



Deliverable

Deliverable D 2.2. Report on preparation and capacity building activities

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Abstract	<p>During the opening year of the MUST-a-Lab project, the consortium has undertaken and achieved one of its main objectives, namely the design and development of different training initiatives for Policy Makers and future Policy Labs' Facilitators, foreseen by WP2.</p> <p>These actions resulted in a workshop dedicated to Policy Makers from the partner cities, a three-day capacity building and an online training session for Policy Lab Facilitators.</p> <p>The inclusion of Grenoble in MUST-a-Lab was accompanied by a specific capacity building workshop so that its facilitators had the necessary skill to start up a Policy Labs.</p> <p>This report's objective is to illustrate the methodologies adopted and the contents treated while carrying out these crucial actions.</p>

Version and contributing history

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List of Abbreviations and Acronyms

Abbreviation/Acronym	Meaning
EC	European Commission
WP	Work Package
PC	Project Coordinator
SC	Steering Committee
PL	Policy Lab
PLF	Policy Lab Facilitator
CB	Capacity Building
IIHL	International Institute of Humanitarian Law
UNIMORE	University of Modena and Reggio Emilia
KdG	Karel De Grote Hogeschool Antwerpen
FREREF	Fondation des Regions Europeennes pour la Recherche en Éducation et Formation



1. Executive Summary

The main goal of the project proposal's WP2 "Capacity building and laboratory preparation" is to prepare stakeholders, Policy makers and facilitators for the Policy Labs (PLs), which will be implemented in the course of WP3.

The objectives of WP2 related to the capacity-building of different stakeholders are:

- To conduct a comprehensive stakeholder mapping and engagement plan in order to prepare and enable asylum seekers, migrants and other grassroots stakeholders to play an active and informed role in the upcoming co-creation exercise.
- To prepare Policy Makers and Local Government Administrators to behave according to the rules of PLs by engaging in open dialogue with all stakeholders and agreeing to review and reshape current policies/strategies in the field of social and economic inclusion.
- To form a group of three Policy Labs Facilitators in each of the partner cities, through a facilitative and participatory method, and according to a common set of competences and including a set of transnational activities.

In order to respond to all these objectives, as indicated above, different activities and partner meetings have been launched, which we will develop in depth throughout this report, in particular:

- Capacity building of Policy makers (M11 of the project)
- Capacity building of Policy Labs Facilitators teams (M11-M12 of the project)
- Capacity building of grassroots and migrant stakeholders (M12-M13)

The reports on local inclusion strategies and the mapping of stakeholders have already been extensively documented (D 2.1 and D 6.3). This report will thus focus on the capacity-building activities through the following 5 chapters.

Chapter 2 focuses on the Policy Cycle, going further into its content and context, while chapters 3 and 4 develop the role of the Capacity Building within the context of the Must a Lab.

Chapter 5 is focused on the activities that have been implemented for capacity building.

Finally, chapters 6 and 7 that have been included thanks to the Amendment, provide a view that has been taken with some perspective, and since 2 policy labs sessions (not counting PL0) have already taken place in almost all cities. Some of the considerations reflected in these chapters are also reflections taken from the partner cities that have participated in the Capacity Building process and from their main actors.

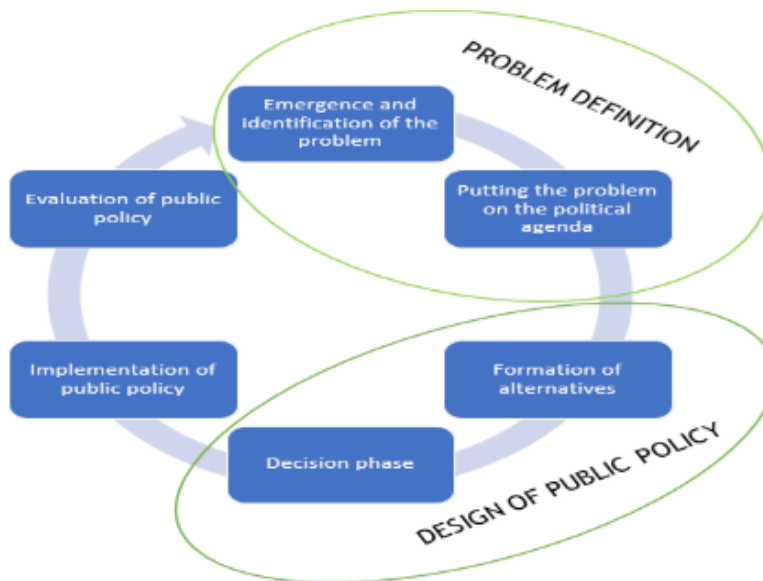


2. Policy Cycle (PL): content and context

Public policies emerge as the set of decisions and actions taken by a government to solve certain problems.

The Policy Cycle (PC) is understood as a process that begins when a government or a public manager detects the existence of a problem that, due importance, needs attention.

Within its process, the PCs are a way to truly involve citizens in the democratic process of policy formulation.



The **policy cycle (PC)**, in which PCs are framed, can be divided into 4 stages:

- **Problem definition stage:** This phase, in turn, would be divided into two. On the one hand, the phase of emergence and identification of the problem and, on the other hand, the phase of incorporation of the problem into the political agenda.

In the emergence phase, a given situation produces a series of effects such as a collective need, a lack or a dissatisfaction that can be identified either directly or through certain elements that make it invisible. Once the problem has been identified, its incorporation into the political agenda will depend on the political treatment given to it, according to the perception that public decision-makers have of it due to its greater or lesser presence.

- **Public policy design stage:** Divided in the same way as the previous stage into two phases:
 - **Formulation of alternatives phase:** once the problem has been defined, a series of relevant objectives and goals to be achieved should be suggested, from which to begin the search from alternatives (instruments and processes), which should involve examining all possible solutions for

achieving the proposed goals and analysis the consequences for each policy alternative with their probability of occurrence.

- Decision phase of the most appropriate alternative: with the different alternatives proposed, the next stop would be to compare them always taking into account the objectives and goals previously defined and to choose the solution whose results provide a greater scope of these, greater benefits with equal costs or lower cost with equal benefits.
- **Public policy implementation stage:** at this point, the alternatives or solutions selected in the previous stage are implemented and executed. The programmed sequence of defined actions is carried out in pursuit of the set objectives. Generally, two implementation models are identified:
 - Implementation as a bottom-up process: the emphasis shifts to the point of service delivery; what happens, when, the entity in charge of providing a certain service is decisive for the success or failure of the public policy.
 - Implementation as an up-down (top-down) process: the decision is executed by the relevant administrative units.
- **Public policy evaluation stage:** Evaluation is constituted as a fundamental part of the PC because it functions as feedback of the process since the public intervention does not end with the evaluation of its results, but this can lead to a new definition of the problem that originated the cycle. In short, evaluation aims to determine the results and effects of a public intervention.

3. Role of capacity building in Policy Labs

According to the United Nations, capacity building is defined as the process of developing and strengthening the skills, instincts, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world. Bringing this definition closer to Must-a-Lab's objectives, capacity development activities represent a crucial part of the project and the establishment of Policy Labs in local contexts, as well as a necessary precondition for their optimal functioning: it is fair to say that the process of developing Policy Labs begins with capacity development.

In the Policy Labs, important political challenges are addressed, at the same time as an informal exchange of the different points of view of the different parties involved is promoted. Given the different levels of formal authority and policy expertise of different Policy Lab actors, all participants should feel safe and free to speak as "equal" contributors to the discussion. This is one of the main challenges of training, allowing inexperienced stakeholders to express themselves without shyness and competently.

For this reason, capacity building is intended for:



- Policy makers. They should be able to step out of their role to participate in a Policy Lab in a more empathetic way.
- Migrant stakeholders, who we assume have fewer tools and capacities to participate in a PL.
- Grassroots stakeholders, who are considered to be more experienced in participating in debates, but who nevertheless need to accept the rules of the game in terms of confidentiality and respect.
- Facilitators, those who have the role of managing policy labs without intervening and influencing in a direct way, with their opinions, wishes or considerations.

Different training sessions have been planned as explained in the following chapters. However, we will give a short summary of each of them below, to get closer to the role of capacity building.

A training session (PL0) was planned for migrant and grassroots stakeholders. This preliminary capacity building for participants who are not used to participating in the policy making process/debate is intended to ensure their ability to express their views in an open and structured manner, truly contributing to the mediated search for innovative solutions to the political challenge that may initially be perceived as a lack of attention.

In the same way, in Policy Labs, Policy makers should be able to "take off their hats" as Policy makers to change themselves into a position of active listening, respect and joint work with stakeholders involved. For this reason, Policy makers also had a training session with the objective of learning how this new "way" of making public policies works with grassroots and migrant stakeholders.

Finally, the longer training was designed for facilitators. Indeed, well-trained facilitators make a difference in Policy Labs, encouraging and allowing all voices to express themselves, maintaining impartiality, harvesting ideas, moderating conflict, and suggesting mediations and innovative synthesis.

4. Capacity-building activities within MUST-a-Lab

Workshops for Policy Makers in Fuenlabrada

The training workshop for Policy Makers (PM) took place on October 6, 2022, during the second transnational partner meeting in Fuenlabrada. This dedicated workshop was chaired by Claudio Dondi from the IHL.

The training included both a theoretical presentation of the PL approach and methodology, and a work groups discussion phase, with a final plenary reflection.

The objectives of this training workshop for Policy Makers were:

- To present the PL concept and specific application at the city level and to the



migration context.

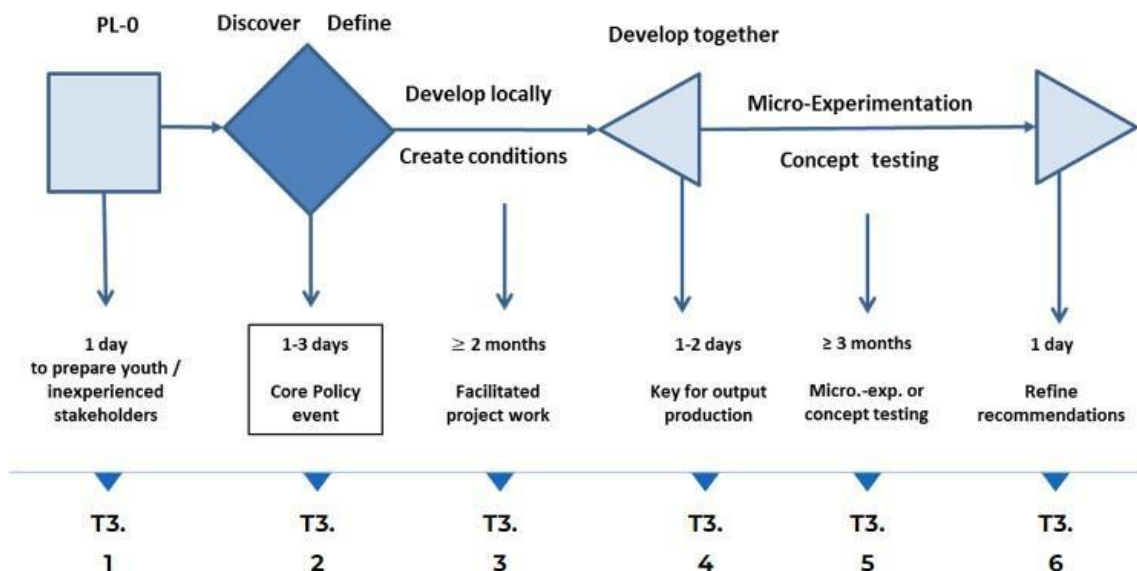
- To understand how to adapt the PL approach to the local context and priorities.
- To plan the invitation and selection process of other relevant stakeholders.
- To create the environment for a first contact with PL Facilitator for Policy Makers.

One of the main challenges of this training consisted of presenting the new methodology (PL) to Policy Makers in relation to its different approach, compared to the traditional ways of policy making and democratic participation.

The new methodology that is proposed to Policy Makers, implies a change in the way of doing politics, reformulating the political challenges from the different perspectives of the end users and stakeholders. Therefore, it is a new model, based on systemic thinking, design thinking, whose fundamental axis is user orientation.

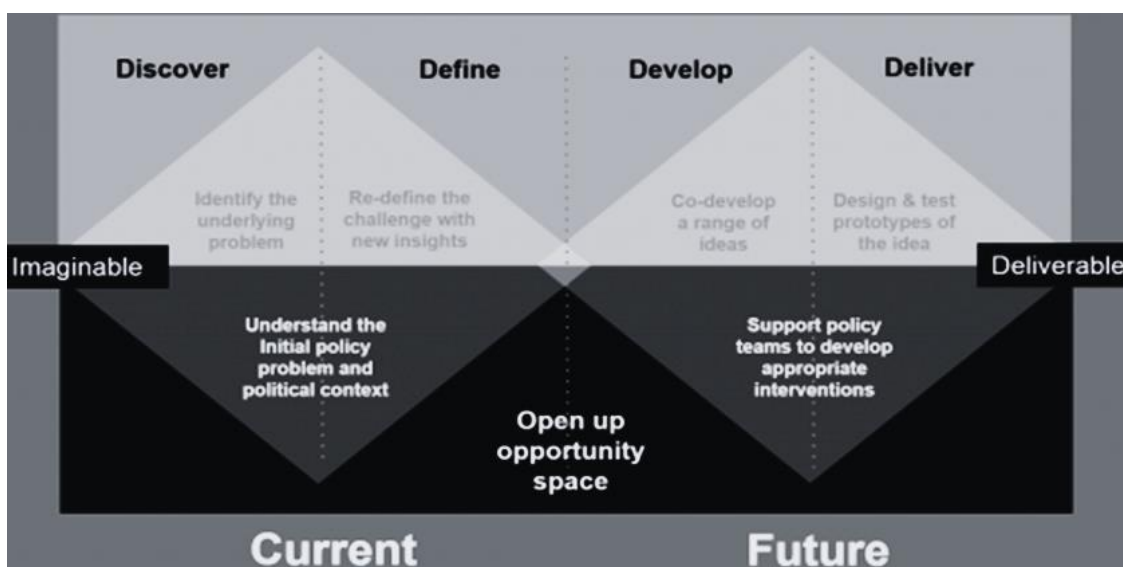
For Policy Makers, PLs represent a new challenge, which is why this capacity building workshops holds great relevance in the future development of PLs.

In order for Policy Makers to have a positive role in the development of PLs, it is important that they know what their rules and implications are. For this reason, in the training workshop, the IIHL, presented to the different Policy Makers the basic structure of a PL in relation to the implementation process, which can be seen below:



Knowledge of this process allows the PM to be able to plan the different actions in which they are included. This involvement in the organisation of future actions, allows the PM to establish a greater long-term commitment to the PL methodology. It is important to convey and raise awareness among the PM, as the IIHL pointed out, that de PL methodology is a way of consolidating participatory processes, bringing policies closer to new models.

As well as learning about the Policy Lab development process, during the capacity building workshop it was important for the PM to learn about the Design framework of Policy Labs.



It is important to understand that this process must go from the imaginable to the real through the analysis of reality. Starting from the current framework, the first step is to analyse the initial political context and what is the main political problem on which the community wants to act. In this first place, it is necessary to identify the underlying problems, and then define or re-define the challenges with this new methodology: understanding and accepting the participation and opinion of all stakeholders throughout this process.

After this first phase, a space of opportunities opens up. A space to develop and co-develop a wide range of ideas that respond to the initial underlying problem detected. This development opportunity space will allow the design and testing of prototypes around the initial idea, which will conclude with the final initiative.

To test out what participating in PLs will imply, the PM present at the training held during the session of October 6th, were able to experience an open discussion with project partners and some future PL facilitators.

In fact, during the afternoon session, the PM, with the facilitation of the IIHL, did a dynamic simulation of a PL discussion, divided into mixed groups from different cities and roles: Policy Makers, project partners and PL facilitators. In this activity, PM had to assume for a time a role different from their own: they had to put aside the “hat” of Policy Maker to become a member of the PL. The trainer, Claudio Dondi, asked each group to talk about their previous experience with integration policies in their hometowns, those that they consider strengths of the PL approach and, on the other hand, possible critical issues they fear to face during the PL implementation.



It was important for the PM, during this training workshop, to understand this change of roles and that a PL is a collaborative process between all the parties involved, to develop models of participatory policies.

After this group work, Policy Makers were able to report in plenary their observations, in particular that this “role change” was a complex position, but one that could offer them great possibilities in their future political initiatives.

The City Government representatives had the chance to share their experiences, doubts and expectations regarding the Policy Labs in an open, collaborative and friendly environment.

As a better and improved involvement of civil society in the designing process of local policies is crucial to develop inclusive policy making, the active engagement of local councils during the international workshop proved the thorough commitment of the six municipalities to MUST-a-Lab. In addition, after this training workshop, the Policy Maker strengthened their idea that this project represents an opportunity and a space for them to discover, redefine, co-develop, test new alternatives that until now could not have been valued.

5. Capacity Building for Policy Labs Facilitators

Training for Policy Labs Facilitators in Sanremo

A specific training for Policy Lab Facilitator (PLFs) is foreseen as activity 2.4 about n.4 of WP2 of the MUST-a-Lab project and has been carried out between M11 and M12 of the project. This activity was meant to prepare a group of up to four PLFs for each partner city to fully master the design, facilitation, coordination, and training skills that are necessary to run a PL. The partners agreed to select a total of three PLFs from each city.

The training a programme dedicated to the selected PLFs was divided into two different moments, for a total of four days: a three-day face-to-face capacity building on the

organisation, management and facilitation of PLs, from November 23rd to November 25th, 2022, and a one-day virtual training addressing techniques for Stakeholders capacity building, planned for 15 December 2022.

The first face-to-face training event focused on a facilitative method that fosters the collaborative and dialogic achievement of experience-based competencies, exploiting the active engagement of participants in communication and mutual recognition and empowerment. The training has deepened the overall role of the PLF, providing a set of competencies that will enable trained PLFs to be active in empowering migrants and grassroots stakeholders, Policy Cycle (PC) analysis, dialogic and participatory methods, design thinking and visualisation, harvesting and responsive evaluation.

The city teams were prepared to play all the necessary roles required in the project methodology. These facilitator teams will represent key resources available to the partner cities, able to follow up and ensure the sustainability of the activated stakeholders' networks throughout the whole project lifecycle.

The capacity building's structure and contents were agreed between the partners involved and the Project Coordinator (PC), and it was organised and delivered by the IIHL and UNIMORE. Fourteen Policy Lab Facilitators (PLFs) selected by five partner cities - Mechelen, Vienna, Livadia, Modena and Fuenlabrada - attended the three-day Capacity Building in Villa Ormond, Sanremo, to deepen their knowledge about facilitation. Representatives from each partner institution, including FREREF and KdG, attended the event as well, participated in work groups and supported the activities' implementation.

These three days were organised as follow:

- **Day 1:** was divided in two sessions: the first, chaired by Claudio Dondi, Senior Expert in Education and Training at the IIHL, focused on the general concept and use of PLs in the MUST-a-Lab project, covering the rationale for PLs, objectives and previous experiences of participants, facilitation as a participatory method, knowledge of the content and context of the Policy Cycle (PC), organisation of PLs, communication support, management and evaluation; the afternoon session was chaired by Sylwia Schiavo and Valerie Normand, experienced facilitators for workshops and projects, working for Pole Emploi (FR) and UNICEF, and gave future PLFs the opportunity to practise the participatory method.
- **Day 2:** was also divided into a morning and an afternoon session and was chaired by Professor Claudio Baraldi from UNIMORE. The whole day was devoted to facilitation methods and actions, addressed through analysis of materials, group work, guided brainstorming, discussions and plenary reflections.
- **Day 3:** again, coordinated by Claudio Dondi, consisted of a single morning session dedicated to PLs planning, putting into practice the notions and techniques acquired in the first two days to design and plan the next steps for



PLs implementation.

Day 1: Policy Labs Basics

The morning session started with an introduction about the Cycle of Facilitation as a participatory method, divided into phase and activities, namely: Knowledge of Policy Cycle (PC); Policy domain (migrants integration strategies); Support to evaluation; Organization, communication, management.

Then, a quick summary of what a PL need from de facilitator figure:

- Facilitation.
- Coordination.
- Addressing the challenges chosen and choosing which are more important.
- Evaluate and study the process of creation of the PL (assigned to one facilitator for each city or to the entire team)
- Help people express their opinion.
- Be a participant in the activities, not just observing and suggesting.



As an ice-breaker activity the PLF city teams were asked to stick yellow post-it where every participant indicated, on a scale from 1 to 5, how much experience or skills he/she has in every area of facilitation: a self-evaluation made in a circle.

Then, each team and participant took the floor to introduce him/herself, his/her city's previous projects and actions in the field of integration and citizenship participation, his/her personal experience and role, and to explain to the other participants the reason behind the score he/she gave him/herself in every area.

Then, it was the time for a quick round of presentation for the teaching and research staff coming from the IIHL, FREREF, UNIMORE and KdG Hogeschool.

The rest of the morning was dedicated to a theoretical presentation of PLs as an innovative participatory method for the improvement of local policies, following the main concepts dealt with both in the first paragraphs of this report and in the first training dedicated to Policy Makers.

Policy Lab theory: what is the meaning of facilitation?

Facilitation is a way of coordinating meetings of a group of people (e.g., policy labs). It means:

- Ensuring the possibility to take and express views and experiences.
- Ensuring respect for and consideration of views and narratives about experiences.
- Managing differences of opinion and communication challenges.
- Promote shared decision-making.
- Supporting conversations and sharing narratives of different participants.
- Confirming the contributions of others.
- Managing constructive conflict among participants.
- Enhancing and supporting different personal cultural backgrounds and thus fostering “intercultural communication”.

After this theoretical presentation, the participants took part in a workshop about creativity.

Workshop: Practising participatory methods to enhance creativity

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With the aim of providing facilitators with tools would develop both their creativity and the future creativity of the participants of future public policy laboratories, as we pointed out, the afternoon session was chaired by Sylwia Schiavo and Valery Normand, experienced independent facilitators of workshops and projects working for Pole Emploi (FR) and UNICEF, who gave future PLFs the opportunity to practise the participatory method.

The first part of the session consisted of an “**icebreaker**” activity, an action that will be of great importance when launching the training workshop for migrants and grassroots stakeholders.

On this occasion, the activities consisted of choosing between different cards with images which meant for each of the facilitators the word “**facilitation**”. Once all the facilitators had selected our card, we had to place ourselves in a circle to begin the presentation of the different facilitators (name, organisation from which we came, and why we had chosen this card). In future discussion labs and the training session for migrants and stakeholders, these types of activity can help us to break the ice and to see with the participants of the PL, that not all people have the same perception or vision around the same concept.

In the following sections, we will see the practical and theoretical activities that were



carried out during this session to provide the facilitators with different creative capacities for their future laboratories.

Part 1: How to enhance creativity?

In order to provide a stimulating environment, when thinking about how to improve our space to encourage creativity, the following elements must be taken into account:

- **Space:** what better way to encourage creativity than by providing a flexible workspace? The more options the space has, the better: quiet spaces for concentration, energetic spaces for connections, places to learn, to play and have fun, and to renew the mind.
- **Sound:** Quiet environments are good for staying but having ambient sound at a moderate level works best to encourage creativity. Listening to other people in conversations is a huge distraction that can hinder the creative process.
- **Rhythm:** Using music can help the facilitator moderate the pace of the workshops, at first, it is about creating a welcoming atmosphere.
- **Colour:** Colour and vibrations set in the workshop can also affect the energy of the space. People don't respond well to typical office colours or large areas of white and gray, beige, tan and brown. These colours seem sterile and oppressive and are ultimately uninspiring; Ultimately if you can't change that, put up some signs, flowers, etc., to beautify the place.
- **Lighting:** Light also plays a critical role in fostering creativity. Bright light is ideal for work that requires attention, while lower lighting lends itself better to creative thought processes. If available, natural light is ideal; Otherwise, facilitators should choose the lighting that best simulates the appearance of natural light.

In the same way that paying attention to the space where the debate laboratories are going to be developed is a key aspect for their optimal development, the welcoming process becomes another of the key aspects for a positive development of the PLs. The welcoming process we must pay special attention to:

- **Invitation:** The PLFs must pay special attention to how to create motivation so that future participants want to attend the workshops. Participants must have a reason to come.
- **Welcome:** When organising the welcome process, especially during the training session and the first laboratory, the PLFs must take into account aspects such as leaving a small time for an informal chat, leaving time to discover the space, preparing identifications, etc.
- **Introduction:** Presentation of facilitator, explanation of the method used, introduction of the day, etc.



- **Icebreaker:** The main objective is to reassure our participants to prepare them to start working effectively. This part is one of the key parts of the process, it is a really important action, it serves both the facilitators and the rest of the participants to meet the rest of the people with whom the PLFs share the space. In the development of laboratories, the figure of the facilitator does not have to be part of the group, but in this first part, the facilitator must be in the group; It is important to create a space of trust and security.

Part 2: collaborative framework and co-design:

Within the PLS, it is essential that participants jointly develop their framework for collaboration for the session, for different reasons:

- The main values and collective “rules” that will be shared with the group will be used to ensure the efficiency of the collaborative process.
- The participants at this time do not yet know each other. Establishing a collaborative framework is one way to foster a collective dynamic.
- Participants are about to share the values they subscribe to and thus get to know each other better.

This collaborative framework is a prerequisite for the creation of the “trust bubble” that ensures the emergence of collective intelligence. It’s important to establish some essential rules, explain them, and ask if someone needs more than that or has something to express. Another important thing is kindness, so that participants feel confident that their idea is worth expressing.

At this point in the session, the group of facilitators established what were for them the rules to work together: respect ideas, respect different people, differentiate linguistic differences, do not interrupt, cheerful work, if judgments,...

From this collaborative design framework, Normand.V, pays special attention to co-design which is based on the principle of Scan/Focus and act, steps that refer to the logic of creativity:

- **SCAN:** Participants meet other stakeholders, getting to know their intentions, their mood, their goals and limitations, completing their knowledge on the subject, exploring new ideas and ways of thinking.
- **FOCUS:** Participants deepen reflection, evaluate ideas and prioritize them, choosing between different solutions, perhaps even starting to test some of them.
- **ACT:** Organise the implementation of actions linked to previous solutions and decisions.

Part 3: Experiment with creativity techniques

In the second part of the session developed by Sylwia Schiavo and Valerie Normand, the different facilitators were able to experience what happens in a practical way in a



discussion laboratory through the development of different techniques. For this, four groups were created formed by facilitators from different cities, where in time of between 5 and 20 minutes the different techniques that we will develop were worked.

It is important to keep in mind that when implementing these techniques, sometimes they will be launched in a short way to encourage quick thinking, and other times the workshop will be longer, with the aim of creating creativity and security among the participants.

All the workshops were developed under the same question “**How do you create a collaborative attitude in your group?**” and the techniques used were: Brainwriting, Reverse brainstorming and What if.

Technique 1: What if...?

The method **What if...?** It introduces scenarios that allow to foster creativity among the participants, facing the problem posed from a different perspective, stimulating new possibilities and perspectives; this situation leads PL participants to develop fresh and innovative perspectives, from a more relaxed, playful, and problem-oriented position.

Some of the results, which came out to answer the initial question “How to create a collaborative attitude in your group? They were as follows:



Questions:	Ideas:
What if we don't have good relationships?	<ul style="list-style-type: none"> ● We could lighten up the mood and pretend it is a game to play. ● Virtual reality: how the world looks when collaborating. ● We individually discuss the situation to bury the axe and work for a brighter future for both.

	<ul style="list-style-type: none"> • Be kind, respect. • Break the logistic (?) of the group and build a new one.
What if our lives depended on it?	<ul style="list-style-type: none"> • Stressing the fact that is life saving • Danger
What if we don't have the same rights?	<ul style="list-style-type: none"> • Agree on a minimum set of rights • Unfair. • We put ourselves in the same position and role in the context to feel equal (some possibilities) • Try to use the game "in your shoes"
What if we had unlimited money?	<ul style="list-style-type: none"> • We could spend them on a headquarter for our group to meet. • We create a free environment where we are all equal support one specific need expressed by individual person (?).



Questions:	Ideas:
<ul style="list-style-type: none"> • What if the facilitator doesn't introduce himself/herself? • What if the participants were a group of the opposite people to whom the labs are directed? For example: the policy labs are directed to the youth and the 	<ul style="list-style-type: none"> • Then nobody would know who the facilitator is, it would create confusion. • Ask the participants to have their feeling about room temperature. • Make a funny and relaxing activity in a final moment of the lab • Only use the phone if necessary.

<p>participants for one day we'll be old people.</p> <ul style="list-style-type: none"> ● What if there are no different opinions between the participants? ● What if all participants must turn off their phones? ● What if the facilitators do not connect with the participants? ● What if all participants wear the same shirt? ● What if nobody had breakfast? ● What if there is no heating/air conditioning? ● What if there was no agenda? ● What if nobody has a chair? ● What if instead of the name tags, they are with fictional characters? 	<ul style="list-style-type: none"> ● The facilitator put the discussion to a different point of view to stimulate debate or introduce a what's situation. ● Make sure there are snacks and the same thing. ● If the participants don't have breakfast they could be irritated and nervous, and maybe there is a lot of stomach noise in the room. ● If they were the same shirt maybe that could be felt in the connection with each other. ● If there were no heating/air conditioning, people would be paying more attention to the temperature of the room and how that makes them feel. ● Provide an agenda that is clear for everyone. ● Make sure that the room is comfortable for ex see if there are chairs
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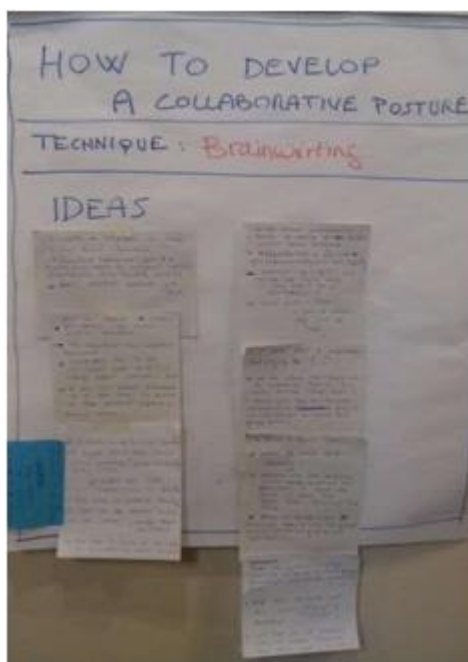
Technique 2: Brainwriting

This technique, unlike brainstorming, participants are asked to write their ideas on paper quickly. This technique can be used at any time during the development of the Policy Lab, although it is advisable for times when the time to collect ideas from participants is limited.

Below, we can see some of the results of the implementation of the activity within the capacity building session for facilitators.



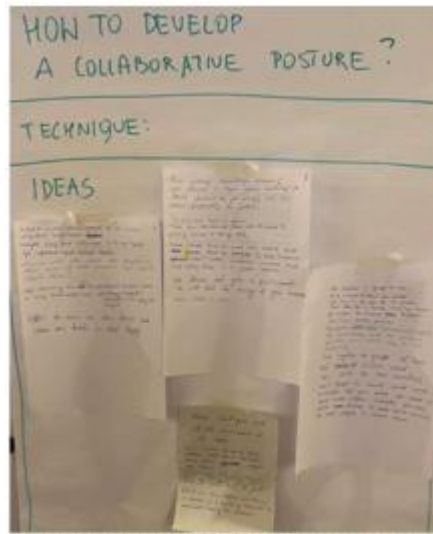
Brainwriting



Ideas:

- **Create an atmosphere of trust:**
 - Give positive feedback.
 - Encourage participation by asking questions or raising topics everyone can relate with.
 - Don't interrupt someone who talks.
- **Giving positive feedback**
 - Put together an incentive scheme.
 - Everybody has to say at least one positive thing about someone's idea.
 - Can tell about achievements in the last year in context of their institutions/ NGO's/ or personal career.
- **Ask them to write on a sheet of paper what does their ideal workshop (group discussion) look like:**
 - What are the conditions to do so ask them to introduce themselves on hand? In an abstract picture to the group. (Provide through facilitator).
 - Ask them to choose a key success to describe and define the event.

Brainwriting



Ideas:

- **Creating a place without spatial hierarchy:**
 - Making sure as a facilitator you empower everyone's voice equally.
 - Someone who is quiet, ask him/her for their ideas if they don't do it spontaneously.
 - Equal rights + time: I am a watch day of the time.
- **I have fun cooperating, and I enjoy it :-):**
 - We can show the "funny side" of cooperation through some ludic activities (role plays,).
 - Make sure the results are collaborative: there are no individual winners but group winners.
- **Choose a quiet room:**
 - Make the room look friendly.
 - Between the 1st and 2nd workshops, ask participants to bring an object to make the place more friendly for them.
 - Once the session is over, encourage them to take (?) the group session with silly faces and postures.
- **Make them practice a little break the ice game in small groups (for example: pantomime, guess the word,):**
 - Bring new methods and tools, even "playing" is permitted.
 - Led the use of several ways to express themselves and their ideas (posture).
- **Make pairs and make them face each other. They look each other in the eyes for 30 seconds. Then they talk for 2 minutes. Then they keep eye contact for another 30 seconds. Repeat two times, switch partners:**

- Paraphrase/ summate what the conversation with the previous partner was about, why it was inspiring.
- Get together in groups of two and discuss our work for two minutes. Don't forget to smile and have a break. Tell your group you need it and make a coffee. Maybe you can also listen to quiet music to help people to calm down.
- Have a waking brainstorm session: you discuss a topic while nothing in a small group to get angry and new ideas, preferably in nature.
- Find a nice sport in nature. Share your brainstormed ideas with a group by passing around a talking stick.
- Make a smile and be kind with nature and people. Also be patient if any exercise doesn't work, because improving and trying every day is a good solution.
- Take flowers and give to participants. They will feel the energy of your kindness.
- Now take a nap.

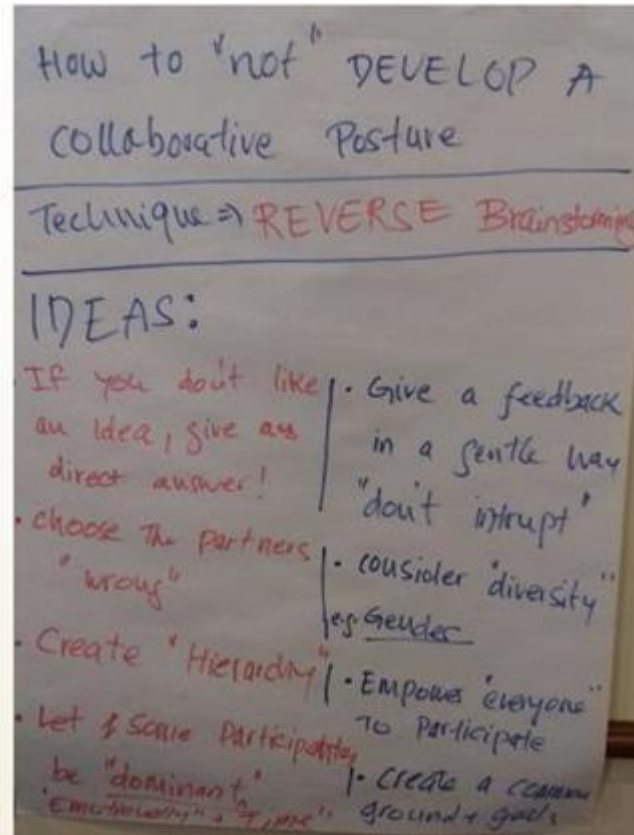
Technique 3: Reverse Brainstorming

The third technique experimented with at the capacity building workshop for facilitators was the reverse brainstorming technique. Reverse Brainstorming is a good technique for creative problem solving and can lead to solid solutions.

Below, we can see the result of the work of the training of the different facilitators.



Reverse Brainstorming:



How to “not” develop a collaborative posture?	Ideas
<ul style="list-style-type: none"> ● If you don't like an idea, give a direct answer. ● Choose the partners wrong ● Create hierarchy ● Let some participants be “dominant” emotionally and time. 	<ul style="list-style-type: none"> ● Give feedback in a “gentle” way, don't interrupt. ● Consider diversity(e.g.: gender,). ● Empower everyone to participate ● Create a common ground and goals.

Reverse Brainstorming:



How to prevent a collaborative attitude among participants?

Ideas

- No personal introduction.
- No eye contacts
- Ignore ideas.
- Making people responsible, and not taking it myself.
- Not respecting the time that everyone has.
- Let them struggle.
- Not making people feel safe.
- Accusation.
- Facilitator as worst example (interrupt don't respect... laugh)
- Superiority over equality.
- Not giving space to emotions.
- No timetable, no structure.
- Create physical barriers.

- Warm introduction.
- Common goals.
- Create the feeling of confidence between the participants and facilitators.
- Joint rules + respect rules.
- Change the dynamic of the debate whenever the participants are not paying attention.
- Discuss about different points of view together.
- Clear structure.
- Open space-inviting co-working space.
- Eye level equality.

Technique 4: Persona: How to understand the needs of the different parties involved?

At the capacity building workshop for policy facilitators, facilitators were able to share the usefulness of the “Person technique”. Using this technique, facilitators can more broadly understand the needs of their stakeholders:

- Responsible for the formulation of local public policies.
- Migrant community.
- Personal ONG.
- Frontline staff.

After using this technique, facilitators can use the lotus flower technique, to respond to the need identified.

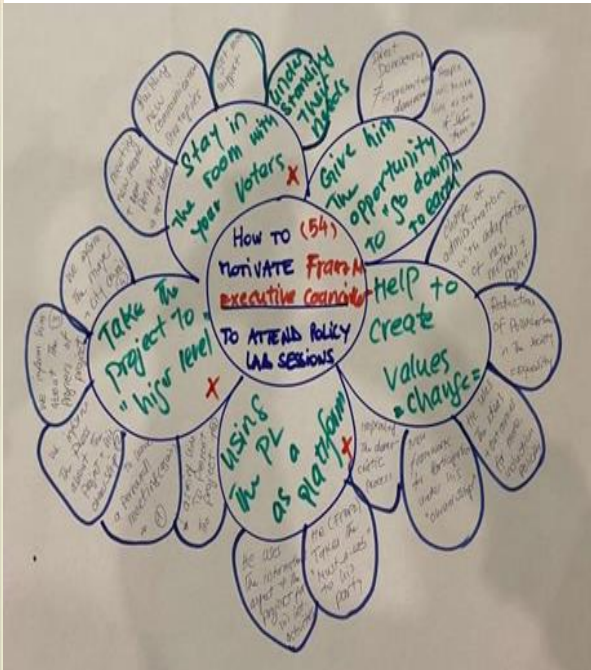
Below we can see the work developed during the capacity building workshop through these two techniques.

<p>NAME: SARA AGE: 25 SYRIA</p>	<p>PERSONA MIGRANT</p>
<p>MY DREAMS:</p> <ul style="list-style-type: none"> - go to university - make a family - find a job - live safely in another country - own a house - preserve her culture - be independent 	<p>MY MOTIVATION: #NEWBEGINNINGS</p>
<p>MY DAILY ROUTINE</p> <p>AT WORK:</p> <ul style="list-style-type: none"> - no work - take care of siblings <ul style="list-style-type: none"> - meals - school - stress... - house chores - language lessons - learn skills - bureaucracy... -DREAMS 	<p>MY DAILY ROUTINE</p> <p>AT WORK:</p> <ul style="list-style-type: none"> - no work - take care of siblings <ul style="list-style-type: none"> - meals - school - stress... - house chores - language lessons - learn skills - bureaucracy... -DREAMS
<p>POLICY LAB?? what do I know about it? How do I think about it?</p> <ul style="list-style-type: none"> - curious - opportunity to be heard - direct link with policymakers (chance) - scared (language) - around people - concern (time) 	<p>INNOVATION? what is my definition? what is the use of it?</p> <ul style="list-style-type: none"> - better life condition - innovation - long-term permit (society to everybody) - gender equality - equal access to job market

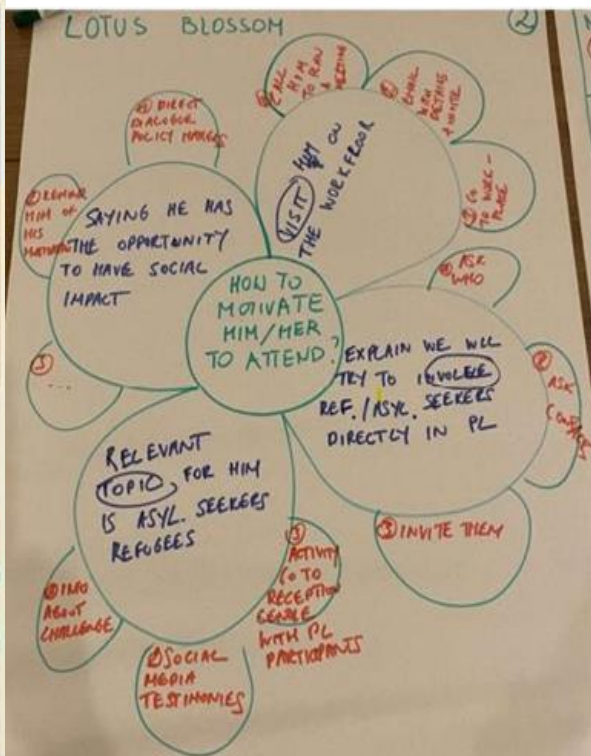


MUST-a-Lab D 2.2. Report on preparation and capacity building activities

NAME: FRANZ M. AGE: 54	PERSONA: EXECUTIVE (elected) Local Policy maker
MY DREAMS: <ul style="list-style-type: none"> To be in the list in next elections Make a change in the Society Be respected - Recognized Win the elections 	MY LEITMOTIV: Make the "impossible" Possible
POLICY LAB?? What do I know about it? How do I think of it? <ul style="list-style-type: none"> I have been informed! I support but "as long as it does not damage my image" Chance to take credits? 	MY DAILY ROUTINE AT WORK <ul style="list-style-type: none"> Meetings/calls Public events Party reunions Press conferences
	INNOVATION? What is my definition? What is the use of it? <ul style="list-style-type: none"> Create "values" in the Society - Long term positive changes Equality and new opportunities in society for the next "generation"



NAME: PIETRO (ASYLUM SEEKER/WORKER) AGE: 43	PERSONA: NGO SOCIAL WORKER - WORKS WITH REFUGEES / ASYLUM SEEKERS
MY DREAMS: <ul style="list-style-type: none"> - TO BECOME SOMETHING - MOVE TO NEW YORK - EQUATE WORLD - A LOVING RELATIONSHIP - SECRETLY WANTS TO BE AN ACTOR 	MY LEITMOTIVE: FOR EVERY PROBLEM THERE IS A SOLUTION
POLICY LAB (what do I think about it?) (how do I think about it?) <ul style="list-style-type: none"> - EXPERIENCE WITH FACILITATING GROUPS BUT NOT MULTI-STAKEHOLDER - OPTIMISTIC ABOUT CHANGE - IDEAL MODEL FOR SOME INTERVENTION - POSSIBILITY OF DIRECT INFLUENCE ON POLICY MAKER - SUPPORT TARGET GROUP (E. MIGRANT) 	MY DAILY ROUTINE AT WORK: <ul style="list-style-type: none"> - GO WAKE-UP - COME TO WORK - TAKE MY BIKE TO WORK (GEM) - CHANGE STOPS FOR CAREE (CAR) - ARRIVE BUS OFFICE (SHARED DESK) - MAKE PHONE CALLS (MAIL) - INTERVIEWS WITH ASYL SEEKERS BY BIKE - LUNCH IN CAFETERIA WITH CAPTUR - MEETINGS WITH STAFF (MAYBE AN EMERGENCY) WORK AT 8 PM
	INNOVATION (what is my definition of innovation) what is the use of it? <ul style="list-style-type: none"> - IT IS DIFFICULT - TAKES (TOO) LONG - BUT IMPORTANT & NECESSARY - ABSTRACT WORD



Day 2. Facilitative methods and actions

Facilitation principles

Professor Baraldi from UNIMORE coordinated the second day of training, when de PLFs had the chance to acquire a theoretical framework about facilitations and its objectives and to face practical examples of critical situations where they be asked to mediate between the stakeholders.

The whole day was devoted to facilitatory methods and actions, addressed through an analysis of materials, group work, guide brainstorming, plenary discussions and reflections.

The first lesson learnt was the facilitation process follow certain principles:

- Facilitation requires all participants to contribute to dialogic interactions. Facilitating dialogue means enhancing and supporting different aspects such as.
- Fairness in the participation of all participants from different PLs.
- Empowerment of participants' contributions.
- Sensibility to the different contributions of participants during the implementation of PLs.

Contributing to dialogic interactions means exercising agency (both facilitators and other participants). When we talk about agency, we are referring to active participation focused on the choice of both the ways of acting and the contents of the action.

It is important to bear in mind that agency can change the previously established organisation of a PL meeting or session, introducing unpredictability into it.

The exercise of agency by participants requires the activity of facilitations, and facilitation is the exercise of agency itself.

Contributing to dialogic interaction means **producing narratives**. It is important not to forget that facilitating the exercise of agency and the means of dialogue means enhancing and supporting:

- The production of a variety of narratives among participants.
- The interweaving of the narratives produced.
- The production (a plurality) of shared narratives.
- The variety of ways of exercising participant' agency and narrative can promote hybrid integration. This hybrid integration means:
 - Combination of fluid identities produced in an interactive dialogue based on different personal trajectories.



- A personal cultural trajectory is the result of different contributions of a participant showing the complexity in the combination of their views and experiences.
- Hybrid integration is based on the interweaving of a variety of narratives from different personal cultural trajectories.

Methods and facilitating actions

During this training sessions, the different facilitators worked on skills to help people to express themselves; to know how to manage conflicts that may arise within the laboratories; to provide tools to guide the group’s dialogic discussion until consensus-based dialogic decisions were made.

For the development of this part of the training, different materials from academic research were used, which were worked on in group to ask the following questions:

- What is the facilitator doing?
- What is the interactional context prior to the facilitator’s actions?
- What are the consequences of the facilitator’s actions in terms of participatory agency?

Supporting conversation/ sharing narratives

In order to understand and work on this facilitating action, we have extracts 1a and 1b. After the small group work and sharing, the team facilitators came to the following conclusions regarding these facilitating actions:

- Facilitating people to talk about their feelings and emotions through open questions.
- It is important to use clarifying questions and feedback questions.
 - **Example Extract 1a:**

18	P3	I actually don't know nothing about the organization (.) I think that the organization that's mine is like Monte Sole. I don't know nothing about organization (.) I don't know nothing about political (.) about government, but it's interesting that I would like to imagine to be something like (.) something same like this character (.) president of youth organization.
19	FAC	And yo feld what?
20	P3	because I felt that I'm helping other people, I can make something better in future (.) you asked us. Do you believe in better future? You asked us the question and I moved. My character, or what I wanna be is something to help people and have a better future (.) not for me but for all who come to my organization.

When a conversation is taking place, the facilitators in his/her exercise of supporting the conversation should not stop a person if her/she intervening autonomously, there should be no overlapping, i.e. the facilitator should not interrupt or intervene, his/her

only role at this point this to foster the interrelationships of the conversations, thus creating the shared narratives we talked about earlier.

The facilitator must take into account the emotions of the participants, showing empathy and sensitivity; showing interest and attention to the conversation that is taking place; this implies not following strict rules and having the capacity for flexibility.

To encourage conversational support and sharing of narratives, the facilitator should:

- Invite participants to take the floor.
- Questioning.
- Invite questions, encourage their participation.
- Prepare and present the different contributions of the participants.
- Proceed contributions through interrelating narratives (about points of view, experiences and, where appropriate, emotions).

Confirmation of the contributions of others

In order to understand and work on this facilitating action, we have extracts 2a (CISV) and 2b (CISVCH).

To help confirm other people's contributions within PLs, the facilitators should:

- Show understanding (active listening)
- Appreciate.
- Provide non-verbal behaviours (nodding, smiling, etc.).

Example Extract 2b:

05	FAC	That's good, at least it's one idea. Anybody else has got some idea?
----	-----	--

1. Taking perspective:

In order to understand and work on this facilitating action, we have extracts 3a and 3b.

To help confirm the contributions of other within the PLs, the facilitator should:

- Recognise.
- Formulating the essence:
 - Summarising
 - Making it explicit.
 - Developing
 - And drawing attention to unclear or misunderstood points of view.

In these situations, the facilitator must guide, direct the conversation, and sometimes help to express a feeling. The facilitator sometimes stops, rephrase and speaks.

Example Extract 3a:



01	FAC	Okay, right, so we said together that self-improvement means accomplishing your own duty, being more loyal (.) growing up (.) helping others (.) do yo think there's anything else to add?
02	P1	Yes.
03	FAC	Who said yes?
01	P1	Me. How can I say, helping the community to improve for example by helping to build a school for people who cannot, a school financed by everybody which can help children who cannot, with their parents who cannot have money to pay for textbooks that.

Example Extract 3b:

01	P1	Because now my parents are separated and so the thing was the love between them that was separated.
02	FAC	Ah it's love that separated
03	P1	((nods and with a gesture indicates separation))
01	FAC	Because now they don't I-don't I-don't love ecah other anymore

Taking and intertwining initiatives

To work on this aspect, Baraldi.C, offered the PLFs different extract divided into:

- Taking and intertwining: Extract 4a.
- Take the perspectives of other + Take and intertwine initiatives (to shoes after discussion).
- Support conversations/ sharing narratives + conforming the contributions of others + taking the perspective of others + taking initiatives (to show after discussion).

In this type of actions/situations the facilitator should pay special attention to:

- Ask to speak/take the floor without asking.
- Interruption/overlap
- Avoid giving advice and giving suggestions/comments as first-person formulations.
- Interweave personal and first-person stories (through questions, comments, and new stories).



Example Extract 4a:

Facilitating intercultural communication

In order to understand and work on this facilitating action, we rely on extracts 5a and 5b.

Practising, enhancing and supporting the personal cultural trajectory involves:

- Managing the possible production of an “us” identity and ways of seeing others based on stereotypes.
- Avoid suggesting or supporting both assimilation and unavoidable cultural differences.
- Promoting interweaving between personal cultural trajectories (hybrid integration).

Example Extract 5a:

01	P1	Um (..) my parents were from Sri Lanka because they were born in Sri Lanka and then I was born in Holland and um I came here (..) I don't know I came here it's just because my dad wanted to-
02	FAC	Yeah (..) so you were born in Holland
03	P1	Yeah by my parent were in Sri Lanka
01	FAC	Ok (..) so who (..) how would you describe yourself then, what's your, who are you, where's your place in the world, how would you describe yourself to somebody?

These aspects imply a shift from basing discourse on identities under the “we” to personal “I” trajectories. We must not forget that we all have a personal history, which is interesting to share in the PLs. It is important to make each member of the group aware that all participants have their own personal history.

Conflict management

One of the contexts that a facilitator will have to deal with during the development of PLs is conflict management. In order to be able to work on this aspect in the training of facilitators, extract 6a, 6b and 6c were analysed.

In this type of situation, it is important to take into account a number of basic aspects:

- Content management and ways of contesting/taking a divergent perspective.
- Taking into account the distinction between constructive and destructive conflicts.
- Formulation/ reformulation of contradictory statements.
- Avoiding labelling/ we-identity
- Providing circular questions.



- Practising double listening (alternative hypothesis).

Example Extract 6c:

01	P1	Blood (.) blood
02	FAC	Ah the blood is there life in blood eh? Or is it because you like blood?
03	P1	No I like to hit
04	FAC	You like to beat up ok is there anyone who got beaten up by him?
05	PP	Yes
06	FAC	eh¿
07	P2	((rises his hand))
09	P3	everybody
09	FAC	Did you get you beaten up?
10	P2	((nods))
11	FAC	And you never reacted?
12	P2	((shakes his head))
13	P1	Well (names) never got baten up
14	FAC	But why do you tking he likes to hit people?

Within these situations, the use of the therapeutic technique called “**Circular Questions**” was recommended: this technique is based on asking other people within the PL to talk about how the situation makes them feel.

This technique is divided into 2 phases:

- **1st phase:** circular questions: it is about asking the rest of the participants of the PL about the behaviour of the person who is disturbing the PL or creating the conflict. Why you think that person behaves that way (levelling) and how they feel about this situation.
- **2nd phase:** Propose alternative hypotheses: it is the process of “double listening” that allows an alternative explanation to be given. For this phase the facilitator should ask the person who is creating the conflict again and ask him if he agrees with the explanations that other people are giving to his behaviour and if the wants to give a different explanation, and then give an alternative explanation.

This way, the PLFs avoid labels and create creative thinking.



Another technique is “If it happened to me I would...”, or “the same thing happened to me and I felt that way so I understand that it is a difficult situation, but I would behave differently”. The PLFs can know that things happen in the situation and that the problem is the situation, and the problem is not the person, but the problem itself, which needs to be solved in the PL.

It is important to avoid both assimilation and emphasis on inevitable cultural differences and incompatibilities. It is important to underline that we all have a personal background that enriches the debate. Cultural differences are something that cannot be generalised: it is a personal trait.

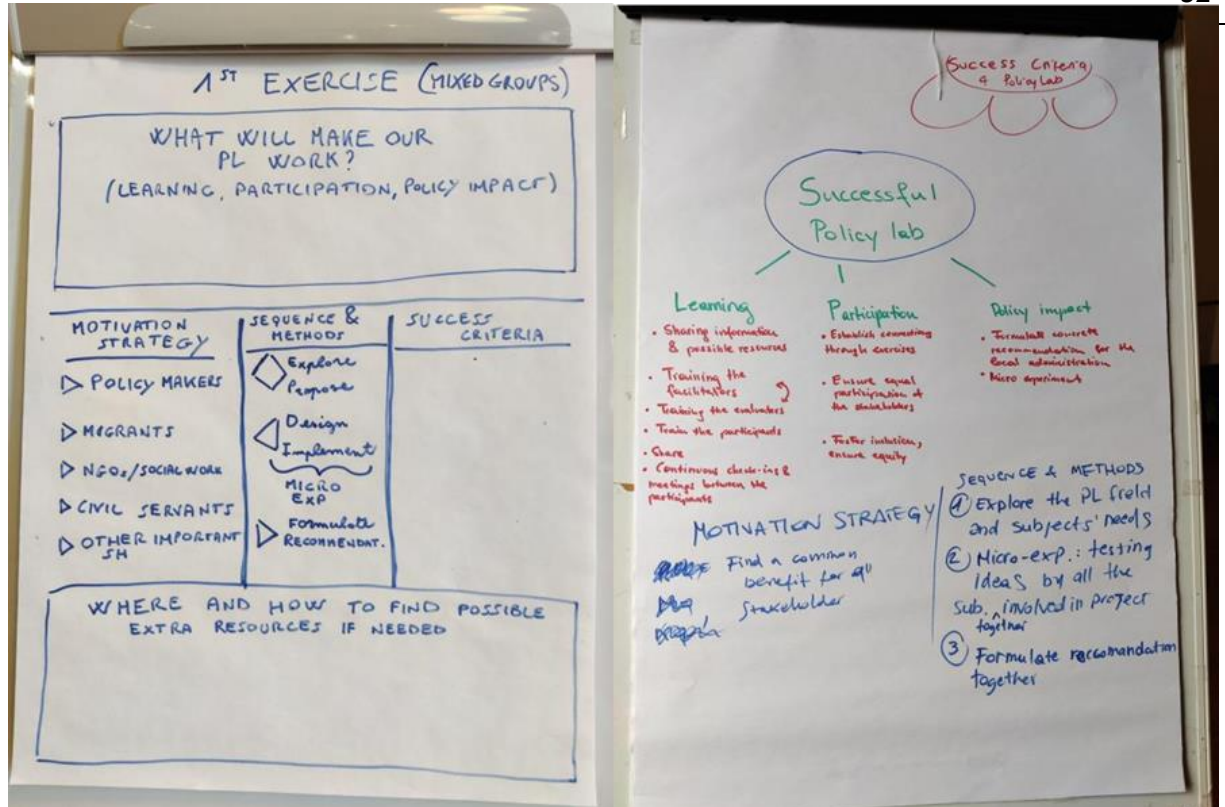
Day 3. Policy Labs Planning

At the end of the training session, facilitators had the chance to start planning their own Policy Labs, laying the groundwork for the future actions.

The morning was divided into two sessions of work group:

- The first exercise with a mixed group of PLFs coming from different cities, provides 25/30 minutes to discuss “What will make you PL work?” based on three criteria: learning, participation and policy impact.

Groups create a summary motivation technique that were presented in plenary.



- A last exercise required actual city teams that will facilitate PLs throughout the project, to design their own PLs in 40 minutes.

MUST-a-Lab D 2.2. Report on preparation and capacity building activities

Each city offered its implementation strategy, clarifying roles and responsibilities, timeline, objectives and preparatory activities, presenting in plenary.

Mechelen	Fuenlabrada																
<p>MECHELEN</p> <p>POLICY CHALLENGE SENSE OF BELONGING AT SCHOOL FOR PUPILS WITH MIGRATION BACKGROUND</p> <p>ROLE OF F1, F2, F3</p> <p>PL GROUP COMPOSITION</p> <p>OBJECTIVES OF P1: APPROACH CONCEPT... P2: SELECTION & DEVELOP... P3: POLICY LAB RECOMMENDATIONS</p> <p>PREPARATORY ACTIVITIES</p> <p>CALENDAR</p> <table border="1"> <tr> <td>P1</td> <td>22/12</td> <td>LSRG1</td> <td>SPAIN</td> </tr> <tr> <td>P2</td> <td>17/1 + 19/1</td> <td>LSRG2</td> <td>NET</td> </tr> <tr> <td>P3</td> <td>30/3</td> <td></td> <td></td> </tr> <tr> <td>P3</td> <td>16/11</td> <td></td> <td></td> </tr> </table>	P1	22/12	LSRG1	SPAIN	P2	17/1 + 19/1	LSRG2	NET	P3	30/3			P3	16/11			<p>2nd Exercise / City Team</p> <p>City: Fuenlabrada</p> <p>POLICY CHALLENGE YOUTH PARTICIPATION (ESPECIALLY MIGRANT DESCENDANTS)</p> <p>OBJECTIVES OF PL</p> <p>PL 1 - CONSIDERATE THE GROUP THAT MAKES IT POSSIBLE TO RELATE A SAFE SPACE (ST) - ESTABLISH THE SPECIFIC CHALLENGE WITHIN THE HIGH TOPIC & YOUTH PARTICIPATION (L2) - START WITH A REASSESSMENT OF IDEAS IN A COLLECTIVE AND BEING UP ABOUT BELIEF OF YOUTH AND PARTICIPATION (L2) - GIVE THEM THE KNOWLEDGE OF WHAT ALREADY EXISTS IN REGARD TO YOUTH PARTICIPATION</p> <p>PL 2</p> <p>PL 3</p> <p>PREP. WORKSHOP: FORM AND JOIN THE STEERING GROUP, RULES, FRAMEWORKS WITH GOALS AND OBJECTIVES</p> <p>CALENDAR (GANTT)</p> <p>25th January → PREPARATORY WORKSHOP</p> <p>10th ish February → PL 1</p> <p>APRIL ish → PL 2</p>
P1	22/12	LSRG1	SPAIN														
P2	17/1 + 19/1	LSRG2	NET														
P3	30/3																
P3	16/11																
Modena	Livadia																

CITY MODENA

ROLE OF F1, F2, F3

- F1: COORDINATOR
- F2: GUIDE
- F3: OBSERVER

POLICY CHALLENGES

- Positive response by stakeholders and refugees
- Active participation

OBJECTIVES

- Understand the aim of PLs.
- Avoid conflicts
- Language (communication)

PREPARATORY ACTIVITIES (WHO, WHEN, HOW...)

- PL1: workshop with stakeholders - migrants and facilitators (inform about the project topics)
- PL2: discussion about the problems among stakeholders and participants
- PL3: final recommendations about our topics

CALENDAR

- 24 OCT 2022 (F)
- 31 OCT 2022 (T)
- 07 NOV 2022 (M)
- 14 NOV 2022 (M)

Vienna

2nd Exercise/by CITY TEAM

CITY

POLICY CHALLENGE

Fostering Human Rights Education as a cross-cutting subject

OBJECTIVES OF PLs

- Identify stakeholders
- Define the project
- Identify the most important issues for them
- Proposals to improve conditions for both sides
- Planning micro-experiments

PREPARATORY ACTIVITIES (WHO, WHEN, HOW...)

- List of possible stakeholders
- Consultation of Human Rights Districts + Vice Mayor + Office
- Fix timetable + roles
- Invitation of potential stakeholders to kick-off event (ASAP) 19.11.
- Final list of stakeholders + facilitating
- Design + prep. of the workshops

CALENDAR (GANTT?)

- 7 Oct 22: Announcements
- 14 Oct 22: List of PL
- 20 Oct 22: Prop. WPs
- 27 Oct 22: 1. LSKG
- 3 Nov 22: F1
- 14 Nov 22: 2. LSKG
- 16 Nov 22: 3. PL

Online training for PLFs

During this training the PLFs learned how to plan and implement the “**Preparatory workshop for migrants and grassroots stakeholders**” (activity 3.1 of WP3). This preparatory workshop, as the name suggests, aims to prepare the less-experienced policy lab participants for the challenges of a multi-stakeholder co-creative process.

The training took place online on December 15th 2022, and was given by UNIMORE.

This training meeting was attended by facilitators from Mechelen (Belgium), Vienna (Austria), Livadia (Greece), Modena (Italy) and Fuenlabrada (Spain).

The training was based on several policy lab principles that the PLFs will subsequently implement in the preparatory workshop:

- PL participants talk and act as individuals, not as representatives of their community or association.
- It is important to ensure that different stakeholders have realistic expectations about what they can or cannot change in a given policy.
- Effective communication is the presupposition for a successful policy lab. Communicating effectively means working together to share views and make decisions, with the support of facilitators.
- Everybody takes part in the dialogue, and everybody chooses how they will contribute to the dialogue. Dialogue (elections) prepares and implements decisions.
- The goal of dialogue is to create a hybridity (mixing) of ideas and proposals through a variety of contributions and points of view.
- Conflicts are positive if they are constructive.

The PLF's discussed these principles during the online training. After that they dived into the more practical aspects of the preparatory workshop.

Development of the training session for migrants and grassroots stakeholders

When implementing the different training workshops for migrants and grassroots actors, we must take into account a series of elements in addition to those previously mentioned related to the environment.

In relation to the **participants** of the workshop it is important to verify the number and composition of the workshop beforehand, to decide the organization of the training. This is especially relevant when establishing the distribution of participants in small groups (which we will need for **phase 2**).

In addition to the number of participants, the group of PL facilitators should take into account **possible language gaps** that may arise within the development of the training, i.e., the ability to contribute to the language of the policy labs of all participants.

Regarding the structure of **the workshop**, UNIMORE proposes to the different groups



of facilitators the following structure. Indicating that it is important that each PL adapts the training of migrants and basic interested persons to the real needs and characteristics of their different groups.

In this way, although they have a structure, the distribution of phases 2 and 3 below depends on time. According to Claudio Dondi, during policy labs the proportion of time in plenary session (phase 3 in the capacity building workshop) can vary between 30% and 50%. Plenary sessions should be placed at least at the beginning and end of policy labs.

Please pay attention to the **systematic intertwining** of issues that arise during phase 2 and in the passage from phase 2 to phase 3.

Proposed structure for the training of migrants and grassroot stakeholders

Icebreaker

Facilitation methods:

- Presentations. Possible use of avatars chosen by the participants.
- Individual written or oral reflections (preferably), related to the personal way of employing day/relevant experiences, dreams, possible mantras, meaning and expectations about the policy laboratory.

Most important facilitating actions: Confirmations and appreciations. Occasionally: Questions to clarify.

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Rarely (only if necessary): Formulations to make the contents explicit.

It is important to consider that the best way to get to know each other is by working together, particularly in small groups. Therefore, phase 2 is extremely important to create mutual knowledge and trust.

Small groups

The number of rounds of work in small groups depends on the time available. However, at least four rounds are advisable.

It is useful, at least in training, to include no more than 4/5 people in each group. It is advisable to change the composition of the groups after two rounds, to get two rounds with a group composition and two rounds with another composition.

It is helpful to start work in small groups with general themes and move on to specific topics selected from the general ones.

Facilitation methods

- Choice of topics: related or unrelated to the future objectives of the policy labs.
- In the second case, it is possible to start, for example, with three important



aspects of an ideal city (indication to elaborate the proposals jointly).

- It is also possible to start with general topics and move on to topics related to future policy labs.
- It is useful to start with autonomous group work (first round), which use specific techniques for small group work (for example, learned on the first day in Sanremo).

Warnings:

- Beware of complex techniques, which can be challenging for less qualified participants.
- Be sensitive to the composition of the group, mixing migrants and non-migrants.
- Be sensitive to the spokesperson reporting on the group's work, in particular try to give migrants a voice, suggesting choosing migrants as spokespersons.

Each group should be based on the support of a facilitator. It is possible to systematically facilitate, if possible, a facilitator for each group; Alternatively, facilitators can tour the groups to support their work.

Facilitation actions: confirmations, assessments; questions to clarify; Formulations to make the contents explicit.

A facilitator should pay special attention to the intertwining between each group's narratives, using post-it notes or similar to arrange them and organise the next group work (and phase 3).

Plenary sessions

The number of plenary sessions (30-50% of the time) depends on the time available.

- The workshop begins with the plenary session, including presentation, icebreaker and explanation of the meeting.
- The workshop concludes with a plenary session (at least one hour of time).
- A third plenary session can be planned in between, according to time and opportunities.
- When group spokespersons are present in plenary, facilitators tasked with interweaving small group outcomes should request questions/comments. This is particularly important to avoid interaction between a few spokespersons and facilitators.

Facilitation method

In this phase, the most important type of enabling actions is to circulate contributions and the production of narratives, intertwining them, with special attention to the contributions and narratives of migrants. This requires the greatest effort in terms of facilitation.



In case of fluent conversation, minimal answers are the best way to facilitate.

When fluency is not established or fades: Open-ended questions can be used to expand narratives, closed-ended questions to clarify, and formulations to enhance participants' contributions.

The need to distribute and balance participation may require an effort in terms of weaving narratives, through invitations and questions requesting other contributions, building on repetitions or formulations of previous contributions (e.g., What do you think about [repetition or formulation]? Did you experience [repetition or formulation]? Did it happen to you [repetition or formulation]?).

It is extremely important to train and support participants to contribute to plenary sessions, where some participants may speak more easily than others and it can be particularly difficult to give voice to all participants, especially if they are migrants and do not feel comfortable speaking the language of the workshop.

Capacity Building in Grenoble

Grenoble Alpes Métropole (GAM) became an official Partner of the MUST-a-Lab Project in Spring 2023 and, for this reason, could not send in Policy Labs Facilitators to the collective Capacity Building course that took place in Sanremo in November 2022, in which all other cities took part.

A catch-up capacity building session was prepared between the months of March and June 2023 and implemented.

This training was divided into four days. The first two days (24 and 25, April) were held in person at Bâtiment Métropole Marie Reynoard, and at Bâtiment Métropole Malraux, from 9 a.m to 5 p.m and from 10 a.m. to 5 p.m. respectively.

On 24th and 25th April 2023- run by Claudio Dondi of the IIHL. In these sessions I work:

- Check-in session, presentation of participants and goals of the Capacity Building session, roles and competence of Facilitators.
- Rationale, objectives and variety of Policy Labs Models.
- What is specific in MUST-a-Lab Policy Labs? Presentation of the cycle and discussion
- Introducing and participatory methods for Policy Labs.
- Critical situations in Policy Labs, e.g., stimulating positive interactions, managing conflicting attitudes, choosing among alternative options for micro-experiments, finding evidence for recommendations, planning follow up. Reports from Policy Labs already run within and beyond the project.
- Planning steps for the Grenoble Alpes Métropole Policy Lab
- Simulation of Policy Lab session 1: exploring a policy challenge and converging on a set of proposals.



- Feedback session and close of the Capacity Building.

The following two sessions were held virtually.

- On May the 30th- run virtually by Prof. Claudio Baraldi, on facilitative methods and actions.
- On June the 2nd - run virtually by Prof. Claudio Baraldi (UNIMORE) and Siska Van Daele (KdG) on evaluation approach and tasks assigned to the local teams.

The three designated Policy Lab Facilitators - Marine Pezet, Eloise Sanchez and Caroline Schlenker, this last already integrated into the Project Steering Group and having participated in the Livadia Transnational Project Meeting - took part in all sessions, and in the “Planning Steps” session on 25th April they were accompanied by the person in charge of evaluation, Annabelle Bertaud. All PLFs are staff of GAM with significant experience in migrant integration policies and participatory methods, although they all joined GAM very recently. Their level of knowledge and experience made the sessions particularly interactive and “advanced” in terms of analysis of the local problems and measures already undertaken.

Furthermore, it became clear since the first day of training that a perspective to make the Policy Lab a sustainable mechanism of participation already exists, in spite of the specific complexity of the French institutional system and its competences distribution in the field of migration policies. A discussion of the different roles of the three facilitators, considering their academic background and work experience, was also started; in addition to the team, a graphic facilitator is planned to take part in the Policy Lab sessions.

The Policy Challenge on which the simulation was taking place in the second day was **“How to build an inclusive and resilient territory for and with the migrants”**, a challenge that is addressed by GAM also with other planned initiatives, so that Must-a-Lab will have to complement and increase the participatory component of a local policy that is developed between the Migration/Social Affairs and the Participation Units of the same administration (in both of which the capacity building sessions took place). Several initial ideas were developed by the facilitators, but the full awareness exists that the choice of initiatives to be experimented will have to be made by the Policy Lab participants, not by the Administration alone or by the Facilitators. **The point of role distinction between being facilitators and being part of the Administration was specifically addressed during the last session.**

6. Reflections on the capacity-building process

The Capacity Building activities represent a crucial part of the MUST-a-Lab project and of the establishment of Policy Labs in local contexts, as well as a necessary precondition for their optimal operation: it is fair to say that the Policy Laboratories’ development process begins with Capacity Building.



Not only did Capacity Building enable facilitators to acquire the necessary skills to perform their role in the most appropriate way - thanks to the high technical and academic level of the trainers - but it represented the starting point of the Policy Labs planning as well: their timetable, their contents and the strategies to adopt to facilitate the expression and the exchange of ideas. In fact, the Capacity Building activities, being them in person or virtual, provided to the Policy Lab Facilitators numerous hands-on sessions where they had the chance to practice facilitative techniques, to define each Facilitation team member's role – organizational, administrative, research support – and to chronologically plan the PLs' duration and timetable.

Additionally, it is a mandatory activity if, in any context, you would like to implement a Policy Lab. Not only would it be needed to count on well-trained facilitators but also policy makers who should be aware of their role to play the correct development of a policy lab.

Finally, it is crucial to prepare stakeholders, especially those who have no experience in debate sessions, those who have never been listened to or who do not know how to produce a structured argument. It is relevant to empower these stakeholders as they play an important role in the development of the policy lab and this cannot be ignored.

7. Final considerations

The capacity building activities have received a high degree of appreciation, from the Policy Makers, the PLFs and grassroots and migrant stakeholders. The face-to-face training activities have shown a high level of commitment, of enthusiasm and of interest in the project development.

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The timeline, the contents and the participatory indicators foreseen by the project have been fully met. In particular, the future PLFs acquired a ground-breaking set of skills that represent both a precious resource within the project, but also a forerunner for a new professional figure that might represent the key to many social innovation initiatives and programmes.

Nevertheless, since this chapter is being written several months after the Capacity Building process (for almost all cities), we could introduce some suggestions that have been considered thanks to the perspective we now have:

- Using different kinds of materials such as leaflets or PowerPoint presentations to explain to the participants the objectives and the main goals of the Capacity Building, the Policy Labs and the Project itself.
- In the same sense, it would be useful to use different ways to explain the process since it is complex and, therefore, it requires a long time not only to explain and exchange but to anchor the learning.
- Create spaces for exchange between grassroots and migrant stakeholders from the different partner cities, enabling them to share their concerns and interests about the Capacity Building process.



- Last but not least, the project was supposed to focus the Capacity Building more widely on migrant stakeholders. However, it is also necessary to approach it in similar terms to the grassroots and technical stakeholders. Thus, more time is required for Capacity Building, and also a quite different process should be designed for them.

Finally, although it is not a specific component of Capacity Building, it is a good practice to consider for future Capacity Building processes: planning a strict monitoring schedule of the PLs planning and implementation by the trained Facilitators, as a follow-up of the capacity building activities. Through these actions, it would be easy for Policy Labs Facilitators to ensure timeline, and goals and identify deviations. The Must-a-Lab Project scheduled one monthly meeting from December 2022 in which city lab Facilitators were able to bring their experiences and receive practical and theoretical support from the trainers and the partners. Therefore, we can affirm that constant support, being able to exchange experiences with facilitators from other cities and being listened to and cared for also support the Capacity Building process.

