newcomer community faces;
- with an increased **understanding of best practices** in communication, including conflict resolution and persuasion;
- having built confidence in their ability to take on **active leadership roles** in their community;
- prepared to **engage meaningfully** with their decision-maker counterparts in the co-creation process.

DECISION-MAKERS' TRAINING: BUILDING TRUST

This training helps decision-makers recognize biases that lead to the 'othering' of newcomers, impacting daily interactions. It promotes fairness and provides best practices for building trust, fairness, and engagement. Trust is crucial for meaningful collaboration between decision-makers and newcomers, requiring credibility, honesty, consistency, and care. The training cultivates this trust, enabling the successful involvement of newcomers in local-level political participation.

Takeaways from the training

Participants walk away from the training:

- having gained **awareness of problematic attitudes** that may arise in their work with newcomer communities;
- knowing the importance of maintaining an **unbiased and consistently fair approach** in their interactions with newcomers;
- understanding the **role of fairness** in trust-building with newcomer communities and the importance of assessing the long-term consequences of actions;
- with the ability to **notice unconscious biases**, patronizing attitudes, or low expectations while engaging in discussions and addressing conflict with newcomers;
- having practiced **rigorous self-reflection on biases**, prejudices, or preconceived ideas that they may hold towards newcomers;
- prepared to **engage meaningfully** with newcomers as equals in the co-creation process.





FACE-TO-FACE MEETINGS

RESOURCES:

- 2-3 facilitators, translator (if needed)
- Welcome snacks
- 1h30-3h00

This is an informal in-person meeting where newcomers share their experiences and recommendations directly with decision-makers, with you acting as the mediator.

The goal of this meeting is to enable decision-makers to actively listen to newcomers' key ideas and recommendations, assessing their potential impact on their work while nurturing proximity and trust among all participants.

PREPARATION

1| DEFINE THE THEMES THAT WILL BE DISCUSSED

Define the themes that will be discussed by reading the transcripts of the Listening Sessions. Which were the main themes that the newcomers talked about? What were the strongest experiences and recommendations? What information has more impact? What is most relevant for newcomers and useful for decision-makers? For a two-hour meeting, two to three themes are enough.

You can do a content analysis of the Listening Sessions to produce a report with all the information (about the chosen themes and others not to be discussed) to deliver to the decision-makers during the meeting, complementing what is shared, in person, by the newcomers. Find examples of reports (Local Booklets) [here](#).

2| INVITE DECISION-MAKERS

Who are the decision-makers responsible for the chosen theme? Who has the power to change? If you plan a 2-hour meeting, 4-5 decision-makers are enough. Find tips and tricks in the [“Engaging Newcomers and Decision-Makers”](#) section.

Consider avoiding decision-makers who directly work with these newcomers, in order not to risk conflicts (e.g., direct accusations, possible future retaliation) and to allow everyone to feel comfortable being honest in what they share.

It is advised to invite decision-makers who went through the **Trust-Building training**.

3| INVITE NEWCOMERS

Look for a group of approximately 5 newcomers. Invite everyone who participated in the Listening Sessions and Self-Advocacy Training, and reinforce the invitation with the ones you think are more connected to the themes to be discussed. When making the invitation, give all the available information (participants, what will happen, the themes to be discussed, and the vibe of the meeting).

- The participants must be **newcomers that participated in the Listening Sessions**.
- They must be available for the whole Face-to-Face Meeting, as well as its Preparation.
- It helps if they can communicate in a language that is understood by the decision-makers. If that is not possible, aim at having a maximum of two spoken languages.
- Have a diverse group (gender, nationality, age, personality).
- **Don't go only for the natural leaders.** Give opportunity to all.
- It might be challenging to find the right time for the meeting: newcomers usually prefer it happens after work or during the weekends and may have volatile work schedules that change without much notice. Decision-makers, however, have preference over working hours. Find tips and tricks in the [“Engaging Newcomers and Decision-Makers”](#) section.

3.3



4| PREPARE NEWCOMERS AND DECISION-MAKERS

A moment to prepare for the Meeting with newcomers and decision-makers (separately) is fundamental to ensure the **creation of a safe space**, the quality of the content that is shared, and that everyone is aligned with what will happen.

In this Preparation Sessions, you will:

- Present a project summary (if necessary)
- Explain the structure of the meeting and which topics will be covered
- Explain the environment you want to create (informal, emphatic, respectful, constructive)
- Say who will be there
- Ask for people's expectations and define what a successful meeting looks like
- Ask for any concerns and doubts and address them
- Say that the team may need to interrupt them during the meeting to make sure that everyone has time to speak.

The preparation with newcomers is also the moment where each one will **define what they would like to talk about in each topic**.

This is a very important step!

The sessions with decision-makers usually last 30-45 minutes and should be in-person (if not possible, you can do them online). The sessions with newcomers should be in-person, usually last 1 hour, and can be done right before the meeting or on the days before.

TIPS AND TRICKS

WITH NEWCOMERS

- Make very clear which are the responsibilities of the decision-makers that will be participating, so that newcomers don't bring topics that cannot be solved or addressed by them.
- Reassure that they don't need to memorize any speech or study any topic; they will only answer questions with their own experience, like in a Listening Session.
- Do in-person preparation sessions (if possible) instead of online. If you can, go and meet newcomers in informal places, like their houses or a café, instead of asking them to come to you. You can also have the session at the meeting venue right before it, so newcomers get comfortable with the space.

WITH DECISION-MAKERS

- Reinforce that for the most of the meeting they will be just listening to newcomers, to access privileged information from newcomers' experiences. They should be actively listening and taking notes on how to address the considerations and recommendations of newcomers, to share those thoughts in the last part of the meeting.

3.3

IMPLEMENTATION

1| SET THE PLAYGROUND

To know how to run this part of the Face-to-Face Meeting, see the section "[How to set the playground](#)". You can also use this initial part of the meeting to agree with participants on some meeting rules. For example, have a time limit for each person to speak or have a sign for people speaking for too long; ask people to listen without interrupting each other, with decision-makers keeping all the reflections for the final part; asking not to use their phones during the meeting and actively listening to each other.

2| BRIEF EXPRESSION OF INTEREST FROM DECISION-MAKERS

Decision-makers can briefly explain who they are and what motivates them to listen to the newcomers' points of view on the specific topics of the Meeting.

3| EXPLORE THE DIFFERENT THEMES

This is the main part of the meeting and works similarly to a Listening Session: facilitators ask questions to newcomers about the chosen topics and, from their experiences, ask for recommendations. The goal is to reach information that is useful for the present decision-makers.

Don't have a set of questions to follow, but rather some guiding questions to begin the conversation; it will be very organic. Bear in mind that not everything that was said in the Listening Sessions will be said here – nor in the same way.

There is no recipe! Some ideas:

1. **Start by asking round and simple questions to begin, making sure that every newcomer shares something.** Example of question: "Thinking about the time that you have lived in this country, what worked for you that made you feel integrated?" Adapt the questions to the themes and goals of the Face-to-Face meeting.

2. **Go deep into the main themes.** If the most relevant themes for the meeting come up during the first-round question, grab the idea that someone is sharing. Go deeper with the experience of the newcomer, ask for the contribution of another one or do open questions that anyone can answer to.

To better explain the background to the decision-makers, do some framing before a question, related to other inputs from newcomers or to the specific information of the law or the processes of integration (e.g. "There were many newcomers that we listened to during the Sessions that shared that issue a) b) and c) were also relevant. Can you explain why it was so important for you that XX happened?").

3. **Connect with the decision-makers** through the questions you ask to the newcomers.

Example of questions:

- *Some of you said that it would be important to [recommendation]. Can you explain to the decision-makers here why it is so important?*
- *The decision-makers here might be wondering why it is so relevant for the newcomers that...*
- *What is something the municipality could do about this?*
- *Why do you think this is relevant for the decision-makers here?*





3. Ask questions that invite newcomers to share specific recommendations, based on specific experiences.

Example of questions:

- *What worked well and needs to be maintained about...*
- *What went worst and needs to be changed?*
- *The decision-makers here might be wondering what they could do for newcomers to have a different experience related to...*

TIPS AND TRICKS

- Decide when to use round questions (everyone answers), open questions (who wants answers), or direct questions (you choose who answers) during the session.
- Rephrase the question if someone is off-topic and pull them to the right path.
- If a newcomer brings a recommendation that was mentioned by many other people, underline that and complement it, if necessary.
- Before changing to a new topic, do recaps of what has been shared with key ideas and recommendations (and check with newcomers to see if your summary is correct).
- Having physical cards with the name of the topics that will be discussed in front of everyone can be useful to help change the theme of the conversation and redirect focus.
- Make a final round for each theme for newcomers to add important information they think the decision-makers should know to help them do a better job.
- When a newcomer goes to recommendations that go beyond the power of these decision-makers, ask what these decision-makers in particular can do to make that situation better.
- Don't hesitate to interrupt the participants gently and eventually pass it to someone else if they take too long or deviate from the main topic.
- In long meetings (more than 2 hours), take breaks and have energizers!

4| FEEDBACK AND QUESTIONS FROM DECISION-MAKERS

This is the time for, on the one hand, decision-makers to ask questions about insights they have not completely understood. Besides, it's a key moment for them to share specific feedback about what they have heard from the newcomers, connecting it to their specific work and responsibilities and, ideally, presenting some next steps related to it. Mediate the conversation, trying to get concrete actions from decision-makers.

TIPS AND TRICKS

- Ask follow-up questions to decision-makers to have direct feedback on specific ideas they heard and what can be done about them.
- It might help to take a break to separate the moment in which decision-makers are only listening and the moment in which they give feedback.
- If there is a moment of tension between decision-makers and newcomers, **validate that there is a challenge and embrace it**, trying to use it as a tool to refocus on the main goal of the meeting.

5| CLOSURE

Talk about the next steps, and thank everyone. You can do a simple connection activity to end the meeting, for example, one person at a time answers the question: "What do I take from this meeting?". You can use a rope ball to create a web that physically connects the participants.

If you have time, you can use it to define together what the specific theme/problem to be worked on in the Co-Projecting Workshop should be. Make sure to have a collaborative conversation with inputs from both newcomers and decision-makers.

As we said, there is no recipe! Check [Mechelen's Case Study](#) to see a different approach.

3.4

CO-PROJECTING WORKSHOPS

RESOURCES:

- 3-4 facilitators, translator (if needed);
- Coffee-break and welcome snacks;
- PC and projector, post-its, writing materials, and printed tools

Co-projecting workshops are spaces for decision-makers and newcomers to come together and co-create effective solutions to pressing issues related to integration. Through facilitated activities, they identify a specific problem within a pre-selected wider topic, co-create a possible solution and prototype it. This structure draws on theories of Participatory Policy Design, and it is based on the Double Diamond framework (see picture on the right).

These workshops are normally done with groups of between 8 to 15 people, but you can have larger groups. You just need more facilitators.

PREPARATION

1| DEFINE THE THEME

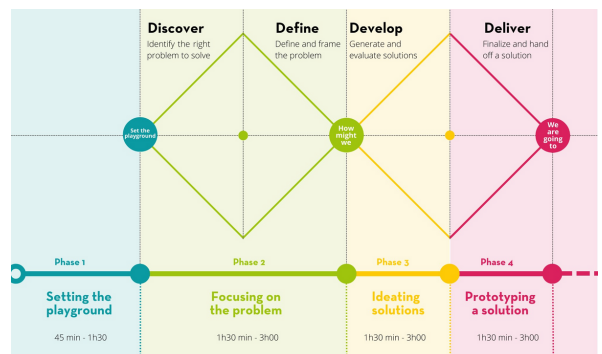
Prior to the workshop, choose collaboratively with newcomers and decision-makers the theme to work on (e.g., learning the local language, access to housing, etc.). If you did not have time to do it in the Face-to-Face meeting, you can do it using, for example, a survey.

You can choose more than one theme. In that case, you will have participants divided into groups, working on different themes.

2| DEFINE THE STRUCTURE

The workshop is divided into 4 phases. Define the duration of each. The longer you take in each phase, the more quality you have. We recommend full workshops of 7-10 hours, but you can do them longer or shorter!

Define if you do a full-day workshop (intensive experience finished in one day; can be tiring) or if you split it into 2-3 days. If the latter, have the workshop sessions not too far apart in time (no more than one week between them) and do not cut phases in half.



Click [here](#) to see a larger version of the picture.

1. Setting the playground (1h - 1h30)
2. Focusing on the problem (1h30-3h)
3. Ideating multiple solutions (1h30-3h)
4. Prototyping a solution (1h30-3h)

3.4



3| INVITE PARTICIPANTS

If possible, have an **even number of decision-makers and newcomers, to avoid overshadowing the voices of newcomers or decision-makers**. Consider involving practitioners from other organizations to contribute with their experience in the field.

You might face difficulties finding fitting schedules, enhanced by the fact that this is a long activity. Stress that **participants should participate in the entire duration of the workshops**.

Find more tips and tricks in the [“Engaging Newcomers and Decision-Makers”](#) section.

4| ORGANIZE PARTICIPANTS

Divide participants into mixed groups of around 5 people to work simultaneously during the workshops. This will help to create a safe and inclusive environment, where everybody has space to speak. Ensure at least one facilitator per group. You can divide the participants throughout the workshop, or you can alternate between full-group and small-group activities ([See Lisbon Case Study](#)).

You can divide the participants by theme (in case you have chosen more than one), language spoken, or personality traits while also always ensuring diversity. Include both newcomers and decision-makers in all groups and avoid placing individuals from the same organization together.

IMPLEMENTATION

To better understand the implementation of the Co-projecting Workshops, we advise you to alternate between reading about how to execute each phase and reading the [case studies](#).

1| SETTING THE PLAYGROUND

This is one of the most important phases, as it creates the basis for all the collaboration that is to come, leaving behind any label or job title! **Don't skip this and invest in this phase**, with more than one icebreaker!

To know how to run this part, see the section [“How to set the playground”](#).

When it is time to “Explain what is going to happen”, you should explain the purpose of each phase (you might use a digital presentation), so all can understand what they are doing and why. Give a heads-up: time is gold, so you might have to ask them to save some ideas and thoughts for later. Show the [mood map](#) (an image that shows how people usually feel during each phase) and explain it is normal to be, sometimes, confused and overwhelmed: don't worry!

TIPS AND TRICKS

- Choose activities based on participants' context and age. You want to put them outside of their comfort zone, but not too much!
- Make clear that they can choose not to join an activity, if they do not want to!
- You can have an “emotion check” during the workshop. Print a [double diamond](#) and [emojis](#). After each phase, ask people to choose and glue the emoji that represents how they feel at the moment.
- You can decide to set guidelines for collaboration together with all participants. This can be good to create a safe and collaborative environment.

3.4

2 | FOCUSING ON THE PROBLEM






This phase is about understanding and defining the problem. Its first moment is divergent: gathering information on the topic's problem from the experience of the participants, who will bring different points of view. The second moment is convergent: organizing the information, making sense of it, getting to the root cause of the problem and framing it in a problem statement.

- **Brainstorming and exploration of the problem!** To start diverging, promote discussion and exploration of the problem. Participants can use quotes from the Listening Sessions and Face-to-Face Meeting (set aside quotes that have possible solutions – you don't want them for now) to start a conversation; can use their bodies to role-play situations; map how a person interacts with a service; write and draw personal stories connected to the theme and share them in small groups, etc.

Important:

Write down all the main ideas and insights in post-it notes. There is a golden rule: **one idea per post-it note!**

TOOLS YOU CAN USE:

- Role-Play: Do a simulation of a problem or situation 
 - Day in a Life: Map how a day of a person looks like 
 - Journey Mapping: Map how a person interacts with a service 
 - Image Theatre: Learn about the problem through the body, emotions and group interpretation 
-  and see [Lisbon's Case Study](#)

- **Start converging: begin to cluster!** Let participants start grouping and organizing the post-it notes collected in the previous moment. The ones that have things in common should be put together, making sense of the information. When they finish, ask them to name each cluster: it should be short, representative, and memorable! Then, it's time to find connections between the clusters! At the end of the process, have someone verbally summarizing this map of information.



As converging is, sometimes, one of the hardest steps, we give you ideas of different ways to do it:

- Guide the process: Give an overview of the post-it notes and start sharing connections that you see or grab some post-it notes and ask people directly how to match them.
- Make it silently: to avoid having people getting lost in arguments about where each post-it fits, make the clustering a silent process. Everyone can move post-it notes; if someone disagrees, they can take them out and put them somewhere else (without talking). When you see that the participants stop moving the post-it notes, it means they are satisfied with the result.
- Make people go in turns: you can give time for smaller groups of people to cluster. When the time is up, a new group can come and continue. Any group can modify what was done by the previous group. This is recommendable if you have a large group.
- Gamify it: why not make it fun? Put on some music. People are around the table with post-it notes with their backs turned to the table. Two people turn and start clustering! When the music goes down, they switch!

Don't forget some of important principles while doing clustering: Not every post-it note needs to be in a cluster. Anyone can change the clusters others have created. By standing up, participants keep the energy flowing.

3.4



- **Going for the root cause!** At this point, the group has to make a choice on which cluster to focus on. If you have a large group, you may consider dividing it into mixed smaller groups of around 5 people, with at least one facilitator per group. When deciding over the specific cluster (being one or several groups), you can give some criteria to the group: choose something that is important/relevant for the people in your group, and that you have the information and power to work on and change. After deciding in which cluster to focus on, if there's time, you can have them explore it a bit more. What is the root cause of the problem that it represents? You can use some tools to help you, if you like.

TOOLS YOU CAN USE:

- The 5 whys: Find the root causes of a problem
- The cause diagram: Map the causes and consequences of your problem

(page 44)

- **Create a Problem Statement!** Time to write a problem statement - a phrase that summarizes the group's intention and what they want to solve. The statement has the following structure: **How might we** [write the specific problem you want to address], **so that** [write the specific outcome you want to address]. Make clear that the statement needs to be specific. Participants will have to choose what they want to tackle and leave things behind.
- **Celebrate!** You have reached a very important part of the process! It is an achievement! You can clap hands or even do a small cheering game!

TIPS AND TRICKS

- Remind people to focus on the problem and not on the solution.
- Dividing people into pairs or trios for more intimate conversations; can be a good way to start.
- Don't force tools if they are not necessary. Sometimes simple brainstorming can work. If the conversation does not flow naturally, the facilitator can propose a tool.
- Give a time limit to get to the problem statement. This will force the group to make decisions.
- If the group is working well, step back in the process. In decision-making (like writing the problem statement) it is good that the group is calling the shots, so they have ownership of the process.



3.4

3 IDEATING MULTIPLE SOLUTIONS

The goal of this phase is to be creative, think outside the box and have many ideas for solutions! Participants should consider many possibilities before deciding on a single solution. That is how innovation happens!

- **Get in the creative mood!** A good game to make the creative juices flowing could be “This is not a... This is a...” ([See Prato's Case Study](#)).
- **Start generating many ideas for your problem!** It is not always easy to think creatively. Decision-makers, for example, often think about ideas they have already in place and cannot go beyond what they think is possible. They may find many restrictions and obstacles. Show them that this is a space to think without limits.

Going to a diverging phase, prompt people with tools for them to think of many ideas (we are going for quantity). Write each idea the group comes up with in a post-it note.

You can use quotes from the Listening Sessions and Face-to-face meetings that had ideas.

TOOLS YOU CAN USE

- Yes and...: No “but” allowed and no rules!
- Fast idea generator: Take an idea, change it in many ways! (pag.87)
- Brainwriting: Why not write instead of talking? and see [Lisbon's Case Study](#)
- **Organize the ideas!** Let the participants make clusters of ideas and analyze them. What are the key features? What do they have in common? What are some of their underlying values?
- **Final idea features!** What are the features that define the group's final idea? What are the things that their idea cannot live without? Reach a group consensus or give 3 votes for each one to choose what is the most important for them

4 PROTOTYPE THE SOLUTIONS

This is the moment to consolidate the idea and give it a shape. Participants will choose a tool to prototype it, having time to give more details (but still keeping it simple) and summarize it in a solution statement.

- **Build a prototype!** Show the participants different tools that they can use to prototype based on the type of idea they are thinking about.

TOOLS YOU CAN USE

- Role Play: Simulate your idea
- Storyboard: Create a cartoon with a story of your idea
- Physical prototype: Take Legos, paper or other materials and physically build your idea
- Journey Mapping: Map your solution in simple steps

Some tools to prototype are quicker than others: a storyboard may be quicker than a role play. You can suggest the tools based on the type of idea the group has and/or the time you have left.

- **Write the solution statement!** The participants now have to condense what they have created in a statement that was the following structure: “**We are building a** [say the idea], **which includes** [say the main features, give more detail], **so that** [say what you want to accomplish].
- **Celebrate and thank people!** It is time to clap, dance or whatever you want to do to celebrate what the participants have created! It is not every day that newcomers and decision-makers come together to think about problems and solutions. This prototype should be treasured!



3.4

WHAT'S NEXT?

Once the group has created a prototype, the purpose of the double diamond has come to an end. But what will happen to the idea created?

You should explore with the participants what is needed for the solution to come to life. What could be the next steps? Who else needs to be involved? Who will be in charge of moving it forward?

In the design process, the next phase would be to **test and validate** your idea, by gathering feedback from other people about what you have designed and making adjustments accordingly. After, you would roll out a **pilot**, which is a functional version of your solution that should be tested with a small number of people for a defined period.

It is in your participants' hands and yours to decide how to move from now on!



CREATING A SAFE ENVIRONMENT

Activities in Phase 1 are fundamental to creating a safe environment, but care and attention must be maintained throughout the whole workshop. Make sure you address challenges, such as: guaranteeing newcomers are not afraid to speak up in front of decision-makers; that decision-makers are not afraid of the impact in their work from specific contributions given during the workshop; avoiding conflicting views and political debates that can put the conversations off the rails. Make sure everyone feels that this is an anonymous safe space.

TIPS AND TRICKS:

- Avoid using the words “newcomers” and “decision-makers” and call everyone by their names.
- Organize convivial moments (appetizer/lunch) at the end of the workshops to consolidate the group and promote an informal relationship.
- Make it clear from the start that everyone is working together towards the same goal.
- Underline the importance of the co-design process rather than the result.
- Remind participants that all themes are about the system and not everyone's individual story.
- Be aware of the context of relationships between newcomers and decision-makers to anticipate potential conflicts or explore them safely.

3.4

ENSURING EVERYONE'S INVOLVEMENT

Ensuring everyone's involvement may be challenging. Some may not speak the language used in the workshop or there may be an imbalanced number of decision-makers and newcomers. Note that when the newcomers are the minority, their ideas and points of view may not be as considered as those of the decision-makers due to their lack of technical knowledge.

TIPS AND TRICKS

- Make sure participants have an equal voice. Encourage participants that are less talkative by asking them direct questions like "[Name], what are your thoughts on that?" or "Do you agree with this?".
- Encourage processes such as round questions, to hear everyone talking at least once.
- If you do group presentations, ensure at least one decision-maker and one newcomer as spokespeople.
- Cut people who may be talking for too long.
- Use different engagement techniques such as brainstorming, discussions in small groups and role-playing to keep the workshop interesting and interactive. Different people feel comfortable participating in different ways!
- It is good to alternate some individual work activities with group work activities. This allows introverts to have time to think for themselves before sharing ideas with others.
- Ensure understanding of instructions before beginning any activity.

If you have participants speaking different languages:

- Have one person responsible for translations during the whole workshop.
- If you use post-it notes, translate them. Write with a different color for each language.
- Make sure to create moments for the conversation to stop and give space for the person that is listening to the translation to contribute.

BEING A GOOD FACILITATOR

TIPS AND TRICKS

- Be familiar with the process and tools. Practice them before the workshop, so you feel comfortable. It can help to run simulation workshops beforehand.
- Read the group to understand when the tools can help the group and support the process or when they will just create additional complexity and block conversations. Be flexible and adaptable to the needs and preferences of the participants.
- Be more leading when the group is stuck and give more freedom when they are autonomous or there is time. Leading gives pace but takes ownership away from the participants.
- Be enthusiastic and trust the process! Smile, laugh, bring ease to the process and show it is an experimenting space.
- Make sure participants know what they are doing and why they are doing it throughout the process.
- If participants are off-topic, steer them in the right direction, even if it means cutting long interventions.
- Manage participants' energy. Use energizers when you see they are getting tired and make the process fun! Also, end a session of a workshop on a high note! If participants are getting tired, do not push it. End the session with a game or celebration.
- Check-in with the participants at the end of the session, gathering feedback to improve for the next one.

CASE STUDIES

Discover three case studies that showcase the Listening Sessions, Face-to-Face Meetings, and Co-Projecting Workshops in Prato, Lisbon and Mechelen. Prato's and Lisbon's have a special focus given to the Co-Projecting Workshops implementation, while Mechelen's highlights the Listening Sessions and Face-to-Face Meetings. In these territories, decision-makers and newcomers participated in the Trainings before the Listening Sessions.

These case studies aim at demonstrating how the process is in practice.

To know more about the whole participatory process, check [Mechelen's](#), [Prato's](#) and [Lisbon's Local Booklets](#).



Check [Mechelen's Case Study](#).



Check [Prato's Case Study](#).



Check [Lisbon's Case Study](#).

AND NOW WHAT?

HOW TO MAKE PARTICIPATION A LASTING PROCESS?

One of the issues that arise when implementing these participatory processes is how to create the basis for their continuity. When investing in the implementation of experimental methodologies, such as the ones you had access to in this toolkit, it is completely understandable to want them to become something recurrent or to inspire contexts in which participation is a necessity. There are some tips that may be useful for the sustainability of this participatory process:

Involve decision-makers in early stages and throughout the process

It is very important to involve decision-makers in the process, even when they are not participating, bringing information about the development and implementation of these methodologies. Whenever possible, bring results from the process, share the main challenges and include them in the development of solutions.

Evaluate the participatory process during and after its implementation

If you intend to make this participatory process recurrent, it is necessary to show data and information that justifies it as a meaningful alternative for the participation of newcomers. Develop an evaluation model. Remember that you can make partnerships for this, for example, with research centers. Use participants' testimonials about their experience of participation and collaboration, as it can help convincing about its implementation.

Formalize the use of these methodologies

Define in which moments and contexts these methodologies can be used and formalize the participatory process, incorporating it in guidelines as a recurrent activity; have a protocol/agreement to make this process official and streamline it within the municipality or in your organization. If your work is related to local authorities, you can inspire, for example, the creation of a policy.

YOU WANT TO APPLY THIS AND NEED HELP? REACH OUT!

Listening Sessions and Face-to-Face Meetings:

Contact ComParte! We have held participatory processes at local and national levels for more than 10 years, focusing on youth and newcomers. Reach out to us!

Co-Projecting Workshops:

For these Workshops, ComParte partnered with Gente Lab. Gente Lab is a participation and imagination Lab, a space to bring people together and experiment with new ways of building collective visions.

www.comparte.pt | equipa@comparte.pt
www.gentelab.com | thisisgente@gmail.com

Training Paths

Contact Second Tree! We are a community-led, volunteer-run, grassroots NGO working with refugees in Northern Greece. We want to change the narrative of refugee's response beyond stereotypes of victimization and romanticization. Our trainings are based on our Policy Training Pathway "Refugees Are People".

www.secondtree.org | training@secondtree.org

HAVE YOU USED THIS TOOLKIT? GIVE US FEEDBACK HERE!



TOOLKIT

FOR ACTIVE MIGRANT PARTICIPATION



EMBACE has been co-funded by the European Union's Asylum, Migration and Integration Fund. The contents of this document are sole responsibility of the author and do not necessarily reflect the views of the European Union.

