

Introduction to the programme

Inclusive Urban Governance



The Hague Academy for
local governance



Introductions

Speaker's note:

- Take no more than 5 minutes to introduce the trainers.
- It helps to add some pictures to this slide that tell something about you.
- Make sure to also mention something personal about yourself. This helps to break the ice.

Time: 5 minutes

Background information:

Introductions



- ▶ **Name**
- ▶ **Organisation**
- ▶ **Position**
- ▶ **What do you enjoy most about your work?**
- ▶ **Something else you want to share**

Speaker's note:

- Give time for everyone to introduce themselves. Make it no longer than 10-15 minutes, or you will lose the attention of the group.
- The trainer always goes first.
- If you have a big group of participants, only ask participants to share their name, organisation and position. If you have a smaller group, you can also ask what they enjoy most about their work and for them to share something else (non-work related), for example their hobbies, favourite football team, food, etc.

Time: 10-15 minutes

Background information:

Icebreaker: 10 things in common

- ▶ Divide into groups
- ▶ Goal: find **ten things you have in common** as a group
- ▶ No body parts (arms, hair, etc.)

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Speaker's note:

10 things in common

- Divide the group into small groups (4-6 participants). It is important that you get people sitting together who do not know each other, so the trainer makes the groups.
- Tell each group that they must find 10 things all members of their group have in common. It should not be work-related things and also not body parts. Examples are: we all like pasta. We all like the movie Titanic, etc.
- You give them 10 minutes to identify the 10 things they have in common.
- Ask each group to briefly report back on what they discovered. Take 5 minutes for this. If you are short on time, you can ask them to only mention the top 3.

Time: 15 minutes

Background information:

If you are conducting a training that will last more than one day, it is worth investing time to do an icebreaker (20 min). You can use the icebreaker proposed here, or you can be creative. You can find some good icebreakers at:

<https://www.thebalancecareers.com/top-ice-breakers-1918426>

TRAINING PROGRAMME: INCLUSIVE URBAN PLANNING

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction to the programme	Recap day 1 Planning for Inclusion (1)	Recap day 2 Placemaking: a participatory urban planning tool (1)	Recap day 3 Assessing the conditions for participation	Recap day 4 Introduction to planning for informal urban settlements (1)
Tea break	Tea break	Tea break	Tea break	Tea break
Introduction to good urban governance	Planning for Inclusion: Gender perspective (2)	Placemaking: a participatory urban planning tool (2)	Developing a participation plan (1)	informal urban settlements (2)
Lunch	Lunch	Lunch	Lunch	Lunch
The policy cycle (1)	Planning for Inclusion: Gender perspective (2)	Unpacking citizen participation (1)	Developing a participation plan (2)	Closing session: Outstanding questions and looking forward
Tea break	Tea break	Tea break	Tea break	Tea break
The policy cycle (2)	Planning for Inclusion in project cycle (3)	Unpacking citizen participation (2)	Presentation of participation plan	Evaluation & Certificates
Wrap up	Wrap up	Wrap up	Wrap up	

Speaker's note:

Discuss the set-up and programme of the training.

Time: *to be added by trainer according to planning*

Background information:

Facilities

- ▶ Don't leave any valuable items unattended in the room!
- ▶ Internet: Wi-Fi available (password)
- ▶ Hand-outs
- ▶ Coffee, tea, water and lunch provided every day
- ▶ Photography

Speaker's note:

Explain all practicalities regarding the training.

Time: *to be added by trainer according to planning*

Background information:

This list is just a suggestion of issues to mention:

- Can you lock the room? If not tell participants not to leave any valuable items unattended in the room.
- Provide participants with the WIFI password.
- Will participants receive the slides printed, or through email?
- Explain how coffee, tea, water and lunch are arranged.
- If you intend to take pictures to share on social media, ask participants to let you know when they don't want to be on pictures.

Creating a positive learning environment



Speaker's note:

- Explain that for the training to work well, it is important to agree on the conditions necessary to create a positive learning environment, where everyone feels they can freely contribute and learn effectively.
- Explain that to achieve this you want to set some ground rules, together with the participants.
- Ask the participants to share the rules they want to set for the training. If people are reluctant to share you can ask them to think of a training they attended and what made it go well or what made it terrible.
- For each rule that is proposed by a participant, ask the group if they agree. If they do, write it down on a flipchart. This way you create a list of rules.
- Once you all agree the list is finished, you take the list and put it up somewhere visible in the training room. It will stay here throughout the training as a reminder of the rules you agreed on.

Time: 5-10 minutes

Background information:

There are a few issues you always want to raise, regardless of whether the participants think of it or not. If they do not, you can bring it up and ask the participants if they agree.

- Respect the time (be on time at the start of a session, don't take longer breaks than agreed, and finish sessions on time)
- Be respectful to each other (gender, religion, ethnicity, etc.)
- How do you want to deal with mobile phones and laptops?
- Ask questions and contribute (take active part in the training)

If you want (optional), you can also agree on 'punishments' for rule violations. For example, if you violate a rule you must tell a joke, or sing a song, etc.

Personal learning objectives



- ▶ Write down your personal learning objectives (1 objective per post-it)
- ▶ Put your post-its up on the flip chart

Speaker's note:

- Hand out post-its and markers to everyone
- Ask the participants what they want to get out of the training
- Tell them to write down their personal learning objectives
- Remind them several times that they should write down one objective per post-it and add their name to each post-it. This is important, because if they write down multiple objectives on one post-it, you will not be able to order them.
- Tell them that once they are done, they can put up their post-its on the flip chart
- Order the post-its as people put up their post-its, putting similar objectives together
- Ask all participants to stand around the flip chart, once all post-its are on the flip chart
- Summarise the most important learning objectives
- Explain if and how they will be addressed in the programme

Time: 15 minutes

Background information:

Questions/reflections?



Speaker's note:

- Summarise the content of the session
- Ask if there are any outstanding questions

Time: 5 minutes

Background information: