6. One Pager

The following one-pagers provide an overview of the presented tools, which are elaborated in detail in chapter 3, where all references and further readings can be found.

6.1. Municipality profile

What they are used for

Number of municipality profiles: 1
Number of participants: 5-15
Duration: several sessions of approx. three hours may be necessary

This tool is intended to help municipalities to gain an overview of the current and future demographic situation, the special features of the municipality, the economy and labour market situation, the educational background of the population, the infrastructure, including education and healthcare facilities or public spaces, the budgetary situation and the social climate in the municipality, based on statistics, detailed information and qualified assessments. This standardised analysis can be carried out on a regular basis and enables comparison with other municipalities (bench learning). It is recommended that the profile is not filled in by just one person in the municipality, but that several people work together to co-create the profile. Both professionals and citizens without a specific function, with and without migration experience, should be involved. Representatives and multipliers from different fields of action (e.g. education/school, economy/business, senior citizens, women or migrants) should be invited to participate. However, not just stakeholders but also people from the target group itself should be included.

Pros and cons to consider

+ Advantages	— Disadvantages
• The statistical data included in the profile also help to identify controversially discussed topics. • The joint development of the profile offers the opportunity to bring different perspectives to light (e.g. concerning the existing infrastructure or the climate of coexistence in the community). • Involving different, often excluded, groups gives them a voice, allows them to contribute their views directly and fosters their empowerment.	• A lot of work to prepare (compilation of statistical data) and implement (inclusive composition of the working team, several meetings may be necessary).

What to watch out for

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- *Sampling:* Ideally, the initiative to create a municipality profile comes directly from a municipality. The commitment of municipal representatives is important to ensure their participation.
- *Location:* A room in a municipal building, or in a school or an NGO is suitable for this purpose.

How it is done

1. The moderator explains the purpose of creating a municipality profile and what will happen with the information collected.
2. The moderator or another appointed person presents the statistical information that has been already collected.
3. Open questions on the topic are discussed with the participants (similar to a focus group discussion; see also Infobox 11), to identify things that need improvement as well as possible solutions.

Documentation

- Collect statistical data in a prepared template!
- Document the discussion on flipcharts!
- Complete the municipality profile with the collected statistical and qualitative information!

6.2. Qualitative interview

What they are used for

Qualitative interviews are usually designed as a conversation. Their purpose is to collect empirical data in the form of qualitative, in-depth information on a specific topic and to stimulate reflections.

> ⓘ
> ***Number of interviews:*** no fixed number; data collection is stopped once no new insights are gained (saturation)
> ***Number of participants per interview:*** 1 (or 2 if appropriate, e.g. couples)
> ***Duration:*** 0.5–2 hours

Depending on the level of structuredness, different types of interview are possible, e.g. *problem-centred expert interviews* to gain expert knowledge, or *narrative interviews,* which aim to collect and understand people's perceptions of their own experiences, events and practices in their social context. It is possible to ask about an interviewee's entire biography or just about a specific period.

Pros and cons to consider

+ *Advantages*	– *Disadvantages*
• Can grasp expert knowledge, views and real-life experiences of individuals that contribute to a deeper understanding of how people construct their realities in their respective national, regional or local settings.	• Interviewers must be flexible and need to react to the different level of experience of participants.

What to watch out for

!

- *Sampling:* The aim is to study a particular phenomenon in depth and detail. The sample usually contains small numbers and is derived purposefully rather than randomly.
- *Location:* When choosing a location for an interview, one has to consider the preferences of the participant (e.g. work place or private/semi-public space).

How it is done

When the interviewer has finished introductions, which should include the purpose of the interview, the interview should follow a dramaturgical order. From the opening questions, the interview should move on to the main part and end with a summarising section and an outlook. Interview guidelines help to control its progress. In conducting the interview, several points should be considered, which include avoiding interrupting the participant or assuming an understanding of facts without giving the participant the opportunity to explain, and refraining from commenting or finishing the particpant's answers.

Documentation

- Take notes; these build the basis for a protocol!
- Record the interview to transcribe it afterwards!
- Critically reflect on the interview in the form of a debriefing!

6.3. Focus group

What they are used for

> **Number of focus groups:** 4–6
> **Number of participants:** 4–12
> **Duration:** 1.5–5 hours
> (online focus groups: ~1.5 hours)

Focus groups are a special form of group discussion involving the interaction of a group of people, which aim at the sharing of views, perceptions, attitudes or experiences on a specific, predefined topic. In the explorative phase, focus groups help to identify real-world problems or generate research hypotheses. In the validating phase, focus groups can be used to discuss potential solutions to a problem or draft recommendations.

Pros and cons to consider

+ *Advantages*	– *Disadvantages*
• Stimulate new ideas and questions. • Provide a forum for the perspectives of disadvantaged or marginalised groups. • Help marginalised groups to overcome feelings of systemic exclusion and foster their empowerment. • Rebalance power inequalities. • Insights into group dynamics and controversies. • Question researchers' assumptions and preventing them from drawing early conclusions.	• Group dynamics may prevent individuals from talking freely. • Experienced moderators are needed to handle difficult group dynamics and conversational situations (chatterboxes and silent participants).

What to watch out for

!

- *Sampling:* Select participants based on the research question/interest/defined problem and consider the social and demographic characteristics (e.g. age, gender, first language, ethnicity/race, social class) of the target group (greatest possible similarity or difference in composition).
- *Location:* When selecting a location be aware of the acoustics of a place and its accessibility and possible symbolic meanings for participants.

How focus groups are done

1. *Introduction:* Welcoming the participants, introducing oneself; explaining the topic and aims of the discussion; providing information about sponsorship, data protection, rules of the discussion;
2. *First-Person-Perspective ('I'):* Introductory question; participants present themselves;
3. *Group-Perspective ('We'):* Incorporating the practical or occupational background, collect participants' experiences related to the topic;
4. *Main Question ('It'):* Discuss main questions consecutively (i.e., from general to specific);
5. *Conclusions:* The researcher/moderator sums up the most important aspects of the discussion; (s)he comes back to open points and deals with final formalities.

Documentation

- Take notes!
- Record the discussion!
- Visualise important points on a notice board!

6.4. Open Space Technology (OST)

What they are used for

The Open Space or Open Space Technology (OST) is used for conducting large group workshops or conferences with participants, who should work on a specific problem. However, smaller groups with fewer than ten participants are also possible. An Open Space should have an organised 'openness', that does not confront the participants with a strict agenda (the 'law of feet' can be used during the group discussions). This method offers space to discuss different, controversial topics, such as rural development or the inclusion of migrants, in an informal atmosphere where participants are free to discuss topics that interest them.

ⓘ

Number of OSTs: as many as participants decide are needed
Number of participants: 500–1000; > 1000; ≤ 50
Duration: 1–3 days;
group sessions: 1–1.5 hours

Pros and cons to consider

+ *Advantages*	– *Disadvantages*
• Relatively cheap opportunity to organise large group events. • Hearing different motivations and points of view can contribute to the empowerment of participants. • Participants' interaction is facilitated through collaboration, problem solving and self-organised groups. • Allocating the responsibility to the participants can ensure the project's sustainability.	• The ideas and perspectives of extroverted people may be overrepresented; those of introverted people may be underrepresented. • The method is suitable in the exploration phase, but rather problematic when aiming to improve existing projects (discussions can produce radically new ideas). • Using Open Spaces could mean handing control to the participants, with the consequence that research topics could take a different direction than originally planned.

What to watch out for

- *Sampling:* Addressing groups and institutions that may be interested in the main theme of the Open Space; self-selection of participants (they decide whether the topic is relevant for them).
- *Location:* Enough space to host a large number of participants; separate rooms for group discussions.

How they are done

- *Opening the room:* Introduce the person responsible for the event (e.g. state official/mayor/manager of an organisation) and the topic and method.
- *Bulletin Board:* Each participant is invited to step into the middle of the room to propose a specific sub-topic related to the main theme. Following that, this person becomes responsible for that topic, determining the time and room for group discussion (make a note on the bulletin board).
- *Market Place:* After collecting the different sub-topics on the bulletin board, participants are asked to sign up for different group sessions.
- *Group Sessions:* Each group can freely choose how to run its session, and each participant can join or leave groups according to their interest ('law of feet'). The moderator avoids interventions and ensures a safe environment which allows for fruitful discussion.
- *Closing plenary:* Participants reflect on the findings.

Documentation

- Document each group discussion!
- Put reports together into a collective report! Every participant receives a copy at the end of the event!
- Participants decide on the ten most importangt and relevant topics!

6.5. Observation

What is it used for

Number of observations: depend on the topic
Duration: few hours up to few days

Observation is an ethnographic method which has become popular in many fields of social science. Ethnographic methods help researchers to understand how individuals create and experience their life-worlds, e.g. inhabiting social spaces or establishing local networks. During the observation all perceptible sensory aspects of human action and reaction not initiated by researchers are recorded. An everyday observation can initiate orientation and gather information about a locality, a scientific observation follows principles like repeatability or intersubjective traceability. Depending on the level of moderator involvement, observations can be structured or unstructured. Schemes and categories for data collection and analysis should be defined beforehand. Observation guidelines can be developed to strengthen the degree of standardisation. Unstructured observations are also conducted in a systematic way. Observations should be transparent and should not be conducted covertly. Different types of researcher/moderator involvement can be distinguished:

participatory observation

- completely participating in the field, being (almost) invisible: **complete participant**
- widely participating in the field, but observer role is perceptible or is communicated explicitly: **participant-as-observer**

Non-participatory observation

- observation is given priority over the participation and there is a low level of researcher/moderator integration: **observer-as-participant**
- the researcher/moderator is not involved in any action and remains distant from the field (e.g. video recording only): **complete observer**

Pros and cons to consider

+ *Advantages*	– *Disadvantages*
• Observations take place in peoples' everyday environments and not in a laboratory setting. • Offer the chance to grasp complex issues, which might otherwise be expressed in a long-winded way. • Observation favours long-term and in-depth understanding of practices and situations.	• Observation is not objective, but always subjective and selective. • Researchers/moderators have to strike a balance between being interested and integrated into the field, increasing familiarity with situations and keeping a distance. • Continuous self-reflection is needed. • Observation requires a lot of time.

What to watch out for

- *Sampling:* The field of human interaction to be observed must be chosen. Observers also have to identify a suitable research area and position. Access to the field of interest is crucial. Gatekeepers accepted in the group of interest can help with access.

How it is done

The observation follows three phases:

1. *Descriptive observation:* Orientation to the field, describing situations and actions in a relatively unstructured way, catching the field's complexity and clearly defining research questions.
2. *Focused observation:* Observations are noted which go well with the processes and problems of interest.
3. *Selective observation:* Validating the processes and patterns observed and gathering more selective examples of core interest.

Documentation

- Start taking notes as soon as access to the research field is achieved!
- Field notes and the researcher's interpretations, assumptions or judgements should not be mixed together!

6.6. Mobility mapping

What they are used for

Duration: 45 min. – 3 hours
Work material: small cards of different shape; pictograms (e.g. on shopping, visits to authorities or services); coloured marker pens

Mobility mapping is a spatio-visual tool. It helps to investigate the spatial dimensions of everyday life of individuals or groups. Meanings attached to places and spatial (im)mobility are grasped. Mobility mappings can be drawn with individuals or groups, who are invited to draw maps with important (not necessarily frequently visited) places, transportation used, perceptions and experiences of distances, and the (in)accessibility of places. Mobility mappings can be combined with narrative interviews to acquire more in-depth information about travel purposes, frequencies, preferences or the meanings attached to places.

Pros and cons to consider

+ *Advantages*	– *Disadvantages*
• Stimulates reflection about the (im)mobility patterns of an individual or group. • Less dependent on language and literacy. • Exclusion/inclusion experiences can be compared according to different variables (e.g. age or gender).	• Resource-intensive and time-consuming. • At least two people are needed to carry out mobility mapping. • Difficult to implement with participants who have only recently moved to their place of residence or who are not used to drawing exercises.

What to watch out for

!

- *Sampling:* Either a single person or a family can work on a mobility map. Depending on the aim of the study, either a supposedly homogenous or a rather heterogeneous group may be chosen.
- *Location:* When choosing the location for a mobility mapping, pay attention to the need for a big table or a lot of floor-space.

How it is done

Documentation

- Record the development process!
- Take photos of the mobility maps!
- Take additional notes on the interview!

1. *Introduction:* The researcher/moderator explains that the aim is to learn about the everyday lives and (im)mobility practices of the target group; participants are encouraged to draw and write for themselves; assistance is provided if needed.
2. *Implementation:*
   a) Participants are invited to draw their apartment/house/accommodation at the centre of the poster.
   b) Participants are asked to talk about the places they usually visit. After drawing, participants should clarify/add places they have mentioned but not written about or drawn.
   c) Participants arrange the small cards with depictions of places visited around the apartment/house/accommodation according to the perceived distance from their homes. If the participant is happy with the arrangement, the small cards are glued to the poster.
   d) Participants draw lines between their homes and the places visited, indicating the means of transport used (e.g. by foot, bike, public transport or car) with different coloured pens. Participants are encouraged to explain the meaning of the places drawn, their reasons for going there, what they do there, the duration and frequency of visits and their modes of transport.
   e) Participants draw/write places where they must go even though they do not want to, and places where they never go, on small cards. Finally, these cards are fixed to the poster.
   f) The distribution of roles should be adhered to during the entire process.
3. *Conclusion:* Participants are invited to sum up the results, researchers/moderators take a picture of the final version which is then handed over to the participant.

6.7. Social mapping

What they are used for

With social mappings people's realities should be investigated. Social maps are suitable for participatory situational analyses, grasping changes in social networks, needs surveys, planning and evaluation processes, as well as for research questions which aim to find out how people perceive their life worlds, their relationships within the community, their access to resources and their own agency. Via the process of drawing and talking, social maps allow participants to move from description to depiction to theorising the reasons for the ways in which they have represented features on the map. At least two researchers/facilitators (moderator and note-taker) should be involved.

Number of social maps: the number depends on the research purpose
Number of participants: both individuals and groups can be involved and 80–100 households
Duration: 1.5–2.00 hours
Work material: Cards of different colours

Pros and cons to consider

+ *Advantages*	– *Disadvantages*
• A chance to visualise a variety of individual information about a specific place or network. • Participants can also join in later, discuss and add representations to the map. • Method can contribute to community-building.	• The concrete area of interest should be clarified before starting the method. • The process of drawing and expressing the subjective views could be exhaustive for participants. • Social mapping needs a certain level of confidence.

What to watch out for

- *Sampling:* Social mappings can also be carried out with a selection of key informants who know the locality to be analysed well.
- *Location:* A central place that is accessible to all participants should be chosen. At the same time, this place should be comfortable and external influences, such as weather or noise, should be considered.

How it is done

1. Moderators inform the participants about the study's objective, the research question and what is expected of them. Participants should be asked to draw the main physical features of their locality.
2. The moderator lets the discussion flow; participants should take the initiative and have total control over the process.
3. The moderator should pay attention to ensure that every section of society is involved and participates, and take proactive steps to involve them if necessary. Marginalised communities, in particular, should not be excluded, but should be motivated to contribute to the process.
4. The moderator's role is limited to facilitating the process; they should only intervene if necessary.
5. The moderator should ask for clarifications 'unobtrusively' (e.g. 'what does this symbol mean'?).
6. When the map is finished, some participants should be asked to identify their own houses.
7. Participants should provide information about their own households.
8. The distribution of roles should be adhered to during the process.

Documentation

- Take notes during the mapping process!
- Record and explain details in the map indicated with symbols!
- Save the final results by taking a picture or copying the map!

6.8. Participatory photo/video talk

What they are used for

Photo or video talks can be designed for various purposes, target groups and with a varying degree of participation. The aim is to gain a visual impression of the participant's living environment and how things shown on a picture are seen. Three different approaches can be distinguished:

Number of photo talks: no fixed number; data collection is stopped once no new insights are gained
Number of participants: 1 (or 2 if appropriate; e.g. for couples)
Duration: visually stimulated interviews differ in length, depending, on the number of photos/-videos included, for example
Work material: interview guidelines; small cards with instructions

- *Photo-elicitation:* Combination of photography and interview. The interviewer takes pictures which are discussed jointly with participants.
- *Auto-driving:* Photos of individuals in everyday life situations are taken over a certain period of time with the aim of identifying changes in participants' behaviour.
- *Photo novella:* Participants take photos or shoot videos themselves in order to document their life-worlds over a particular period of time.
- *Reflexive photography:* Participants produce the visual materials and a reflexive process is stimulated when the photo is taken and when the content of the photo is put into context during an interview.

Pros and cons to consider

+ *Advantages*	– *Disadvantages*
• Opportunity to grasp meanings of places and their social contexts from the point of view of individuals/groups. • Taking photos can stimulate further discussion and foster the acknowledgement of individuals' perspectives. • The photos can become a communicative bridge between the interviewer and the participant.	• Use more time, personnel and material resources. • Participants have different levels of experience of using a (video)camera.

What to watch out for

- *Sampling:* The aim is to study a particular phenomenon in depth and detail. The sample therefore usually contains a small number of participants. The sample is derived purposefully rather than randomly.
- *Location:* A decision about location has to be made twice: firstly, it is important to decide where photos/videos should be taken. The immediate living environments and individually important places of everyday life are most common. Secondly, the place where photos are to be jointly discussed should be carefully selected (and should have proper illumination and a large table). When choosing the location, the preferences of the participant should also be considered.

How they are done

1. The moderator introduces the method to the participant and suggests technical features of the equipment if photos/videos are to be taken by the participant. The interviewer should be available to respond to questions and problems during the photo/video phase and to conduct the interview afterwards. The photos/videos to be discussed should be available at the interview.
2. Start the interview by asking about the participant's experience of taking the photos.
3. Conduct the interview. Participants should be invited to talk about the photos whenever they wish. Results are achieved through a combination of picture and text.

Documentation

- Take notes during the interview!
- Record the interview, transcribe it and mark where visual materials are inserted!
- Document, number and store photos/videos taken by participants!
- Reflect critically after the interview during a debriefing!