

Activity 9.4: Inclusive Planning

TIPS FOR TRAINERS



Suggested Use

Use this activity at the end of your presentation on *Inclusive Planning* to allow participants to apply what they have learned.



Time

75 minutes:

- 5 minutes for instructions and formation of groups
- 30 minutes for small group work
- 5 minutes for groups to summarize their work on easel pad paper
- 30 minutes for presentation and discussion of topics chosen (plan 10 minutes per topic)
- 5 minutes for sum up

Optional:

- *30-45 minutes for the full group to outline a plan of action to make your PC/PB's planning more inclusive*



Materials

- Handout for Participants: Inclusive Planning
- Quick Reference Handout 9.6: Ten Strategies for Inclusive HIV Community Planning



Knowledge or Skill Development

Increased awareness and understanding of inclusiveness issues, as well as practical strategies a PC/PB can use to strengthen inclusiveness in its planning process.

Activity Steps

1. Review the Handout for Participants. Identify some types of diversity issues (such as cultural competence/cultural humility, terms of reference, language and interpretation) and membership groups (such as, communities of color, LGBTQ members, recent immigrants) that seem particularly important for your PC/PB. Also review the suggested strategies in Quick Reference Handout 9.6.
2. Form small groups, ideally including 4-6 participants each. If you form groups by having people count off, adjust the groups to be sure each group includes diverse membership in terms of cultural factors important for this activity.

3. Explain that each small group should assume that they are members of a Work Group on Inclusive Planning, established by the Executive Committee to recommend strategies for making the PC/PB's planning process more inclusive. The group is to select **one** inclusiveness issue or member subgroup and complete the Inclusive Planning Work Sheet focusing on the selected issue or subgroup. Suggest that the group review Quick Reference Handout 9.6 for ideas, and consider the prior discussion on inclusiveness as well as the PC/PB's own experiences.
4. Ask the small groups to select a **facilitator** to coordinate the work of the group and participate, a **recorder** to summarize the group's plan on easel pad paper, and a **reporter** to present the small group's approach to the full group. The same person may serve as recorder and reporter if that is the group's preference.
5. Review the instructions with participants, and tell them they have 30 minutes to discuss their chosen issue or subgroup and complete the work sheet.
6. Monitor the groups, offer help where needed, and give participants a 10-minute and then a 5-minute warning. Allow up to an extra 5 minutes for groups to finish summarizing their work on easel pad paper.
7. Now ask one reporter to summarize in 4-5 minutes the issue or subgroup the group selected and their plan for addressing it. Ask other members of that small group if they have anything to add. Then ask if any other groups chose the same issue or subgroup. If so, ask them to describe similarities and differences in their approach. Finally, invite other participants to ask questions or suggest other approaches. Repeat the process with groups that focused on a different issue or subgroup.
8. Answer any final questions, briefly summarize the discussion, and ask whether the group wants to follow up on implementing some of the strategies presented by the small groups, and if so, how.
9. *Optional:* If the PC/PB feels it needs a plan for improving the inclusiveness of its planning, spend another 30-45 minutes reviewing suggested strategies and outlining a plan of action to implement them. Be sure to include who is responsible for follow-up.



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HANDOUT FOR PARTICIPANTS

Instructions

1. Work in your small group, choosing a **facilitator** to coordinate the work of the group and participate, a **recorder** to summarize your group’s plan on easel pad paper, and a **reporter** to present the small group’s approach to the full group. The same person may serve as recorder and reporter if that is the group’s preference.
2. Read the Situation. Assume that you are the Work Group responsible for developing strategies for improving the inclusiveness of PC/PB planning. You want PC/PB membership that is diverse and reflective of the local epidemic. You want all members to feel welcome and participate actively, and you want to encourage diverse public input.
3. Choose an inclusiveness issue or a particular member subgroup, and complete the Inclusive Planning Work Sheet based on that issue or subgroup.
4. Refer to Quick Reference Handout 9.6: Ten Strategies for Inclusive HIV Community Planning for ideas.
5. You have 30 minutes to complete your work sheet, and summarize your work on easel pad paper.

The Situation

You are the PC/PB’s Work Group on Inclusive Planning. The Executive Committee set up the Work Group to recommend strategies for making the PC/PB’s planning process more inclusive, so that all members feel welcome and participate fully in the work. The Work Group has decided to have at least six meetings. At each meeting it will discuss a different inclusiveness issue or member subgroup. It will use a work sheet developed at its first meeting to guide and document discussion.

Your Work Group is ready to discuss its first issue or subgroup. First, you need to choose the issue or subgroup. For example, you could focus on an inclusiveness issue, such as:

- Cultural competence/cultural humility
- Terms of reference preferred by members
- How to address cultural differences in running meetings and dealing with conflict
- Power dynamics
- Language and interpretation for members with limited English proficiency
- Gender bias
- Other inclusiveness issue relevant to your PC/PB

OR you could focus on how to fully involve a particular subgroup of members. For example:

- Young adult consumers
- Members who participate remotely
- Recent immigrants
- Quieter members
- Other inclusiveness issue relevant to your PC/PB

Inclusive Planning Work Sheet

1. What inclusiveness issue or member subgroup have you chosen?

2. Why is it important for your PC/PB to address this issue or fully involve this subgroup?

3. What is the current situation with regard to addressing this issue or fully involving this subgroup? What is working well? What are the problems or challenges?

4. What specific actions should the PC/PB take to address this situation? Agree on at least three actions. Decide how each action should be implemented (key tasks) and who should have primary responsibility.

	Actions	Implementation Steps/Tasks	Responsibility
1			
2			
3			

5. What other advice do you have for the PC/PB? For example, do you need any additional information to address this issue or fully involve this subgroup?