



Accompaniment Free of Dominations;
A New Insertion

ALADIN

METHODOLOGICAL

GUIDE



Co-funded by
the European Union



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Why is it that,
when the *light*
turns **GREEN**, no
one moves?*



 ladIn

* Bobby Lapointe

This methodological guide was developed as part of a European Erasmus+ project entitled:



Accompagnement Free of Dominations;
A New Insertion

For two years, we worked with integration organizations in four countries (France, Italy, Belgium, Portugal) to develop a methodology for improving support for people undergoing integration.

Our project aims to fundamentally transform the way social support is conceived and practiced. We are convinced that it is essential to move from a logic of domination to a logic of partnership with the people being supported in order to meet the current challenges of the social sector. The challenge is therefore to ensure that support services promote employability, but above all that they enable the people being supported to build their own place in society (places that often do not yet exist).

THE METHOD AIMS TO:

- Transform practices by moving towards a cooperative relationship with those receiving support, recognizing their citizenship in order to unlock their potential.
- Develop the skills of integration and social workers, volunteers, and social work students.
- Facilitate the implementation of new forms of support adapted to societal changes.
- Develop the empowerment of those receiving support by actively involving them in the analysis and improvement of support processes.
- Improve mental health through the implementation of innovative practices that reduce stress and psychosocial risks.
- Be more rigorous: a structured approach, based on proven techniques, ensures the consistent implementation of these transformations

This work builds on several initiatives undertaken by L  ris and its partners concerning the socio-professional support of individuals experiencing social vulnerability, as well as on research into processes of emancipation approached from both critical and pragmatic perspectives.

Individuals engaged in integration pathways are often perceived primarily through the lens of their deficits (in skills, knowledge, legitimacy, capacity for understanding, etc.). Yet, the true challenge of support lies in creating spaces where they can explore and develop capacities that will be useful in their everyday lives and contribute to their emancipation: understanding the decisions made within the workplace, why certain crops or dishes are chosen at particular times, what the underlying production issues are, and so forth.

In the support practices we have observed, asymmetrical relationships frequently emerge, assigning individuals to positions where they cannot fully exercise their capacities. These asymmetries manifest across different spaces (break rooms, collective areas, depending on who has access and when, etc.) and in a range of relationships (with employers, social services, peers, etc.).

We have therefore chosen to focus specifically on professionals in the field of integration (employment counselors, technical supervisors, social workers, etc.), who often—albeit unconsciously and unintentionally—reproduce such asymmetries. For many, this represents a first introduction to these issues. For those who have already reflected on these questions, the present work may serve as a complementary resource. In order for professionals to commit to a more emancipatory form of support, it is first necessary to confront and release their own internalized patterns of oppression. Through the methodology proposed here, we invite them to engage in successive stages of a pathway toward liberation:



This methodology is therefore grounded in what Paulo Freire refers to as an ethical praxis, one that prioritizes the goals of social transformation over a merely technical form of action:



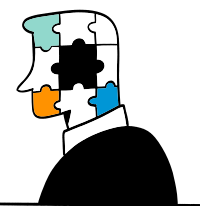
The objective is to develop an awareness of certain dynamics of domination and oppression, understood as asymmetrical social relations between individuals, particularly between those engaged in integration pathways and the professionals who accompany them. This awareness is intended to foster a transformation of these relations, moving toward more egalitarian forms of interaction.

Ideally, this approach could be implemented on a regular basis within the organization and integrated into the overall evaluations that the structure is required to conduct, for instance on an annual basis.



¹ While the issue of domination lies at the heart of this approach, we prefer to speak here of “asymmetry,” a term that appears to us more open and less stigmatizing for all parties involved.

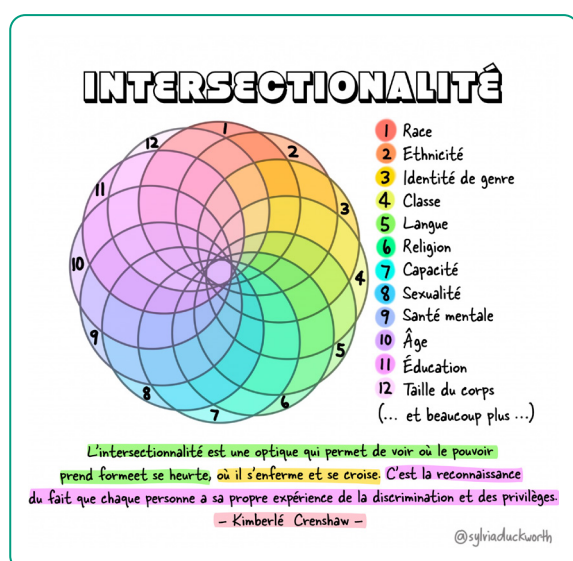
But what exactly are we addressing? Some key definitions...



PATRIARCHY	Authority held by men, excluding women from organizational structures and decision-making.
SEXISM	Discrimination based on sex.
RACISM	An ideology asserting that there are distinct human “races,” some of which are considered superior and others inferior, thereby establishing a racial hierarchy.
ABLEISM	Discrimination by non-disabled individuals against persons with disabilities—physical, cognitive, or social—based on the assumption that being non-disabled is inherently superior or more desirable.
BUREAUCRATIC / HIERARCHICAL / CORPORATE LOGIC	A system in which the employee or colleague is regarded as subordinate to the needs and structures imposed by the hierarchy. Individual needs and well-being are disregarded or undermined, as the person is considered inferior to organizational imperatives.
CAPITALISM	An economic system in which a dominant group owns and controls the means of production, while another group provides the labor to operate them.

It should be noted that these dynamics of domination intersect and mutually reinforce one another. Moreover, each individual may experience multiple situations which, through their intersection, generate compounded forms of domination.

THIS IS REFERRED TO AS INTERSECTIONALITY. The diagram below illustrates these different dimensions: the closer an individual is positioned to the center of the circle, the more elements confer power and privilege; conversely, the more positions accumulated at the outer edge of the circle, the greater the exposure to discrimination.



Symbolic Violence: What Does It Mean?

It refers to the fact that members of a group, often entirely unconsciously—because such attitudes are embedded in their upbringing and cultural context—may, without realizing it, reproduce dynamics of domination established by those in positions of power. Domination is exercised through language, modes of expression, gestures, or cultural representations. For example, telling individuals facing financial hardship that the vegetables they purchase in discount supermarkets are “dead” implicitly points them back to their economic situation and to their present inability to act otherwise. Symbolic violence is not intentional, yet awareness of it can help gradually transform these dynamics.

Observatory on Student Success in Higher Education (2023).
Equity, Diversity, and Inclusion (EDI): At the Heart of Student Success. Online:
<https://oresquebec.ca/dossiers/equite-diversite-et-inclusion-edi-au-coeur-de-la-reussite-etudiante/>

Of course, it is sometimes necessary to convince individuals to engage in this type of process. For this reason, we propose a brief rationale:

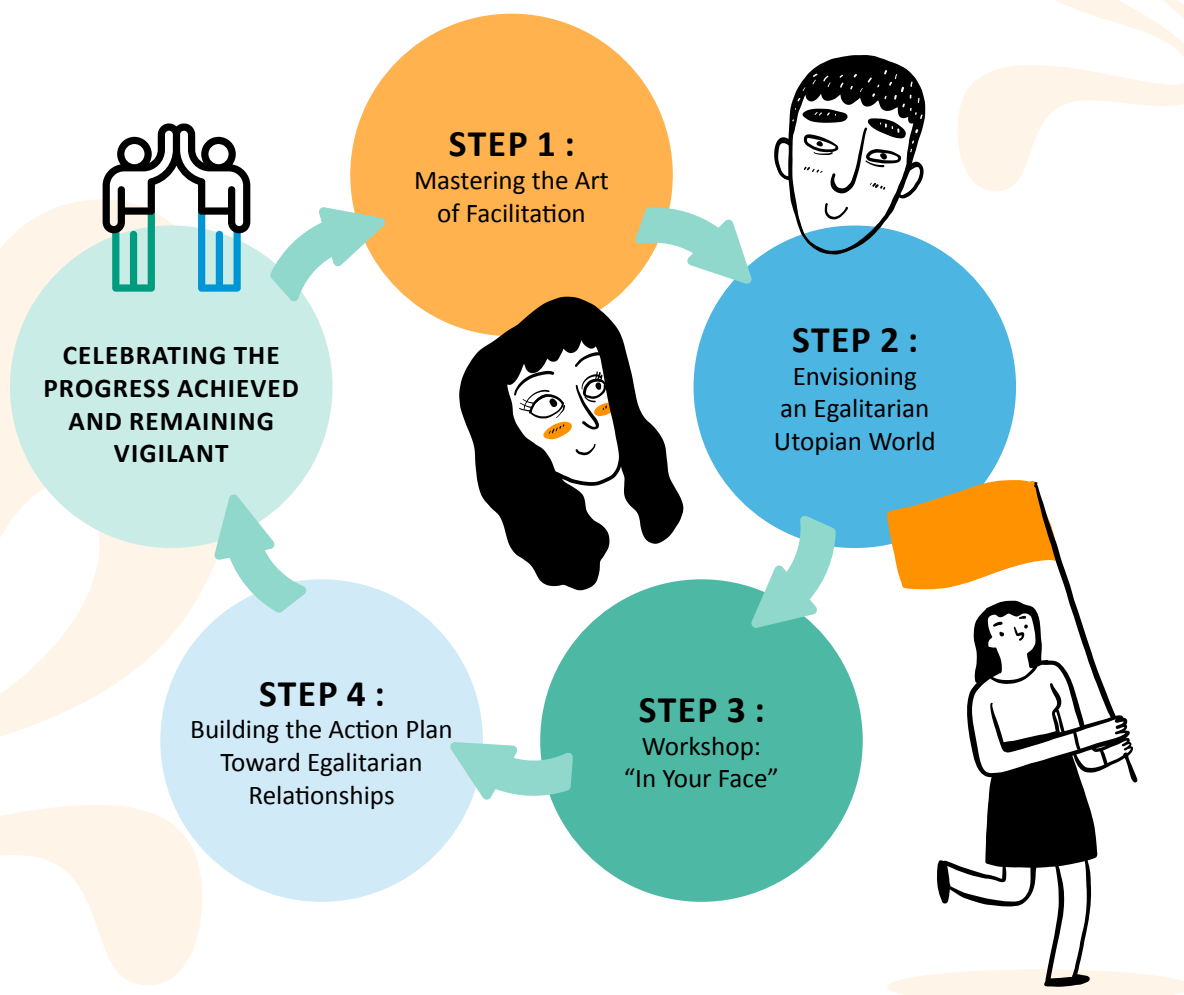
We invite you to take part in a series of four collective and engaging workshops designed to let go, connect with others in new ways, and openly share what constrains or limits us in the workplace—before addressing these issues through play. Each session is short (1h30), dynamic and slightly unconventional, yet always constructive, meaningful, and beneficial.

Join us to shift your perspective—and ground it in real experience!

Some precautions are necessary when facilitating awareness, particularly following [Step 1](#), during which the group identifies a primary dynamic of domination. The facilitator may clarify to the group that such domination does not imply that each individual present is a “dominator” or “oppressor” intentionally exercising harmful power. Rather, it means that this form of domination exists within the group or setting, in this specific context. Domination manifests within a defined space, shaped by a particular social framework, and through the encounter of individuals who each carry their own life histories. It is the convergence of these factors that contributes, among other things, to the existence of domination.



In practice, how does the process unfold?



Duration:



The methodology is structured around a cycle of four workshops, each lasting approximately 1 hour and 30 minutes. The full sequence may be conducted over several half-days.

However, experience shows that, depending on the composition of the group, it may be necessary to adjust the duration of the workshops—for instance, allowing more time to define terms or concepts if needed, or proceeding more quickly if the group takes ownership of the process rapidly. Facilitators are therefore encouraged to adapt according to the specific circumstances encountered.

Who Participates?

The workshops will involve both individuals engaged in integration pathways and the professionals who support them. Depending on the stage of the workshops, activities may take place either in non-mixed groups (participants in integration working together, professionals working together) or in mixed groups. This distinction between mixed and non-mixed settings is important to observe, as it can sometimes be easier for participants to feel comfortable and confident in expressing their experiences when among peers. In such settings, they may feel less subject to judgment arising from pre-existing asymmetrical relations and are therefore likely to respond differently.

Who Facilitates?

L'un des participants (idéalement 2 animateurs.ices) qui peut avoir une posture de neutralité, cela peut être une personne du conseil d'administration, une personne ressource extérieure à la structure, un.e professionnel.le qui n'est pas engagé.e dans l'accompagnement. La neutralité est importante car les professionnels qui accompagnent habituellement les personnes sont pris dans les enjeux qui peuvent influencer l'animation de l'atelier (car il existe déjà une relation préétablie accompagnateur/personne accompagnée qui n'est pas neutre).



How to Facilitate?

The facilitator must adopt a benevolent and supportive stance:

- The facilitator serves as both an enabler of dialogue and a guarantor of a safe, respectful, and clearly defined framework that allows objectives to be achieved. A secure environment fosters meaningful exchanges among participants who feel at ease. Activities should serve this purpose; the facilitator is encouraged to take ownership of them and adapt them as needed to remain closely aligned with participants' needs.
- The facilitator should acknowledge that participants possess many resources that are often underrecognized. The aim is to recognize these capacities and build upon them in order to advance a collective project. What matters is to highlight the mutual contributions that participants and the group can bring to one another.
- The facilitator should help participants move beyond stigmatization, assigned roles, and a passive status as "beneficiaries," enabling them instead to view themselves as active agents.
- The facilitator should also convey the idea that while participants have resources and some degree of agency, they are simultaneously constrained by systemic dynamics that exceed them and that may be unjust, inappropriate, or ineffective. Where relevant, the facilitator must be prepared to support participants in engaging in political expression, thereby moving from the identification of a problem to political advocacy (specific tools are available to support this process).

TO THIS END:

- The facilitator provides direction while remaining in the background, allowing the group to assume its own place.
- Dare to listen carefully to what is being expressed, especially when it is unexpected. Pay close attention to underlying or background messages. Do not be afraid of pauses or silence, as they create space for reflection.
- Ensure that every participant has the opportunity to speak: for each question, encourage all members to contribute so that every voice may be heard.
- The proposed methodology serves as a basic framework, but each group is encouraged to adapt its format according to its own dynamics and the composition of its members.



How to Create a Safe and Respectful Framework?

Some Common Rules:



SPEAK IN THE FIRST PERSON



**RESPECT FOR ONESELF,
Others, and Shared
Materials**



**RIGHT TO A "JOKER":
No Obligation to
Participate**



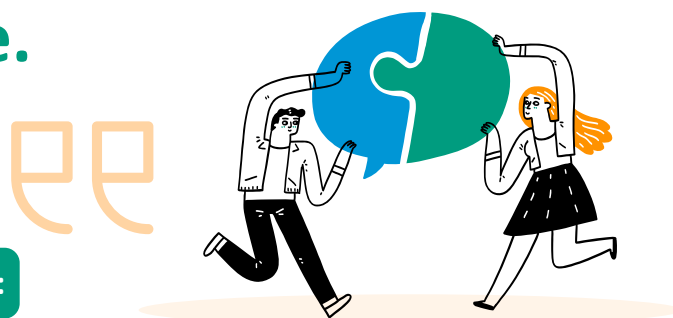
During the course of the workshops, it may be useful to assign specific roles to some participants so that everyone feels involved and to limit the concentration of power (for instance, linked to greater familiarity with the process or ease in speaking in public).

- ➔ The participant responsible for allocating speaking turns.
- ➔ The participant acting as timekeeper.
- ➔ The participant ensuring that all items are addressed.
- ➔ The participant taking notes.
- ➔ The participant monitoring that speaking opportunities are distributed fairly, etc.
- ➔ We do not provide here an extensive set of so-called "ice-breaker" tools, but facilitators can easily find such resources in other publications.



To conclude each stage, we propose two possible approaches: the Barometer of Egalitarian Relationships or the Talking Circle.

The Barometer of Egalitarian Relationships:



Finally, to enable each participant to express and make known how they experienced the workshop, we propose that, at the conclusion of the session, the group position themselves using a barometer. The objective is to situate oneself in relation to asymmetry, as a kind of inner “weather report.” Each participant indicates their feelings or state during the activity—whether in relation to the framework, to others, or to the process—by placing a mark or sticker, without further commentary unless they wish to do so.



IN THE FIRST STAGE:

Each participant positions themselves individually on the barometer without showing it to others (one barometer per person).



IN THE SECOND STAGE:

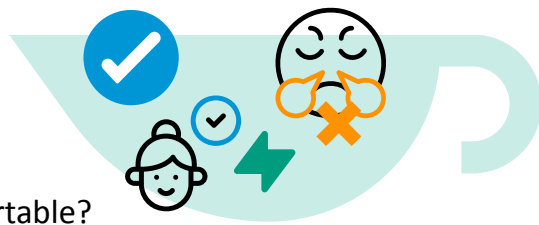
The results are then shared collectively (either by all participants or consolidated by the facilitator) on a collective barometer. If participants observe that many individuals have perceived a situation of asymmetry during the workshops, they may decide to address it. This tool could also be integrated into organizations over the long term, serving as a barometer of internal relationships.



The Reflection Circle*

To conclude an exercise, the facilitator invites participants to sit or stand in a circle and asks questions such as:

- What was difficult?
- What was easy?
- How did you feel while carrying out this activity?
- What did you appreciate?
- Was there anything that made you angry or uncomfortable?
- Did you realize something new?
- Did your perception change in any way? etc.



In addition, we recommend drawing inspiration from nonviolent communication to support the group.

REMEMBER: THE FOUR-STEP COMMUNICATION MODEL

1. Express the Observation (O)

"When I hear...", "When I see...", "When I recall..."

Express the observation as factually as possible—something that can be shared with others—without judgment or blame. This refers to what we have seen, heard, or remembered.

2. Express the Emotions arising from the fact (E)

"I feel..."

Express the main feeling we wish to share, by acknowledging and accepting it at the moment of expression. Note: "I feel sad..." or "You make me feel sad"?

Using "you" shifts the responsibility for our emotions onto the other person. Our emotions belong to us. To avoid conflict, it is important to express dissatisfaction without blaming the other. Speaking in the first person ("I") is recommended in Nonviolent Communication (NVC).

3. Express the Need(s) related to the previously identified feeling (N)

Which unmet need is hidden behind the emotion I am experiencing?

"I feel sad because I need..."

4. Express the Request (R)

"Would you agree to...?"

Conclude with a clear and specific request that communicates what we expect. This enables our interlocutor to take our need into account.

*SOURCE: Methodological Guide for Facilitators of the module "Improving Communication Skills for People with Fewer Opportunities, Based on Forum Theatre and Assertive Communication Methods," developed within the CENV project "For a European Nonviolent Communication: All on Stage!", part of a European cooperation partnership in adult education (2021–2023).

Caution: a risky, irreverent, deconstructive, and destabilizing method!



STEP 1: Mastering the Art of Facilitation

Duration: 01h00

You will be facilitating the workshops—this stage is designed specifically for you. Because dynamics of domination and unequal relationships are often hidden in subtle details, it is essential to sharpen our capacity for observation.

1. SHORT INTRODUCTORY QUIZ (1 MIN)

Answer these questions spontaneously: My role is to...

- Facilitate and implement the facilitation tools from a technical perspective?
- Develop participants' knowledge about dynamics of domination?
- Foster participants' awareness of their own actions?
- Uncover uncomfortable truths?
- Continuously question in order to push ambitions further?

There are no right or wrong answers—it is, in fact, a little of all these at once. However, technical facilitation skills are not the most important aspect. What truly matters is that, in order to facilitate effectively, we all need to have a certain clarity about the subject.



2. ENGAGING WITH THE CONCEPTS THROUGH THE “ARPENTAGE” METHOD (10 MIN)

We invite you to read the definitions presented above and, for each one, share with someone in your network (professional or personal):

- What is unclear: what you still need to investigate further (see below for a few suggested short videos).
- Any questions that have emerged.
- Whether it reminds you of a personal experience: recall the situation, how it unfolded, and what you felt—take the necessary time for this.



This step is crucial: the methodology may bring to the surface difficult situations for participants. Keep in mind your own feelings as you revisit past experiences, in order to remain attentive and provide care to those who may relive similar situations during the workshops.



1 A facilitation technique originating in popular education, consisting of the collective reading of a text. Numerous resources are available online.

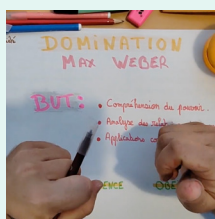
3. DEEPENING UNDERSTANDING (20 MIN)

We propose here two videos (among many others). Watch them and respond to the suggested questions. The aim is to foster reflection, which will in turn support your ability to facilitate, to engage participants in questioning, and to accompany them in creating relevant and effective actions.



You are not required to write down your answers, but it is important to be aware of them—and to approach the exercise with honesty. However, we encourage you to take notes while watching the videos, as this greatly supports reflection.

The Concept of Domination (5'20)

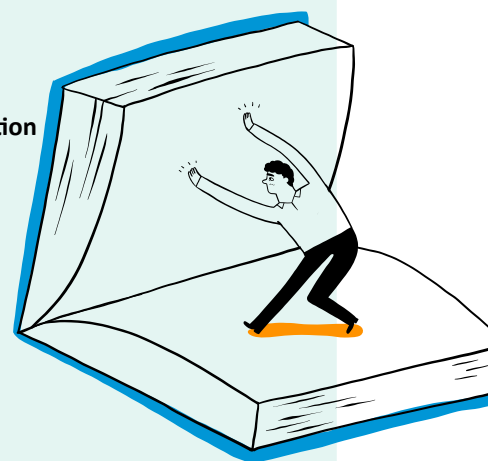


A video by Philovibe, a channel dedicated to the popularization of philosophical concepts:

<https://www.youtube.com/watch?v=4OajFExD2jo>

Some guiding questions for watching the video:

- Are there situations within the organization where you observe different forms of legitimacy in domination?
- What different types of domination can be identified?
- In what ways do these dynamics limit individuals' capacity for action?



What Is Oppression? (11'20)



Politikon is a channel on the history of ideas, presenting social and political theories in philosophy and the humanities:

<https://youtu.be/MopIQ2IWJPo?si=yP9977nCsRbUuwE7>

Some guiding questions for watching the video:

- Are there social groups or individuals who are favored within the organization compared to others?
- Among the types of oppression mentioned (at 6'24)—exploitation, marginalization, powerlessness, imperialism, violence—which might be present or experienced in the organization?

You can select the video subtitles in your preferred language.



ADDITIONAL RESOURCES:

On Gender: <https://youtu.be/ouCTSx83u3E?si=YyNtVhVQWfjHpBIl>

On Structural Inequalities: https://youtu.be/UM_hb6gQ4G8?si=ydCp2m1aST-L_x5Q

And a Game (if you wish to explore further): <https://sebformation.fr/2023/09/30/rapports-de-domination-une-version-pour-animer-plus-facilement/>

STEP 2 : Recognizing Inequitable Power Relations

Duration: 1h30

The aim of this first stage is to ensure that everyone is placed on an equal footing. Regardless of our role within the organization, we should be able to build solutions together to address the issues that concern us. To achieve this, we must first feel equal. This requires the ability to “step out” of one’s role and to be “us,” free of the labels attached to our different positions within the organization. This shift needs to be symbolized by a concrete act. Many organizations and associations, for instance, use uniforms, badges, or similar clothing items to express both a sense of belonging to the structure and a collective commitment to a shared cause.

We have chosen the metaphor of “slippers” to represent this symbolic step aside: participants are invited to “remove” their everyday “shoes” and put on “slippers” during the workshop, as a way of creating a sense of equality and unity around a common purpose. Addressing domination and asymmetry requires such a moment of symbolic release—one in which participants can temporarily set aside the constraints of their usual roles and work together as equals.

OVERALL AGENDA

- 
- A Welcome and Icebreaker: Mixed Groups**
Objective: Stepping out of the comfort zone, connecting with others, letting go, and establishing the framework.
 - B The Hand Game: Mixed Groups**
Objective: Experiencing what it feels like to be positioned within dynamics of domination and fostering a shared culture.
 - C The Quiz: Mixed Groups**
Objective: Collectively identifying the main dynamics of domination at play, raising awareness of these dynamics, and producing an initial assessment.
 - D Collective Barometer**
Objective: Enabling each participant to express and share how they experienced the workshop.

Detailed Agenda



WELCOME AND GENERAL FRAMEWORK EXPLANATION



Welcome and Explanation of the General Framework:

OBJECTIVES:

- Present the context of the workshops and the importance of addressing the topic. ([see introduction of the guide](#))
- Introduce the Barometer.
- Establish governance rules.
- Explain the rule of mixed vs. non-mixed groups.



Icebreaker: WALKING THROUGH SPACE

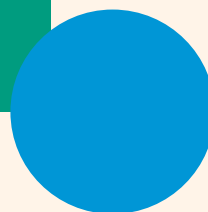
(The tools proposed here may be replaced by others, depending on the facilitator's knowledge and the group's needs.)

OBJECTIVES:

- Let go.
- Have fun.
- Step out of the comfort zone together.
- Facilitate group cohesion.

Participants walk freely around the room without interacting, ensuring the space is fully occupied. After two minutes, the facilitator asks them to form two circles, without speaking and as quickly as possible. Next, participants are asked to form three triangles, then four squares, then two stars, and finally, one elephant.

Each person must take their place within the shapes, without prior consultation.



Detailed Agenda



COLOMBIAN HYPNOSIS OR THE HAND GAME – MIXED GROUPS

▶ This exercise is essential, though it may be uncomfortable for some participants.

OBJECTIVES:

- To experience dynamics of domination.
- To understand how it feels both for oneself and for the other.
- To experiment with our capacity to act in order to find solutions.
- To build a shared culture.

Participants work in pairs and remain with the same partner throughout the three stages (2 minutes per person for each stage):

1. The first leader places their hand 30–40 cm from their partner's face. This distance must be maintained throughout each stage. The partner must follow the hand. The leader moves, and the partner follows, discovering the space together through this new relationship. Movements should be slow enough to allow the partner to follow, and the leader should adopt the same positions as the partner according to what is being experienced. The leader must avoid putting the partner in uncomfortable positions. Then roles are reversed.
2. The leader allows their "inner dominator" to emerge (playing the role of the one in power), leading their partner into movements that create difficulty (the facilitator may demonstrate for clarity). Then roles are reversed. Even if the partner struggles to follow, the leader should persist in asserting their domination.
3. The same exercise is repeated, but this time the partner is allowed to resist freely. Roles are then reversed.



Detailed Agenda



COLOMBIAN HYPNOSIS OR THE HAND GAME – MIXED GROUPS



➔ The facilitator then engages the group in a debriefing discussion,

by asking questions such as:

Who enjoyed being in the role of leader? In the role of follower?, Which stage did you prefer, and why?, Who encountered resistance, and of what kind?, What difficulties and what ease did you experience during the exercise?

Next, participants are invited to put words to their feelings: the facilitator displays the poster with the following definition, reads it aloud, and invites reactions (participants may circle or highlight words, etc.):

- What is unclear?
- What do you understand?
- What do you agree or disagree with?

The term “relationship of domination” refers to an unequal relationship between individuals, groups, or entities. The dominant party exercises influence or control over the dominated party, imposing its desires, interests, or values. This creates power imbalances and injustices. Speciesism, supremacism, patriarchy, sexism, racism, ageism, and ableism are all linked to forms of discrimination and oppression affecting different categories of persons or entities, based on specific characteristics such as ethnicity, gender, age, or abilities. All of these represent forms of injustice that affect different groups of people or, more broadly, living beings. What these concepts have in common is that they are forms of oppression rooted in specific characteristics, producing unjust social hierarchies and contributing to marginalization, discrimination, and the deprivation of rights and opportunities for targeted groups. Each of these terms represents a challenge to equality, justice, and the rights of both human and non-human beings.

<https://archipelduvivant.org/ressources/fiches-pedagogiques/rapports-de-domination/>



Finally, we propose reviewing the definitions of each form of domination in turn, followed by group discussion to ensure mutual understanding.

Detailed Agenda

C THE QUIZZ, MIXED GROUPS

OBJECTIVE:

To collectively identify the main dynamics of domination at play within the organization, to raise awareness of these dynamics, and to conduct an initial assessment.

The facilitator selects either the long version (36 statements) or the short version (24 statements) of the quiz provided in the appendix. Each participant receives a sheet listing the statements and must indicate whether they believe the situations described are fully present in the organization or not present at all.

Once all participants have completed their sheets, the facilitator collects them and, anonymously (on a common poster), marks the boxes corresponding to participants' responses (a digital version is currently under development).

During this time, participants take a short break.

The facilitator highlights the most frequently selected areas, making visible the forms of domination that are most present, perceived, or observed in the organization. The group then reviews the results and decides on the axis of domination to be addressed. If several are equally represented, the group may proceed by vote.

Precaution: The facilitator may clarify to the group that the domination selected does not mean that each participant is a “dominator” or “oppressor” exercising harmful power. Rather, it indicates that this form of domination exists within the group or setting, in this particular context. Domination manifests within a specific space, shaped by a defined social framework, and through the encounter of individuals who each carry their own life histories. It is the convergence of these factors that contributes, in part, to the existence of domination.



Detailed Agenda



D BAROMETER – MIXED GROUPS

OBJECTIVE:

To identify and collectively situate the asymmetries experienced.

Conclude the session with the barometer tool in order to evaluate any asymmetries that may have emerged within the group during the shared activity.

Each participant reflects on their experience in relation to the framework and to others, and places a sticker on the color corresponding to their state, observation, or feeling. For reference, the barometer can be conducted individually and then collectively, or only individually—the facilitator should adapt this according to the group's needs.



STEP 3: Triggering the Intention to Act through the “Direct Confrontation” Workshop

Duration: 30–45 minutes

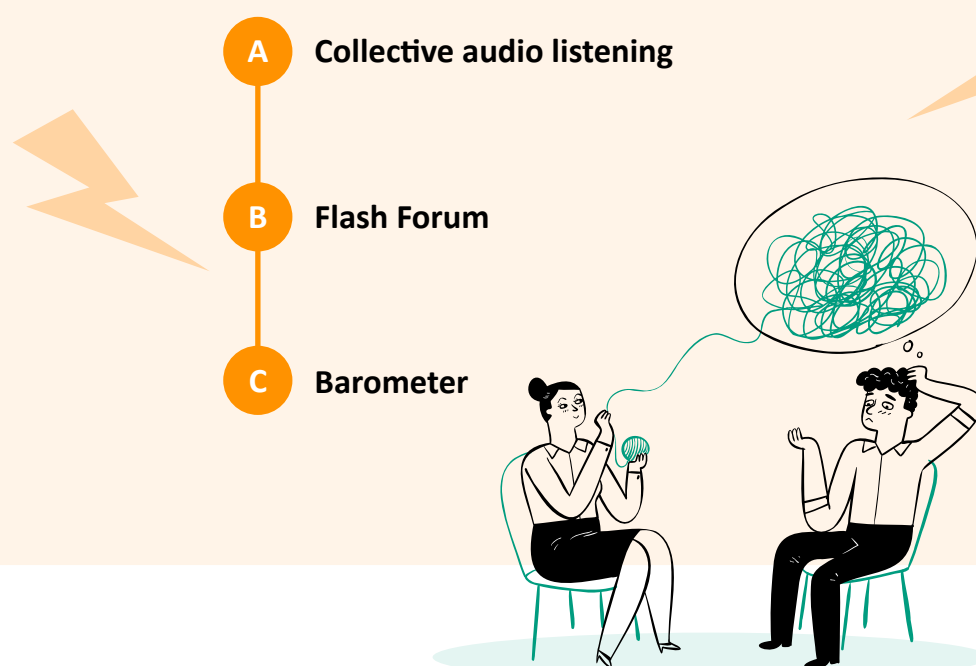
Depending on the context, on how comfortable the group feels, and on whether [Step 1](#) was recent or more distant, this stage may be carried out in mixed or non-mixed groups. The facilitator may begin with an icebreaker or a short check-in round (“how are we arriving?”) to start the session, while also recalling the context and the previous stages.

This is a demanding stage. Its aim is to foster awareness of what happens when one feels dominated, to bring attention to the emotions involved, and to generate a form of wake-up call. Therefore, before beginning, it is important to take time to reconnect, to “secure” the setting by creating a relaxed and supportive atmosphere, and—just as importantly—to remember to have fun.

OVERALL AGENDA

OBJECTIVES:

- To experience what domination feels like in a context similar to one’s own.
- To create a mirror effect.
- To take into account different perspectives and feelings.



Detailed Agenda

A

COLLECTIVE AUDIO LISTENING

The facilitator prepares the audio according to the form of domination identified in the previous stage. Appropriate audio files are available upon request at: leris@leris.org

Be sure to specify the context of the audio: who is speaking, and in what setting.

Play the audio (if possible, use speakers for better sound quality). To foster attentive listening, invite participants to close their eyes and take three deep breaths (five seconds in and out for each).

Then allow a few minutes for participants to become aware of what they felt while listening.

The L ris podcast: <https://audioblog.arteradio.com/blog/260991/alad-in-les-rapports-de-domination>

Open discussion: Does this remind me of situations I have experienced? Of things that people I know have lived through? What do I feel upon hearing this? The audio may be difficult for some participants; it is important to allow enough time for discussion and to ensure that everyone has the opportunity to speak. The audio may also be used exclusively with professionals, if appropriate.

COFFEE BREAK!



Detailed Agenda



B FLASH FORUM

The objective of the Flash Forum is to mimic and represent the chosen form of domination in order to identify strategies of resistance and professional repositioning in the face of such dynamics. These are therefore frozen scenes that will be enacted and repeated, allowing participants to engage creatively.

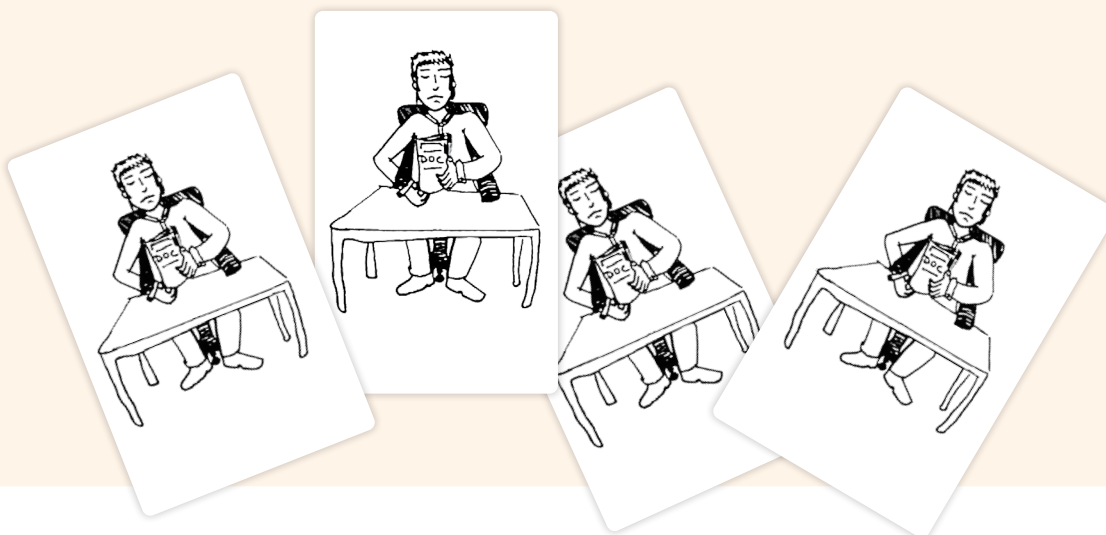
To support this process, an image bank is provided at the end of the guide ([see Appendix](#)):

- On the chosen form of oppression for the Flash Forum in [Step 2](#).
- On tools for action analysis and action planning in [Step 4](#).
- The times indicated are for guidance only and may be adjusted depending on the group's dynamics and needs.

➔ STEP 1: THE OPPRESSOR

Using the cards provided in the [image bank](#) (see Appendix), one person “plays” the oppressor corresponding to the form of domination chosen in [Step 2](#). They assume the proposed posture and simply repeat two designated phrases. This means that anyone can “play” the oppressor: it is only a matter of adopting a posture and repeating two lines. The aim for this participant is to recall how it feels when others attempt to resist, defend themselves, and assert their perspective in front of them—that is all.

Refer to the annexes for the [image bank](#) on the chosen form of oppression. This will help determine which image to enact and which phrases to repeat. The images and phrases serve as prompts, but it is preferable to create one's own posture and phrase in relation to the specific form of domination identified by the group. Before enacting the chosen form of domination, participants are encouraged to experiment playfully with the archetype being embodied.



Detailed Agenda



B FLASH FORUM

➔ STEP 2 : THE OPPRESSED SPEAK OUT!

Facing the oppressor, half of the group lines up. Each participant, in turn, states or enacts what they would like to say or do to the oppressor if they were in that situation. The aim is not to expect a reply, but simply to deliver a single statement or action. The response should aim at improving one's condition, feeling better, or achieving a sense of fairness.

The other half of the group observes the ideas expressed, the physical changes, and the reactions. They may take notes if necessary. The groups then switch roles. Once everyone has contributed at least one idea, the group engages in a collective discussion around the following points:

- **What I felt.**
- **A similar situation it reminds me of (in public life, something I experienced, witnessed, etc., to be shared).**
- **What it makes me think, say, or reflect on.**

➔ FINAL STEP:

- Return to the main form of domination identified in Step 1 through the quiz. Building on the ideas that emerged from the Forum Theatre exercise, what would you want to do or say to challenge this domination?
- Each participant lists their ideas for action individually (one or two per person, written on a post-it). They should draw upon their experience during the audio and the Flash Forum—what they disliked and what helped or would help them feel better.
- The group then shares these ideas collectively: the facilitator reads them aloud and invites discussion. Finally, the group clusters the ideas into categories or themes.

C BAROMETER

Finally, as in [Step 2](#), conclude the session with the barometer tool in order to evaluate any asymmetries that may have emerged within the group during the shared activity. Each participant reflects on their experience in relation to the framework and to others, and places a sticker on the color corresponding to their state, observation, or feeling.

STEP 4: Envisioning an Egalitarian World – Building the Action Plan

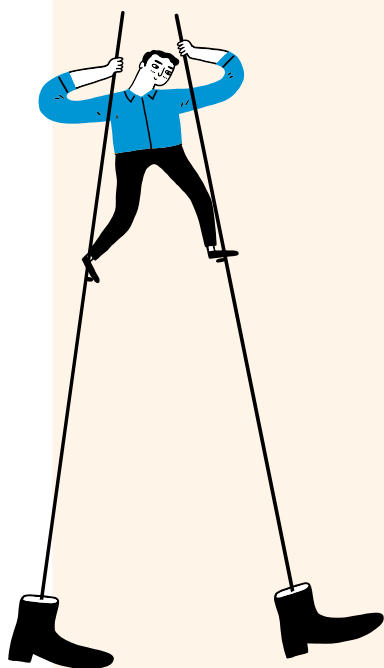
Duration: 1h30

The objective of this stage is to take a step back before collectively choosing the action to be tested in order to transform the dynamics of domination identified in the previous step. It involves identifying the motivations for moving toward egalitarian relationships, while also establishing a “safeguard”—a point of vigilance regarding the obstacles that may arise.

To make an ambitious yet conscious choice, participants are invited to identify the benefits of adopting new ways of functioning: What do we gain by addressing the identified dynamics of domination? At the same time, they should consider what may limit their ability to address this issue, and what risks may be involved. Liberation and change are not easy; they require letting go of familiar situations in order to move toward the unfamiliar. Yet the effort is worthwhile.

This stage is both dense and essential. Depending on the realities of your organization, you may choose to divide it into two separate workshops.

OVERALL AGENDA



- A** Review of Previous Steps and Visualization
- B** Mapping of Interests and Constraints
- C** Acting for Egalitarian Relationships
- D** Collective Barometer

Detailed Agenda



A STEP PREPARATION

- ▶ The facilitator—particularly if the earlier steps took place more than a day before—should recall and display the different elements: the chart of dominations identified in [Step 2](#), and the desired changes highlighted in [Step 3](#).
- ▶ They also remind participants of the working framework and the objectives of the workshop.
- ▶ The session may begin with an icebreaker. Numerous tools are available online; the facilitator is encouraged to select the one that best resonates with them.

B MAPPING OF INTERESTS AND LIMITATIONS – NON-MIXED GROUPS

You will now share your interests in addressing the chosen form of domination. It may well happen that, once shared, individual interests differ—and this is entirely normal. This diversity is a source of richness: people are different and occupy different positions within the organization, which leads to multiple and varied interests. Take them all into account, as they are what will guide you toward overcoming domination. Remember also that limitations may stem from fears, concerns, or particular positions; do not hesitate to exchange views on these in order to deepen mutual understanding.

Revisit the desired changes identified in the proposed actions (the domination/asymmetry relationship selected in [Step 2](#) during the Flash Forum, which at this stage remains loosely defined).

- **Participants then place sticky notes** in the left-hand column of the table on the [following page](#).
- **Individually or in pairs**, each person lists (one idea per note):
 - One element representing the interests they see in working on the chosen ideas (or idea groups).
 - One element that may be a limitation in pursuing this work, something that may slow progress or present a risk for participants.
- **The facilitator collects the sticky notes**, places them in the table, and the group engages in a discussion of what they observe.

Detailed Agenda

CHOSEN DOMINATION / ASYMMETRICAL RELATIONSHIP:	ABLEISM (ILLUSTRATION)			
Actions / Desired Changes Identified in Step 2 (illustration)	Short / Medium / Long Term	Can Be Addressed Directly, Indirectly (via intermediaries), or Not at All	Interests	Limitations
Prove to my employer that I am capable of doing it	Short term	Direct		
Change the economic model	Long terme	Indirect		
Ask the supervisor to demonstrate the task	Short term	Direct		

Following this activity, each participant is invited to place a cross in front of the idea they wish to work on. The idea receiving the most votes is selected, after which the group proceeds to the next stage to further develop the chosen action(s).

If desired, you may also use satisfaction icons: participants place a “satisfied,” “neutral,” or “dissatisfied” face on the proposed actions to provide an overall view of what motivates the group.



Detailed Agenda



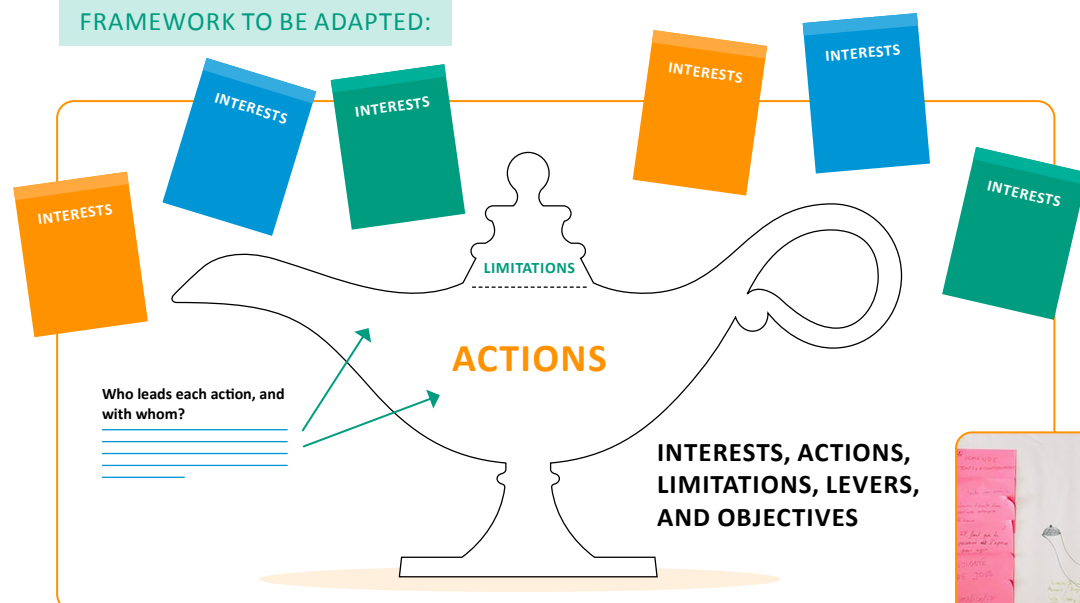
C ACTING FOR EGALITARIAN RELATIONSHIPS → THE ACTION PLAN!

This stage concludes the cycle of work and enables the creation of an action plan to transform the initial situations into egalitarian relationships. The identified interests and limitations serve as benchmarks to verify and assess whether the chosen actions are aligned with the overall objective.

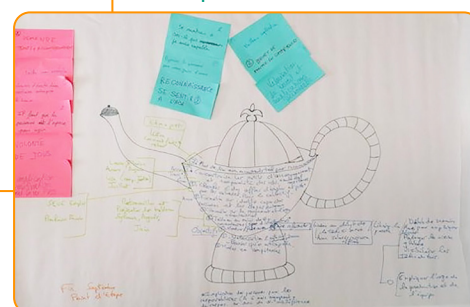
We now invite you to complete the diagram below—“Aladdin’s Lamp”—which helps to identify (→ if the lamp metaphor does not resonate, feel free to replace it with a tree, a hot-air balloon, etc., while keeping the same indicators):

- The **INTERESTS** and purposes of the actions (re-attach the sticky notes above the lamp).
- The concrete **ACTIONS** to address the chosen domination and theme (inside the lamp).
- The obstacles preventing the genie from leaving the lamp (the “stopper”), which must be addressed (the **LIMITATIONS**).
- The **LEVERS**—elements that will help the genie remove the limitations and emerge.
- **Who leads each Action, and with whom?** (e.g., partnering with people experiencing inequality → **WRITE THESE IN GREEN**).
- The timeline for implementation (dates)...

FRAMEWORK TO BE ADAPTED:



Exemple :



Following this, the group sets a follow-up meeting a few weeks or months later to review the results of the action and to verify that the initiatives have borne fruit.

Detailed Agenda



BAROMETER – MIXED GROUPS



OBJECTIVE:

To identify and collectively situate the asymmetries experienced.

- ▶ Conclude the session with the barometer tool to evaluate any asymmetries that may have arisen within the group during the shared activity.
- ▶ Each participant reflects on their experience in relation to the framework and to others, and places a sticker on the color corresponding to their state, observation, or feeling.



First individually, then collectively.



Congratulations!

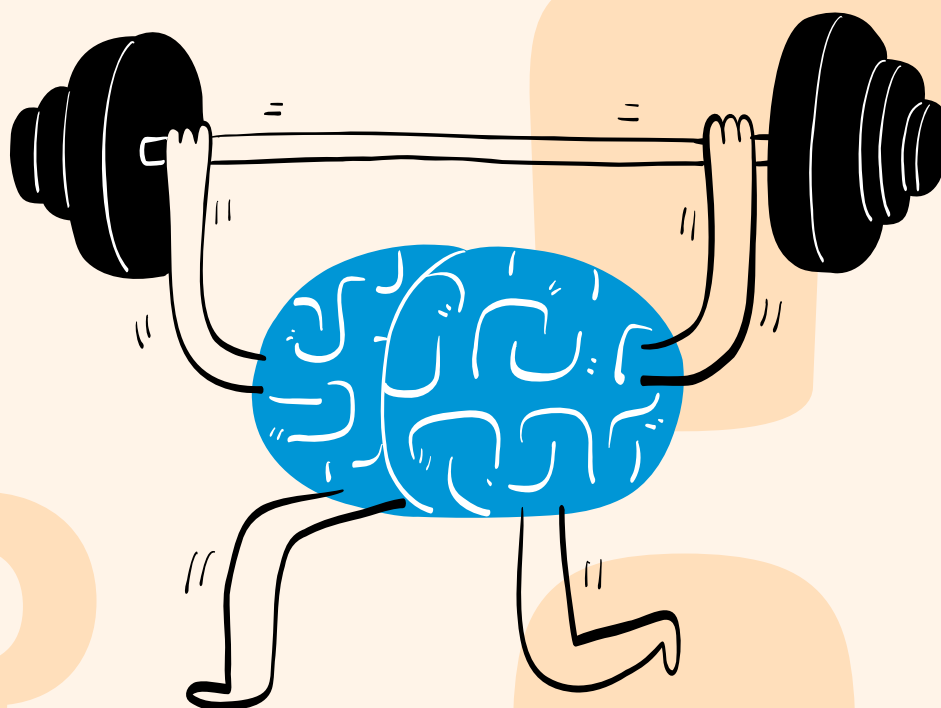
You have completed the full cycle of workshops. Your action plan for building egalitarian relationships is now ready—time to put it into practice!

We encourage you to reconvene once the actions have been implemented in order to carry out a collective evaluation, reflecting on the changes that have taken place. If needed, you may continue the work by addressing another form of domination, or by inventing, improving, and creating new actions to deepen the work already begun. This evaluation may take several months; take the necessary time.

Finally, to close on a high note, we invite you to celebrate the journey accomplished through a convivial gathering—a meaningful moment marking the end of the methodology, but the beginning of concrete actions and potential transformation.

Keep the connection alive to sustain the group's energy and commitment in advancing on these crucial issues.

QUIZZ



		STATEMENT	NOT AT ALL PRESENT			FULLY PRESENT	
		IN MY COMPANY, WORKPLACE, OR PROFESSIONAL CONTEXT, DO I OBSERVE THE FOLLOWING SITUATIONS?	1	2	3	4	5
1	P	A man will always be considered more capable of holding positions requiring greater precision and technical skills.					
2	P	Women’s voices are often underrepresented in decision-making processes.					
3	P	Men are seen as more rational and less emotional than women, making them more suitable for important decision-making in business and politics.					
4	P	Some tasks are simply not meant for women.					
5	V	It is considered difficult to hire a wheelchair user for this position, as the necessary adaptations would require too many resources.					
6	V	Persons with disabilities cannot lead productive and fulfilling lives, since they are thought to always depend on others for their daily needs.					
7	V	People from disadvantaged backgrounds do not succeed in life because they supposedly lack the willpower and motivation to do so.					
8	V	People living in poverty simply do not know how to manage their money. If they learned to budget properly, they could easily overcome their situation.					
9	R	We prefer candidates of a certain origin to better fit our image.					
10	R	I am sure this position would not suit you—it is too complex for someone of your background.					
11	R	It is good that you are here, but do not forget that you must fit into the mold.					
12	R	To work here, she should lose weight. Yes, but that is a matter of motivation and culture.					
13	S	Women cannot lift heavy loads.					
14	S	It is better for women to clean the break room because at least they do it properly.					
15	S	Perhaps this position is too demanding for a woman.					
16	S	She obtained this promotion thanks to her charm, not her skills.					
17	B	As a manager, I do not share basic (broader) company information with workers because I do not have the time.					
18	B	As a manager, I believe not everyone can be included in decisions, as it would take too much time.					
19	B	Workers do not need access to all company information to do their jobs properly.					
20	B	Decisions are often made on the basis of seniority rather than skills or performance.					
21	C	It is normal for employees in job integration programs to earn lower wages than employees under regular labor law.					
22	C	Employees are at the service of clients and economic demands.					
23	C	We must adapt quickly to remain competitive.					
24	C	Poor people are poor because they are lazy. In a capitalist system, anyone can become rich if they work hard enough.					



		STATEMENT	NOT AT ALL PRESENT			FULLY PRESENT	
			1	2	3	4	5
1		Men can more easily organize themselves to take on leadership positions (they often carry fewer responsibilities for childcare at home).					
2	P	A man will always be considered more capable of holding positions requiring greater precision and technical skills.					
3	P	Women's voices are often underrepresented in decision-making processes.					
4	P	Men are more rational and less emotional than women, which makes them more suited to important decision-making in business and politics.					
5	P	Fewer women than men are promoted into management positions.					
6	P	Some tasks are simply not meant for women.					
7	V	It is considered difficult to hire staff who use wheelchairs for this position, as the necessary adaptations would require too many resources.					
8	V	Persons with disabilities cannot lead productive and fulfilling lives, since they are believed to always depend on others for their daily needs.					
9	V	People from disadvantaged backgrounds do not succeed in life because they supposedly lack willpower and motivation.					
10	V	People living in poverty simply do not know how to manage their money. If they learned to budget properly, they could easily overcome their situation.					
11	V	Persons with disabilities are not considered reliable for tasks involving responsibility.					
12	V	Given her condition, she is too slow; I do not think she is the right choice for this position.					
13	R	Caribbean people / people from the Global South / people from Montenegro are considered somewhat slow at work.					
14	R	They wear their headscarf even at work. This is deemed unnecessary, as it projects a non-neutral image of the organization.					
15	R	We prefer candidates of a certain origin in order to better fit our image.					
16	R	I am sure this position is not suitable for you—it is too complex for someone of your background.					
17	R	It is good that you are here, but do not forget that you must fit into the mold.					
18	R	To work here, she should lose weight. Yes, but that is a matter of motivation and culture.					
19	S	Women cannot lift heavy loads.					
20	S	In customer-facing roles, it is more welcoming if women wear pleasant attire—for instance, a skirt.					
21	S	It is better for women to clean the break room, because at least with them it is done properly.					
22	S	Perhaps this position is too demanding for a woman.					
23	S	She obtained this promotion thanks to her charm, not her skills.					
24	S	This job is reserved for men.					
25	B	As a manager, I do not share basic (broader) company information with workers because I do not have the time.					
26	B	As a manager, I believe not everyone can be included in decisions, as it would take too much time.					
27	B	It is more efficient when a single person makes the decisions.					
28	B	As a supervisor, I do not share contextual information because I believe workers could not understand the bigger picture.					
29	B	Workers do not need access to all company information in order to do their jobs properly.					
30	B	Decisions are often made based on seniority rather than skills or performance.					
31	C	As a manager, I make decisions alone to be more efficient and to meet market demands.					
32	C	It is considered normal for employees in job integration programs to earn lower wages than employees under standard labor law.					
33	C	Employees are at the service of clients and economic demands.					
34	C	We must adapt quickly in order to remain competitive.					
35	C	Opportunities for training and promotion are often distributed unequally.					
36	C	Poor people are poor because they are lazy. In a capitalist system, anyone can become rich if they work hard enough.					

IMAGE BANK

ABLEISM



Seated on a
Chair With a
Contemptuous Look

Repetitive Gesture:

Points a Finger
at Their Interlocutor

RECURRING PHRASE:

"This task is not suited to your abilities...
you can always try, but you won't succeed!
Stay in your place."

RACISM



Disgusted Expression
Half-Turned Away
from the Interlocutor

Repetitive Gesture:



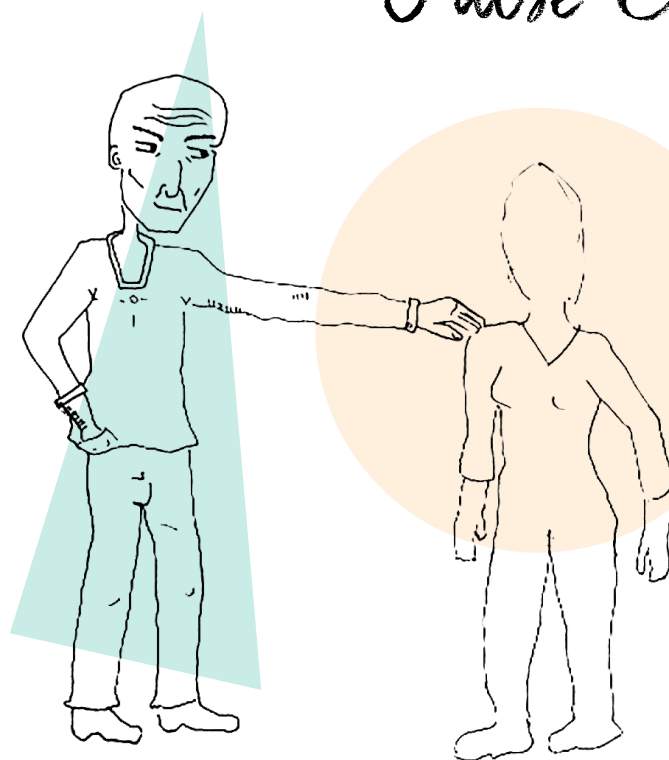
Waves the Person
Away

RECURRING PHRASE:

"Anyway, it always seems that whenever there is a problem, you just happen to be around! What a coincidence! And now you expect us to believe it's not your fault? Go back to where you came from! (or to your country)."

SEXISM

Pitying Look
False Compassion



Protective Arm
on Shoulder or Hand

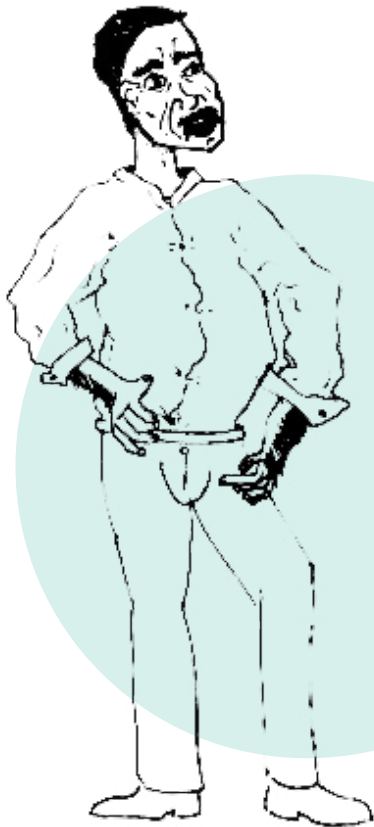
Repetitive
gesture:

a Pat on the
Shoulder/arm +
Nodding

RECURRING PHRASE:

"You are too fragile and too sensitive... wait!
I'll do it for you!"

PATRIARCHY



Head Raised
Legs Spread

Superior Look,
Superior Smile,
Hands on Hips



Repetitive Gesture:
Exposes Genitals
Shows Muscles

RECURRING PHRASE:

"I am the strongest! I've got the biggest!
Do as I say, or you will suffer my power!"

CAPITALISM



*Standing on a Table or Chair
Evil or Sadistic Smile -
Jailer/Slave-Master Attitude*

*Repetitive Gesture:
Mimes Whipping Their
Interlocutor*

RECURRING PHRASE:

"Come on! Toil! Work! Keep up the pace, the rhythm, the hours! Let production and targets never falter! And... you will see, you will be... fulfilled!" (diabolical laughter)

BUREAUCRATIC

Seated Behind a Desk
Looking at Documents,
Not at the Interlocutor

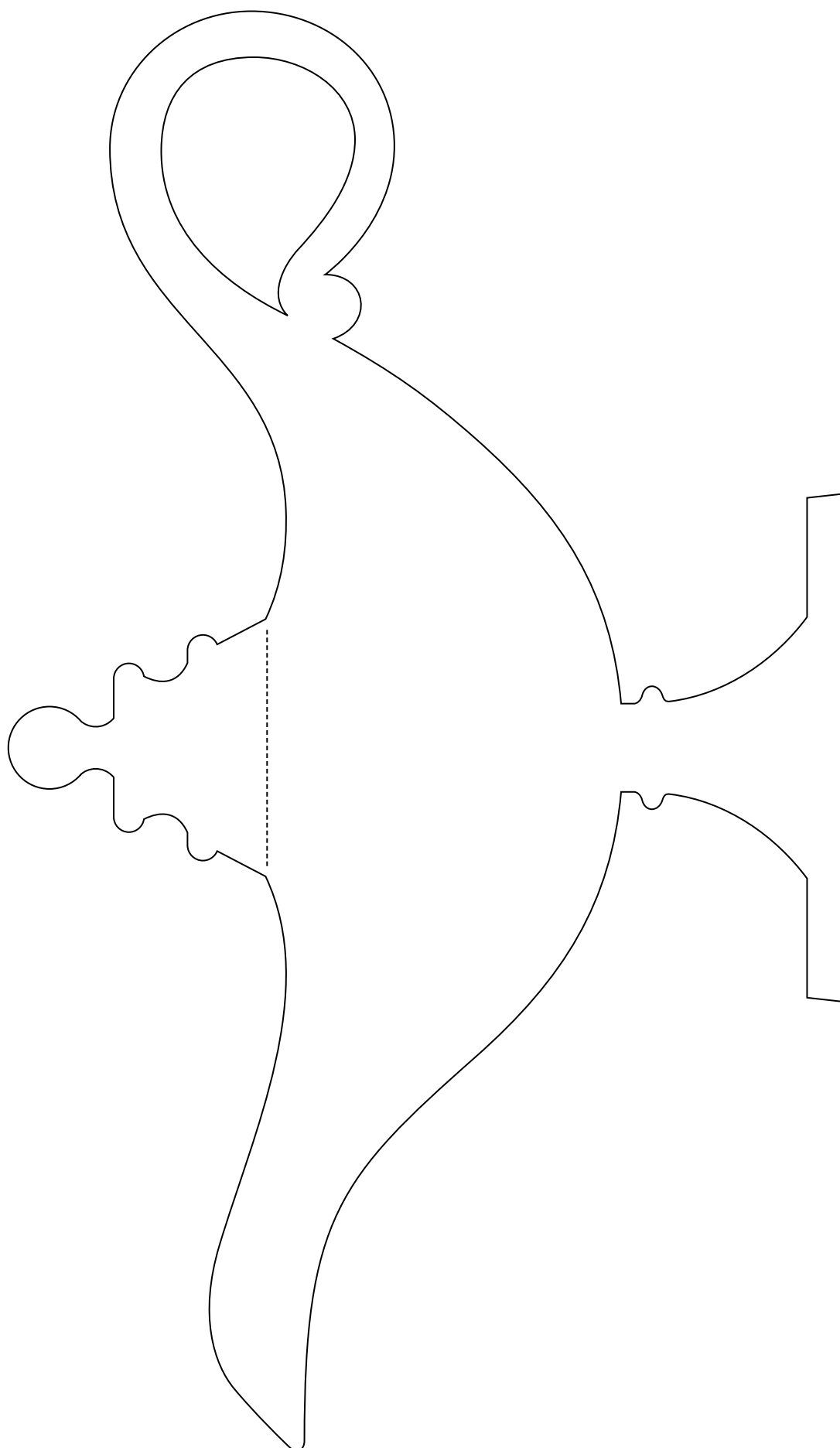


Repetitive Gesture:

Organizes Documents
at the End of the
Sentence, Points
to the Exit

RECURRING PHRASE:

"If I ask you to hurry, it is because I have my reasons. I am simply asking you to follow my instructions. Thank you, that will be all."





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