Leave No One Behind Training Workshop

Facilitation Manual

Simavi
Powerful women, healthy societies.

CONTENTS

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Acknowledgements

Since 2016, we are providing regular trainings and capacity strengthening support to our staff and partners to improve inclusiveness of our/their programmes and organisations. Development and implementation of these technical supports have been mainly made possible under **"Watershed, Empowering Citizens (2016-2020)"**. It combines the learnings from organising training workshops and active participation of our colleagues and partners in Bangladesh, Kenya, Ghana and the Netherlands.

The "**Equality, non-discrimination and inclusion toolkit**" published by WaterAid International and contribution of the members of Leave No One Behind discussion group of "**Rural Water Supply Network (RWSN)**" to webinars, E-discussion etc. have been used as inspiration and reference when developing this manual.

Abbreviations

CSO	Civil Society Organisation
DGIS	Directorate-General For International Cooperation
HCD	Human Centred Design
HRBA	Human Rights Based Approach
LNOB	Leave No One Behind
PWD	Persons With Disability
RWSN	Rural Water Supply Network
SDGs	Sustainable Development Goals
UN	United Nation
WASH	Water, Sanitation, Hygiene

Introduction

This chapter provides elaboration on the content, concepts, target audience and operational consideration of this manual.

BACKGROUND

With the adaptation of **"the 2030 Agenda for Sustainable Development"** on 25 September 2015, the world embarked on a 15-year journey on a transformative path to secure peace and prosperity for people and the planet. The 2030 Agenda sets out **17 Sustainable Development Goals (SDGs)**, which are an urgent call for action by all countries - developed and developing - in a global partnership. At the heart of the 2030 agenda lies a commitment to **"leave no one behind"** in the process of development with a special recommendation to prioritise **"furthest behind first"**. As such the **"Leave No One Behind (LNOB)"** is intended to be mainstreamed in all the SDGs. In addition to commitment to LNOB, a specific SDG has been dedicated to reducing inequalities within and among the countries (SDG10).

The vision statement of the 2030 agenda seeks also a world where **"the human rights of all"** is realised. This means that, in addition to their political commitment to "Leave No One Behind" through SDGs, States have acknowledged again that they have an **obligation to ensure realisation of human rights** for everyone **without discrimination** and through their meaningful **participation.**

At Simavi[1], we aim for "A healthy life for all". We work to integrate **a human-rights based approach (HRBA)** and focus on **inclusion (Leave No One Behind)** into all our programmes. We have learnt that addressing discrimination and leaving no one behind requires **developing the awareness and skills of staffs and partners** to question our/their own **prejudices and to recognise discrimination in the context of our/their work.** It requires **support for individuals and groups in disadvantage/vulnerable positions** to become more **assertive to demand their rights,** and for **policy and advocacy work to address institutionalised discrimination resulting in exclusion.** This manual provides step by step guideline to Simavi approach on preparation, facilitation and follow up support of a training workshop on **"HOW TO LEAVE NO ONE BEHIND?".**

Adaptation to COVID-19

Originally all our training materials were prepared for face-to-face trainings. Hit by the pandemic caused by COVID-19 virus in 2020, we adapted our approach to offer the training virtually (remote) and tested it with our colleagues and partners in Bangladesh[2zz]. While some aspects of the face-to-face training cannot be replaced by the virtual ones and some technical issues are unavoidable, the experience taught us (again) that the crisis can also create opportunities and benefits such as possibility of inclusion of more field staffs and reducing our carbon footprint. This manual now includes guidelines for both face-to-face and on-line trainings.

Who is this manual for?

This manual can be used by **inclusion/diversity experts** from different actors involved in realisation of Sustainable Development Goals (SDGs) in particular Civil Society Organisation (CSOs), (local) governments, private sector, donors, etc. who want to **Leave No One Behind** when fulfilling their commitments towards Agenda 2030. If the organisation does not have a dedicated inclusion/diversity expert, it is highly recommended that such expertise would be acquired externally. As the training uses the principles of "Human Centred Design (HCD) approach, it would be desired if the inclusion/diversity experts are teamed up with HCD experts for optimum results.

Simavi can provide technical support and trainings to facilitate "How to Leave No One Behind" trainings. For more information you can contact us through: info@simavi.nl.

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1. www.simavi.org

2. www.watershed.nl/media/leave-no-one-behind-online-training-bangladesh/

KEY CONCEPTS AND DEFINITIONS

We encourage you to watch our "Presentation on Key Concepts on Leave No One Behind" (https://youtu.be/dndWdCfkVdI), before you proceed with using this manual. This section further elaborated the concepts and definitions of the relevant key terms used in this manual:

Equity is the principle of *fairness*. As such **Equity** becomes a moral imperative that is open to diverse interpretations. It therefore risks being left to the subjective sense of "fairness" of a given decision-maker or analyst. For this reason, the lack of legal clarity for the term 'equity' can dilute rights claims.[3] In this manual and training we try to avoid using the term equity.

Equality *is a fundamental human right to equal opportunity.* **Equality** means that everyone is equal before the law (treated equally). There is a legal obligation that ensures everyone can claim their rights. Equality recognises that traditionally some people have been denied opportunities because of who they are, where they live, what they believe in, or because they live with disability (so called 'prohibited grounds'). Human rights law requires equal access to basic services, but it does not mean providing everyone with the same service. Equality requires a focus on all groups in society experiencing exclusion and discrimination and requires the adoption of targeted measures **(substantive equality)** to support these groups when barriers persist to fully participate in processes that affect their enjoyment of rights.[4]

In this manual and training we will be **emphasising** on **Equality** instead of **Equity** which helps to move from **moral imperatives** to **legally binding concepts** and will have a direct impact on accountability as well as sustainability of programmes and policies.

Social Exclusion describes a state in which individuals or groups are unable to participate fully in economic, social, political and cultural life, as well as the process leading to

and sustaining such a state.[5] Exclusion in decision-making processes takes place at the different stages of programming: Needs and voices of particular groups of people are not considered at the policy level and in the development of strategies.

Marginalisation is the social process of being confined to a lower social standing or to the outer limit – the margins – of society. Marginalised individuals often suffer material deprivation, and are excluded from information, services, programmes, and policies. People who are marginalised are often not consulted, they have little influence over decisions that affect them, their voices are not heard, and it is more difficult for them to claim their rights.[6] **Marginalisation** often puts individuals or groups in a **disadvantaged** and **vulnerable** situation. In this manual and training we try to avoid using the terms "marginalised" people or groups and instead use "those in disadvantaged/vulnerable" situation/position.

Exclusion and discrimination may appear in **direct** and **indirect** ways: Sometimes people or groups of people are intentionally excluded or less favourably treated (discriminated) compared to others in similar situations. Sometimes policies and practices seem to be neutral at face value, but in practice have the effect of exclusion.[7]

Exclusion, inequalities and discrimination take place at **different levels**. Globally, certain regions or countries are particularly lagging behind in progress achieving sustainable development goals. In countries, there are disparities in services across different regions and groups of people. Discrimination and exclusion also takes place at the village, community and household level.

Non-discrimination is the legal principle that prohibits any distinction, exclusion or restriction that results in either

individuals or group of people not being able to enjoy or realise their human rights on an equal basis with others based on **'prohibited grounds'**. There are many grounds relating to differences between people which could cause someone to be discriminated against. It is important to be well informed about the most common grounds in order to identify situations of discrimination. The most **common grounds on which discrimination is prohibited**, are *gender, racial or ethnic origin, religion or belief, age, disability, sexual orientation or language*. However, discrimination may also occur on many other grounds, such as a *person's political opinion or any other opinion, social origin, material status or genetic features.* This list is not exhaustive. Discrimination may also occur on several grounds at the same time.

Whatever the **cause of exclusion** or **prohibited grounds of discrimination** might be, the result is the same: some people are denied of their human rights. People who face discrimination and are put in disadvantaged positions require specific attention to ensure that **their voices are heard** and their rights are respected, protected and fulfilled. Exclusion, marginalisation and discriminations are about **power dynamics** at different levels within the society, family, community and institutional structures where we work.

Inclusion is not just about improving access to services for those who are currently excluded but also supporting those in disadvantaged and vulnerable situations to engage in wider processes of decision making to ensure that their rights and needs are recognised. In order to achieve inclusion, one needs to recognise that people are different and need different support and resources to ensure that their rights are realised.[8]

Intersectionality is a theoretical framework for understanding how different aspects of a person's identities (e.g., gender, sex, race, class, sexuality, religion, disability,

physical appearance etc.) *combine* to create unique modes of **multiple discrimination** and **privilege**. **Intersectionality** identifies advantages and disadvantages that are felt by people due to a combination of factors. For example, a woman with disability might face discrimination from a service provider that is not distinctly due to her ability (because the service provider does not discriminate against men with disability) nor distinctly due to her gender (because the service provider does not discriminate against women in general), but due to a unique combination of the two factors.

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3. UN Special Rapporteur on the human right to safe drinking water and sanitation, Integrating non-discrimination and equality into the post-2015 development agenda for water, sanitation and hygiene, 2012, A/67/270, para. 29.
4. Catarina de Albuquerque, A Handbook, Booklet principles, page 19. sanitation and hygiene, 2012, A/67/270, para. 29.

5. ibid, page 18.
6. Louisa Gosling, Wateraid report Framework, Equity and Inclusion, 2009
7. Catarina de Albuquerque, A Handbook, Booklet Introduction, page 30: www.ohchr.org/EN/Issues/WaterAndSanitation/SRWater/Pages/Handbook.aspx

8. Sara Ahrari, Leaving No One Behind in WASH Alliance programme Through adopting an Inclusion Lens, November 2016 page 4
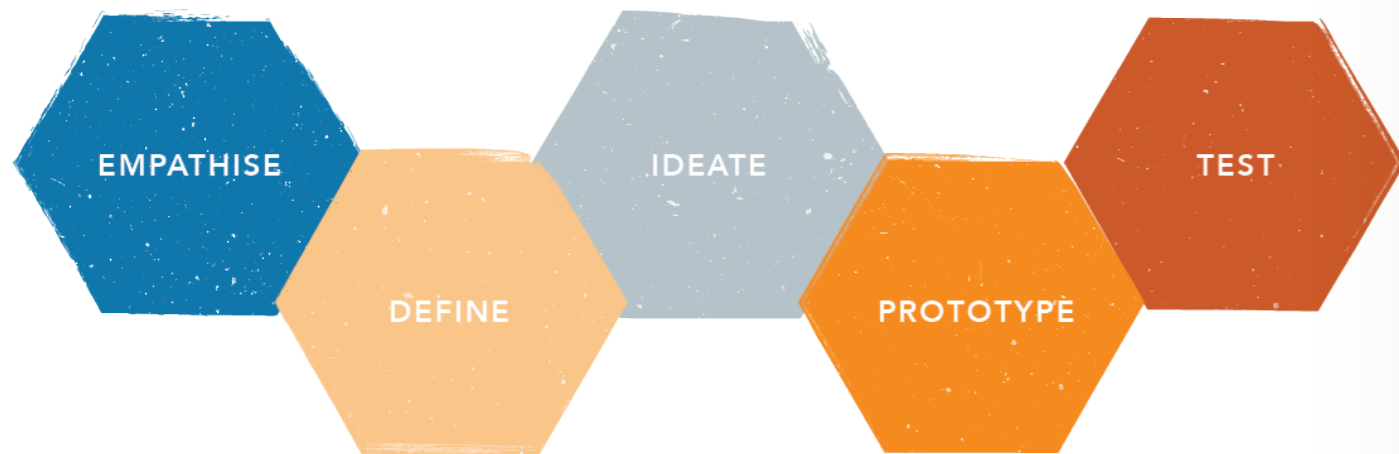
METHODOLOGY

The training follows the principles of "Human Centred Design (HCD)" Approach. HCD empowers an individual or team to design products, services, systems, and experiences that address the core needs of those who experience a problem.

What distinguishes HCD from other problem solving approaches is its focus on understanding the perspective of the person who experiences a problem, their needs, and whether the solution that has been designed for them is truly meeting their needs effectively or not. The foundational principle of HCD is that you should truly understand the people who experience a problem before you design a solution to serve them. Empathy is about understanding the situation by immersing yourself in the community that will be affected by your design, which is the first step towards "Noting About us without us".

In this training, the participants are encouraged to "Empathise" with those who are often left behind and the barriers to their inclusion, prior to the workshop, through conducting a Photo Voicing Exercise. Based on the results of the assignment, the facilitator would define "Persona's" to be used during the workshop to ideate solutions and "prototype" activities which the participants will be testing at their work. The "prototypes" will be discussed in the follow up sessions and adopted based on the what works best.

The examples used for the training and this manual are mainly taken from Water, Sanitation and Hygiene (WASH) sector with a focus on realisation of SDG6 for all. However, following the methodology, the facilitators should be able to adjust the content to fit the requirements of their specific sector and context.

EMPATHISE — DEFINE — IDEATE — PROTOTYPE — TEST

PRACTICAL CONSIDERATIONS

Number of participants
The workshop is designed to use participatory and interactive sessions therefore for optimum results it is recommended to avoid large groups and limit the number of participants to:

> 12 to 15 participants for remote workshops
>
> 18 to 20 participants for face-to-face workshops

Time requirements
As was mentioned the training consist of pre-workshop, workshop and post workshop activities. The pre-workshop assignment requires at least two half-days, depending of the distance, from the participants. The facilitator requires about a day to share, collect and adjust the relevant materials for the pre-workshop activities. For the workshop, the manual provides instructions for facilitating the different sessions. The duration of the workshop would depend whether the workshop is held in person or virtually, the required time for the group works and whether the workshop is organised on consequent days or spread over longer period. The estimated average time required is:

> For remote workshops 5 to 6 sessions of maximum 3 hours, to be organised two times in a week, preferably not on consecutive days to allow asynchronous work of the groups. If the participants are from different time zones, selection of the start time becomes important. If possible, it is preferred to avoid having participants with more than 6 hours of time difference.
>
> For face-to-face workshop, 2 to 3 days of about 8 hours is needed. If the participants coming from long distances, obviously the workshop needs to be held on consecutive days. If commuting is not an issue the workshop can be spread over the week.

The recommended agenda for remote and face-to-face workshops are presented in "Workshop" section of this guideline. **Important note:** the facilitator needs to adjust the timing based on the specific needs of the participants for instance need for translation and add "Breaks" and "Energisers" as deemed necessary.

The time required for the post-workshop sessions would depend on the resources, need and interest of the participants.

Facilitation
Like any other trainings *accessibility (creating barrier free access)*, communication *(facilitating two-way communication)*, attitude *(showing respect and observing dignity)* and participation *(ensuring full and active involvement of everyone)* are important factors to consider for facilitation. The topic of training "Leave No One Behind" (demands and) provides a good opportunity to set an example for inclusive trainings. Therefore it is necessary to try to remove possible barriers to inclusion. Asking the participants about their needs and expectations should be done in advance to help identify these barriers. Here are some tips:

> All efforts should be made to provide reasonable accommodation/arrangement to ensure accessible forms of communication and active (emotionally, intellectually and socially) participation of all in a respectful and dignified atmosphere where everyone feels comfortable and trust to share their input, which is listened to, valued and appreciated by others.
>
> For remote workshops, access to relatively stable internet is one of the basic condition, which can create some barriers for instance for women and/or those living with instable electricity and internet supply. Promoting financial support to improve the access for these participants might lower the barrier. Selecting the right tool for facilitation is also important aspect. Since there are variety of tools that can be used to facilitate and engage the participants. Conducting a survey to identify which tool the participants feel most comfortable with, can reduce some of the barrier participation. If you are using a specific tool, which the participants are not familiar with, consider an introduction session on that tool prior to the workshop. In this guideline, reference is made to Mentimeter (www.mentimeter.com) as engagement tool, Mural (mural.co) and Google docs and sheets as real time virtual collaboration tools for group work and Zoom (zoom.us) as video conferencing and break out session tool. Recording the sessions, upon agreement with the participants, would be helpful for those who might have missed the sessions due to internet or electricity cut offs.
>
> For face-to-face workshop, ensuring that the venue (including sanitation facilities) is physically accessible for persons with disability is key. During the workshop, it is important to pay attention to sitting preference of the participants and try to encourage diversity of interactions, while respecting cultural and social values and norms.

Pre-Workshop

This chapter provides elaboration on the activities facilitators need to undertake prior to the workshop.

WHY

The pre-workshop activities are intended to help the facilitator(s) and the participant understand better the barriers faced by those who are often left behind better. This is part of "Empathising" step from Human Centred Design (HCD) approach.

WHAT

The facilitator(s) need to:

1. Prepare a list of those likely to be left behind in the context of programme, where the concept of "intersectionality" can also be investigated, for the workshop participants to select their "interviewee". The list needs to be put in a sharable document where all the participants can have simultaneous access to fill in the information (i.e. via google docs/sheets, dropbox, sharepoint, etc.). Here is a list of those often left behind, which you can adjust and/or combine based on the context:
   - Woman/girl/man/boy from nomad community / moving population
   - Elderly woman/man from nomad community
   - Woman/girl/man/boy with vision impairment
   - Woman/girl/man/boy with hearing and/or talking impairment
   - Woman/girl/man/boy with movement impairment
   - Woman/girl without hand/forearm
   - Adolescent girl with mental impairment (and their care giver)
   - Elderly woman/man living in informal setting (i.e. slums)
   - Woman/girl/man/boy living in refugee camps/ internally displaced
   - Migrant woman/girl/man/boy
   - Adolescent girl/boy living in rural area (from low income family)
   - Woman/man with incontinence
   - Woman/man living on daily wage
   - Woman/Man living with HIV/AIDS
   - Sex worker
   - Woman/girl/man/boy from religious, ethnicity, race, cast, sexual, language minority groups
   - Woman/man without formal education

2. Share the introduction to "Photo Voicing Exercise" (see Annex I) and the list, from step 1, with the participants. Specify a deadline (5-10 working days) to identify the interviewee and schedule a (online) meeting[9] with the participants to explain the "Photo Voicing" assignment and expected deliverables after they have selected their interviewees.

3. During the (online) meeting, explain further the objectives and process of the photo voicing. Set a deadline to receive the inputs from the participants (10-15 working days).

4. After receiving the results of the PhotoVoicing exercise, based on the number of participants[10] and the priority issues raised by the "interviewees", develop 4 to 6 "persona's". The purpose of working with personas is to be able to develop solutions, products and services based upon the needs and priorities of those who are often left behind, following the "Noting about us, without us principle" . Be sure to describe personas (in 1 or max 2 pages) in a such way so as to express enough understanding and create empathy to understand their situation:
   - Include details about the their education, lifestyle, interests, values, goals, needs, limitations, desires, attitudes, and patterns of behaviour.
   - Add a few fictional personal details to elaborate on intersectionality of different aspects of the identity of the persona.
   - Give each of your personas a name. Only use the real name and photo of the interviewees from the Photo Voicing exercise, if they have provided the consent to do so.
   - Slides 17 through 32 of the workshop presentation (Annex IV) present 8 different persona's which you can use as inspiration.

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9. Having the meeting is optional but highly recommended.
10. The participants will be divided in groups with 3 to maximum 5 members. Each group is assigned a "persona" to work with.

Workshop

This chapter include the workshop agenda and elaboration on how to facilitate the workshop.

WHY

The main objectives of the training workshop are:

- To understand what is meant by Leave No One Behind and why it is important.
- To identify who are often left behind from access to and use of relevant services, products and related decision making processes and what the barriers to their inclusion are.
- Generate effective and quick ideas on solutions to accelerate removing those barrier and prioritise the solutions to implement.
- Develop actionable commitments based on the identifies solution, with clear timeline and roles and responsibilities for participants.

Each session will have its own specific objectives which will be mentioned accordingly.

WHAT

This session includes the generic agenda and description and goal of each sessions. The facilitators need to adjust the agenda based on the modality of the workshop (face-to-face or online) and number of days they intend to organise the workshop. Sufficient Breaks need to be incorporated in the agenda. The accompanying presentation is presented in Annex IV.

TYPE	TIME	Session Title	Description	Additional Info	Goals	Materials
	10-30'	0 Workshop Preparations	Before you get started, do the final checks to ensure you're prepared for the workshop!	Make sure you are ready to welcome the participants to the workshop and make sure you're ready to go! Check the sound, projector or internet connection.	Final checks and tests	Projector, laptop, flip charts, coloured cards, Internet, video conferencing set up
	10-15'	1 Welcome	Welcome your participants into the workshop. For remote workshops have everyone conduct a quick equipment check.	This is an opportunity to make participants feel welcome and at ease. You can also take the opportunity to agree on some ground rules for the workshop during this session (see slides 3 and 4). You may also wish to start with a quick, fun activity. An online or in person Mexican wave is a great way to build some energy! Online workshops are new to many people so take time to explain some of the technical issues.	Helping participants feel welcome and at ease, as well as setting the rules for the workshop.	
	30-45'	2 Break the Ice with The Four Quadrants Activity	The Four Quadrants is a team building activity to break the ice. It is EASY to prep for and set up. It is FUN, COLORFUL and VISUAL. It can be used for both online and face-to-face workshops	Each participant will need either a pen and paper or a virtual drawing tool. Using pen and paper even for remote workshops is preferred as it is tactile and encourages participants to look away from the screen. • Have each participant get their pens and paper ready. • Ask them to divide their paper or screen into four quadrants. • Ask them to DRAW (not write) their response to four questions (one for each quadrant): • What do you expect from the workshop? • What are your fears about this workshop? • What distracts you from having your full attention to the workshop? • Remember a time when you thought you were excluded (at your family, work, community, etc.), how did you feel then? • Give them about 5-10 minutes to work individually. • When they're done, they can hang it on the (sticky) wall or flipchart, which you have prepared for presentation. For online workshops have the participants take a photograph of their picture and post it in your virtual collaboration tool. • Then, regroup and give each person 2-3 minutes (depending on your group size) to share their drawing and responses with the group. For online workshops use breakout rooms.each person 2-3 minutes (depending on your group size) to share their drawing and responses with the group. For online workshops use breakout rooms.each person 2-3 minutes (depending on your group size) to share their drawing and responses with the group. For online workshops use breakout rooms.	To break the ice among participants	Pen/paper OR virtual drawing tool for each participant, colouring markers, tape

Ice breaker / Warm-up / Wrap-up	Presentations	Break[11]	Participants presentations	Recaps	Individual activity	Group exercise

11. Add as necessary.

TYPE	TIME	Session Title	Description	Additional Info	Goals	Materials
	45'	3 LNOB Key Concepts & Operational Model	LNOB key concepts and how it can be integrated in the programme cycle is (re-)visited in this session.	Persona's are used in HCD approach. Each persona is the story of a person coming from a marginalized/excluded group. It includes a short description of the person and the challenges she/he is facing during their lives. Below you can see an example of a persona used in some similar workshops (You can find more samples of persona in Annex 5). The idea is to change the personas based on the input from the participants for each training. These in particular could be updated with the information from the PhotoVoicing assignment. It is recommended to modify the persona's to represent those in disadvantaged situation in your context.	To enhance participants' understanding on LNOB	
	60'-90'	4 Presentation of the results of photo voicing exercise	Each participant would present the printed copy of the photos taken by their interviewees, their priorities, issues, etc. in max 2 minutes, followed by 1 to 2 minutes to answer any clarifying questions.	Each participant needs to bring the printed photos taken by their interviewee and share what has been captured in the photos and the story behind them, as told and verified by their interviewee, as well as ranking the photos from the most (number 1) to least important issue (number 5) to them and the reasons behind the order. Assuming that the participants have understood the aim of the exercise, the photos should illustrate the barriers faced by those who are often left behind. The participants should also be reminded of "Nothing about us without us" principle and that they SHOULD avoid prioritisation or elaboration based on their own perception and stick to what was said by their interviewee. Most of the barriers (in particular attitudinal and institutional), cannot be captured in the photos, hence it is important that the stories behind the photos are also well-captured. If participants do not have the possibility to print the photos, the facilitator can print all the photos and bring them to the workshop. The participants can also be asked to share the insights they gained from their interview. What was new for them?	To empathise with those who are often left behind and get a better understanding about the barriers they face	Printed photos and stories from the photo voicing assignment Tape or other means to hang up the photos
	45'-60'	5 Online presentation of the results of photo voicing exercise	The facilitator(s) prepare an overall presentation from all the photos/stories shared by participants. During the workshop, each participant presents their part in 1-2 min followed by 1 to 2 min to answer any clarifying questions.	The participants share the photos taken by their interviewee and share them prior to the workshop with the facilitator(s) to make an overall presentation. During the workshop each participant is asked to share with the group what has been captured in the photos and the story behind them, as told and verified by their interviewee, as well as ranking of the photos from the most (number 1) to least important issue (number 5) to them and the reasons behind the order. The participants should also be reminded of "Nothing about us without us" principle and that they SHOULD avoid prioritisation or elaboration based on their own perception and stick to what was said by their interviewee. Assuming that the participants have understood the aim of the exercise, the photos should illustrate the barriers faced by those who are often left behind. Most of the barriers (in particular attitudinal and institutional), are not possible to capture in the photos, hence it is important that the stories behind the photos are also well-captured.	To empathise with those who are often left behind and get a better understanding about the barriers they face	Presentation of the photos/stores from photo voicing assignment

TYPE	TIME	Session Title	Description	Additional Info	Goals	Materials
	10'	6 Recap key concepts dimension of exclusion & Intersectionality	A reminder on barriers to dimensions or exclusion from the LNOB concept	A recap from the LNOB concepts (slides 8 to 10): (slide 8): Exclusion is a state in which certain individuals and/or groups are unable to participate fully in different aspects of life as well as the process leading to and sustained such a state", or in other words when these individuals or groups face discrimination! Different dimensions of an Individuals and/or groups' identity may contribute to their exclusion. The most common dimension also known as prohibited grounds for discrimination are *gender, racial or ethnic origin, religion or belief, age, disability, health status, sexual orientation or language.* (slide 9): It is, however, very complex to understand how exclusion and discrimination work. They exist at global level, within countries, within communities and within households. To better understand them we can divide them into three categories. The first category includes spatial factors, which relates to different experiences based on where one lives. For instance, if you live in a remote rural area, or in an informal setting or in a fragile state, you are more likely to experience being at a disadvantaged position and left behind. The 2nd category includes experiences of exclusion related to the population group that one belongs to. For instance your religion, ethnicity, language, politics, or even your occupation or your migration or refugee status can cause you to experience a disadvantage or advantage depending on the wider context and whether the group you belong to is in minority or majority and how your group is related with those who are in power. The 3rd category is about the individual factors that affect one's relationship with power and his/her ability to take decisions and have control over resources. These individual factors are gender, age, physical or mental ability and health status. You can experience more or less disadvantage and exclusion depending on the social norms, beliefs and culture of the society you live in. Surrounding these circles we also have power, poverty and life cycle which influence all of the other factors we mentioned. (slide 10): This leads us to the concept of intersectionality, which is an important concept and you can see it in this place where all these three cycles intersect . Intersectionality refers to different aspects of one's identity overlapping, it can increase or decrease the disadvantage one is experiencing. For example if you are an women of age and have difficulty walking and you are from a rich family in a modern city which has proper access to services, like health, water and sanitation, energy etc. you have a very different experience compared to when you are from a low income household in a remote area who has to walk long distances to fetch water or access health service. In the coming exercises we try to get a better understanding about these concepts based on results of photo voicing exercise.	To make sure participants recall the concepts and can use them in the following exercises.	

TYPE	TIME	Session Title	Description	Additional Info	Goals	Materials
	30-45′	7 Rich Picture Exercise & intersectionality diagram	This is a simple exercise which helps participants to empathise more with the person they interview	This exercise is a great way to encourage participants to again reflect on the dimensions of exclusion and intersection of different dimensions of their interviewee in a creative way, which works both for face-to-face and online workshops (see slide 11). 1. Individually, participants spend 15 minutes drawing the situation of the person they interviewed for the photo voicing exercise and illustrate the barriers they face and actors as well as contextual factors which influence the situation. 2. Remind the participants briefly again about different dimensions of exclusion and that their contribution to exclusion varies (slides 12 & 13). 3. Participants will spend 5 to 10 minutes drawing the intersectionality diagram for the person they interview on paper. 4. The participants post their drawings (both rich pictures and intersectionality diagram) online or on an exhibition wall/chart. 5. Ask 2 to 5 participants to describe what they have drawn. This is a good opportunity to ask more quiet participants to share (if they like to do so). 6. In case some of the participants have not done the photo voicing exercise, in face-to-face workshops you can team them up with those who have done so. In a virtual workshop this might be a bit more challenging. They can make their drawing based on other participants' presentations.	To get a better understanding of the dimensions of exclusion, intersectionality and enhance the empathy with those who are left behind.	Paper, colouring markers, tape, (camera for online workshop)
	10′	8 Forming Groups	Dividing the participants in groups	The participants are divided in groups and will be assigned one persona to work with. The groups will be working together for the rest of the workshop. It is preferable to have diverse groups (i.e. different organisations, female/male, different levels and type of experience, etc.). Since the persona's are created based on the PhotoVoicing exercise, the participants who have done the interview with the person inspiring the persona would be assigned to that group. For the rest of participants, if the facilitators know them well, it is recommended to assign the participants to groups, if not they can be divided based on their interests or randomly). For online workshops, if some participants live in close vicinity and are able to meet in person to do the exercise, it is preferable to group them together.	To have diverse groups of people who would work together for the rest of the workshop	If the facilitator(s) know the participants: Groups division
	45′	9 Meet & Greet with Persona's	Empathising more with engaging persona's who represent those who are often left behind	In this session the facilitators would share "the engaging persona's" as per Pre-Workshop instructions. These personas examine the emotions of those who are often left behind, their psychology, backgrounds, needs, priorities barriers they face and make them relevant to the task in hand, which is what can be done to remove the barriers and ensure they enjoy fulfilments of their rights.	To enhance participants' understanding of the barriers by those who are often left behind.	Print out of the persona's for the face-to-face workshop Power Point
	10′	10 Recap key concepts dimension of exclusion & Intersectionality	A reminder on barriers to dimensions or exclusion from the LNOB concept	(Optional): Remind the participants again about these concepts using information from activity 6.	To make sure participants recall the concepts and can use them in the following exercises.	

TYPE	TIME	Session Title	Description	Additional Info	Goals	Materials
	90′-120′	11 Rich Picture Exercise, barrier wall & intersectionality diagram (face-to-face workshop)	This is a simple exercise which helps the groups to empathise more with the persona they are assigned to.	The participants have done this exercise individually based on their PhotoVoicing exercise (activity 7) and now they will reflect on these concepts again based on the persona assigned to their group. 1. The groups select someone who will present the results at the end of the exercise. 2. The groups spend 20 minutes drawing (in consultation with each other) the context their persona's lives in and illustrates the barriers they face and actors as well as contextual factors which influence their persona's situation. (Note: You can replace this exercise with the "Empathy Map Canvas" exercise explained in activity 12 for online workshop. In that case, the facilitators need to prepare the template on the flip chart paper in advance for the groups). 3. The facilitators remind the participants again about different dimensions of exclusion and the barriers to inclusion (slides 34&35). 4. Participants will spend 10 minutes individually listing the dimensions of exclusion (within circles) and barriers to inclusion (slide 36). 5. The participants share in 1 to max 2 minutes with the group the results of their individual work. 6. The group spends 20-30 minutes drawing the "intersectionality diagram" and creating the "barrier wall" for their persona. 7. The groups present the results of their work (rich picture, intersectionality diagram and barrier wall) in 2 to 5 minutes. Some of the concepts dealt with in this exercise can be confusing. The facilitators need to observe the groups and provide guidance throughout the exercise. For instance, lack of capacity can be categorised as an individual barrier which can reinforce the idea that those who are left behind are in that position because they are not capable. However, we know that when provided with the right opportunity and rights everyone can fulfil their potential. Therefore when noticing limited individual capacity we need to look deeper for barriers which have prevented the person to develop their full potential .	To get a better understanding of the dimensions of exclusion, intersectionality, barriers to inclusion and enhance the empathy with those who are left behind.	Flipchart papers, markers, post-its (different colours)

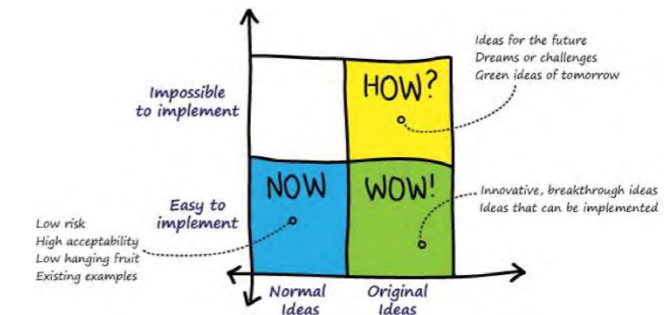| TYPE	TIME	Session Title	Description	Additional Info	Goals	Materials
	90'-120'	12 Empathy Map Canvas, Barrier wall & intersectionality diagram* (online workshop)	This is a simple exercise which helps the groups to empathise more with the persona they are assigned to.	The participants have done this exercise individually based on their PhotoVoicing exercise (activity 7) and now they will reflect on these concepts again based on the persona assigned to their group. Before the workshop facilitators need to prepare an online platform for the participants to work in. For this guideline it is assumed that the facilitators would Mural (www.mural.co). 1. The facilitators create Mural Walls as needed per group. 2. The groups need to select someone who would present the results at the end of the exercise. 3. Empathy Map Canvas: The facilitators need to create a Mural wall/room per group to develop their Empathy Map Canvas based on their persona's. You can use the built-in template of Mural for this exercise. Adjust the guidelines in the Mural so that it is easier for the groups to follow. Provide link to Mural wall for each group: • Each participant has 15 minutes to write, on Mural post-its in each section about their persona's: - What do they Think & Feel: how your persona thinks and feels about their situation? What worries them? What gets in their way? What do they need? - What do they Say & Do : What is their attitude towards being left behind? how do they appear in public? Who has control over what they say or do ? - What do they Hear? What does your persona hear from their peers? Families? Community? Government? NGOs? Market? Service providers? Schools? Media? - What do they See? What is in your persona's environment? What kinds of things are they surrounded by? - What is their Pain? What are the challenges your persona faces? What worries or frustrates them? What are they afraid will happen? - What is their Gain? What does your persona need to enjoy their rights? What does prosperous life look like for them? How can their human rights be realised? How does successful achievement of SDGs look like for them • The group then will discuss in another 15-20 minutes, the individual inputs & agree upon/select which ones represent best your persona. 4. The facilitators remind the participants again about different dimensions of exclusion and the barriers to inclusion (slides 34&35).	To get a better understanding of the dimensions of exclusion, intersectionality, barriers to inclusion and enhance the empathy with those who are left behind.	3 Mural walls per group
		12 continued	.	5. Intersectionality Diagram: The facilitators need to create a Mural wall for each group with same size circles indicating different dimensions of exclusion (see slide 12 for example). Facilitators share the link to the Mural wall with the groups. The groups will have about 20 minutes to: • Discuss which of the dimensions are relevant for their persona and add any dimension which might be missing. • Resize the circles to illustrate the magnitude of their effect on exclusion of their persona. • (Re-)arrange the circles to create the intersectionality diagram 6. Barrier wall: The facilitators need to create a Mural wall with a table illustration barrier wall for each group with 4 sections (Environmental, Attitudinal, Institutional, Individual). It is recommended that you lock the table on the Mural. Share the link to the Mural with the groups. • Each participant, has about 15 minutes to write on (Mural) post-its the barriers to inclusion their persona faces and place their post-its under relevant sections (Environmental, Attitudinal, Institutional, Individual). • For 1-2 minutes each person shares the group results of their individual work. ~10 min • The group consults and completes the barrier wall through grouping, combining, adding, removing, rearranging the individual's post-its~15 min 7. Group presentation: Each group presents the results of their work (Empathy Map Canvas, intersectionality diagram and barrier wall) in about 5 minutes.* *If the participants have the possibility to get together to collaborate on this activity, they can conduct this activity as an offline exercise. However, they need to still present their results on the online platform selected by the facilitators.* *Selecting or appointing, in advance, a facilitator from the participants for each group might help smoothing the process.* *See activity 11 for some other attention points related to this activity.*		

TYPE	TIME	Session Title	Description	Additional Info	Goals	Materials
	10'	13 Recap definition of social inclusion + disability vs impairment	A reminder of definition of social inclusion as well as introducing the difference between disability and impairments (2 slides)	The facilitator explains the following concepts: 1. Social inclusion is understood as a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they can achieve their full potential in life. It is a multi-dimensional process aimed at creating conditions that enable the full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision-making processes. On the other hand, social exclusion means conditions (barriers and process) that impede social inclusion. Social exclusion is a process through which individuals or groups are wholly or partially excluded from fully participating in the society in which they live on the grounds of their social identities, such as age, gender, caste, race, ethnicity, culture or language, and/or physical, economic or social disadvantages. Social exclusion can also mean the lack of opportunity to have a voice, lack of recognition, or the lack of capacity for active participation in society, as well as the denial of access to decent work, assets, land, opportunities, social services and/or political representation. 2. An Impairment is a physical, sensory, intellectual and/or mental health issue that a person has been born with or has acquired through injury, accident or another cause. 3. Disability results from the interaction between a person's impairment and the environmental, social and institutional barriers they face. The main aim of this workshop is to think about what is needed to remove these barriers.	To make sure participants recall the concepts and can use them in the following exercises.	Power point
	30'-45'	14 Inspire Solutions (Ideate)	This is an exercise which aims to inspire the participants to think of (innovative) solutions, products, or services which can help with removing the barriers	This exercise is a great way to get the participants to think of ideas that can be used to remove/address the barriers faced by their persona which prevents them from enjoying their human rights and living a prosperous life. The exercise can follow a similar process in both online and face-to-face workshops. For an online workshop, the facilitators need to create a Mural (or similar digital collaboration platforms) and share the link with the participants. Then: 1. How might we help our persona today? the group members are asked to write on (Mural) post-its, as individuals, any ideas that inspire them (people, products, services, innovations, behaviours, activities, etc.), which they think can be instrumental in removing the barriers faced by their persona. The rich picture and the Empathy Map Canvas can provide good insights on how to increase gain and reduce pain for the persona s and who can be important for creating change. Write each item on a (Mural) post it and add them to the poster/Mural wall ~10 min 2. For 1-2 minutes per person the members share why these things are inspiring to them, ~10 min 3. the group members are encouraged to add any new ideas after hearing the ideas from their group members to capture all the inspiring and useful insights on post-its~10 min 4. The group is asked to cluster all the ideas on the poster/Mural wall together into themes ~10 min	To come up with as many ideas as possible for removing the barriers faced by the persona	Flipchart paper + post its + marker (for face-to-face workshops) / Mural walls for online workshop

TYPE	TIME	Session Title	Description	Additional Info	Goals	Materials
	15-20'	BREAK	This break is necessary for the online workshop. It can be replaced by day break.	This break is needed for the online workshops so that the facilitators can add the voting dots (3 greens, 3 yellows, 3 blues per group member) and How-Now-WoW matrix (the X-axis denotes the originality of the idea and the Y-axis shows the ease of implementation) to the existing groups' Mural walls from activity 14. Remember to encourage participants to get away from their computer and unplug during the break!		
	30'-45'	15 How-Now-Wow Matrix	In this exercise, solutions the participants are assisted to prioritise their ideas using this matrix.	When people want to develop new ideas, they most often think out of the box in the brainstorming or divergent phase. However, when it comes to convergence, people often end up picking ideas that are most familiar to them. This is called a 'creative paradox' or a 'creadox'. The How-Now-Wow matrix is an idea selection tool that breaks the creadox by forcing people to weigh each idea on 2 parameters. Now that groups have created clusters of potential solutions (activity 14), they will be encouraged to prioritise them using this matrix. For face-to face workshops the facilitators either draw or instructs the groups to draw, a 2-by-2 matrix, where the X-axis denotes the originality of the idea and the Y-axis shows the ease of implementation.	To help the groups select ideas to develop further.	Flipchart paper + voting dots (green, yellow, bule) + marker + post-its from previous exercise + yellow, blue and green post-it's(for face-to-face workshops) / Mural walls + virtual voting dots for online workshop

Label the quadrants as:
- Now/Blue Ideas – Normal ideas, easy to implement. These are typically low-hanging fruit and solutions to fill existing gaps in processes. These normally result in incremental benefits.
- How/Yellow Ideas – Original ideas, impossible to implement. These are breakthrough ideas in terms of impact, but absolutely impossible to implement right now given current technology/ budget constraints.
- Wow/Green Ideas – Original ideas, easy to implement. 'Wow' ideas are those with potential for orbit-shifting change and possible to implement within current reality.

TYPE	TIME		Session Title	Description	Additional Info	Goals	Materials
			15 continued		1. The facilitators give each participants 3 sticky dots of each colour (in Mural small round post-it's for online workshops)– that is, 3 blue, 3 yellow, 3 green. 9 dots per person is typical, but can be reduced/increased based on the time at hand and number of ideas generated. 2. Each participant is asked to vote for the best 3 ideas in each category. They need to do this by sticking a coloured dot in front of each idea they choose from the clustered ideas generated by their group. In order to reduce the potential bias or pressure for selecting a specific idea, the groups can be encouraged to do the voting in private (for instance one by one without anyone looking) 3. In the end, the number of dots under each idea is counted to categorise it. The highest number of dots of a certain colour categorises the idea under that colour. 4. In case of a tie: • If blue dots = green dots, the idea is blue • If yellow dots = green dots, the idea is green 5. (Re-)write the prioritised ideas on stickers with the same colour as their category (in Mural the colour of the post-its can be changed) to create the matrix. The groups have now a bucket of Now/Green ideas to work on further. The low-hanging blue ideas can be used for immediate implementation and the yellow ideas to keep an eye on for the future. 6. The representative of the group, presents the matrix to other groups. *Note: Check the yellow dots in advance to ensure that they can be seen from a distance. If not, go ahead and replace them with another colour.*		
🖥️👥	30-45'		16 Who/ What/ When Matrix	With Who/What/When matrix, you can connect people with clear actions they have defined and have committed to.	All good solutions need to be effectively actioned in order to be successfully delivered. Using this process, you can agree with the participants on the steps they would take to translate the Blue and Green ideas into actions. 	To have a clear picture and consensus on tasks and next steps of executing them	Face-to-Face workshop: Flipcharts, markers, post-its Online workshop: Mural wall with Who/What/When Matrix

TYPE	TIME		Session Title	Description	Additional Info	Goals	Materials
			16 continued		1. For face-to-face workshops, the facilitator draws a matrix on a flip chart, that outlines WHO / WHAT / WHEN. For online workshop the facilitators creates the Who/What/When Matrix on a Mural wall and shares it with participants. Although instincts may be to start with the "WHAT" (the tasks and items that need to be done), this approach starts with the "WHO" (the people who will be taking the actions). Every participant's name is put into the matrix in this column. 2. The participants are asked to review all the ideas generated by different groups and what role they can personally play in realisation of those ideas. Then they need to write on (Mural) post-it's what concrete next steps they can commit to, in order for any of the ideas from the How-Now-Wow Matrix to happen. The participants can choose to take an action related to the ideas generated in their group or other groups (they need to indicate which idea their action relates to). 3. The participants place their post-it's in the WHAT column next to their name. Each participant may have a number of next steps that she/he thinks are required or feels strongly about. For each item, that person needs to indicate "WHEN" she/he will have the item done. 4. Actions don't take themselves, and people don't commit as strongly to actions as they do to each other. By approaching next steps "people-first," a few things change. First, it becomes clear that the people in the room are the ones who are accountable for next steps. Second, by making commitments in front of their peers, participants stake their credibility on taking action, and are more likely to follow through. And third, it becomes clear WHO is going to do WHAT by WHEN—and who has volunteered little or no commitment. 5. This Who-What-When matrix will be reflected in the post-workshops meetings to assess the progress.		

TYPE	TIME	Session Title	Description	Additional Info	Goals	Materials
[icons]	15-20'	Wrap-up / warm-up (repeat as needed)	At the end of each day, and beginning of a new day, the participants asked to reflect on what they have learnt and their feedback for improving the workshop.	1. For Face-to-Face workshops, the participants can be asked to provide their reflections on the day and their feedback using "One breath feedback" method: a feedback round in just one breath: each participant is able to speak during just one breath … for most people, that's around 20 to 25 seconds … unless they've been a deep-sea diver in which case they'll be able to do it for longer. To recap the previous days, games such as "pass the ball", through the ball and the person who catches the ball would mention one thing they remember from the previous day. The next one who catches the ball needs to mention a new thing. 2. For online workshops, use of mentimeter is recommended. One breath feedback can also be used in the online workshop. 3. During the final wrap-up session, the facilitator(s) agree with the participants on the frequency and modality of the post-workshop events to reflect, learn and plan further action.	Help participants remember the concepts discussed during the workshop and to harness their wisdom to improve the learning process.	For face-to-face workshops: a ball
[icons]	15'	Sample energiser: What are you doing? (use energisers during the workshop as needed)	This is a simple drama game in which participants take turns asking each other "What are you doing?" and acting out the various responses. Though simple, it engages the imagination and gently challenges participants out of their comfort zone by having them mime a range of different actions.	This is a fun, energetic way to recharge people after lunch or long conversations. In an online setting, it can be particularly funny seeing what people can try to cram into their screen! • The first person begins miming an action (e.g. brushing hair, frying an egg, playing a power ballad on guitar). They continue until another member of the group raises their hand and guesses what action they are doing. • When someone correctly guesses the action or comes close, they then begin to mime a new action. • Continue until most or all members have had a chance to mime out an action. Encourage participants to be creative with the actions.	To challenge participants out of their comfort zone by using their imagination in an online setting.	

Post-Workshop

This chapter elaborates on the possible follow up activities that the facilitator(s) and participants can undertake to enhance learning.

WHY

Testing and reflecting on the solutions and actions can enhance the learning not to leave anyone behind.

WHAT

The post-workshop activities can include informal but regular (on-line) meetings with the participants of the workshops following an action-learning cycle (action-reflection-learning-Planning). The Who-What-When Matrix as well as How-Now-Wow matrix developed during the workshop form the basis of these meetings. The following process/guiding questions can be used during the meeting:

Referring to **Who-What-When** Matrix (and How-Now-Wow Matrix of different group) available from the workshop, discuss:

- **Actions:** what have we done? Did we manage to fulfil all the commitments we made? Did we undertake any unplanned actions? What significant things happen? Did we observe any change? How did the activities, what happened and the changes made us feel? Did we meet with the person we had interviewed for Photo Voicing to inform them about our solutions and seek her/his feedback?
- **Reflection:** What helped, what hindered? What did we expect? What assumptions did we make? What really struck us? Do we know of any other experiences or thinking that might help us look at this experience differently?
- **Learning:** What would we have done differently? What did we learn, what new insights? What new questions have emerged? What other theories help us to deepen these learnings? What guidance do we get for the future?
- **Planning:** What are we going to do differently? What do we have to let go of or stop doing? How will we not repeat the same mistake? What steps will we use to build these new insights into our practice? How does our updated Who-What-When look like?

Another way of exchanging insights after the workshop can be by creating digital groups (i.e. on Whats app, Facebook, Instagram or email) to exchange the learnings.

Even if there is not sufficient resources for the facilitators to guide the post- workshop activities, it is recommended that the participants form a "Community of Practice" and meet quarterly exchange their learnings and insights

ANNEX I: PHOTOVOICE ASSIGNMENT (INCLUDING -COVID 19 MEASURES):

The objective of this exercise is to investigate and learn about the barriers faced by those who are often excluded from access to services relevant decision making processes.

Identify the participant (it would be best if you already know the participant and this person trusts you)

Meet with the participant if COVID-19 measures allow, otherwise arrange a telephone call with them and explain the assignment (get their permission to use photos or recording

Collect the photos, or call to get the story/record the voice

Verify with the participant the story behind the photo and voice (confirm with them that their story can be shared)

What is PhotoVoice?

Photovoice is a participatory research methodology first formally articulated by Caroline Wang and Mary Anne Burris (1997). It provides a process by which people can "identify, represent, and enhance their community issues through a specific photographic technique". The method builds on a history of earlier participatory needs assessment work in healthcare and social health education, on theoretical literature from the fields of feminist theory and documentary photography, and on a number of practical photographic traditions (Wang & Burris, 1997). The method is based around the provision of cameras and associated physical and theoretical infrastructure to individual community members. These individuals are then prompted to capture visual representations of their everyday lives so that researchers working with the community might gain insight into previously invisible practices and assets, helping the community to better engage in critical dialogue around the problems and opportunities it faces[12]. It is in particular helpful for when exploring topics that are private or difficult to talk about.

For this exercise we use a modified PhotoVoice approach. You or the person who you interview, or someone close to them will need a mobile phone which can take reasonably good photos. If, due to COVID-19 measures, taking photos is not possible, you can consider recording the telephone call using the voice recorder on your mobile as you call them. The steps can be summarised as (the participant is someone you will be interviewing):

The following steps need to be followed:
1. First of all you need to free yourself from any previous judgements or bias about the barriers faced by the participant and what you think the barriers are. Keep an open mind and heart. Be very mindful about your language and actions.
2. Identify someone you can have access/call/ meet relatively easily following COVID-19 measures from the categories listed in … (see the Step 1 from Pre-Workshop section and provide the link to the file where participants can work simultaneously). Claim that category in the file by filling in your name and the name of your organisation, as soon as you identify the category. It will be a first come first serve, so if the category is taken, try to find another one. Inform Patrick when you have done this. The deadline for claiming the categories is 7 June 2020.
3. If you don't know the person you will be interviewing, try to find someone who they trust and is willing to introduce you to them.

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12. www.ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/photovoice/main

4. If you anticipate communication difficulties due to for instance language or gender barriers make sure that you go with someone who can communicate with the participant.
5. When requesting a meeting, explain clearly to the participant that the intention is for you and the training you are participating in to get a deeper understanding on their issues and make sure that no expectation is created that you will be solving these challenges for them.
6. Ethics are very important due to the participants' age, impairments and the nature of the topics explored in this exercise. Full ethics approval needs to be obtained at different stages of the exercise. If they do not agree for their story to be used you need to identify another participant.
7. When you meet the participant, either in person or in a call (following COVID-19 measures):
   - Use the interview form in Annex II to introduce yourself, explain the exercise, get permission to use the information gathered during this exercise.
   - If the participant signs the consent form in Annex II, or gives verbal permission (record their permission) , get the personal information in Annex III. Note you need to fill in the information in [link to the file] latest by [agreed deadline].
   - Explain further how photos can tell a story; how to use a camera (or mobile phone) and compose shots. This might be challenging if your participant has vision or hearing impairment. Make sure there is someone to assist them.
   - Explain the task: take 5 photos that represent their feelings about:
     i. their access to and use of services/ products (would be good to specify the service or product you are working on),
     ii. How they manage self-care, for instance washing themselves (for female participants, if relevant with age menstruation and how they manage it)
     iii. Their participation in decision- making processes within their family, community and/or local government
   - Make sure that the participant has understood the task and answer any possible questions she/he may have.
8. Ideally you can leave a camera with the participant for a few days and/or the participant has a mobile phone. It is good to ask them how long they need to complete the task but it is good to keep a limit (i.e. 5 days) so that they do not forget the purpose. Collect the photos on the date you agreed upon.
9. If you can't leave the camera with them, make sure that you indicate when asking the appointment that you will spend a good amount of time with them. It is important that they make the photos. Some of the issues need privacy so only accompany them when they take the photos if you are sure that they are fine with it. If ,due to COVID-19, a meeting in person is not possible and the participant does not have a camera, ask them to think about the questions and make an appointment to call them again. If someone close to them has a smart phone you may want to investigate if you can have a video call using skype, Whats app, etc … and take some screenshots.
10. Preferably you would print the photos and go back to the participant. If this is for whatever reason not possible, use the digital photos and follow the following steps but this would not be ideal. If collecting the photos has not been possible call them to get the stories. Write down the results of interview per question (7d)
11. Carry out a short interview with the participant to understand what the photos capture and the story behind them or verify the stories you had written based on what they shared with you. Record/film the interview, upon obtaining the permission of the participant. Otherwise write them carefully . You can use Annex III to carry out the interview.
12. Asked the participant to rank the photos (or stories you have written) from the most (number 1) to what is least important issue (number 5), and explored reasons for the order. Record/film if the participants gives permission otherwise right it down.
13. Ask the participant if you can use the information as input for our workshop again (get their consent).
14. Thank the participant again for their time and collaboration.
15. Send the photos, the participants ranking of the photos and summary of stories latest by [give a deadline and instruction to whom they need to send the information].
16. Bring the photos or stories to the (online) workshop. You will be asked to present them.

ANNEX II- INFORMED CONSENT FORM FOR PHOTOVOICE PARTICIPANTS

Good day. My name is _____. I am from [*name of your organisation*]. I am doing this study for a training I am participating in using a technique called PhotoVoice.

I would like to invite you to participate in this study which involves your commitment to taking photographs or sharing your life stories on your own time of the challenges you face in accessing and using services (would be good to specify the service you are interested in), doing self-care like washing yourself (mention managing menstruation if relevant) and participate in decision making within your household, community and/or talking to government officials and/or discussions related to WASH and/or water resource management.

The purpose of this assignment is to learn more about the challenges faced by different groups. It is important to note that while this might help us understand these issues, no actual changes in your situation can be guaranteed. Photovoice is a participatory photographic and voice research method. It involves the participants of a study taking photographs that represent their individual perspectives and lived experiences. These pictures are then shared back with other training participants and discussed to pull out connecting themes. Narratives or stories explaining the significance of the pictures can be attached to the photographs, but all efforts will be used to maintain confidentiality among training participants, and anonymity of all photographers when results are shared with broader audiences. You can choose to use your real name in the study or another name. Participation will require you to meet two times with me, today and when the photos are ready and you take minimum 5 photos of your situation (*adjust if you can't leave the camera with them*).

Participation is voluntary and you may refuse to participate or withdraw from the project at any time without any risk to yourself. If this occurs, you are free to choose between destroying your contributions to our study or releasing them for use without your participation. Your signature below indicates that you understand the above stated purpose of the project, the agenda and your right to withdraw from participation.

I, *(your name) (Title of Organization)*, understand the above terms of reference and give my consent to participate in the PhotoVoicing exercise with.

Signature:

Date:

If the participant gives verbal approval but is not willing or able to sign, ask a witness to sign or record their consent.

*If you have any further questions, please contact *(Give your contact information)*

ANNEX III: PARTICIPANTS CONTACT DETAIL

Category you have chosen for the exercise:

Sample Questions to the participant:

1. WHAT NAME WOULD YOU LIKE TO BE CALLED FOR THE PURPOSE OF THIS STUDY? YOU CAN USE YOUR OWN NAME OR A DIFFERENT ONE:

2. LOCATION

3. HOW DO YOU DESCRIBE YOUR LOCATION :

Rural ☐   Urban ☐   Informal setting ☐

4. CAN I HAVE YOUR CONTACT NUMBER (YOUR PHONE NUMBER OR SOMEONE FROM YOUR HOUSEHOLD):

5. WHAT GENDER DO YOU IDENTIFY AS?   6. AGE:

7. MARITAL STATUS: 8. LEVEL OF EDUCATION:

9. OCCUPATION:

ARE YOU THE MAIN PERSON RESPONSIBLE FOR THE BELOW ACTIVITIES IN YOUR HOUSEHOLD:
(ADD/ADJUST AS RELEVANT FOR YOUR CONTEXT)

Fetching water / wood	Yes ☐	No ☐
cleanliness of the house and its surrounding	Yes ☐	No ☐
cooking	Yes ☐	No ☐
Deciding the education of the children within the household	Yes ☐	No ☐
Deciding to visit health professional when necessary	Yes ☐	No ☐

11. WHAT OTHER INFORMATION ABOUT YOURSELF DO YOU THINK IS IMPORTANT FOR ME TO KNOW?

ANNEX IV: WORKSHOP PRESENTATION

Contact info@simavi.nl or sara.ahrari@simavi.nl if you would like to receive a copy of the presentation in pdf.

SLIDE 1

SLIDE 2

(Face-to-Face) Workshop rules

- Be present:)
- Turn off the sounds (ring and notifications) on your mobile. If you need to answer a call or message please go outside/
- We would like to have a safe environment, respect for each other's opinion.
- Anything to add?

Simavi

3

Rules for online workshop

- Mute your mic when not speaking.
- Webcams at all time if possible, preferably when speaking.
- Unless directed, ask questions or give feedback in the chat room.
- There are regular breaks scheduled but you can get a drink or go to the bathroom when you need to.
- We would like to have a safe environment, respect for each other's opinion.
- If you have a question or wanted to say something, raise your hand up sign on the chat. However, it is not always easy for the presenter to see that hand, so please also use the chat box to give your comment. We would love to hear your points but would also like to avoid having a chaotic situation and want to give everyone a chance to talk .
- (Optional) We would like to record the workshop for learning purposes, any objection to that?

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4

Four Quadrants Activity

- Get your pen and paper ready
- Divide your paper to 4 quadrants (section)
- DRAW (not write) your response to four questions (one for each quadrant): **in ? minutes !**
    1. What do you expect from the workshop?
    2. What are your fears about this workshop?
    3. What distracts you from having your full attention to the workshop?
    4. Remember a time when you thought you were excluded (at your family, work, community, etc.), how did you feel then?
- Tape your drawing on the wall/flipchart.
- (Online Workshop) Take a photo of your drawing and share it at the *Facebook* group

Expectations   **Fears**

Distractions   **Feelings**

Simavi

5

Leave No One Behind
Key Concepts & Operational Model

Watch at https://youtu.be/dndWdCfkVdI

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Slide 7

Presentation of the Results of
Photo Voicing Assignment

Slide 8

Recap: Exclusion- Definition & Dimensions

Exclusion: "A *state* in which certain individuals and/or groups are unable to participate *fully* in different aspects of life as well as the *process* leading to and sustained such a state".

→ **Dimensions of Exclusion (grounds for discrimination):**

> Gender
> Racial or ethnic origin
> Religion or belief
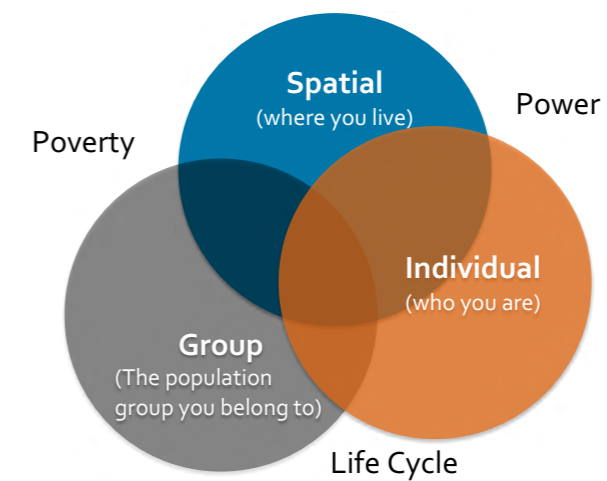> Age
> Disability
> Sexual orientation
> Language

Simavi   8

Slide 9

Dimensions of Exclusion

Poverty
Power
Spatial (where you live)
Individual (who you are)
Group (The population group you belong to)
Life Cycle

Simavi   9

Slide 10

Dimensions of Exclusion **& Intersectionality**

Poverty
Power
Spatial (where you live)
Individual (who you are)
Group (The population group you belong to)
Life Cycle

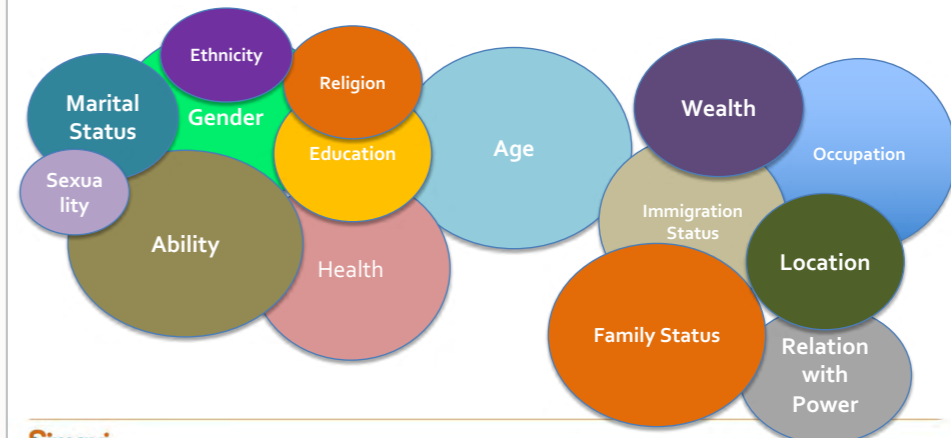Simavi   10

Individual activity:
1) Rich Picture Exercise

- Get your pen and paper ready.
- DRAW (not write) based on the story of the person you interviewed in 15 minutes !
  - Context (illustrating dimensions of exclusion as well as how he/she is left behind),
  - Actors/factors who/which have a role in causing the exclusion (being left behind) or can play a role in removing it
  - Relevant social, political, economic, environmental issues.

Simavi   11

Creating intersectionality diagram:
Think again about the different dimension of the identity of the person you interviewed:

Gender · Education · Age · Wealth · Ability · Health · Religion · Location · Sexuality · Occupation · Immigration Status · Marital Status · Family Status · Ethnicity · Relation with Power

Simavi   12
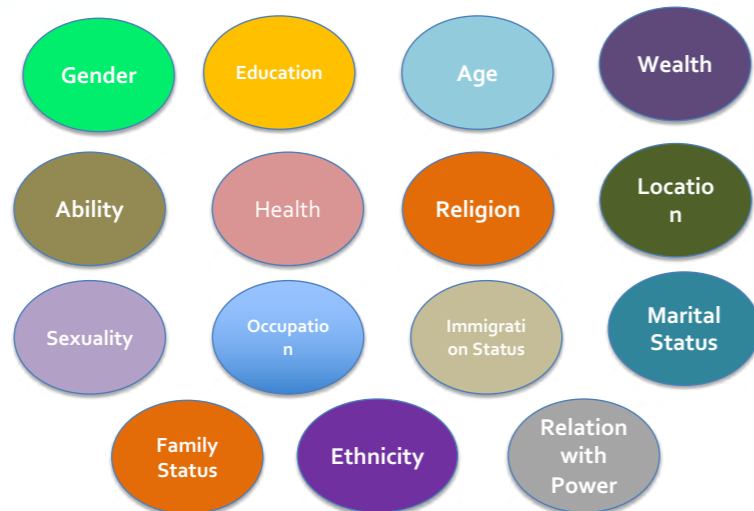

Creating intersectionality diagram:
- Not all of these aspects have similar influence on her/him being excluded.
- Get your pens/markers & paper ready and draw the intersectionality diagram for the person you interview (larger circles for those aspects which contribute more to her/his marginalisation.

Ethnicity · Religion · Marital Status · Gender · Education · Age · Wealth · Occupation · Sexuality · Ability · Health · Immigration Status · Location · Family Status · Relation with Power

Simavi   13

Let's see what you have got:

- (Face to face workshop): Hang up your drawing.
- (Remote workshop): Take a photo of your drawing and share it at the Facebook group.
- Anyone care to elaborate on what they drew?

Simavi   14

Forming Groups

SLIDE 15

Meet & greet! Group Exercise

Note: the cases are inspired by PhotoVoice exercise but expanded for the sake of the workshop!

Simavi

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SLIDE 16

1- Meet Nayoloang

Simavi

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SLIDE 17

1-Meet Nayoloang: A nomadic woman from Kenya

My name is Nayoloang Lupepe and I am 21 years old female pastoralist from Dol Dol in Laikipia county, Kenya. We are dependent on a local river for our regular water supply for domestic uses, but also for our livestock. My day-to-day life is characterized by walking distances of about 15 Km to Kopio seasonal river in Dol Dol in search of water. My timely acquisition of clean water from the river is dependent on the elephants' routine - they are usually first priority due to their commanding physical presence. I have on several occasions waited for elephants to drink water before drawing water from the river, the whooshing water always beckons the animals, with their sharp sense of hearing. The ravaging droughts experienced in this area have posed an even bigger threat to the river water source.

Sand harvesting is a business venture that involves numerous local entrepreneurs who scope precious sand from river bed for sell to lucrative construction industry in urban areas. The absence of a policy to sustainably govern sand harvesting economic activities and frequent droughts in Laikipia North negatively impacts local citizens. Pastoralists and farmers alike have been left struggling and competing for scarce water sources often resulting unrests. Traditionally, this scenario has been the main cause of resource based conflicts – mainly water and pasture. The current unpredictable weather patterns with unfamiliar long dry spells, makes pastoral traditional way of life even harder.

Grazing land is disappearing and pastures getting scarce in available land. Water wells are drying up. Plants that survived years of drought now are withering and some other drying up. Herds of livestock are dying. These changes have altered basic life here, sparking a routine exodus of pastoral herders from the dry, dusty plains of Laikipia County to the usually heavily guarded government nature conservancies and large privately owned land. The results has been severe resource based conflicts leading to loss of human and animal life. Further, due to our traditional nomadic way of life, we do not have any latrine & need to defecate in the open, which makes managing my period extremely difficult. My tribe also depends on traditional birth attendants which has cost many women their lives. I have been pressurised to get married by my family. I have no interest in men but I like women very much. I have had sex with men though, in exchange for a ride to nearby cities. I love our nomadic way of life, I only wish it would have not come with all these challenges!

Simavi

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SLIDE 18

2- Meet Anita

SLIDE 19

2-Meet Anita: An adult woman who wears diaper to work

My name is Anita and I live in Mumbai, India . Throughout my life, answering the nature's call, has been one of my biggest struggles- because finding an "accessible toilet" in my country is like finding a needle in a haystack. I come from a middle-class family. They ensured that I finish high school, even if it meant that I needed to wear diapers to school and that they carried me and my wheelchair to my class. After graduation, I wanted to find a job so I can become independent and have a decent life.

I heard that multinational companies have better accessibility. After a lot of rejections, I finally got a job at one of the clothing factories. I soon found out that the washrooms are only "wheelchair" friendly in name. The visit to the washroom, each day was painstaking and backbreaking. The door was narrow for my wheelchair. So, at the entrance I would shift into regular chair and then with all my power I would hop along my chair, towards the toilet seat. The other nightmare was that the door's lock was not working. The days that I have my period, it is just unbearable. Considering I am paid only for the sets of cloths I make, I could not afford missing so much time on visiting toilets, so I ended up drinking very little water on most days and started using adult diapers. Going for long periods of time without water has had its own side effects on me, kidney stones for one. I am also prone to Urinary Tract Infection (UTIs) due to poor hygiene levels of most accessible toilets and being paraplegic, the healing process is more complex. It entails multiple visits to the doctors and increased dependency on others. Last time I had to take six months unpaid leave and bear additional medical expenses. Unfortunately, the situation regarding access to water is not better. As I can't fetch water from the river, I can't be of any help to my family, and neither can we afford to buy water from the kiosk, nor the water vender would be selling it to me because of the stigma that it would bring bad luck to him.

When I was younger, I used to dream that I will start my own family, but soon I realised that it can't become a reality. Even the men with movement impairment, seem not want to marry a women with disability. A few months ago, I fell in love with someone from work who showed interest in me. I could not say no when he asked me to have sex with him in the storage several times. When I told him last week that my period is late, he got very upset, pushed me out of my wheelchair and said no one will believe me if I dare to say that we have had sex. I can't talk to my family, friend nor a health worker. I am terrified!

SLIDE 20

3-Meet Ruksana

SLIDE 21

3-Meet Ruskana: A 15 years old girl without forearms who is pregnant with her 2nd child from Bangladesh

Hi, My name is Ruskana and I am 17 years old from a poor Hindu family living in rural areas of southwest coastal area of Bangladesh . I was born without forearms. I did not attend school. I had to get married at the age of 15 to a widower (20 years older than myself) with 3 children younger than 7 years old, since my family is poor and could not take care of me anymore. I got my first child at the age of 16 and had to take care of 4 children (while still a child). Due to remoteness of our village, there is no public tabs available in the village. Some rich people have private wells at home. Some neighbours have heard NGO people say that the ground water is contaminated with Arsenic and not safe to use. For my family the only option is surface water from the pond. My physical condition, however, does not allow me to fetch water from the pond, which is a few kilometers away since one needs to put both hands to be able to put the jerry can on head and carry it home. I therefore need to send my 7 years old stepdaughter to fetch water. We share a simple latrine with our neighbours. It is a challenge for me to close the latch on the door and every time I am scared to dead that someone would open the door when I am using it. It is worse during my period since even changing cloth is a nightmare for me. Now at the age of 17, I am pregnant with my 2ⁿᵈ child, which makes it even harder for me to care for my family. The children and myself are often sick.

I receive often criticism from my husband and in-laws for not being able to perform my duties well. Sometimes when I go outside, people even Hindu's laugh at me. I therefore avoid going out as much as possible and stay for all away from the community gatherings.

SLIDE 22

4-Meet Sabina and Maiya

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SLIDE 23

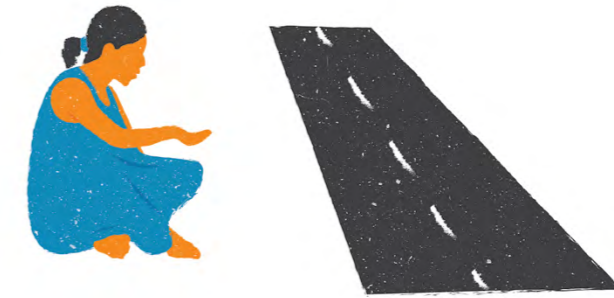**4-Meet Bishnu mother of Maiya with intelectual disability from Nepal**

My name is Bishnu and I am 38 years old. I care for my 14 year old daughter, Maiya, who has intellectual impairment. We live in a village in hilly areas in Nepal. We belong to Dalit minority. I wash everything in our small toilet, which we share with two other neighbour, even mine and her menstrual cloth. I fetch water every day from a protected spring about 15 minutes away. I can't really leave Maiya alone so I take her with me when fetching water. She can help me now carry water. During Maiya's period, I wash her cloth and clean her. I think this is my faith so don't mind. For her, it is only her period that is difficult. She once took the cloth out and started showing it to the people outside the house, which created a huge panic in the village. Everyone, including my husband, considers Maiya a curse so they blamed me that I can't control my daughter and now bad luck will come to our village. I bought a lock and put it at the shed's door to lock Maiya in there during her period. I also don't want her to walk around the village with stain on her skirt.
In general, I am always afraid to let her go out alone. I am worried that men would deceive her and destroy our honour!
As a mother I have to take care of her but in future I might not be able to do that. And I am not sure who would help her. Last week an elderly from a village two hours away from us, has asked for Maiya's hand for a family in their village who has an 18 years old son with intellectual impairment. We need to pay extra high dowry but I am thinking that might be best option since I don't need to worry about her anymore.

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SLIDE 24

5- Meet Maria

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SLIDE 25

5-Meet Maria: A visually impaired girl who is sent out to city to live with her aunt in slum area and earn income through begging on streets

My name is Maria and I am 12 years old. I was born with visual impairment to a poor family in a village in Uganda. When I was 8 years old I was sent to Kampala, to live in a slum with my aunt, so I can earn some money by begging on streets. My aunt takes me every day to a busy street close by her work. I keep singing so people give me money.
One of my major nightmares is having to use the toilet. I drink very little water to minimize the need to use the bathroom. When I buy water from the water vendors, it usually tastes and smells very bad. I do suffer often from diarrhea. The shopkeepers with free toilets don't like to let me into their shops and to use the public toilets I need to pay 500 Shilling per use, which I cannot afford. Another challenge that I face is not understanding the language. Coming from the rural area, my dialect is not commonly spoken in the capital and I don't understand the local dialect. My aunt says if I speak the local language, I can find out where they sell cheap water or access cheap toilet but so far it has not been possible for me.
A few months ago, I got this very bad pain in my belly while I was on street. I did not know what is happening to me and I suddenly felt that my underwear got wet. I was very embarrassed and desperate, so I started crying. A nice lady came to my rescue and told me that it seems that I got my period. I did not know what it meant but she told me that it is natural and I will have it every month. She took me to a department store and bought me a pack of sanitary napkin and asked the people to let me use the bathroom. My aunt was not very happy to hear that I had my period and told me that "Now you will even lose more working days and I have to spend even more on you." I know now when I get the pain what is happening to me but still it is almost impossible for me to get to the toilet on time. I wish I knew before hand that it is happening to stay home. Well, I should say that I also do not like staying home that much since then I am afraid of the sighted boys in the neighbourhood!

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SLIDE 26

6-Meet Mariette

SLIDE 27

6-Meet Mariette : who is hard to hear and hard to talk and lives on daily wages and is a member of WASH committee

My name is Mariette and I live in a village in Ambositra district of Madagascar. I have gone to primary school and migrated to the village after I got married. I have three children and my family does not own a land. My husband and I work on other people's land and are paid on daily bases during the harvest season to be able to feed our family. My husband goes to the city when the harvest season is over to work as a daily labour and send us money.

Last winter an NGO started a WASH programme in our village and I was invited to become member of the WASH Committee. I was elected as the president of the committee and received training and tools to be able to take care of the community water tabs in case of breaking and to spread the hygiene messages in my neighbourhood. I am very proud that I can help my community in this way.

However, since the harvest season has begun it has become much more difficult for me to attend the meetings, take care of the water tabs or talk about hygienic practices with others. I need to feed my children and keep them at school so I really can't afford to miss a day from work on the farm. Other members of the committee and the community have started to complain that I am not performing my duties, and some say that they doubted from beginning that a poor women without proper education who is not even from our village was suitable for the position! This and the fact that I am late for my period, feel very tired and sick in the mornings keeps me awake during night.

SLIDE 28

7-Meet Sharon

SLIDE 29

7-Meet Sharon: A young girl living with HIV/AIDS who produces & sells low cost sanitary napkin

My name is Sharon and I am 15 years old. I live in a slum in Accra, Ghana. Both my parents passed away from AIDS related illnesses. My sister works in the market selling second-hand cloths and used to pay my school fees, but her business collapsed. I therefore could not go to school since last year. With the help of an NGO, I learnt how to make sanitary napkins and sell them to earn my living.

Few months ago, I was diagnosed with HIV/AIDS. Luckily, I have access to antiretroviral drugs (ARVs). We collect our water from the nearby natural spring because we cannot afford to buy water from the public stand. I know that the water from spring is not safe for human consumption, but we can't stop using it since we can't afford the safe water. There is a public toilet in our slum, but we need to pay to use. I suffer from chronic diarrhoea which compromised the effectiveness of ARV drug by reducing my body's ability to absorb nutrients from food and medicine. I also can't afford to pay to use the toilet every time I need to use it, so I often defecate in open.

I noticed that my sale has gone down since people noticed that I am suffering from HIV/AIDS. I think despite a lot of awareness raising on HIV/AIDS most people are still afraid that I may infect them! My boyfriend, on the other hand, has been pressuring me to have sex and threatened to leave me otherwise. I am afraid to ask the health workers what I need to do, since while they are not that friendly to young people who want to have sex before they are married let alone if the youth are a HIV patient!

SLIDE 30

8-Meet Bilegt

8-Meet Bilegt:A nomad man, with hearing and talking impairment, whose source of water is diminishing

My name is Bilegt and I am a 70 years old herder living in Gobi desert, Mongolia. My hearing is gone and I can't talk after I had a stroke last summer. Yesterday, I scooped fresh water into the camels' trough and waited for them to return. The whooshing water always beckoned the animals, with their sharp sense of hearing, home. But this time, they were nowhere to be found. My children raced off across the bumpy moonscape of the Gobi Desert on motorbikes in a frantic search. They eventually found the camels huddled around an old rusty well. There was no reason the camels should congregate there. But they heard something the men didn't — an underground flow of fresh, cold water. That sound meant something had gone awfully wrong: The precious underground water that sustains our fragile existence was flowing down into the brackish aquifer controlled by a booming copper and gold mine that's rapidly changing daily life in Mongolia's Gobi Desert.

The scaling up of mines led by mining companies has struggled to live up to its promises of world-class environmental standards. The mine pledged, for example, to leave herders' scarce water sources untouched. While company officials say the problems haven't had a major impact on locals' water, we see that since the company built the wells, the land and our wells have gotten drier. This makes our traditional way of life that's already facing the strains of drought and climate change even harder. Grazing land is disappearing. Wells are drying up. Plants that survived years of drought now are withering. Herds of camels are dying. The changes have altered basic life here, sparking an exodus of traditional herders from the dry, dusty plains to the shantytowns of the capital city, Ulanbataar.

I and my family are striving to continue our traditional nomadic way of life. I used to be able to talk to the companies and authorities and defend my tribe. Now this has become impossible to deal with and I am afraid that soon we like many others need to settle our ger in Ulaanbataar's Ger District.
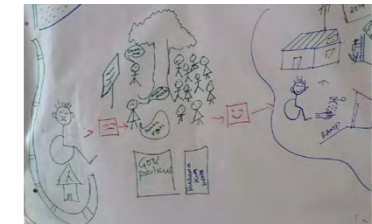

Group Activity (Face-to-Face workshop):
1) Rich Picture Exercise (20 min)
Result: a poster illustrating current situation and the barriers faced by your persona

1. Select someone in your group who can present the results at the end of the exercise.
2. DRAW (not write) based on the persona assigned to your group **in 20 minutes**:

- Context (illustrating dimensions of exclusion as well as how he/she is left behind),
- Actors/factors who/which have a role in causing the exclusion (being left behind) or can play a role in removing it
- Relevant social, political, economic, environmental issues.

Recap:Exclusion- Definition & Dimensions

Exclusion:" A *state* in which certain individuals and/or groups are unable to participate *fully* in different aspects of life as well as the *process* leading to and sustained such a state" .

→ **Dimensions of Exclusion (grounds for discrimination):**

- › Gender
- › Racial or ethnic origin
- › Religion or belief
- › Age
- › Disability
- › Sexual orientation
- › Language

Slide 35

Recap: Barriers to Inclusion

Environmental
- Natural environment
- Built environment
- Methods and means of communication

Attitudinal
- Beliefs
- Practices
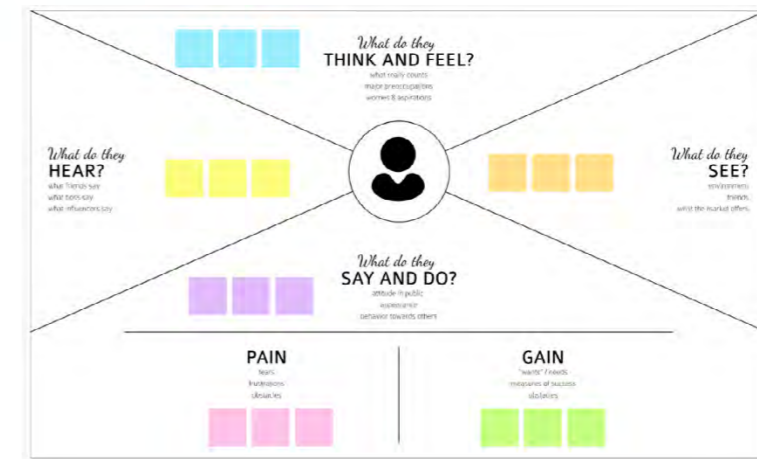- Behaviour

Institutional
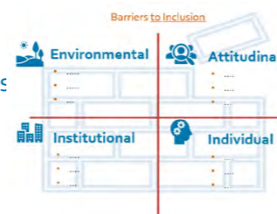- Legislation and policies
- Cultural norms
- Traditional practices

Individual
- Personal limitation, such as internalised stigma, lack of self-esteem, confidence or fear

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Slide 37

Group activity (online workshop):
1) Empathy Map Canvas (30 min)
Result: Empathy Map Canvas on a mural wall

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Slide 36

(continue) Group Activity (Face-to-Face workshop):
2) Illustrate
Result: 2 posters illustrating the intersectionality diagram and the barrier wall

1. As individual team member: a) list **the dimensions of exclusion/ inequality** faced by your persona as well as **barriers to their inclusion**. b) **Draw a circle** for each of the dimensions you listed with diameter representing magnitude of its effect on marginalisation of your persona. c) **Write down** each of the barriers you listed on a separate post-it. ~10 min
2. Share in 1-2 minutes per person in your group results of your individual work. ~10 min
3. In your group: a) draw the intersectionality diagram on one posters b) build the barrier wall on another poster using group members' post-its. ~30 min
4. In 2-3 minutes share the results of your group work

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Slide 38

Group activity (online workshop):
1) Empathy Map Canvas (30 min)
Result: Empathy Map Canvas for your persona on Mural

1. Select someone in your group who can present the results at the end of the exercise. Go to [*provide link for each group*].
2. As individual member, write on post-its in each section for your persona (15 min):
   1. **What do they Think & Feel**: how your persona thinks and feels about their situation? What worries them? What gets in their way? What do they need? 💗
   2. **What do they Say & Do :** What is their attitude towards being left behind? how do they appear in public? Who has control over what they say or do 🤐?
   3. **What do they Hear**? What does your persona hear from their peers? Families? Community? Government? NGOs? Market? Service providers? Schools? Media? 📣
   4. **What do they See**? What is in your persona's environment? What kinds of things are they surrounded by? 👀
   5. **What is their Pain**? What are the challenges your persona faces? What worries or frustrates them? What are they afraid will happen?
   6. **What is their Gain**? What does your persona need to enjoy their rights? What does prosperous life look like for them? How can their human rights be realised? How does successful achievement of SDGs look like for them 🏆
3. Discuss in your group the individual inputs & agree upon those which represents best your persona.

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(continue) Group Activity (Online workshop):
2i) Illustrate
Result: a Mural wall illustrating the intersectionality diagram

1. Go to [*provide the link to the Mural wall]*
2. You can see I the Mural, circles representing **different dimensions of exclusion/ inequality. As a group in 20 minutes:**
   a) **Consult** which of these dimensions are relevant for your persona. Add any dimension which might be missing.
   b) **Resize** the circles to illustrate the magnitude of its effect on marginalisation of your persona.
   c) **(Re-)arrange** the circles to create the intersectionality diagram

(continue) Group Activity (Online workshop):
2ii) Illustrate
Result: a Mural wall illustrating the barrier wall

1. Go to [*provide the link to the Mural wall].*
2. As individual, write down on (Mural) post-its **the barriers to inclusion** your persona faces. Place your post-its under relevant sections (Environmental, Attitudinal, Institutional, Individual). ~15 min
3. Share in 1-2 minutes per person in your group results of your individual work. ~10 min
4. Discuss in the group and complete **the barrier wall** through grouping, combining, adding, removing, rearranging the post-its~15 min
5. In 2-3 minutes share the results of your group work

Recap: What is Social Inclusion?

Social inclusion is understood as a process by which efforts are made to ensure equal opportunities for all, regardless of their background, so that they can achieve their full potential in life. It is a multi-dimensional process aimed at creating conditions that enable the full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision-making processes.

On the other hand, **social exclusion** means conditions (barriers and process) that impede social inclusion. Social exclusion is a process through which individuals or groups are wholly or partially excluded from fully participating in the society in which they live on the grounds of their social identities, such as age, gender, caste, race, ethnicity, culture or language, and/or physical, economic or social disadvantages. Social exclusion can also mean the lack of opportunity to have a voice, lack of recognition, or the lack of capacity for active participation in society, as well as the denial of access to decent work, assets, land, opportunities, social services and/or political representation.

Disability vs Impairment:

Source: OpenWASH (2018). *Count me in! Inclusive WASH in Ethiopia*, The Open University UK/WaterAid.

- An Impairment is a physical, sensory, intellectual and/or mental health issue that a person has been born with or has acquired through injury, accident or another cause.
- Disability results from the interaction between a person's impairment and the environmental, social and institutional barriers they face.

Inspire: How might we today break the barrier wall?

Result: a (Mural) poster full inspiration & insights

1. (Provide the link for each group to Mural wall).
2. **As individual, list any ideas** that **inspires you** (people, products, services, innovations, behaviours, insights from your work**,** etc.)**, which you think can be instrumental in removing the barriers faced by your persona. Explain** briefly :
   1. The idea or solution (i.e. how the ideal situation will be)
   2. Who/what plays a role in making the idea a success?
   3. Who would be impacted by the idea and what would be their experience?
   4. The way and timeframe the idea would be rolled out?
   5. Choose a catchy name for your idea

   The rich picture and the Empathy Map Canvas can provide good insights on how to increase gain and reduce pain of your persona's and who needs to be involved change to happen. Write each item on a (Mural) **post it** and add them to the poster/Mural wall ~15 min
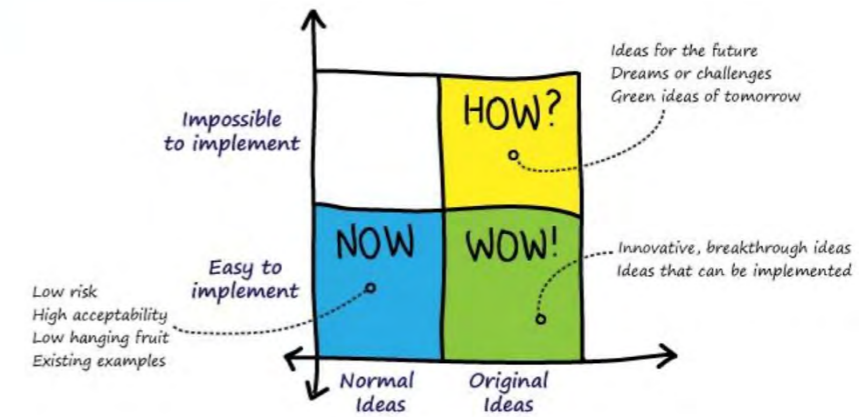
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Inspire: How might we today break the barrier wall? - continue

Result: a (Mural) poster full inspiration & insights

1. **Share in 1-2 minutes** per person in your team why these ideas are inspiring to you. ~10 min
2. Make sure to **capture all inspiring and useful insights** by providing the team members to add any new inspiration that has come to mind after individual presentations~10 min
3. **Cluster all the ideas** on the poster/Mural wall together into themes ~10 min

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How-Now-Wow Matrix

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Selecting Solutions

Result: a (Mural) poster with prioritised solution

- Read again all the ideas generated in your group,
- Use your stickers to vote for **3 best ideas** in each of the below categories :
  - **Now/Blue Ideas** – Normal ideas, easy to implement. These are typically low-hanging fruit and solutions to fill existing gaps in processes. These normally result in incremental benefits.
  - **How/Yellow ideas** – Original ideas, impossible to implement. These are breakthrough ideas in terms of impact, but impossible to implement right now given current technology/budget constraints.
  - **Wow/Green Ideas** – Original ideas, easy to implement. 'Wow' ideas are those with potential for orbit-shifting change and possible to implement within current reality.
- After everyone has in the group has casted their votes, count the number of dots under each idea to categorised them. The highest number of dots of a certain colour categorises the idea under that colour.
- (Re-)write the prioritised ideas on stickers with the same colour as their category (in Mural the colour of the post-its can be changed) to create the How-Now-Wow matrix.
- You have now a bucket of Now/Green ideas to work on further. The low-hanging blue ideas can be used for immediate implementation and the yellow ideas to keep an eye on for the future.
- Present your How-Now-Wow matrix, in max 3 minutes, to the other groups

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Who/What/When Matrix
Result: a (Mural) poster with personal actions

- (for online workshop, share the link to Mural wall).
- Have a look at the How-Now-What idea's generated by different groups (5-10 min).
- Reflect on what concrete action(s), **you**, in your professional or personal life can commit yourself to undertake, for any of the idea's to happen. Write these down on a (Mural) post-it & place it under the "**What**" column, next to your name. Use one post-it per action.

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