

STEPS TOWARDS EMPOWERMENT

Training 18th – 21st June 2013

Workbook

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1. Human Rights, Social Inclusion, Discrimination

1.1 The Human Rights perspective

Hearing the words “Human Rights”, what comes to your mind?

Human rights are rights, a person possesses simply because of being a human being. In this way they are different from any other rights: Human Rights cannot be taken away from you by a state, a government, the director of a company. It has been agreed in the United Nations World Conference that Human Rights are “Inalienable, universal and indivisible”. Let’s have a look at these three words:

Inalienable: Simply said, it is impossible to get rid of them. You cannot sell them, trade them and they cannot be taken away from you. Of course, somebody can violate them, but the UN has stated that they cannot be parted with in any way.

Universal: There are no differences made between people of different countries, race, culture or whatever. We are all human beings and since we possess Human Rights **because of being a human being**, this automatically leads to the conclusion that they count for each person in the same way.

Indivisible: It has been agreed that all Human Rights are of the same value and importance. They are seen as one set of rights, and “each and every right is of equal importance and deserves equal protection and promotion”¹.

The Human rights are written down in the United Nations Universal Declaration of Human Rights. Article 1 of this declaration states “All Human Beings are born free and equal in dignity and rights”. Most human rights can be listed under 7 basic rights:

- Political: those rights pertaining to political issues. Such as the right to vote or protest.
- Security: to protect humans from murder, massacre, rape and torture.
- Due process: those rights pertaining to legal matters. Protecting individuals from excessive punishment or their right to a fair trial.
- Liberty: protecting an individual’ right to freedom of speech, beliefs and religious practices.
- Social: right to education, food, housing.
- Equality: ensure that all people are to be treated equally no matter their sex, race, ethnicity or sexual preferences.

¹ “A Human Rights Perspective on Development”, Omar Grech,
<http://www.developmenteducation.ie/media/documents/Perspective.pdf>

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- Group rights: Group rights are not covered by the Universal Declaration of Human Rights but many treaties have included group rights. These rights are to protect a group from genocide, like what has happened in African nations and the Holocaust.

Notes:

The importance of talking about “rights” is, that this implies that they need to, and can be, protected. There exists a complex system of “Covenants”, agreements in which governments have agreed to connect the Universal Declaration to the legal systems of the participating countries – to make it possible for the legal system in these countries to deal with breaches of Human Rights.

This is also the link with the following parts of the training: When speaking about issues of, for example, discrimination, it is not “just” a matter of a government’s goodwill to act against discrimination, but through the Universal Declaration and the different Covenants, states are **obliged** to act against it, no matter the willingness or political colour of the government.

1.2 Participation

Exercise: “What does participation mean to you?” Say it in a creative way:

Notes:

There are many ways how to describe Participation. Let’s briefly discuss some of them:

“Participation is the opposite of invisibility and a way out of invisibility”

“Participation is essential for empowerment”

“Youth empowerment is a process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults”

“Participation promotes stronger democracy and healthier communities”

“When children and young people are involved in public policy-making, they move from being passive recipients of adult decisions to ‘rights holders’ who are able to assist in shaping their lives and their society”

“If I want to foster participation I will motivate and sustain enthusiasm for the work / the project / action research in the group”

Notes:

Exercise:

Write key words about participation and lack of participation. Throughout the training add words to this list

SOCIAL INCUSION Full participation - Active citizenship	
SITUATION <i>Living in a flat with a valid rent contract</i>	SOLVING THESE PROBLEMS <i>Secure housing, protection by the law</i>
SOCIAL EXLUSION Blocking full participation	
SITUATION <i>No personal documents (ID, passport)</i>	CAUSING THESE PROBLEMS <i>irregular residence, stateless</i> <i>no access to social and health services provided by the authorities</i>

1.2.1 An Example: Children’s Right to Participation.

The Children’s Right to Participation is set out in various articles of the UN Convention on Rights of the Child (UNCRC). The organisation Save the Children uses the following definition of Children’s Participation:

“Participation is about influencing decision-making and achieving change. Children's participation is an informed and willing involvement of all children including those who are differently abled and those at risk, in any matter concerning them either

directly or indirectly. Children's participation is a value that cuts across all programmes and takes place in all arenas – from homes to government, from local to international levels”.²

“(…) Children’s participation is about familiarisation of children with democratic processes, including understanding and respecting different points of view, the need for compromise, a sense of responsibility for group decisions and accountability.

Opportunities to participate offer children an opportunity to develop skills to protect themselves and challenge rights abuses. Children’s participation is not merely a commitment and cannot be reduced to an ad hoc activity it is an obligation that adults at all levels are accountable to”.³

1.2.2 Good Practice: Pontina KM 24”: a peer research video project

The project “Pontina km 24”, implemented by Save the Children Italy between November 2010 and March 2011, is a good example of a participatory project with Roma children also including action research. Twelve teenagers between the ages of 14 and 18, living in a Roma settlement in the periphery of Rome, Castel Romano, participated in training on video and documentary production. The aim of the activities was to enable participants to create a video product on the life of teenagers living in a Roma settlement, looking at their relationship with the city of Rome and on daily challenges such as school, socialization, poverty, work integration, contact with the penal circuit, illegal activities, love, or relationships with Italian peers. Participants were encouraged to involve other teenagers living in the settlement in their individual projects, to gather their views on the issues they had identified (interviews), and obtain input and comments on the video (interviews/focus group). Some explored the city of Rome, using it as a location for their work, with such activities helping them to overcome some of the barriers and distance that Roma teenagers feel when facing the city.

For their research they used varied methods (interviews, focus group, video mapping, diary,...)

This project was effective different ways. Its aim was:

- to empower participants, giving them knowledge and methods to make their views heard,
- to increase the knowledge of Roma teenagers on social inclusion
- to prevent exploitative practices and criminal activities

² Save the Children “Practice Standards in Children’s Participation” (2005)

³ *Save the Children, The European Union and Child Participation*

<http://www.savethechildren.net/sites/default/files/libraries/Child-Participation-Position-Paper-FINAL.pdf>

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- To promote the knowledge about life in a Roma settlement among the Italian community by the organization of a public event.

This example is meant to provide inputs to your ability to find creative answers to your work with young people. Children's rights include the right for Roma children to participation. Furthermore, the concept of child participation developed by Save the Children can be a useful guide to your work with your peers.

Remember: **Participation is a way of working. It is making your voice heard and giving space to your peer's voices.**

Notes:

1.3 Protection

Protection is a wide concept. You can ask the question: what can you do to protect yourself?

As mentioned earlier, we all have multiple identities so any example brings with it will risk of generalization. In order to progress with our training it is worth to generalize and think about the two approaches to protect the rights of Roma people:

Vulnerable-group approach and minority approach.

1.3.1 Child protection as an example of the vulnerable-group approach

Protection intends to ensure the care and protection of vulnerable population groups such as elderly persons, disabled persons, and the chronically ill, as well as children.

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As expressed in the UN Convention on the Rights of the Child and other human rights, humanitarian and refugee treaties and conventions, as well as national laws, the goal of child protection is:

To promote, protect and fulfil children's rights to protection from abuse, neglect, exploitation and violence

Abuse, neglect and exploitation are to the detriment of the child's physical or mental health, education, moral or social-emotional development.

A similar approach can be extended to other vulnerable groups

1.3.2 Protection: a minority approach

The Roma people are one of the most heterogeneous minority groups in Europe, encompassing a broad variety of cultural traits and linguistic diversity. Most Roma groups in Europe seem to line up with the minority approach. The opportunity to be granted effective protection with support in the rights-based approach varies throughout Europe. Think for instance about the different legal status of the Roma communities in the EU.

Slovenia has been generally considered an excellent example in the field of minority protection and a good example in the field of Roma protection in particular. In 1995, the Government adopted the Programme of Measures to Assist the Roma, which defines areas of activity of government bodies and municipalities such as:

- improvement of the housing situation,
- creating options for education and employment,
- development of culture,
- dissemination of information and preserving ethnic identity,
- encouraging political participation of the Roma in the local community,
- managing public and social matters,
- In particular solving problems linked to social exclusion faced by Roma in housing conditions, unemployment and low educational level.⁴

1.3.3 Legal provisions protecting the rights of Roma

A praiseworthy example on the protection of national minorities is the Instrument for the Protection of Minorities adopted by the Central European Initiative, opened for signature in 1994.

⁴ ROMANIAN JOURNAL OF EUROPEAN AFFAIRS Vol. 12, No. 4, December 2012 "The Roma as a Protected Minority?" Policies and Best Practices in the EU.

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Anti-discrimination law, at national level, is a means to increase protection of the rights of Roma people.

1.4 Advocacy

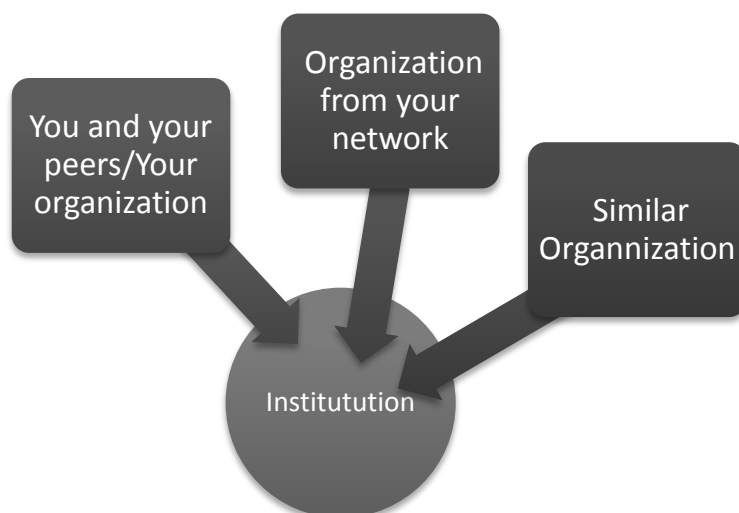
“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it is the only thing that ever has”.

Margaret Mead

Be aware that Advocacy must be People Centred:

- Grassroots organizing and mobilization gives credibility, legitimacy and crucial bargaining power to policy advocacy.
- Your peers know what they need and want out of your association/involvement.

1.4.1 Types of advocacy



Confrontation advocacy:

This is when you tell policy makers straight away that they are wrong, that you do not agree with them. Tactics used under this advocacy method include; strikes, marches, protests and petitions etc.



Constructive advocacy is when you tell a policy maker that I have this idea will it work and how can we work together.

Tactics used include: meetings with policy makers, proposing strategies for change, conducting and publishing research, building alliances with policy makers.

Action research may combine Research and Advocacy, if you intend to achieve change through advocacy. When we will have a closer look at action research we will explore their interconnections

1.5 Youth in Action

Youth in Action is most known as the Program the European Union has set up for young people. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural background.

The concept of Youth in Action is, however wider. It deals with the fact that young people are seen as full participants and civil life. They are seen as the ones, shaping the country's future. For this it is important to encourage young people to become active citizens.

Notes:

1.6 Discrimination

There is no universal legal definition of discrimination in Human Rights law. To put it “simply”, discrimination is the systematic mistreatment of certain groups by dominant groups in society (or in a given situation) in order to deny equal access to resources.

Discrimination contradicts a basic principle of human rights: that all people are equal in dignity and entitled to the same rights.

Attitudes, actions or institutional practices that subordinate or marginalize anyone can be considered discrimination like, for instance, racism, sexism, ageism, homophobia, anti-Semitism and religious intolerance and xenophobia, a fear or hatred of foreigners or foreign countries.

Segregation, a form of separation of ethnical groups imposed by law or by custom, is an extreme form of discrimination.

Discrimination prevents individuals from exercising and/or enjoying their human rights and fundamental freedoms.

Direct or open discrimination. Example: Roma children are not allowed to attend a certain school, or are put in separate classes.

Indirect discrimination: This focuses on the effect of a policy or measure, which may appear neutral but in fact systematically puts people of a particular minority at a disadvantage compared with others.

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1.6.1 Causes of discrimination

People are being discriminated because of the following reasons:

- race
- gender
- language
- religion
- political opinion
- national or ethnic origin
- property
- disability
- social class
- Other:

Notes:

1.6.2 Prejudice – Stereotypes - Multiple Identities

Discrimination is often based on ignorance, prejudices and negative stereotypes. To better understand stereotyping and possible solutions to limit discrimination it is necessary to think about ourselves and our own experience. Who are we? How can we define ourselves? How do other people define us?

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Exercise:

A quick group discussion: What stereotypes do you know? About your own (ethnic) group, or another? What do these stereotypes come from, you think?

Notes:

You cannot be identified just by one single feature. You may even have found it quite difficult to decide which single word, or label/identity, you most wanted to be associated with, because they may all be really important to you.

Think about three words to describe yourself. Then describe in three words the person you are in pair with/the trainer

Myself	The other

One of you will show the three words to the trainer, without adding any explanation. How does he/she feel?

Is it true that other people categorise your identity differently from how you want to be categorised? They are giving you a different label. Do they use a stereotype?

Important: We all have multiple identities. We cannot be labelled just by one word or associated with a **single** group. Some of our identities may be more important to us, others may be more noticeable to other people. If we do not know a person very well then we tend to see only the identities that are most obvious (female, disabled, poor) and use generalisation about that identity/group: a stereotype.

The stereotype is an oversimplified, rigid and very unfair generalisation by people who do not know the real you and who have not taken the time to find out. Remember this when you think about solutions to discrimination, advertising diversity may be one of them!

Stereotypes can be defined as simplified thoughts and mental generalizations of some group of people when we assume that all individuals in that group have same characteristics (stereotypes can be both –positive or negative).

Prejudice is stereotypes + emotions. They also can be positive or negative, but we often use this word to describe strong negative emotions towards some group of people.

Discrimination is prejudice in action. When we have negative stereotype towards some group and have negative emotions, then if we got power it is very likely that we'll discriminate that group of people in many ways.

1.7 Social Inclusion

Exercise

Think about a situation in which you felt particularly included and respected, despite there being differences between you and the other people involved in the situation. With two people who are sitting around you, please discuss the outcome.

Notes:

1.7.1 Social Exclusion



The European Commission defines **social exclusion** as “when people are prevented from participating fully in economic, social and civil life and/or when their access to

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income and other resources (personal, family, social and cultural) is so inadequate as to exclude them from enjoying a standard of living and quality of life that is regarded as acceptable by the society in which they live. In such situations people are often unable to fully access their fundamental rights”⁵

The specific vulnerabilities to social exclusion experienced by young people are complex and originate from a wide range of factors. Distinguishing the causes of social exclusion from the effects is a difficult task.

For instance poverty is a cause of social exclusion and discrimination but also a result of it. Furthermore it can be transmitted from generation to generation... This results in a vicious circle where socially excluded young people are in even more danger of suffering from additional material deprivation, social and emotional marginalisation, and health issues, which in turn expose them to more serious risks of exclusion. Almost one out of three young persons between the ages of 18 and 24 is at risk of poverty or social exclusion in the European Union.⁶

1.7.2 Social exclusion and discrimination: mutually connected

- ✓ Discrimination may lead to social exclusion and to poverty.
- ✓ Poverty and social status may be a cause of discrimination.

Exercise

Could you invent more examples of how social exclusion and discrimination are mutually connected?

Notes:

But although these concepts are important to master for your research activity, it is also essential to focus on the way out and on the positive cases.

⁵ European Commission, *Joint Report on Social Inclusion 2004*
http://ec.europa.eu/employment_social/social_inclusion/docs/final_joint_inclusion_report_2003_en.pdf

⁶ *Youth Social Exclusion and Lessons from Youth Work*
http://eacea.ec.europa.eu/youth/tools/documents/social_exclusion_and_youth_work.pdf

1.7.3 The Definition of Social inclusion

Social inclusion may be defined as “The provision of certain rights to all individuals and groups in society, such as employment, adequate housing, health care, education and training, etc.”⁷

Another definition says: Social inclusion is the acceptance and valuing of differences resulting in the full social, political and material participation of all groups in a society.



“Promoting social inclusion means advocating for a society for all people, based on mutual respect and solidarity, promoting equal opportunities and decent living standards regardless of economic status or ability, gender, sexual orientation, social or ethnic background etc. (...) Combating poverty is a central

component of social inclusion, since poverty can trigger a number of processes of exclusion – for example in the areas of education, employment as well as in different areas of social life and citizen participation.”⁸

Notes:

Exercise:

The trainer will divide you in small groups. Your task is, to create a „visual“ on a topic or area you know from close choosing from one of the following options:

⁷ www.freedExceptionary.com/social+inclusion

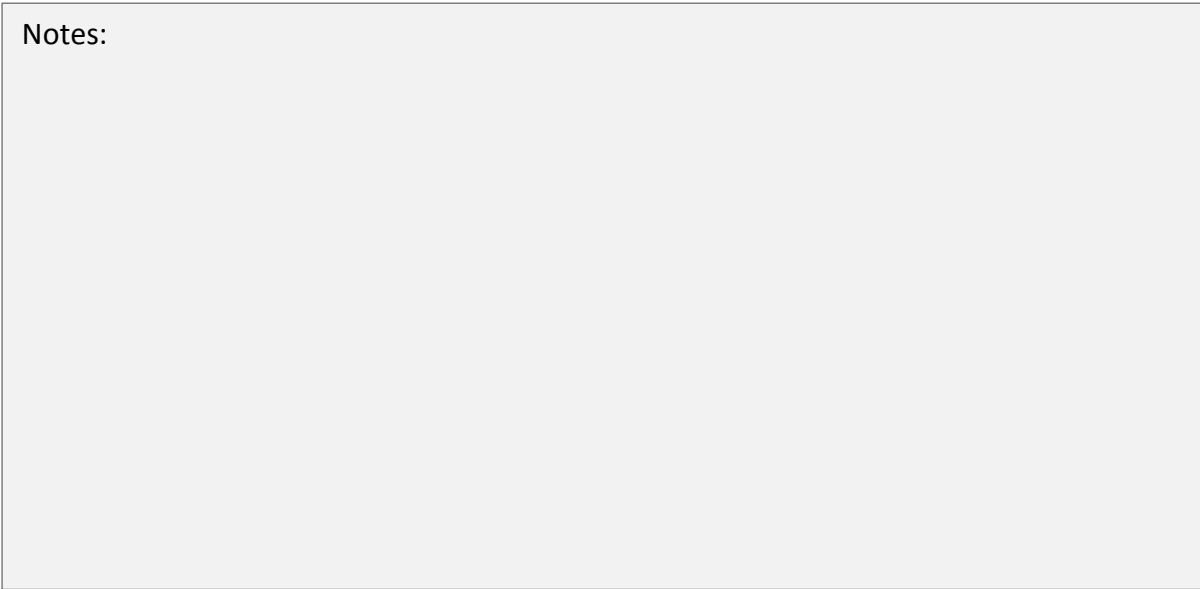
⁸ EU Youth Policy http://ec.europa.eu/youth/youth-policies/social-inclusion_en.htm

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- Suggestions about ways to limit discrimination/social exclusion in a community (starting from a real case)
- Activities/projects/interventions that have promoted social inclusion in your community or that you have heard about.

To create your visual, you will receive a flip chart paper and markers, but you can use or add anything else you would like to – do not limit your creativity!

Notes:



2. Action Research, research methods, hands-on practice

2.1 What is Action Research?

Action Research, sometimes also called Participatory Action Research, is defined by Wikipedia as “ (...) a research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems (...)”

This complex definition contains a few key words, which help us to understand why this combination of the words “action” and “research” is in fact quite unique:

Solve a problem – the research activity is not done for the sake of knowledge, but has the aim to contribute to solving a problem.

Reflective process – instead of the traditional and linear process of planning – starting – doing – finishing – evaluating, action research is a process, in which you not only reflect on each step, but also on the complete research cycle – with the aim to continue with your research or action, but in a better way than before because you use the knowledge gained in the previous cycle.

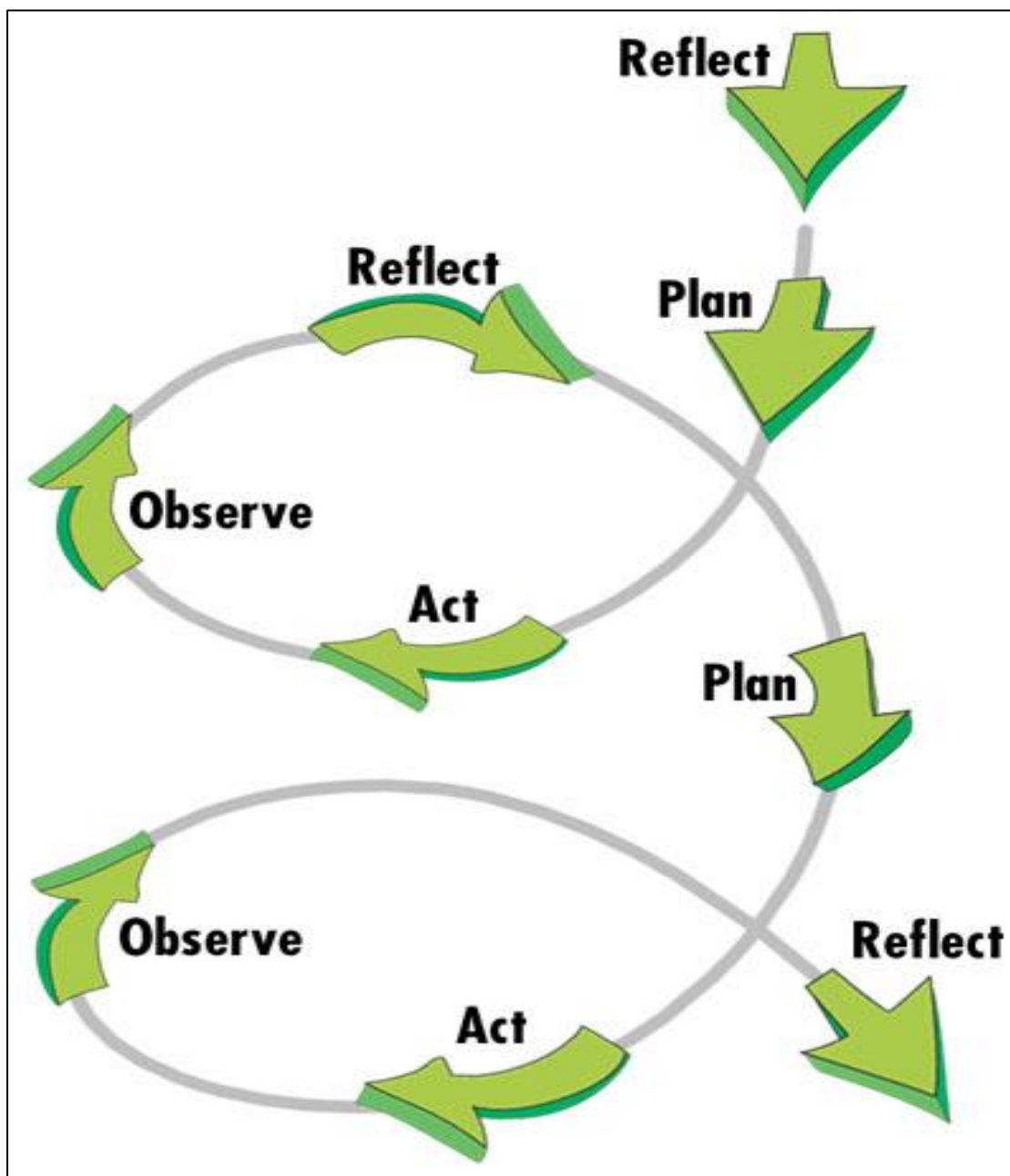
Individuals working with others, community of practice – In action research, you are usually not the lonely researcher, collecting data from or about his or her objects of research, but you are cooperating with members of the community.

To conclude: ***“Action research involves the process of actively participating in an organization change or changing a situation whilst conducting research”.***

Action research can be looked at as being the opposite of traditional research. Let’s look at some differences:

Action Research	Traditional research
The motivation for the research topic is usually a disagreement with the actual situation in which people live	The motivation for the research topic is usually academic, sometimes also financial motivated
The people, whom the research is about, are involved in selecting the research topics	The researcher (or his team, his university, the company he works for) decides about the research topics
The aim is change	The aim is to describe
Not necessarily objective	Meant to be objective
In social research, the researcher cooperates with the people whom the research is about	In social research, the researcher conducts a research about the people
The researcher can join the community, can be also part of the community the research is about	The researcher needs to keep certain distance of the lives of the people he is doing research about
The outcomes of the research have value for the community and can be a basis for further change and development	The outcome of the research can, but does not have to, have value for the community, but can also have a negative impact on the community.

2.2 The Action Research Process



(Source: <http://celt.ust.hk/teaching-resources/action-research>)

Above you see the Action Research process. As we mentioned, it is a reflective process, aimed at dealing with a specific issue. In all the steps you can involve the people or community you are doing action research – or in this context it is better to say “you are doing action research **WITH**”. The longer you work on a project (the more cycles you have completed), community involvement and participation will be more intensive and active. This implies that “research” usually is combined with “action” – together with the community members action researchers usually start to actively engaged in solving the issues they have researched. Through the research both researcher and community gained a lot of knowledge about the issue.

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Exercise: Sit together with a colleague and, thinking about the place where you live, what could be good topics for action research?

2.3 Action Research Methods

Exercise: Talk in a small group about research methods you are familiar with and compile the table below.

METHOD	What type of information is this good for?	Example?	Pros?	Cons?
INTERVIEW				
COLLECTION OF GOOD PRACTICES				
SURVEY				
PHOTO				
MAPPING				
NARRATIVE LIFE STORY				

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2.3.1 How to conduct a good interview

BEFORE THE INTERVIEW

- Preparation: think about the issue you want to explore and the main research question
- Write down your interview outline
- Think about how you will capture the main ideas of your interviewee (recording, notes)

DURING THE INTERVIEW

- Make eye contact
- Speak clearly
- Ask open ended questions (avoid yes or no questions)
- Ask one question at the time
- Listen carefully to the person's story/answers
- Do not show strong emotional reactions to answers (you are there to find out)
- Encourage responses nodding, encouraging going into depth "Could you say more about that?" "Could you give an example of that?"
- Try to summarise the person's idea to see if you really understood what the other person meant: "So you are saying that.... " . " So your main point is that..." "Let me see if I can summarize what you said"
- Record or take notes. If you record make sure your recorder works and you have enough memory/tapes. Ask your interviewee for permission before recording. Note-takers should report accurately what children say, and not 'translate' their views

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2.3.2 Collection of good practices

Exercise:

Find information about good practices on inclusion (no further instructions!!!)

Put together key information about the best practices case and look at it systematically: to analyse the case, and decide what you can learn from it.

Title	
Object of the best practice	
Geographical scope	
Main promoter(s)	
Actions undertaken	
Obstacles met and solutions found	
Main results achieved	
Any external evaluation	
Your evaluation of impact (interviewing or survey to beneficiaries)	
Lessons learned	

Exercise: Evaluation of practices: Is it really a “best practice”?⁹

Success: does a certain measure curb the phenomenon xxxx through prevention, protection or othersand provide reliable alternatives for young people?)	
Sustainability: is the measure linked to a policy intended to reduce the phenomenon in the long term? Is the measure likely to last in the long term?	

⁹ This table contains the classical evaluation indicators and is inspired by the research work conducted by Laura Di Pasquale with ICMPD in the EU funded project “Study on Typology and Policy Responses to Child Begging in the EU” <http://research.icmpd.org/1492.html>

<p>Transferability: which elements of a successful measure can be implemented in a similar situation? And/or in a different geographical location?</p>	
<p>Fairness and Participation: are the young people involved treated in their best interest and in the same manner?</p>	

2.3.3 Focus group, Facilitation¹⁰

Morgan's (1997) definition is commonly used to describe focus group discussions as ‘a research technique that collects data through group interaction on a topic determined by the researcher’. This type of approach differs from others because of the number of people that take part in the discussion

Participants: from five to ten

Staff: One facilitator and One or two note takers/assistants

A skilled facilitator usually leads the group and it is very important that this person is capable of drawing out different aspects of the subject under discussion without making judgements; (assistants may give suggestions during the focus group passing a written note to the facilitator)

In certain circumstances, focus groups are more appropriate and effective than wide-ranging consultations. Focus groups are considered to be particularly valuable in situations where little information is available on the area under discussion.

Focus group are based on an understanding that an individual’s attitudes and beliefs do not form in a vacuum and that people need to listen to others’ opinions and understandings so that they can focus on their own

¹⁰ Inputs from *Young Voices: Guidelines on How to Involve Children and Young People in Your Work* was http://www.dcy.gov.ie/documents/publications/31267_Young_Voices_.pdf

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Recording: many groups are recorded for later review, in which case it is essential that permission is explicitly sought.

How many focus groups shall I conduct on my topic? It depends on budget, timing and the issues being discussed

Prior to the discussions, make sure:

- You are very clear about the aim and objectives of the discussion so that it will be possible to “focus” the group at all times;
- You have five or six questions to draw on if the discussion goes off the track or dries up;
- Consider the composition of the group: can the group give you the opinions that you need? For example, if you want to know about problems for young people in rural Bosnia you need to make sure there are enough young people from different types of rural settings in the group.
- At the start of the discussion set ground rules, including those about confidentiality;
- During the discussion remain focused but flexible;
- Give everybody an opportunity to contribute;
- Guide, don't lead your participants through the focus group. Ask questions instead of giving your own ideas. Remember that you're there to hear their ideas, and not really to share your own.
- After the discussion, write down your comments about the dynamics of the group (ie. Everybody looked shy and embarrassed at the beginning...)
- Check for trends, themes or pattern emerging from the facilitator's notes.
- You may want to build a grid to insert/analyse the results of the focus group

The grid will help you to divide in sub topics, puts pieces of discussion under each sub topic, summarise and analyse results.

2.4 Action Research in Local Communities

A 'community' is meant to be a body of people living in a certain delimited locality, e.g. a Roma settlement, inhabitants of a council block of flats, inhabitants of a housing estate, etc. For our purpose, it is not necessary that the people feel themselves as a community.

2.4.1 Getting acquainted with the locality – mapping the situation

When you have not done any systematic previous work in a certain community, it is important to get to know the situation. We call this “mapping”, to create a “map” of the community or location. There is a lot of useful information to add to this map:

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Basic information about the locality

- The size of the city – surface area, population
- Infrastructure – transportation system
- Existence or availability of health care centres
- Employment – job opportunities, unemployment rate, etc.
- System of schools
- Composition of the population – the age structure of inhabitants
- The ratio of Roma and non-Roma inhabitants

Activities and plans of the local authorities and offices

What is the attitude of public administration and municipal government towards the Roma issue, e.g.:

- Is there anybody on local level, dealing in particular with Roma issues?
- What opportunities does the local Employment office offer (e.g. retraining courses for the Roma, etc.)?
- Does the city make use of ‘alternative’ ways of solving certain problems, such as non-financial settlement of debts, public useful work, etc.?

School, education

- Which schools are there in the community (pre-school, primary, secondary...?)
- Are there any pre-school preparatory classes for Roma children in the locality?
- Are there any other activities to support school attendance of Roma children and youth?

Non Profit and grass roots organisations

- Are there any non-profit organisations or grass roots organisations working with the Roma in the locality?
- Are there any Roma initiatives active in the community or location
- What activities have they been performing – which have turned out to be successful, which have not and why?
- Are the Roma themselves successfully involved in the individual activities and various programs, do the children’s parents cooperate, etc.?

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There are many **actors on local level** who could provide you important information about the locality:

- The mayor of the city/town
- Informal leaders and other members of within the local Roma community
- Employees of the state administration and municipal government who deal with the Roma as part of their jobs
- Representatives of organisations working with the Roma
- Teachers
- Medical doctors
- Priests

Mapping using photographs – a few tips

- Remember to frame up the space or object that you want to bring attention to
- Write down what each picture is of and why you took it as you go
- Stick with the issue you are focused on
- Take pictures that will help other people clearly understand. Think about: What do you want others to understand? What perspective are you taking the pictures from? Who do is your target audience?
- Remember this tool can be used to address any issue or question
- Get a diversity of people to take pictures and keep track of who takes which picture
- Try getting some people to from outside your group or community for an interesting perspective

2.5 Introduction to Facilitation

The mapping of the situation in the community is in fact the first step in your action research, and you can use the methods we mentioned earlier, like interviews, focus group, etc. It may happen regularly that you will be “interviewing” a larger group of people. To manage such meetings, to make sure they will not end up in endless discussion and to be able to use the outcomes for your action research, Facilitation methods can help you.

2.5.1 What is Facilitation









Facilitation is the practice of supporting a group in conducting its meetings and reaching decisions. Because the facilitator’s efforts focus on the process (how decisions are reached) rather than the content (what decision is reached), the role is like a midwife, who works to assist the process of creation without themselves being the producer of the end result.¹¹

For this, it helps if the facilitator is more or less an outsider. This could be, however, an outsider “for the moment” – for the duration of the meeting you are facilitating. The “process vs. content” aspect is the key feature of a facilitator.

¹¹ Tree Bresser – Group Facilitation Primer - http://treegroup.info/topics/facilitation_primer.pdf

2.5.2 The Role of the Facilitator

The facilitator has many roles during a meeting. In the book “Effective Facilitation” 8 roles are described¹² – see the visual below:

Guide	The facilitator must know the steps of the process from beginning to end, and must carefully guide the participants through each phase.	
Motivator	From the rousing opening statement to the closing words of cheer, the facilitator must ignite a fire within the group and keep it well lit. The facilitator must establish momentum and keep the pace.	
Bridge Builder	Where other people see differences, the facilitator must find and use similarities to establish a foundation for building bridges to consensus.	
Clairvoyant	Throughout the session, the facilitator must watch carefully for potential signs of strain, weariness, aggravation and disempowerment -- and respond in advance to avoid dysfunctional behavior.	
Praiser	At every opportunity, the facilitator should praise the effort put forth, the progress made, and the results achieved. Praise well, praise often, praise specifically.	
Peacemaker	While it is almost always better to avoid a direct confrontation between participants, should one occur, the facilitator must quickly step in, re-establish order and direct the group toward a constructive resolution.	
Taskmaster	The facilitator is ultimately responsible for keeping the session on track; this means tactfully cutting short irrelevant discussions, preventing detours and maintaining a consistent level of detail throughout the session.	
Active Listener	At every opportunity, the facilitator must make a conscious effort to hear and understand the content, intent, meaning and feeling of what is said.	

¹² <http://www.leadstrat.com/why-facilitation/what-does-a-facilitator-do>

2.5.3 Example of a method: Defining problems or topics with a large group

The following method is used when you want to speak with a new group of people; it is not such an organized meeting. It consists of the following steps:

1. Introducing yourself

At the beginning of the meeting with the large group, we introduce our organisation and clarify the reasons for our visit. We also explain our goals, methods of work and whatever the community can expect from us.

2. Free discussion, make notes

What follows is a discussion with the participants who brainstorm ideas about the present state and define the problems. The aim of this step is to obtain as detailed an image of the situation in the community as possible through the eyes of the common people in the locality. The manner in which the group works is related to its size and composition. At first, the discussion is dominated mainly by strong and important individuals. Gradually, it is also the less dominant members of the group who start 'loosening up'. The task of the community worker is to moderate the discussion. He/she has to make sure that everybody has their voice heard – even the shy participants – and that the meeting does not escalate into personal attacks or some other serious conflict.

3. Summarize, is everything complete

As soon as the contributions to the discussion start being repeated and the participants stop getting involved in it, it is a suitable moment for summarising and recapitulating the outcomes obtained so far. We conclude the meeting by explaining the intended steps of further work in the locality.

4. Grouping

This is the start of the analysis of the problems. The members of the group divide the problems into categories:

- a. long-term/difficult, middle, short-term/easy (**aimed at action**) - according to how difficult and time-consuming they perceive the problems to be:
 - Quick and easy to solve problems
 - Problems of medium difficulty which can be resolved in an intermediate period of time
 - Long-term and difficult to solve problems
- b. according to topic, area etc. (**aimed at information**)
 - family life
 - employment
 - school attendance
 - _____

5. Prioritize

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From all the topics the group collected, they need to select a few to work on or, in case the meeting is part of Action Research, to decide which topic to investigate further

Exercise – the method in practice

- A. How would you introduce yourself to a group people in your community, when you are in your role as researcher? Work in pairs, each of you will think about a good introduction. The introduce would with Introduce yourself (people by themselves)
- B. As a group we will try out step 2, 3 and 4 of the method try out all the parts of the method. We will do a short workshop based on the abovementioned methods. The participants will facilitate under guidance of the trainer. Every approximately 10 minutes the trainer gives somebody else the role of facilitator, this person should continue where the previous one finished. The role of the trainer is: To introduce the each step, to guide the facilitators and to invite people to take the facilitator role. At the end the trainer will provide feedback.

Notes:

3. Action Research - hands-on practice

3.1 Defining research topics and research questions

During the first days of the training we collected possible research topics and stuck them on the wall. We hope that you collected some 5-15 topics. Now we are going to have a look at the topics, and select the 3 most important. Two key questions we would like you to think about:

- a. In participatory action research, who should decide about the research topics

Notes:

- b. How would you select the 3 most important topics

Notes:

3.1.1 Selecting priorities: Another simple facilitation method

The following method is very useful when you are with a large group, and you need to decide on what is the most important (the most difficult, the most urgent,...) of a list of topics. We will demonstrate the method with you as participants, when selecting the three key topics. Instead of normal voting, this method gives more complex picture, and the method is visual. As you will see: Instead of using the names of the topics you can use pictures – in this way also people who do not read and write so well can actively participate.

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This method can be used on itself, or as the last step of the process we discussed just before.

Steps:

1. Make sure all the topics are listed, if possible on the wall, on flipchart.
2. Ask the participant if the list is complete
3. Provide the participant with 3 – 5 coloured stickers each. (This depends on the size of the group, if we are 30 people I would give no more than three stickers each)
4. Each participant uses the stickers as votes, they can stick the stickers to the topics they see as most important. If they find only one topic most important, they can give this topic three votes, or they can divide their “votes” over the topics they find the most important
5. At the end you can count the votes and select the topics which receive the most.

Using the stickers is a good way to visualize the process, it will stick in people’s heads. They will easily remember the process and its outcomes.

Notes:

3.2 Methods – hands-on practice

3.2.1 Interview

Exercise

SCENARIO A Lack unemployment for young women/men in town X

RESEARCH QUESTION: what can be done to promote the inclusion in the labour market of young women/men in town x?

A. Practice interviewing in small groups

You have 10 -15 minutes max minutes for the each interview

2 people on the group will play the role of unemployed young people

2 people will be the interviewers (The interviewers will look at the questions below, add more questions if necessary, and lead the interview)

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1 person will take notes

3 people will observe

PURPOSE	QUESTIONS
<p>Introduce yourself and explain purpose of interview (explaining that you are collecting the point of view of people who have been employed but do not work now)</p> <p>If you are recording, ask for permission</p> <p>If you are not recording ask a colleague to take notes</p>	
<p>Questions about last employment</p>	<ol style="list-style-type: none"> 1. What was your last job? 2. Can you tell me about the positive and negative sides of this work experience? 3. How did you find out and got that job? 4. What were the main reasons for not continuing your collaboration? 5. How did you feel other colleagues treated you at work? 6. How did your boss treat you?
<p>Questions about lack of employment</p>	<ol style="list-style-type: none"> 1. Can you say something about your motivation to find work 2. Which strategies and channels have you used to look for work? 3. Which are the main obstacles you have found in your search for work? 4. How have you tried to overcome them? 5. What do you think that you could do to improve your chance of finding a job? 6. What do you think are the main causes for you difficulties in accessing employment? 7. What do you think that could be done to improve the situation and by whom?

B.

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C. Group discussion

After the interview: group discussion 10-15 minutes

The person taking notes: will present a summary of the main results of the interview and present them to the group

The observer will lead the discussion about possible areas of improvement

D. Repeat the whole exercise swapping roles

When you repeat the exercise exchanging roles, the note taker and observer will take the role of interviewer and unemployed people to make sure that you all have a taste of it!

Notes:

3.2.2 Planning

Exercise

Group work. Make a plan of action with respect to the research question chosen by your group. Use the provided Worksheet

Notes:

4. Communication and Reaching Out

4.1 Communication and Action Research

As we saw earlier – one of the key aspects of Action Research is that the work does not stop when the first findings have been collected. Since the process is cyclic, reflecting on the research outcomes (in cooperation with the community) may lead to new research activities, social action, activities aimed at improving a specific area of community life...

One aspect which should not be overlooked is communication of the outcomes of your action research to a wider audience:

- Your community
- Your city
- The region, the country
- Internationally
- The majority population
- The local authorities
- Other NGOs or grass roots groups

4.2 A communication plan

When you decide about communicating information about your activities to others than the people you are directly working with, it is important to plan this carefully. There are three key areas you need to be clear about:

- Objectives and expectations – What do you want to achieve with your communication?
- Target Audience – whom you are going to address, and why them?
- Key message – What is the central and most important message you would like to spread

Exercise:

Get together in the same groups you were working yesterday with when making your planning. Look at your plan of action and imagine you have completed your activities. Imagine that you are going to make a communication plan for your activities. Take a flipchart paper, and define:

- The objectives of your communication plan, and what you expect to achieve with it
- Who is your target audience
- What is your key message

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4.2.1 The KAP Grid

The KAP grid will help you to be clear on what you want to achieve with your communication:

- Knowledge = give information, spread knowledge
- Attitude = move feelings, change attitudes
- Practice = change norms

Could you provide an example of each part of the KAP grid?

Exercise

Look once again at the communication plan you made just a few minutes ago. Using the KAP grid, how would you label the communication activities you planned?

Notes:

4.3 Communicating with your peers

After the training you will all leave to your own location. However, the project is not finished yet and it would be good to find way to stay in contact.

Exercise

In a “mini workshop” we will look at:

- What you expect from communication with your fellow project participants
- What should be the aim of this communication?
- Which technical means you have available to keep in touch and to share information and experience?

4.4 Social Media

In this part of the training we will show you and discuss, how to use Social Media

- To keep in touch with each other within the project
- To inform a wider audience of your activities.

We agreed to decide about the exact content of the part of the training once we know how much the participants are familiar with the use of Social Media and how well are PC and internet facilities accessible in the participants' communities. For that reason this part has not been elaborated in this Workbook

5. Creating a communication plan

During the first part of the morning we had a look at what is all important when creating a communication plan. During the second half of the morning we are going to create a communication plan – for the project. We will do this all together – so you will see again an example of group facilitation.

The Workshop will consist of the following steps:

1. Deciding about the target audience(s).
2. Group brainstorm about the key message
3. Group brainstorm on possible activities
4. In smaller groups you will describe the objectives, key message and activities for each part of the target audience
5. In the all-group meeting we will add the outcomes of the group work in a template for the communication plan
6. Evaluation and feedback on the results

6. Recap, closing, Feedback

Notes: