



**FOSTER
SOCIAL
INCLUSION**

MIGRANT INCLUSION

Training module

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Erasmus+



Crossing Borders

*KA2 Strategic Partnerships for Adult Education – Exchanges of Practices "Foster Social Inclusion: volunteering, social entrepreneurship and art for social inclusion"
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The training module description

Foster social inclusion of migrants through a 3-day training for professionals working with migrants.

Specific target audience:

Professionals working with migrants (16+)

Main goal:

To support professionals working with migrants to foster and enhance social inclusion.

Detailed objectives:

- raise awareness around the invisible power structures migrants are subjected to
- empower professionals working with migrants through critical thinking
- discover the strength of superdiversity
- and create a social network of people with diverse ethnic background working with migrants.

The Group: from 5 to 16 participants (max. 2 participants from the same country)¹

Duration: 3 days

Trainers: The training is led by 2 facilitators, who have experience with:

- organising and facilitating workshops
- working with intercultural groups
- creating safe spaces for participants

THE TRAINING'S IS TO DEVELOP KEY SKILLS

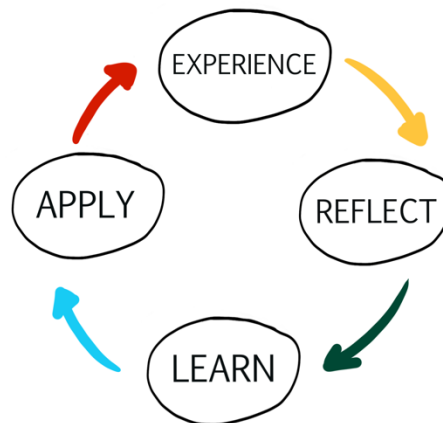
- develop an understanding of social inclusive and exclusive practises in their work with migrants
- identify and challenge suppressive power structures migrants are subjected to
- practice strategies to foster social inclusion of migrants

¹ Studies conducted by the professor Lotte Holck shows that superdiversity in terms of age, gender and nationality enhance social inclusion due to the fact that diversity enhance the tolerance among the group members.

METHODOLOGY

The training combines two different learning methods; Learning by Doing and Political Empowerment.

- 1) **Learning By Doing – the experimental learning cycle²:** Participants will throughout the training engage in a learning process based on the experimental learning cycle starting from their own experiences with social inclusion and exclusion.



- 2) **Political empowerment:** Inspired by the educator and philosopher Paulo Freire the training is designed to raise awareness on the invisible oppressive power structures in society. Based on Freire's pedagogy of the oppressed - one must become aware of the oppressive structures in order to change them. Hence this training aims to empower the participants to challenge the oppressive structures that migrants encounter through awareness raising and critical thinking.
- 3) **KNOWLEDGE**
 - Storytelling – story of self and us
 - Three levels of racism – personal, institutional and cultural
 - Socially inclusive and exclusive practises through master suppression techniques, counter and inclusion strategies

Tips for facilitators

I. BASIC PRINCIPLES

- be open-minded and empathic
- utilize personal experiences and knowledge
- be present and listen to the participants

² The experimental learning cycle has been developed by the psychologist David A. Kolb.

II. FACILITATORS' TASKS

1. Building trust between the participants in the intercultural group.
2. Creating a safe space for discussions on taboo topics (discrimination, racism etc.)
3. Organise and facilitate the workshops (managing time with lunch, breaks and activities).
4. Support, challenge or nuance the perspectives of the participants.
5. Encourage a culture of reflectivity and teamwork among the participants.

III EFFECTIVE TRAINING

Before and during the training the facilitators can use following reflection questions to ensure an effective training:

- How do we utilize and practice the three methods – learning by doing, peer-to-peer learning and political empowerment?
- How can we make sure that the learning space works for participants from various ethnic and social backgrounds?
- Are the participants aware that power and privilege exists in all relationships in their life? If not, how can we make them aware of this reality?
- Are we creating a safe space for everyone to participate and build their critical consciousness?
- Do we encourage participants to learn from each other?

IV STRENGTHENING SOCIAL SKILLS, HARNESSING GROUP POTENTIAL

- **Check-ins and check-outs** are ways for the trainer to sense, how each of the participants are feeling in the morning and afternoon. This is especially important when discussing personal experiences with regards to exclusion and inclusion. Use colours, postcards or animals to check-in by example asking: "If you were a color, what color would you be today and why?"
- It's a good idea to set up **communication guidelines** for the training e.g. avoid using generalisations 'everybody thinks, does, argues', but speak from your perspective by saying 'I'. Emphasise that everything is socially constructed, so there is no such thing as right and wrong, good or bad, so be open to each other's perspectives, ideas and thoughts.
- **Learning log** – hand out a notebook to the participants and use 30 min every day for the participants to write down their own reflections and learning outcome from the day. It allows the participants to integrate the learning outcomes from the training into their work with migrants.

The training programme

Stage I - Preparation of workshops

1. Recruiting participants for the training through social media post or other communication platforms.
2. Printing the hand-out materials on storytelling and master suppression techniques.
3. Creating PP slides on storytelling, structure and prejudices and master suppression techniques.
4. Preparing materials for the workshop: a laptop, a projector, pens, colours, post-its and notebooks.

Stage II - Workshops

DAY 1 – CREATING A SAFE SPACE AND BUILDING RELATIONS

Activity	Overview
Introduction	The trainers present <ol style="list-style-type: none"> 1. Who are we? 2. Agenda for the day 3. Purpose of the training 4. Communication rules during the training 5. Questions?
Check-in	Stand in a circle and ask the participants to introduce themselves along with their names and the meaning of their name.
Sharing expectations	In pairs the participants discuss: <ul style="list-style-type: none"> • Why are you here today? • What do you want to learn? Share expectations in the group afterwards.
Icebreaker	Trainer facilitates an icebreaker. Use e.g. question cards from the small-talk or ego game.
Introduce storytelling	Introduce storytelling as a method - story of self and us. The trainer tells his/her own story of self.
Lunch	
Walk-and-talk	In pairs the participants talk about: <ul style="list-style-type: none"> • Challenge: What have you experienced that challenged you personally? • Choice: How did you react to the challenge? • Outcome (result/learning/message): What was the outcome of your choice?
Writing exercise	Write the story of self individually.

Story of self	Take a round in the group and tell your stories one-by-one. After each story the group provides feedback.
Story of us	Identifying shared values in the story by discussing: Can we identify any shared values in our individual stories? What do those value say about us as a group? The purpose is to create group coherency.
Learning log	
Check-out	Stand in a circle with the participants and ask: What do you take with you today?

DAY 2 – BECOMING AWARE OF INVISIBLE POWER STRUCTURES IN EVERYDAY LIFE

Activity	Overview
Introduction	The trainer presents the agenda for the day and facilitates a short reflection around on the previous session.
Check-in	
Personal story	The trainer tells a story from his/her own life of a situation, where he/she felt socially excluded. The purpose is to create a safe space for the participants to open up about their own thoughts and experiences.
Speed dating	Speed dating in pairs - discuss the questions: <ul style="list-style-type: none"> • What are prejudices? • Have you ever experienced any prejudices based on your gender, sex, ethnicity or religion? If so, how? • What is social inclusion and exclusion? • Do you remember a situation where you experienced social exclusion? And how did it feel? • How do you think prejudices and social exclusion are connected?
Structure and prejudices	The trainer presents: <ol style="list-style-type: none"> 1. What are prejudices? 2. How are structures and prejudices connected on three levels: personal, institutional and cultural?
Master suppression techniques	The trainer presents the 10 master suppression techniques, inclusion and counter strategies developed by the Norwegian social psychologist Berit Ås. Give the participants a hand-out with the master suppression techniques and counter strategies.
Walk-and-talk	In pairs the participants discuss: <ul style="list-style-type: none"> • Which of the master suppression techniques have you encountered? • Where in your life have you experienced being subjected to them? (work, immigration office, school, supermarket, public transportation etc.)

	<ul style="list-style-type: none"> • Give an example of a concrete situation, where you have experienced one or several master techniques? • What could you have done? What could other people have done in the situation?
Lunch	
Forum theatre with master suppression techniques	<p>The participants prepare sketches of situations inspired by their own experiences with master suppression techniques.</p> <p>The participants act out the sketches and the rest of the group identifies the master suppression techniques and comes with suggestions for inclusion or counter strategies.</p>
Reflection around	The trainer facilitates a short reflection around on their learning and experiences during the day.
Learning log	
Check-out	

DAY 3 – PRACTISEING INCLUSIVE PRACTISES WHEN WORKING WITH MIGRANTS

Activity	Overview
Introduction	The trainer presents the agenda for the day and facilitates a short reflection round on the previous session.
Check-in	<p>In groups of three brainstorm based on the information from the previous two sessions:</p> <ul style="list-style-type: none"> • Which master suppression techniques do you think the migrants at your workplace are subjected to? Do you remember a specific situation? • Which inclusion techniques could you use in that situation? • What are examples of master suppression techniques you have unconsciously or consciously exercised? • With the knowledge you have now, how would you have acted differently?
Taking action	<p>The groups select one of the situations from their work, where master suppression techniques were exercised and discuss what strategies could be used with inspiration from the counter and inclusion strategies.</p> <p>The groups create a product to illustrate their chosen master suppression technique and proposed solution (e.g. a game, sketch, a poster, a video).</p>

	It is important that the trainer continuously creates a safe space and supports the participants in the process.
Lunch	
Presentations in groups	Each group presents their product to the rest of the group. Afterwards the rest of the group give constructive feedback and suggestions for alternative strategies.
Evaluation	<ul style="list-style-type: none"> • How was the training? • Did you find anything easy/challenging? If so, what? • How do you want to use the knowledge form the training in your work with migrants?
Learning log	
Check-out	

Notice that the duration of the activities depends on the number of participants, which means that energizers and other teambuilding activities could be included if the timeframe allows it in the programme.

Stage III – FOLLOW-UP MEETING

After a month a meeting is set up to ensure that the professionals continue their learning process in their work with migrants. The meeting gives the professionals the opportunity to share their experiences with implementing the tools they have gained and practised through the training with each other.

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