

INCLUSIVE
ORGANISATIONS



INCLUSIVE ORGANISATIONS Toolbox



IMPRESSUM

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The **Inclusive Organisations Toolbox** is a comprehensive set of resources designed to support organisations in their journey toward certification and to address critical topics with teams and professionals. These tools are crafted to foster inclusivity, enhance understanding, and encourage meaningful change within organisations.

Description of Tools

Workshops "ABC"

These workshops introduce foundational concepts and knowledge about specific marginalised youth groups, helping participants gain insights into their unique challenges and perspectives.

The workshops are available in two formats:

- **Version A:** This format includes facilitation by at least one person who represents the community being discussed, ensuring authentic representation and lived experience. This approach is always the preferred option.
- **Version B:** Designed for scenarios where direct representation in the facilitation team is not possible. This version adapts the methodology to respect the principle of “nothing about us without us” by involving “experts by experience” in the planning and delivery process.

The workshops provide basic knowledge, including vocabulary, history, and the specific needs of each marginalised group. They aim to convey what young people from these communities consider essential for fostering understanding and creating a foundation for better inclusion in organisational activities.

Learning Modules for Organisational Development

The Inclusive Organisations team has curated a series of learning modules to support organisations in developing inclusive approaches and refining their structures. These modules are:

- Designed for groups of up to 15 participants, typically representing the same entity (e.g., a team or organisation).
- Best suited for groups that include decision-makers with the authority to implement changes and improvements.
- Based on specialised facilitation, ensuring impactful learning experiences tailored to organisational needs.
- Several modules refer directly to the Inclusive Organisation Manual (1), and it is recommended to have this manual available while preparing and conducting sessions.

(1) - <https://www.inclusive-organisations.eu/wp-content/uploads/2024/10/Inclusive-organisation-toolkit-2020.pdf>





INCLUSIVE
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ABC on LGBTIQ+ youth

(VERSION A)





MAIN GOAL

Empowering participants to feel more confident in the inclusion of LGBTQ+ persons in their work

OBJECTIVES OF THE SESSIONS

- Participants gain knowledge of the basic terminology regarding LGBTQ+ identities,
- Participants understand the key differences between the concepts of gender expression, gender identity and sexual orientation
- Participants reflect on some of the key obstacles LGBTQ+ face in society especially related to the field in which their organisation works
- Participants gain more confidence to address LGBTQ+ issues in their field of work

DURATION FORESEEN

3 hours

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it

FOR WHOM

Diverse members of the organisation (staff, volunteers, people working directly with young people)

STEP BY STEP DESCRIPTION

- INTRODUCTION
10' Presentation of trainers and workshop timeline.
- GETTING TO KNOW EACH OTHER
15' Participants share their names and pronouns.
The trainers explain what pronouns are and why we ask for them.





The trainers explain what pronouns are and why we ask for them - "A pronoun is a word that stands in for a noun, often to avoid the need to repeat the same noun over and over. Like nouns, pronouns can refer to people, things, concepts, and places." We use pronouns all the time and amongst others, they are used to denote the gender of the persons we speak of. Asking participants to all share their pronouns gives us the chance to know how to address people without assuming someone's gender identity based on how they look.

- **TERMINOLOGY**

10' Trainers divide participants into groups of 4-5 persons and give them the materials and the following instructions. Each group is given 3 category cards, 3 definitions of categories and 17 identity cards.

Categories:

- gender expression
- gender identity
- sexual orientation

Definitions:

It encompasses how a person publicly presents their gender. This can include behaviour and outward appearances such as dress, hair, make-up, body language, and voice.

It means each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. It may be the same as or different from their birth-assigned sex.

It means the emotional, romantic, and/or sexual attraction that a person feels toward another person.





Identity cards:

Transgender
Woman
Transgender
Man Cisgender
Woman
Cisgender Man
Lesbian
Gay
Bisexual Person
Heterosexual
Person Straight
Transgender
Person
Pansexual
Person Non-
Binary Person
Queer
Femininity
Masculinity
Androgyny
Intersex

15' The group is invited to put down the definition under each category and then put the cards with specific terms under which category they think it goes. Groups discuss what they think the terms are and where they would position them.

20' Back in plenary, the groups share their process and results. Questions regarding different terms are expected to occur, so this is the space for all these questions. Participants are encouraged to voice questions they might find awkward to ask. Trainers help with answers but also acknowledge the fact that categories are not closed and definitions vary and are ultimately at the discretion of each individual and how they choose to identify.





- KEY PRINCIPLES OF WORKING WITH LGBTIQ+ COMMUNITY

10' Trainers present the key principles of working with the LGBTIQ+ community, together with an explanation of why they are important. They can connect it with their own examples and experiences.

After the presentation, participants are asked: *How do we put these principles in our organisational practise?*

In case the number of participants is more than 7, trainers put them in small groups to discuss. They have 10 minutes to discuss and 5 minutes to share: each group shares 1 main idea.

OR

In the case of smaller numbers, it can be an open discussion for the 15min with trainers summarising the main ideas at the end.

15' Trainers present the Manual for inclusive organisation and point out that in the self-assessment tools, specifically self-assessment tool 2 they can get inspired and find examples of inclusive practices that can support the inclusion of LGBTIQ+ people in their organisation.

- MAPPING PRACTICES AND CHALLENGES

15' Participants are asked to think about: *What does your organisation already do on organisational level, what mechanisms has it put in place to support the inclusion of LGBTIQ+ people? If you cannot think of anything, can you think of any other organisation you recognise is a good practise example and how?*

Participants think about these two questions in pairs (for which they have 10 minutes) and share key findings and write them down on post-it notes. Each pair shares the key findings, trainers collect them and put them on a flipchart "Mapping good practices".





10' We divide the participants into smaller groups, with 3-4 people in each group; in case of a smaller number of participants, we put them in pairs.

They need to map out the key challenges of inclusion of LGBTIQ+ people in their work, which they write on post-it notes (one challenge per post-it): *What obstacles does your organisation face in terms of being inclusive towards LGBTIQ+ people in your work?*

The trainers select and map out the challenges on a flipchart. The trainers need to map out or generalise the challenges well - so that there are no more than 8 of them in the end. Each group (or pair) receives one challenge and has 10 minutes to propose how to address it within their work.

20' Groups present their strategies, and the trainers provide additional information. We base our discussions on the experiences of the participants.

- **CLOSING AND EVALUATION**

10' Trainers point out the key highlights of the workshop and give participants a digital evaluation where they ask them what they learned at the workshop.

They either hand or later send the handouts that include LGBTIQ+ terminology and key principles of working with LGBTIQ+ community.

MATERIALS NEEDED

- Definitions of sexual orientation, gender identity, gender expression
- Identity cards
- Printout or projector to project the Self-assessment tool 2 from the Inclusive organisation manual
- [Key principles of working with the LGBTIQ+ community](#)
- Flipcharts
- Markers
- Pens
- Sticky notes





TIPS FOR TRAINERS

- Exercise around the terminology usually opens questions participants have, and can already showcase stereotypes and prejudice they have towards the LGBTIQ+ community. The trainers must react to those, even if they don't have the time to address them all during the workshop. Sent recommended readings concerning the questions raised after the workshop can provide space for new knowledge.





INCLUSIVE
ORGANISATIONS



ABC on LGBTIQ+ youth

(VERSION B)





MAIN GOAL

Empowering participants to feel more confident in the inclusion of LGBTIQ+ persons in their work

OBJECTIVES OF THE SESSIONS

- Participants gain knowledge of the basic terminology regarding LGBTIQ+ identities,
- Participants understand the key differences between the concepts of gender expression, gender identity and sexual orientation
- Participants reflect on some of the key obstacles LGBTIQ+ face in society especially related to the field in which their organisation works
- Participants gain more confidence to address LGBTIQ+ issues in their field of work

DURATION FORESEEN

3 hours and a half

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it

FOR WHOM

Diverse members of the organisation (staff, volunteers, people working directly with young people)

STEP BY STEP DESCRIPTION

- INTRODUCTION
10' Presentation of trainers and workshop timeline.
- GETTING TO KNOW EACH OTHER
15' Participants share their names and pronouns.
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The trainers explain what pronouns are and why we ask for them - *"A pronoun is a word that stands in for a noun, often to avoid the need to repeat the same noun over and over. Like nouns, pronouns can refer to people, things, concepts, and places."* We use pronouns all the time and amongst others, they are used to denote the gender of the persons we speak of. Asking participants to all share their pronouns gives us the chance to know how to address people without assuming someone's gender identity based on how they look.

- **TERMINOLOGY**

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Identity cards:

Transgender Woman
Transgender Man
Cisgender Woman
Cisgender Man Lesbian
Gay
Bisexual Person
Heterosexual Person
Straight Transgender
Person Pansexual
Person Non-Binary
Person Queer
Femininity
Masculinity
Androgyny Intersex

15' The group is invited to put down the definition under each category and then put the cards with specific terms under which category they think it goes. Groups discuss what they think the terms are and where they would position them.

20' Back in plenary, the groups share their process and results. Questions regarding different terms are expected to occur, so this is the space for all these questions. Participants are encouraged to voice questions they might find awkward to ask. Trainers help with answers but also acknowledge the fact that categories are not closed and definitions vary and are ultimately at the discretion of each individual and how they choose to identify.

This is the space for the expert from experience to enter the discussion and share: their identity in terms of the mentioned categories, aspects of their journey of discovery and a glimpse of how these terms are discussed in the LGBTIQ+ community and they can answer questions participants might have and they feel they can help answer.





- **KEY PRINCIPLES OF WORKING WITH LGBTIQ+ COMMUNITY**

10' Trainers present the key principles of working with the LGBTIQ+ community, together with an explanation of why they are important. They can connect it with their own examples and experiences.

After the presentation, participants are asked: *How do we put these principles in our organisational practise?*

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- **MAPPING PRACTICES AND CHALLENGES**

15' Participants are asked to think about: *What does your organisation already do on organisational level, what mechanisms has it put in place to support the inclusion of LGBTIQ+ people? If you cannot think of anything, can you think of any other organisation you recognise is a good practise example and how?*

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- **CLOSING AND EVALUATION**

10' Trainers point out the key highlights of the workshop and give participants a digital evaluation where they ask them what they learned at the workshop. They either hand or later send the handouts that include LGBTIQ+ terminology and key principles of working with LGBTIQ+ community.

MATERIALS NEEDED

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- [Key principles of working with the LGBTIQ+ community](#)
- Flipcharts
- Markers
- Pens
- Sticky notes





TIPS FOR TRAINERS

- It is important to constantly remind participants that the experience expert is here to share their own specific experiences and that they do not represent the entire LGBTIQ+ community.
- Exercise around the terminology usually opens questions participants have, and can already showcase stereotypes and prejudice they have towards the LGBTIQ+ community. The trainers must react to those, even if they don't have the time to address them all during the workshop. Sent recommended readings concerning the questions raised after the workshop can provide space for new knowledge.





INCLUSIVE
ORGANISATIONS



ABC on racialised youth

(VERSION A and B)





MAIN GOAL

Introduce the participants to the topic of invisible racism and specific concepts in order to be able to identify and counterfeit acts of microaggressions.

OBJECTIVES OF THE SESSIONS

- Introduce participants to the concept of racism and the meaning of power relations
- Encourage participants to experience an activity where different power relations are observed and reflect upon it
- Explore we more depth in exploring invisible racism and specifically microaggressions
- Participants will take on a role that is exposed to racism and the aim is to reflect on different perspectives and levels of privilege, prejudices and racism

DURATION FORESEEN

3 hours and 20 minutes

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Sound system
- Place to display two flipcharts

FOR WHOM

- Diverse members of the organisation (staff, volunteers, people working directly with young people)





- **STEP BY STEP DESCRIPTION**

- **10' INTRODUCTION**

Trainers welcome the participants to the session and do a round of presentations: everyone says their name and their role in the organisation and one thing about themselves that starts with the first letter of their name. After this, trainers introduce the agenda and objectives of the session.

- **30' RACISM AND POWER**

Expected outcome: The objective of this content session is to introduce participants to the concept of racism and the meaning of power relations.

Introducing stereotypes and prejudices

Trainers start with presenting the Allport's Scale of Prejudice (Constellations, p. 16) using a flipchart or digital materials and connect how stereotypes and prejudices can lead to various acts of racism and discrimination on different levels and how power relations influence this.

In the 1970s the US academic circles studying racial relations and racism suggested a very simple formula to explain racism: $\text{Racism} = \text{Prejudice} + \text{Power}$. This equation has been contested since then by some, but what this idea rightfully does is to put power in the conversation about racism.

Next, trainers introduce the 3 types of power:

- political power
- institutional power
- cultural power

With a reflection exercise, trainers introduce the concept of Power and Privilege:

Exercise:

Now let us imagine that skin colour, ethnic background, gender, gender identity or sexual orientation can also work as passports – they would allow you to do certain things more easily than others. Let us take a couple of examples:





- Because of my skin colour, I am not afraid I will be verbally or physically harassed walking down the street;
- Because of my skin colour or ethnic background I do not expect to face difficulties when trying to rent a flat;
- Because of my skin colour or ethnic background I am not afraid that the things I say will be taken to represent the position of the whole group;
- Because of my skin colour or ethnic background I am confident I will get serviced in a bar, restaurant or shop;
- Because of my skin colour or ethnic background I don't do not
- think that I create a bad name for a group if I have bad results at a test – these results concern only me;
- Because of my skin colour or ethnic background I don't do not presume a police officer or a judge would have a strong bias against me;
- I do not fear that I will have difficulties making friends at school because of my skin colour or ethnic background;
- Because of my gender I am not afraid employers will not hire me because of the possibility to soon have children;
- Because of my gender I am not afraid that I will be considered too emotional or too mean at my workplace;
- Because of my gender I do not fear being harassed or raped walk-ing down the streets;
- Because of my sexual orientation I am not afraid of holding my partner's hand in public;
- Because of my sexual orientation, I am not trying to use gender-neutral words and pronouns for my partners so as not to disclose their gender;
- When I watch the media I can see my group well represented in the news and stories;

These are just some examples of white privilege, male privilege and straight privilege. They are a few from hundreds if not thousands of everyday situations which people, belonging to the majority, do not consider at all, because they represent problems they do not actually face.

Their “passport” is more powerful than the one of people from minority groups as it allows them to navigate through the borders of everyday life more easily, which they often do not even know exist.





- 45' POWER RELATIONS

In this activity participants explore thoughts and feelings related to being powerful and powerless through putting themselves in a position of a cat and a mouse. (Constellations manual)

1. Inform participants that you are going to tell them a story, and they just need to follow your voice and imagine the things you are saying or asking. Read the text for visualization
2. Take a poster, divide it into two parts with a line and draw a cat on one side and a mouse on the other. Ask participants about all the thoughts, feelings and actions of the cat and mouse. Write them down in the respective part of the poster.

Story:

Breathe. Try to relax your body. Close your eyes. Make yourself feel comfortable. I imagine I leave my classroom, and go out of my school. There is a small road that I have never taken before. I decided to take it now. The small road goes to an old, abandoned house. I am at the door, I open it and I get inside the house. What I find is a very large, dark room. I get to walk around the room and my body starts to shake. I get smaller. I'm already the size of a notebook and I'm still getting smaller. I grow hair all over my body, my teeth grow, and I realise that I have become a little mouse. How do I feel in the position of a mouse? How do I see the world from this position?

Suddenly, the door of the house opens and a big cat appears and begins to walk around the house. How do I feel? What do I think? The cat suddenly looks at me and starts walking in my direction. It is coming closer and closer. What can I do? How do I feel?

Just when the cat is almost by my side, my body is transforming again, I become a cat, and the cat becomes a mouse. How do I feel right now? How do I see the world now when I am a cat? How do I see the mouse? I decide what I will do with the mouse. Then I go ahead and do it. My body shakes again and begins to regain its form and size. After I have regained my shape and size, I leave the house and I go back to school. I climb the stairs to my class and I sit down...

And gradually we open our eyes.





Debrief activity and questions:

- How did you feel as a mouse?
- How did you feel as a cat?
- What did you think when you were the mouse? What did you do?
- In which situation did you feel weak? In which situation did you feel powerful?
- Where would you prefer to live, in a world where cats eat mice? Or where they can live together?
- Who are cats and mice in your local community? Who in society is in the position of power? And who is in the position of submission?
- Why do we like power?
- What are the reasons for the people in submissive positions to be there? And why are those in power positions over there?
- How is power related to racism?
- How can we create a space where power relations don't exist

For the debrief activity, trainers should pay attention to the response of the participants to the reflection and be mindful if it can be sensitive for some of them. Moderate the debriefing in a way that you make sure if a process or discussion is opened, you can close the process.

- 10' BREAK
- 30' INVISIBLE RACISM AND MICROAGGRESSIONS

This session focuses on specific content on microaggressions, for this, trainers should investigate and prepare materials accordingly.

We ask ourselves the question "How do power relations, racism and microaggressions connect and influence the lives of individuals"

When we talk about invisible racism, we refer to the harmful behaviours which are considered normal and accepted by society. The line that draws between what we all know by racism and what invisible racism is, is a line of tolerance.

Some examples of what invisible racism could be are people telling racist jokes, or avoiding contact with a person coming from a different ethnic group by simply going to the other side of the street, or deciding not to date a person who is not white.

These behaviours, although not considered harmful by many, lead to exclusion, anxiety, and influence people's wellbeing.





Following this, trainers go into the following specifics:

- What are microaggressions?
- Different types of microaggressions: Microassault, microinsults, microinvalidation,
- Characteristics of microaggressions

For this, it's recommended that trainers investigate various manuals that will help you as a trainer to facilitate this learning part. As a suggestion, the concepts and definitions are easier to understand with preparing flipcharts and key words in speech bubbles or cards.

- 30' TAKE A STEP

Participants will take on a role that is exposed to racism and the aim is to reflect on different perspectives and levels of privilege, prejudices and racism.

Participants explore racist microaggressions through the story of a Somali refugee Ahmed. They need to identify microaggressions throughout the story and express this by taking steps. (Constellations manual).

1. Prepare enough empty space and ask participants to form a long line, standing next to each other shoulder to shoulder.

2. Explain to the participants that you are going to read a story, which is broken down into 17 parts. After each part, they will need to decide if the described situation in the current part represents a form of racism. If they think so, they need to take a step forward. If not, stay in the same place.

3. Ask the participants to close their eyes, so they do not get influenced by the movement of the others. Start reading the story of Ahmed. Repeat each part at least once and give time for participants to decide whether or not to move forward. Make sure they understand when each part of the story is over and a new one begins. Considering the participants are moving with their eyes closed, observe safety.

4. After the end of the story, invite participants to open their eyes, look around the space and note where they are situated in comparison with the others. You can take a couple of first-hand comments. Then invite participants to sit down in a circle for debriefing.





The Story of Ahmed

1. It is the beginning of the school year, and there is a new face in the classroom. The teacher introduces Ahmed, who just says 'hi' to the class and sits alone on one of the empty desks. The class welcomes him to the group.
2. During the first break you and a few of your friends approach Ahmed to get to know him. One of your friends asks loudly "Do you speak our language?", making a lot of gestures with his hands.
3. Ahmed responds with no trace of any accent that he speaks and understands everything perfectly. You start chatting. A friend of yours asks where Ahmed is from and he answers that he is "from here", as he moved from a nearby city. The answer does not satisfy the curiosity of your group, and someone else asks "But where are you really from?".
4. Ahmed feels a bit uncomfortable with the question, since he has been living in the country since he was two years old. However, he explains that he is black, which might not fit into the general standard of the society, but he feels local, since he does not know any other reality. Someone from your group responds that he should not worry, "here we are not racists, and there is only one race – the human race!".
5. Later in the school year, in one of your classes you discuss entrepreneurship and preparing to shine in the labour market. Your teacher asks the class what are the most important factors in order to succeed and get a job. Ana answers that in her opinion the most important thing is to work hard and that everyone can succeed, if they work hard enough.
6. Everyone agrees with the statement, and Emy adds a joke that what will help Ahmed to succeed is originality, because of the way he looks. The whole class laughs, Ahmed included
7. During the break, Emy approaches Ahmed and acknowledges that they had a lot of fun during the class. She touches his hair and says that she is so fascinated by it. "So exotic", she says.
8. As time passes, Ahmed gets a nickname in the class: Somi, short from Somali. Your classmates sometimes joke that Somi is quite intelligent for a black person.





9. One day, during math class, the teacher gives the tests back, and says out loud that Ahmed got the highest score. Dan, who is sitting next to him, taps him friendly on the shoulder and says “Congratulations, bro, you are a credit to your race!”.
10. You are with your mom in front of a shop, waiting for your dad. Ahmed sees you and approaches you to say “hi”. At this moment, your mom interrupts him by saying “We do not have money”, assuming that he is approaching to beg.
11. The next day you feel bad about the situation with your mom, and you approach Ahmed to tell him you are sorry. A classmate overhears the conversation and says “But your mom can not be racist. She works with some black people in the factory”.
12. In one of your classes you are given a task to create posters of people who serve as your inspiration. You believe that this can inspire others in the whole school. You did a great job, but somehow no one in the class included anybody who is not white or belongs to another minority.
13. Valentine’s day is approaching and there is a practice in your school to send Valentine messages to others. Your classmate Jane comments: “Let us see who will be the ‘lucky one’ to get the Valentine from Somi. I hope it will not be me, I am not into black guys.”
14. One day Tino realises that his phone is missing. He is sure that it must have happened in school, probably even in class. Someone approaches Somi and tells him “If you give the phone back, we will not inform the teacher about it.”
15. Ahmed says that it was not him, but no one believes him. As the days go by, classmates interact less and less with him.
16. Ahmed realises that he is the only one in the class who is not invited to a party. He feels very bad already about the whole situation.
17. One day when Ahmed comes to school he finds a note on his desk that says “Go back to Africa”.





Debrief questions:

- How do you feel?
- How do you feel about the fact that different people positioned themselves differently throughout the story? Why do you think that happened?
- What were the most difficult situations in which you had to make a decision and why?
- Let us look for microaggressions in this story: are you able to identify at least 5 of them?
- What were the microaggressions that made you feel very uncomfortable and why?
- How would you define a racial microaggression?
- Which of the microaggressions are based on stereotypes? What are these stereotypes?
- What are the elements which contributed to the full exclusion of Ahmed at the end of the story?
- Are different microaggressions influencing Ahmed only individually or also as a combination? How do you think this changes the impact on Ahmed?
- When is the right moment to react when we identify a microaggression? How can we react?
- Have you experienced similar situations in real life? What were they? Did you react and how?
- Why is it sometimes more difficult to react to racist acts and words done and said by people in our close circle? What are the best strategies to react?

Tips for trainers:

This activity encourages participants to see and understand different perspectives. Pay attention to the group of participants you have in the session and be prepared to moderate sensitive discussion, making sure everyone feels heard and included.

10' CLOSING AND EVALUATION

For the closure of the session, participants sit in a circle and trainers start with a summary of the activities done in the session.

After this, every participant is encouraged to share one key learning they take from this session and one reflection point for the future.





MATERIALS NEEDED

- [Constellations manual](#)
- Print out the images from p. 78 to p.82 (10 images per group)
- Flipcharts
- Markers
- Pens
- Sticky notes of at least two different colours

TIPS FOR TRAINERS

- Promote the creation of safer space by establishing ground rules for respectful dialogue, emphasising empathy and listening.
- Be ready to handle and - if needed - stop possible discussions between participants.





ABC on FLINTA* and patriarchy

(VERSION A and B)





VERSION A

MAIN GOAL

Empowering participants to feel more confident in the inclusion of female, lesbian, inter, non-binary, trans and agender people in their work

OBJECTIVES OF THE SESSIONS

- Participants gain knowledge regarding FLINTA* identities,
- Participants explore the structure and dynamics of patriarchy, recognizing how it operates in various societal contexts and affects FLINTA* communities differently.
- Participants identify the intersections between FLINTA* identities and patriarchy, with a focus on how these intersections create unique challenges and forms of oppression.
- Participants gain more confidence to address issues that affect FLINTA* identities in their field of work

DURATION FORESEEN

3 hours

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Sound system
- Place to display two flipcharts

FOR WHOM

- Diverse members of the organisation (staff, volunteers, people working directly with young people)





STEP BY STEP DESCRIPTION

- 10' INTRODUCTION

Presentation of trainers and workshop timeline.

- 15' GETTING TO THE GROUP

Participants share their names and pronouns.

The trainers explain what pronouns are and why we ask for them.

- 20' WARM UP GAME ABOUT FLINTA*

Participants are asked to split themselves in groups of maximum 3 people and are given a pack of words and definitions. Their task would be to pair up the word with the definition in 3 minutes, starting when the trainer says it. It is not a competition and if the trainer sees that they need some more minutes they can expand the time, it's just a matter of adding some playfulness to the mix.

Couple word + concept:

CISGENDER WOMAN – Person who identifies with the female gender, also assigned at birth as female.

LESBIAN – A woman (including cis and trans women) who is attracted to other women.

INTERSEX – Refers to individuals born with physical sex characteristics that do not fit typical definitions of male or female.

NON BINARY – Refers to people who do not identify exclusively as male or female, often identifying outside of the traditional gender binary norm.

TRANS – Refers to individuals whose gender identity does not align with the gender they were assigned at birth. This includes transgender men, women, and non-binary individuals.

AGENDER – Refers to individuals who do not identify with any gender or experience an absence of gender.

Once the pairing is done, the trainer asks the participants to come back to the circle and reveal the correct solution of the game, answering possible questions that would come up from the group.





Here, they can also share the meaning of the acronym FLINTA* and why this matters for our workshop. Many people in society, because of their appearance, are “read” as women and will be treated and perceived as such. That’s why - although the society is far more complex - during the rest of the workshop we will need to take a step back, and talk more about the binary norm of gender and the traditional “males” and females”.

- 60’ MY GENDER AND I

Now people are asked to go and find a quiet spot in the room because they will have to reflect individually about their own experience with gender roles. They will be given guiding questions to drive the reflection. The trainer emphasises the fact that the guiding questions are optional and that everybody can reflect at their pace and if they find that to dive into childhood might trigger them, to just refer to friends or in general to what they think children were told when they were kids.

Once the explanation is done, the trainer gives 10 minutes for individual reflection.

Guiding questions:

- What were the first things you learned about what boys or girls are supposed to do? Who taught you these ideas?
- Did your family treat boys and girls differently? Were there certain things expected from you because of your gender?
- Were there toys, games, clothes, or activities that were only for boys or only for girls?
- At school, did teachers or friends treat boys and girls differently? If so, how?
- Did you see characters in TV shows, movies, or books that followed or broke traditional gender roles?
- Could you observe any expectation on the way women and men should choose their careers, lifestyles, family while growing up?

After that, participants are asked to group with others in pairs or trios and share some of the insight they came up with individually. Meanwhile, the trainer hangs two flip charts with a recognizable “man” and “woman” shape. The groups are asked to write down the “rules” they came up with on sticky notes and put them on the flipcharts according to the gender to which they are connected.

Every participant should stick one or two notes maximum. They will have 15 minutes for this part.





Once this part is done, the trainer plays some meditation music and the group is invited to go and read all the messages in silence and pay attention to the reaction that their body/minds are having while reading them. After five minutes, the trainer asks the participants to write on sticky notes of a different colour of the previous one the messages that they would have liked to hear and that is not present on the flipchart, then - without sticking them yet - go back and sit in the circle.

For the final part of this activity, the trainer facilitates a debriefing in plenary, asking the participants how they felt while reading the “rules” and to share the ones that made them feel bad and why, or the ones that did not seem difficult to follow and why. Participants are also asked to listen to each other carefully, as everyone has a different perspective and experience with gender norms and other people’s point of view might enrich ours. The debriefing is closed by inviting the participants to read out loud the messages they would have liked to hear and to attach them on the flipcharts.

- 5’ BREAK
- 60’ THE ROOTS OF INEQUALITY

The participants are asked to move to a space where the trainers had put some printed images (you can find examples at the Annex 1 - Materials Needed) that display inequalities in society, they will have to choose one or two that moved them particularly and then come back to the circle. Once they are back, the trainer invites them to share why they felt moved by the image/s (giving them a maximum amount of time according to the number of participants in the group) and show them to the rest of the group. Then, dive into concepts like patriarchy, gender roles and equity.

The trainers also share some insights on what can be done to work with people that can be especially affected by patriarchal oppressions according to their knowledge and experience.

Finally, they are asked to spend 5 - 10 minutes thinking about one step they could take in their everyday life at work to reduce the impact of patriarchy in their working environment, note it down and share it with the group.

If they want they can keep the note in a visible place in their working space

- 10’ CLOSING AND EVALUATION

Trainers give the participants a written or digital evaluation with few core questions for reflection. Then, they can hand out some materials for further readings (you can use the “further readings” materials or some materials that you find especially relevant for the group).





Questions for reflection:

- How do you feel about the workshop?
- Can you name one or two things you have learnt?
- How will you put the learnings into practice?
- Would you like to give some feedback to the trainers?

MATERIALS NEEDED

- Printed out of the words and concepts for the activity “WARM UP GAME ABOUT FLINTA*“
- Two flipcharts, one with a male and one with a woman’s silhouettes drawn for the activity “MY GENDER AND I”
- [Annex 1](#) - support pictures for the activity “THE ROOTS OF INEQUALITIES”
- Flipcharts
- Markers
- Pens
- Sticky notes of at least two different colours

TIPS FOR TRAINERS

- Some participants may resist or challenge concepts related to patriarchy or FLINTA* identities. Be patient, and use this as an opportunity for education rather than confrontation.
- Promote the creation of safer space by establishing ground rules for respectful dialogue, emphasising empathy and listening.
- Be ready to handle and - if needed - stop possible discussions between participants.
- If you see that the group is ready to follow you, introduce multiple layers of oppression: showing how patriarchy affects FLINTA* individuals in diverse ways depending on their race, class, disability, or sexual orientation.

FURTHER READING

- Gender Equality in Academia and Research - GEAR tool

https://eige.europa.eu/gender-mainstreaming/toolkits/gear/terms-and-definitions?language_content_entity=en





- Gender Matters Website - <https://www.coe.int/en/web/gender-matters>
- “Oblio in Action” Training Design on Mainstreaming Gender Equality - <https://centruldevoluntariat.ro/wp-content/uploads/2024/03/Oblio-in-Action-Training-Design-eng.pdf>
- “The journey” - Involving young people in education and action for gender equality and against gender-based violence - https://www.dropbox.com/scl/fi/m7qx9mj6m61s2r5dwt4rw/Manual_Journey_ENGLISH_Imprenta.pdf?rlkey=lwio62nz5s4d3v02z56eq59d9&e=1&dl=0





VERSION B

MAIN GOAL

Empowering participants to feel more confident in the inclusion of female, lesbian, inter, non-binary, trans and agender people in their work.

OBJECTIVES OF THE SESSIONS

- Participants gain knowledge regarding FLINTA* identities,
- Participants explore the structure and dynamics of patriarchy, recognizing how it operates in various societal contexts and affects FLINTA* communities differently.
- Participants identify the intersections between FLINTA* identities and patriarchy, with a focus on how these intersections create unique challenges and forms of oppression.
- Participants gain more confidence to address issues that affect FLINTA* identities in their field of work

DURATION FORESEEN

3 hours and 30 minutes

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Sound system
- Place to display two flipcharts

FOR WHOM

- Diverse members of the organisation (staff, volunteers, people working directly with young people)





STEP BY STEP DESCRIPTION

- 10' INTRODUCTION

Presentation of trainers and workshop timeline.

- 15' GETTING TO KNOW THE GROUP

- Participants share their names and pronouns.
- The trainers explain what pronouns are and why we ask for them.

- 20' WARM UP GAME ABOUT FLINTA*

Participants are asked to split themselves in groups of maximum 3 people and are given a pack of words and definitions. Their task would be to pair up the word with the definition in 3 minutes, starting when the trainer says it. It is not a competition and if the trainer sees that they need some more minutes they can expand the time, it's just a matter of adding some playfulness to the mix.

Couple word + concept:

CISGENDER WOMAN – Person who identifies with the female gender, also assigned at birth as female.

LESBIAN – A woman (including cis and trans women) who is attracted to other women.

INTERSEX – Refers to individuals born with physical sex characteristics that do not fit typical definitions of male or female.

NON BINARY – Refers to people who do not identify exclusively as male or female, often identifying outside of the traditional gender binary norm.

TRANS – Refers to individuals whose gender identity does not align with the gender they were assigned at birth. This includes transgender men, women, and non-binary individuals.

AGENDER – Refers to individuals who do not identify with any gender or experience an absence of gender.

Once the pairing is done, the trainer asks the participants to come back to the circle and reveal the correct solution of the game, answering possible questions that would come up from the group. Here, they can also share the meaning of the acronym FLINTA* and why this matters for our workshop.





Many people in society, because of their appearance, are “read” as women and will be treated and perceived as such. That’s why - although the society is far more complex - during the rest of the workshop we will need to take a step back, and talk more about the binary norm of gender and the traditional “males” and females”.

• 60’ MY GENDER AND I

Now people are asked to go and find a quiet spot in the room because they will have to reflect individually about their own experience with gender roles. They will be given guiding questions to drive the reflection. The trainer emphasises the fact that the guiding questions are optional and that everybody can reflect at their pace and if they find that to dive into childhood might trigger them, to just refer to friends or in general to what they think children were told when they were kids.

Once the explanation is done, the trainer gives 10 minutes for individual reflection.

Guiding questions:

- What were the first things you learned about what boys or girls are supposed to do? Who taught you these ideas?
- Did your family treat boys and girls differently? Were there certain things expected from you because of your gender?
- Were there toys, games, clothes, or activities that were only for boys or only for girls?
- At school, did teachers or friends treat boys and girls differently? If so, how?
- Did you see characters in TV shows, movies, or books that followed or broke traditional gender roles?
- Could you observe any expectation on the way women and men should choose their careers, lifestyles, family while growing up?

After that, participants are asked to group with others in pairs or trios and share some of the insight they came up with individually. Meanwhile, the trainer hangs two flip charts with a recognizable “man” and “woman” shape.

The groups are asked to write down the “rules” they came up with on sticky notes and put them on the flipcharts according to the gender to which they are connected. Every participant should stick one or two notes maximum. They will have 15 minutes for this part.

Once this part is done, the trainer plays some meditation music and the group is invited to go and read all the messages in silence and pay attention to the reaction that their body/minds are having while reading them.





After five minutes, the trainer asks the participants to write on sticky notes of a different colour of the previous one the messages that they would have liked to hear and that is not present on the flipchart, then - without sticking them yet - go back and sit in the circle.

For the final part of this activity, the trainer facilitates a debriefing in plenary, asking the participants how they felt while reading the “rules” and to share the ones that made them feel bad and why, or the ones that did not seem difficult to follow and why. Participants are also asked to listen to each other carefully, as everyone has a different perspective and experience with gender norms and other people’s point of view might enrich ours. The debriefing is closed by inviting the participants to read out loud the messages they would have liked to hear and to attach them on the flipcharts.

- 10’ BREAK

- 1H20’ THE ROOTS OF INEQUALITY

The participants are asked to move to a space where the trainers had put some printed images (you can find examples at the Annex 1 - Materials Needed) that display inequalities in society, they will have to choose one or two that moved them particularly and then come back to the circle (5’). Once they are back, the trainer invites them to share why they felt moved by the image/s (giving them a maximum amount of time according to the number of participants in the group) and show them to the rest of the group. Then, dive into concepts like patriarchy, gender roles and equity. 30 minutes

This is the space, give 40 minutes, for the expert(s) from experience to enter the discussion and share:

- Their identity in terms of the mentioned categories
- Share their experience connected with the topics discussed and their suggestions for people that want to improve their work and approach towards people who belong to FLINTA* group.
- Answer questions participants might have and they feel they can help answer.

Finally, participants are asked to spend 5 minutes thinking about one step they could take in their everyday life at work to reduce the impact of patriarchy in their working environment, note it down and share it with the group. If they want they can keep the note in a visible place in their working space.





10' CLOSING AND EVALUATION

Trainers give the participants a written or digital evaluation with few core questions for reflection. Then, they can hand out some materials for further readings (you can use the “further readings” materials or some materials that you find especially relevant for the group).

Questions for reflection:

- How do you feel about the workshop?
- Can you name one or two things you have learnt?
- How will you put the learnings into practice?
- Would you like to give some feedback to the trainers?

MATERIALS NEEDED

- Printed out of the words and concepts for the activity “WARM UP GAME ABOUT FLINTA*"
- Two flipcharts, one with a male and one with a woman's silhouettes drawn for the activity “MY GENDER AND I”
- [Annex 1](#) - support pictures for the activity “THE ROOTS OF INEQUALITIES”
- Flipcharts
- Markers
- Pens
- Sticky notes of at least two different colours

TIPS FOR TRAINERS

- Some participants may resist or challenge concepts related to patriarchy or FLINTA* identities. Be patient, and use this as an opportunity for education rather than confrontation.
- Promote the creation of safer space by establishing ground rules for respectful dialogue, emphasising empathy and listening.
- Be ready to handle and - if needed - stop possible discussions between participants.
- If you see that the group is ready to follow you, introduce multiple layers of oppression: showing how patriarchy affects FLINTA* individuals in diverse ways depending on their race, class, disability, or sexual orientation.
- Select carefully the expert(s) and make sure they are ready and able to share their experience with the audience, but also support them in managing the conversation if needed.





FURTHER READING

- Gender Equality in Academia and Research - GEAR tool

https://eige.europa.eu/gender-mainstreaming/toolkits/gear/terms-and-definitions?language_content_entity=en

- Gender Matters Website - <https://www.coe.int/en/web/gender-matters>

- “Oblio in Action” Training Design on Mainstreaming Gender Equality - <https://centruldevoluntariat.ro/wp-content/uploads/2024/03/Oblio-in-Action-Training-Design-eng.pdf>

- “The journey” - Involving young people in education and action for gender equality and against gender-based violence -

https://www.dropbox.com/scl/fi/m7qx9mj6m61s2r5dwt4rw/Manual_Journey_ENGLISH_Imprenta.pdf?rlkey=lwio62nz5s4d3v02z56eq59d9&e=1&dl=0





INCLUSIVE
ORGANISATIONS



ABC on young people at risk of poverty and/or social exclusion

(VERSION A)





MAIN GOAL

Raise awareness on challenges and obstacles that young people at risk of poverty and/or social exclusion face daily

OBJECTIVES OF THE SESSION

- Empatize with youngsters at risk of poverty and exclusion;
- Reflect on how to overturn the obstacle in the access of primary service for people at risk of poverty and/or social exclusion;
- Discover the updated data on EU and country situation regarding people at risk of poverty and/or social exclusion.

DURATION FORESEEN

2 hours and 30 minutes

NEEDS (FOR THE SPACE)

- One medium/big room
- One chair for each participant
- Three working tables/areas

FOR WHOM

Youth workers, representatives of organisations, active volunteers

STEP BY STEP DESCRIPTION

Fingers down (60'): Participants are sitting in a circle and the facilitator asks them to keep the silence throughout the activity. Each of the participants receives a card where a general description of a potential beneficiary of their activities is written. The characters should be kept for themselves during the activity, and revealed only when requested.

The facilitator then asks them to close their eyes and, through a guided reflection, asks them to imagine an average day in the life of their character:





“It’s morning, your alarm is ringing. You open your eyes and start your day. What do you see around you? How is your bedroom, do you sleep alone or do you share the space? You walk towards the bathroom, how are the furniture around you? In the bathroom you go to the sink to wash your face. You open the faucet and with your hands you take some water to wash your face. How are your hands, which is the colour of your skin? You look up in the mirror, what do you see? What is the colour of your hair? Your eyes and expression? You go for breakfast, what do you get? Do you have breakfast at all? How is your kitchen, your living room? You look out of the window, what do you see? How is the area where you live? You get ready to go out, what do you have in your wardrobe? What do you do once out? Do you work, go to school, do some chores? At the end of the day you come back home, what are your feelings? Are you tired, happy, afraid to come back home? You put yourself to bed and fall asleep again. What do you dream? What are your desires for the next day? And once again, the alarm is ringing, and you all open your eyes”

Once all participants have opened their eyes, the facilitator explains the next step: participants will put their hands wide open on their back. The facilitator will read a series of 10 statements regarding their characters. If the character cannot do the action stated, they will put one finger down, while if they can they will keep the fingers up.

(see handout 1 for characters and statements)

At the last statement, participants are asked to show their hands and to tell out loud the number of fingers left and their character description.

After a moment of de-roleing, participants are asked to sit in a circle for the debriefing.

Debriefing and key questions:

- How did you feel?
- What do you think happened?
- Which was your character, and how did you imagine their life?
- Do you think it would be easy for this character to participate in an activity of your organisation?
- Do you think your personal perception of those potential beneficiaries corresponds to the reality they live in?





EU Situation (30'): After the first activity, the facilitator gives some data regarding the situation around poverty in Europe and in the local context where the activity is taking place. We suggest finding these data from official reports and articles.

An example of article and report to look at could be:

Children AROPE European Commission

According to the audience, the facilitator can use a visual frontal presentation, or find the best technique to engage the target group receiving the information.

In order to introduce the following activity, an extra focus should be put on intersectional aspects that influence exclusion, such as gender and sexual identity, citizenship and racialization, age and (dis)abilities. These can be interesting elements to include in the data presentation.

Identities in Comparison (60'): This activity is meant to reflect on how the figures exposed prior are affecting specific groups of youngsters in an intersectional point of view, finding possible solutions to apply to their own local reality.

The space is now divided in three working tables or working areas, representing one specific aspect of social identity of a person AROPE: Gender and Sexual orientation, Citizenship and “Ethnicity”, (Dis)abilities and age. On each space there is a table divided in 4 rows where three specific questions have to be answered in different rounds and one additional row to provide a general summary in the last round (**see handout 2**). Participants are randomly divided into 3 groups, and each group is assigned in one working area where to start and end the activity.

These are the question to be read at each round:

1. How does this aspect of social identity affect (both positively and negative) the access to health?
2. How does this aspect affect the access to education?
3. How does this aspect affect the access to a fair income?

Once participants are seated on their first working area, the facilitator is reading the first question and participants have 10 minutes at disposal to reflect and include the main elements of their reflection in the first row. Once the time is up, they should rotate clockwise to another table and answer a second question read by the facilitator. After ten minutes, they rotate to another table to answer the third question.





In the last round, the groups come back to their original table, read the answers given by the other groups and, in ten minutes, prepare a summary on how these aspects of social identity affect the access to basic services and needs.

When time is up, each group will have max 3 minutes at disposal to share the main outcomes of the discussion in plenary; some extra minutes can be allocated in the end of each presentation to provide clarification for those who needs them.

Debriefing: At the end of the presentations, participants will reflect on the outcomes of this activity, and on good practices they could implement to facilitate the access for certain target groups at risk of poverty and social exclusion. Please, adapt the questions of the debriefing to the target group you are working with, putting more stress on the activity or on the practical solution based on their organisational needs. Some example of questions could be:

- Was it easy/difficult to empathise with certain social identities in order to reflect on these aspects of everyday life?
- Do you think different social identities are the same in terms of visibility, choices, and social value?
- Which aspects of social identity are perceived more visible/invisible? Which are permanent/modifiable? Which are the ones more socially valued/marginalised?
- What does my association do to prevent the exclusion of young AROPE individuals, and what can we improve?

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the **Inclusive Action Plan**.





HANDOUT fi: FINGERS DOWN CHARACTERS LIST AND STATEMENTS

ANNA, 17YO SINGLE MOTHER FROM VIENNA SUBURBS	AMADOU, 21YO MAURITANIAN BOY FROM A VILLAGE IN MURCIA	JELENA, 65YO BOSNIAN WOMAN LIVING IN LJUBLJANA	NICO, 45YO BANKER FROM ROME
BEA, 30YO YOUTH WORKER FROM A SMALL TOWN IN TUSCANY	HASSAN, 16YO BOY SEEKING ASYLUM IN SLOVENIA	CARMEN, 27YO LESBIAN WOMAN FROM MADRID SUBURBS	PETER, 56YO MAN ON A WHEELCHAIR FROM SALZBURG
BRITTA, 80YO WIDOW WITH NO RELATIVES FROM TYROL	TECLA, 15YO TRANS* GIRL FROM BARCELONA	JAVOR, 30YO FARMER FROM SLOVENIA	ENASE, 22YO GIRL OF EGYPTIAN ORIGINS FROM THE SOUTH OF ROME

YOU LOVE THE PLACE WHERE YOU LIVE

YOU CAN EAT OUTSIDE WHENEVER YOU WANT

YOU FEEL SAFE TO WALK ALONE AT NIGHT IN THE PLACE WHERE YOU LIVE

YOU HAVE THE SAME EDUCATION AND WORKING OPPORTUNITIES AS OTHERS

YOU FEEL PROTECTED BY THE POLICE

YOU NEVER HAD PROBLEMS PAYING YOUR RENT

YOU CAN EASILY REACH THE SERVICES THAT YOU NEED FROM YOUR HOUSE

YOU CAN GO ON HOLIDAY TWICE A YEAR

YOU CAN PARTICIPATE ACTIVELY TO THE SOCIAL AND POLITICAL LIFE OF THE PLACE WHERE YOU LIVE

YOU ARE OPTIMISTIC ABOUT YOUR FUTURE





HANDOUT 2: IDENTITIES IN COMPARISON TABLES

GENDER AND SEXUAL ORIENTATION	CITIZENSHIP AND “ETHNICITY”	(DIS)ABILITY AND AGE
How does it affect access to health? (GROUP A)	How does it affect access to health? (GROUP B)	How does it affect access to health? (GROUP C)
How does it affect access to education? (C)	How does it affect access to education? (A)	How does it affect access to education? (B)
How does it affect access to a fair income? (B)	How does it affect access to a fair income? (C)	How does it affect access to a fair income? (A)
Summary (A)	Summary (B)	Summary (C)

MATERIALS NEEDED

- “Fingers Down” characters list and statements handout
- 3 working tables or areas
- Flipchart papers
- Markers
- “Identities in Comparison” tables handout

TIPS FOR TRAINERS

- The activity “Fingers down” can be adapted according to the specific needs of the target group. For instance it is possible to make participants draw one line each time they believe their character can do that action stated in the sentence, or make participants stay on a line and move forward each time they answer positively.





- In the second activity “Identity in comparison” the facilitator can decide to talk about different aspects, such as the rural/urban divide, according to which kind of youngsters at risk of exclusion they strive to include.

FURTHER READINGS

Children at risk of poverty or social exclusion: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Children_at_risk_of_poverty_or_social_exclusion





INCLUSIVE
ORGANISATIONS



ABC on young people at risk of poverty and/or social exclusion

(VERSION B)





MAIN GOAL

Raise awareness on challenges and obstacles that young people at risk of poverty and/or social exclusion face daily

OBJECTIVES OF THE SESSION

- Empatize with youngsters at risk of poverty and exclusion;
- Reflect on how to overturn the obstacle in the access of primary service for people at risk of poverty and/or social exclusion;
- Discover the updated data on EU and country situation regarding people at risk of poverty and/or social exclusion.

DURATION FORESEEN

2 hours and 30 minutes

NEEDS (FOR THE SPACE)

- One medium/big room
- One chair for each participant
- Three working tables/areas

FOR WHOM

Youth workers, representatives of organisations, active volunteers

STEP BY STEP DESCRIPTION

Fingers down (60'): Participants are sitting in a circle and the facilitator asks them to keep the silence throughout the activity. Each of the participants receives a card where a general description of a potential beneficiary of their activities is written. The characters should be kept for themselves during the activity, and revealed only when requested.

The facilitator then asks them to close their eyes and, through a guided reflection, asks them to imagine an average day in the life of their character:





“It’s morning, your alarm is ringing. You open your eyes and start your day. What do you see around you? How is your bedroom, do you sleep alone or do you share the space? You walk towards the bathroom, how are the furniture around you? In the bathroom you go to the sink to wash your face. You open the faucet and with your hands you take some water to wash your face. How are your hands, which is the colour of your skin? You look up in the mirror, what do you see? What is the colour of your hair? Your eyes and expression? You go for breakfast, what do you get? Do you have breakfast at all? How is your kitchen, your living room? You look out of the window, what do you see? How is the area where you live? You get ready to go out, what do you have in your wardrobe? What do you do once out? Do you work, go to school, do some chores? At the end of the day when you come back home, what are your feelings? Are you tired, happy, afraid to come back home? You put yourself to bed and fall asleep again. What do you dream about? What are your desires for the next day? And once again, the alarm is ringing, and you all open your eyes”

Once all participants have opened their eyes, the facilitator explains the next step: participants will put their hands wide open on their back. The facilitator will read a series of 10 statements regarding their characters. If the character cannot do the action stated, they will put one finger down, while if they can they will keep the fingers up.

(see handout 1 for characters and statements)

At the last statement, participants are asked to show their hands and to tell out loud the number of fingers left and their character description.
After a moment of de-roleing, participants are asked to sit in a circle for the debriefing.

Debriefing and key questions:

- *How did you feel?*
- *What do you think happened?*
- *Which was your character, and how did you imagine their life?*
- *Do you think it would be easy for this character to participate in an activity of your organisation?*
- *Do you think your personal perception of those potential beneficiaries corresponds to the reality they live in?*





EU Situation (30'): After the first activity, the facilitator gives some data regarding the situation around poverty in Europe and in the local context where the activity is taking place. We suggest finding these data from official reports and articles. An example of article and report to look at could be:

[Children AROPE European Commission](#)

According to the audience, the facilitator can use a visual frontal presentation, or find the best technique to engage the target group receiving the information.

In case one of the facilitators is an expert by experience- EbE on the subject, extra time is dedicated for them to share about their local reality and experiences and how they overcome (or not) certain obstacles.

In order to introduce the following activity, an extra focus should be put on intersectional aspects that influence exclusion, such as gender and sexual identity, citizenship and racialization, age and (dis)abilities. These can be interesting elements to include in the data presentation.

Identities in Comparison (60'): This activity is meant to reflect on how the figures exposed prior are affecting specific groups of youngsters in an intersectional point of view, finding possible solutions to apply to their own local reality.

The space is now divided in three working tables or working areas, representing one specific aspect of social identity of a person AROPE: Gender and Sexual orientation, Citizenship and “Ethnicity”, (Dis)abilities and age. On each space there is a table divided in 4 rows where three specific questions have to be answered in different rounds and one additional row to provide a general summary in the last round (**see handout 2**). Participants are randomly divided into 3 groups, and each group is assigned in one working area where to start and end the activity.

These are the question to be read at each round:

- 1. How does this aspect of social identity affect (both positively and negatively) the access to health?*
- 2. How does this aspect affect the access to education?*
- 3. How does this aspect affect the access to a fair income?*





Once participants are seated on their first working area, the facilitator is reading the first question and participants have 10 minutes at disposal to reflect and include the main elements of their reflection in the first row. Once the time is up, they should rotate clockwise to another table and answer a second question read by the facilitator. After ten minutes, they rotate to another table to answer the third question.

In the last round, the groups come back to their original table, read the answers given by the other groups and, in ten minutes, prepare a summary on how these aspects of social identity affect the access to basic services and needs.

When time is up, each group will have max 3 minutes at disposal to share the main outcomes of the discussion in plenary; some extra minutes can be allocated in the end of each presentation to provide clarification for those who needs them.

Debriefing: At the end of the presentations, participants will reflect on the outcomes of this activity, and on good practices they could implement to facilitate the access for certain target groups at risk of poverty and social exclusion. Please, adapt the questions of the debriefing to the target group you are working with, putting more stress on the activity or on the practical solution based on their organisational needs. Some example of questions could be:

- *Was it easy/difficult to empathise with certain social identities in order to reflect on these aspects of everyday life?*
- *Do you think different social identities are the same in terms of visibility, choices, and social value?*
- *Which aspects of social identity are perceived more visible/invisible? Which are permanent/modifiable? Which are the ones more socially valued/marginalised?*
- *What does my association do to prevent the exclusion of young AROPE individuals, and what can we improve?*

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the **Inclusive Action Plan**.





HANDOUT fi: FINGERS DOWN CHARACTERS LIST AND STATEMENTS

ANNA, 17YO SINGLE MOTHER FROM VIENNA SUBURBS	AMADOU, 21YO MAURITANIAN BOY FROM A VILLAGE IN MURCIA	JELENA, 65YO BOSNIAN WOMAN LIVING IN LJUBLJANA	NICO, 45YO BANKER FROM ROME
BEA, 30YO YOUTH WORKER FROM A SMALL TOWN IN TUSCANY	HASSAN, 16YO BOY SEEKING ASYLUM IN SLOVENIA	CARMEN, 27YO LESBIAN WOMAN FROM MADRID SUBURBS	PETER, 56YO MAN ON A WHEELCHAIR FROM SALZBURG
BRITTA, 80YO WIDOW WITH NO RELATIVES FROM TYROL	TECLA, 15YO TRANS* GIRL FROM BARCELONA	JAVOR, 30YO FARMER FROM SLOVENIA	ENASE, 22YO GIRL OF EGYPTIAN ORIGINS FROM THE SOUTH OF ROME

YOU LOVE THE PLACE WHERE YOU LIVE

YOU CAN EAT OUTSIDE WHENEVER YOU WANT

YOU FEEL SAFE TO WALK ALONE AT NIGHT IN THE PLACE WHERE YOU LIVE

YOU HAVE THE SAME EDUCATION AND WORKING OPPORTUNITIES AS OTHERS

YOU FEEL PROTECTED BY THE POLICE

YOU NEVER HAD PROBLEMS PAYING YOUR RENT

YOU CAN EASILY REACH THE SERVICES THAT YOU NEED FROM YOUR HOUSE

YOU CAN GO ON HOLIDAY TWICE A YEAR

YOU CAN PARTICIPATE ACTIVELY TO THE SOCIAL AND POLITICAL LIFE OF THE PLACE WHERE YOU LIVE

YOU ARE OPTIMISTIC ABOUT YOUR FUTURE





HANDOUT 2: IDENTITIES IN COMPARISON TABLES

GENDER AND SEXUAL ORIENTATION	CITIZENSHIP AND “ETHNICITY”	(DIS)ABILITY AND AGE
How does it affect access to health? (GROUP A)	How does it affect access to health? (GROUP B)	How does it affect access to health? (GROUP C)
How does it affect access to education? (C)	How does it affect access to education? (A)	How does it affect access to education? (B)
How does it affect access to a fair income? (B)	How does it affect access to a fair income? (C)	How does it affect access to a fair income? (A)
Summary (A)	Summary (B)	Summary (C)

MATERIALS NEEDED

- “Fingers Down” characters list and statements handout
- 3 working tables or areas
- Flipchart papers
- Markers
- “Identities in Comparison” tables handout





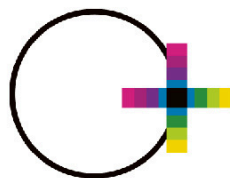
TIPS FOR TRAINERS

- The activity “Fingers down” can be adapted according to the specific needs of the target group. For instance it is possible to make participants draw one line each time they believe their character can do that action stated in the sentence, or make participants stay on a line and move forward each time they answer positively.
- In the second activity “Identity in comparison” the facilitator can decide to talk about different aspects, such as the rural/urban divide, according to which kind of youngsters at risk of exclusion they strive to include.
- The EbE can in fact be a youngster coming from a challenging background, and therefore being potentially part of the target group they strive to include.

FURTHER READINGS

Children at risk of poverty or social exclusion: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Children_at_risk_of_poverty_or_social_exclusion





INCLUSIVE
ORGANISATIONS



ABC on people with different abilities

(VERSION A and B)





MAIN GOAL

Raise awareness on people with different abilities

OBJECTIVES OF THE SESSIONS

- Participants become aware of people with different abilities
- Participants are familiarised with terms and definitions of people with different abilities
- Participants deal with micro- and macro-aggressions towards people with different abilities and deal with possible solutions.

DURATION FORESEEN

3 hours 30 minutes

NEEDS (FOR THE SPACE)

- One big room with chairs
- The possibility of using a projector

FOR WHOM

Staff and active volunteers of organisations

STEP BY STEP DESCRIPTION

Arrival and Introduction (20'):

Participants arrive and are asked to sit in a circle. The trainer team welcomes all participants and introduces themselves. After the team introduction, the participants are asked to introduce themselves. This can be done by a round of names and pronouns + by sharing their personal and professional experiences or connection to the topic.





Terms and Conditions (40´):

Material: flipchart, pens, sticky notes (post its).

In this first activity, participants are asked to collect terms and definitions related to people with different abilities on a flipchart, by using post its. Facilitators therefore hand out post its and pens to participants. Participants now have to write their associations and definitions on the post its and put it on Flipchart.

Note to trainers:

This method is about collecting knowledge in the room - associations and definitions of: disability, impairment, visible disability, invisible disability, chronic illness, internalised ableism.

After participants put a post it on the flipchart, trainers collect the results from the post its and cluster, followed by a group discussion.

Note to trainers:

To have/to support the discussion, explain and compare already collected terms/definitions on flipchart with key points from list of terminology and if necessary, add definitions also from list of terminology.

We do not add a list here, as the terminology and discourses around the use of certain words is different in all languages. Please do the research before you start.

Considerations for trainers:

Being sensitive to language is important, the power of definition always lies with those affected. "Ask, don't assume" also applies here. There is no fixed, perpetual language rule, language is always changing and in flux (for example, cripples and the cripple movement). Language is also important, in some languages or local contexts certain terms are okay and others are not. What is relevant is the intention and not just the words - be open to correction and criticism - always remain open to learning and unlearning.

If discussions become too intense, it is good to refer to the unit afterwards. If terms are not mentioned but are important to us: name them and raise the question in the room.





Important terms:

Visible/invisible disability Chronic illness Impairment vs. disability

Illness is not the same as disability and vice versa "Normal"

Special needs Need for support

Possibly also deaf (instead of deaf-mute) Person with short stature

Simple language

If there is a person with a disability in the room, make it clear that this person should not take on the role of representative of all people with disabilities. If there is a trainer with a disability, the same applies here as well.

Nbreak (15')

Microaggressions against marginalized groups (15'):

Material: Definition on Flipchart or PPT, Examples on Flip Chart/A3 or PPT.

1) Definition

Within the first session of this workshop part, the trainer introduces the participants to the definition of microaggressions. Therefore, the trainer first asks participants if they have heard the term or if they maybe know/can assume what it could mean. After collecting some ideas by the flashlight method (anyone who wants to say something can do so), the trainer shows the definition to the participants, by showing a PowerPoint slide or on a flipchart/A3 paper.

Definition: "Microaggressions are defined as verbal, behavioural and environmental indignities that communicate hostile, derogatory or negative racial statements and insults toward the target person or group."

After showing the definition, the trainer has to make sure that participants understand the meaning of microaggressions and answer the questions that might arise.





2) Examples

Now the trainer gives examples on microaggressions against different groups of marginalised people. These examples can be shown by a PowerPoint slide or be written on a flipchart or on A3 papers. Examples:

- *"why don't you understand? It's easy!"*
- *"I'm so OCD about my desk"*
- *"You are so inspiring"*
- *"oh you look so normal" or „you don't look disabled"*
- *"Have you tried this remedy or this medication/exercise – it worked for a friend/family member"*

The Trainer now asks participants to think about the microaggressions/the message of these sentences individually and after, share it with the group.

Note to trainer:

asking „why don't you understand? It's easy!"

why? Signalling to a neurodivergent individual that they're not understanding because they're not thinking in neurotypical ways

saying „I'm so OCD about my desk" – making casual remarks that trivialise disability

saying -"You are so inspiring." patronising and condescending, assumes a person is not normal and was not considered competent enough to overcome hardship

saying „oh you look so normal" or „you don't look disabled" – Not all disabilities are visible, People with disabilities do not need to look unwell. You do not decide what counts as a disability

saying „My friend is deaf too, do you know her?" - assuming it is a community where everybody knows each other

asking „Have you tried this remedy or this medication/exercise – it worked for a friend/family member" – assuming someone with a disability wants your advice or suggesting that they did not look enough for "solutions to their problem".

asking „but you can walk – why do you need a wheelchair?" - assuming someone is being lazy and not trusting them





PICTURE GALLERY - Microaggressions against people with different abilities(25´):

(Material: pictures incl. speech bubbles printed, post its, pens)

For this exercise, different pictures of people with different abilities connected to statements in speech bubbles will be distributed around the room, on an A3 paper. You can create images based on the sentences from the previous exercise or new ones but with the same spirit. Include which are not to be considered microaggressions.

Note to trainers: Make sure that the pictures are representational and also thought provoking. Try to include diverse situations and disabilities. If you know that there is a specific focus, you can also select more situations for this focus group.

Trainers now ask participants to go through the pictures and ask themselves the following question:

"What do you recognize on the pictures + speech bubble"

Participants should write their ideas and associations on post its and put them next to the pictures.

Debriefing:

Trainers read the post its to everyone, followed by a group discussion on the microaggressions that can be experienced on the pictures + speech bubbles + on whether everyone sees it that way and who interprets it how.

Note to trainers:

If necessary, give context to affected communities (blind people, people with physical impairment etc.).

Dealing with Microaggressions (fi5´):

To conclude the session on microaggressions, trainers ask participants for a quick feedback round on solutions on how to deal with microaggressions. To do so, facilitators ask participants to think about the following question:

- *How would you deal with microaggressions? (if you or another person (in your private environment or in your organisation) were affected).*

Participants think about the question individually and after, share it with the group. Trainers collect keywords on solutions on a flipchart.





Note to trainers:

If the group is too big, put participants into small groups.

Afterwards, trainers can indicate the 3 main ways to deal with microaggressions, for affected persons (address directly, address later, leave it alone). Make sure to clarify that these 3 ways are for affected persons, but can also be helpful in case you notice microaggressions. Here it is important to know that it is never a good idea to talk over the affected person, but try to talk to the person first, in case you notice something. "Ask, don't assume" also applies here.

Note to trainers:

Three main ways, to deal with microaggressions:

1. Let it go
2. Respond immediately
3. Respond later

Link to article on how to deal with microaggressions: [When and How to Respond to Microaggressions \(hbr.org\)](https://hbr.org/when-and-how-to-respond-to-microaggressions)

Microaggressions und connected terms (20´):

Terms/Definitions written on A3, Flip chart or PPT

After talking about microaggressions, in this session it is now important to talk about microaggressions and its connected terms, which are Ableism, "Inspirational Porn" and "Pitty Porn".

Ableism:

To explain the term ableism, trainers first asks participants what they understand by the term "ableism" and collects inputs, followed by the derivation of the word "ableism": Within the literature, the term is explained like this:

*"(...) abgeleitet vom englischen Begriff <ableism>, in dessen Kern sich wiederum das Wort **Fähigkeit**, <ability>, befindet." (Campbell 2009, p.5f; Goodley, 2014, 78).*

English translation:

"(...) derived from the English term <ableism>, which in turn has the word <ability> at its core."





Afterwards, the trainers introduce a definition of “*ableism*” to the participants and have a quick discussion on it. The definition can be shown on a PowerPoint or can be written on a flipchart or A3 paper:

Definition:

Ableism is a form of discrimination and represents social prejudice against people who have or are perceived to have a disability. It can take the form of ideas and assumptions, stereotypes, attitudes and practices, physical barriers in the environment or oppression on a larger scale.

It is often unintentional, and most people are completely unaware of the impact of their words or actions. It devalues and limits the potential of people with developmental, emotional, physical or mental disabilities or impairments.

After the introduction of the definition of ableism, trainers should also talk about the fact, that ableism also represents a trivialization of the need for:

- Mobility aids
- Disabled parking spaces
- assistive devices or interpreters
- the need to take medication
- medical appointments
- other considerations that people without disabilities don't normally have to think about, but people with disabilities do.
- If you know someone with a disability or live with a disability yourself, you are not immune to ableism.

“Inspirational Porn”

In connection to the definition of ableism, trainers subsequently should talk about the term “*Inspirational Porn*”, with the participants, by asking them, if they have ever heard of the term and if they have an idea of the meaning.

After collecting a few inputs, the trainer introduces the definition on the term:

People with different abilities call this phenomenon “inspiration porn” when they are asked to make others feel better. When they are repeatedly asked to tell their story to strangers so that their problems fade into the background. The term was coined by the Australian activist Stella Young.





The definition can again be shown on a PowerPoint or be written on a Flipchart or A3 Paper.

The same thing (see point 3) should be done with the term “Pitty Porn” Definition on the term:

“Pitty Porn” is a term that is used when people with disability(ies) & or impairment(s) are portrayed as “pitiable, poor sufferers”

Macroaggression:

Definition on the term:

“Macroaggressions are large-scale systematic oppression of a target group by society's institutions, such as government, education, and culture, which can all contribute or reinforce the oppression of marginalised social groups while elevating dominant social groups.”

PICTURE GALLERY - Microaggressions against people with different abilities (25’):

(Material: pictures incl. Speech bubbles printed, post it’s, pens)

For this exercise, different pictures of people with different abilities connected to statements in speech bubbles will be distributed around the room, on an A3 paper

Note to trainers: Make sure that the pictures are representational and also thought provoking. Try to include diverse situations and disabilities. If you know that there is a specific focus, you can also select more situations for this focus group.

Trainers now ask participants to go through the pictures and ask themselves the following question:

“what do you recognize on the pictures + speech bubble”

Participants should write their ideas and associations on post its and put them next to the pictures.

Debriefing:

Trainers read the post its to everyone, followed by a group discussion on the macroaggressions that can be experienced and whether everyone sees it that way and who interprets it how.





Note to trainer:

Give input and context to affected communities - *“which group is affected by prejudice in the pictures”?*

Groups of people with different abilities:

- Blind people
- People with hearing impairment
- People with physical disability(ies)
- People with learning disability(ies)
- People with intellectual impairment(s)

Here trainers can again connect the terms and definitions to the first session.

Dealing with Microaggressions (f15')

To conclude the session on macroaggressions, the trainer asks participants for a quick feedback round on solutions on how to deal with macroaggressions. Therefore, facilitators ask participants to think about the following question:

- *How would you deal with macroaggressions? (if you or another person (in your private environment or in your organisation) were affected).*

Participants think about the questions individually and after, share it with the group (Note to trainers: If the group is too big, put participants into groups). Trainer collects Key words on a flipchart.

Self-assessment for own organization (15')

After the individual Feedback round, trainers ask participants to now think about their own organisational contexts and connect it to everything the participants experienced and talked about within the workshop:

Participants should think about following questions (in groups or individually – depending on the group size)





- *Have you ever recognized situations that were discussed and experienced within the workshop, in your work environment?*
- *Have you already defined measures or a culture against ableism in your organisation?*
If YES, what does it look like?

Afterwards, the participants (individually or in groups) have to present their results.

Evaluation and Debriefing (10´)

1. Check out:

Within the check out round, participants are asked to answer the following questions.

Method Flashlight, Questions:

- *How do you feel now after the workshop?*
- *What are your main points that you take away from this workshop?*

2. Evaluation:

create a menti, google form, or hand out a paper version, depending on your needs.

MATERIALS NEEDED

- Flipchart
- Pens and Paper (A3)
- Sticky notes (post its)
- Pictures in combination with speech bubbles (printed in A3)
- Definitions on PPT or Printed in A3

TIPS FOR TRAINERS

Versions A and B are the same in this workshop. Make sure that the participants understand that in case one person with disability is present in the workshop (whether as participant or trainer), the person is not a representative of all people with disabilities. The person can only talk about their individual experiences and cannot talk for everyone.





Like already noted within the workshop sessions, in any case being sensitive to language is important. "Ask, don't assume" is a very important message to tell the participants. Participants must understand that it is important that language is changing and is in flux and that it can always change (for example, cripples and the cripple movement). Language is also important, in some languages or local contexts certain terms are okay and others are not. What is relevant is the intention and not just the words - be open to correction and criticism - always remain open to learning and unlearning. Tell participants not to be afraid but ask.

FURTHER READINGS AND LINKS:

- Microaggressions: [When and How to Respond to Microaggressions \(hbr.org\)](https://hbr.org/when-and-how-to-respond-to-microaggressions)
- Mikroaggressionen: [Wann und wie man am besten reagiert - manager magazin \(manager-magazin.de\)](https://manager-magazin.de/wann-und-wie-man-am-besten-reagiert)
- Microaggression examples:
<https://www.rpharms.com/recognition/inclusion-diversity/microaggressions>
- Diversity: [Wie gehe ich mit Behinderten um – und darf ich das sagen? - Rundschau Online \(rundschau-online.de\)](https://rundschau-online.de/wie-gehe-ich-mit-behinderten-um-und-darf-ich-das-sagen)
- Antidiskriminierungsberatung:
<https://adis-ev.de/beratung/antidiskriminierungsberatung>
- Tipps for companies hiring staff with disabilities:
<https://www.wko.at/oe/news/einstellung-machts.pdf>
- definitions in German:
<https://leidmedien.de/begriffe-ueber-behinderung-von-a-bis-z/>
- Goodley (2014): Dis/ability Studies. Theorising disablism and ableism
- Campell (2009): Contours of Ableism. The Production of Disability and Abledness
- Goodley (2011): Disability Studies. An Interdisciplinary Introduction
- Waldschmidt (Hrsg) (2022).: Handbuch Disability Studies (german)
- Schöne (2022) Behinderung und Ableismus
- Watson/Vehmas (2020): Routledge Handbook of Disability Studies





INCLUSIVE
ORGANISATIONS



ABC on Romani youth

(VERSION A)





MAIN GOAL

Raise awareness on the challenges and discrimination romanì and traveller people face in European societies

OBJECTIVES OF THE SESSIONS

- Define the right terminology to use in relation to romanì communities;
- Analyse and debunk harmful stereotypes and prejudices towards romanì and traveller individuals and communities.
- Analyse the media representation of romanì and traveller people and how it reinforce prejudices and discrimination;

DURATION FORESEEN

2 hours 30 minutes

NEEDS (FOR THE SPACE)

One big room with at least one table

FOR WHOM

Staff and active volunteers of organisations

STEP BY STEP DESCRIPTION

Introduction (30'): Participants are sitting in a circle and they are asked to share one word or concept that comes to their mind when talking about romanì people. It can be something they believe in, or something they used to hear in their daily life. A facilitator writes all the concepts shared into a flipchart.

When everybody has shared their ideas, one of the facilitators who is part of the romanì community, explains the general history of the romanì people, the local context and the right terminology to use when talking about romanì people.

Using as reference some of the sentences and words written by the participants, they can start the debunking process of some stereotypes and narratives revolving around romanì and traveller people.

The Tierlist of Hate (60'): This activity is meant to reflect on the media representation of romanì people, and the stereotypes reinforced and perpetrated towards the community by western culture and mainstream media. Previously, the facilitators should have created a template of a tier list (see handout 1).





Participants are then divided in groups of max 6 people and they are asked to rank, in the provided templates, 9 news articles and cases of media representation of romanì people, from the least (D) to the most (S) harmful based on the criteria of antigypsyism described before. The articles and materials are provided by a QR code, and they are categorised by a number.

NOTE: We suggest finding articles from national newspapers and websites in the language of the target group.

Participants will have 15 minutes to read all the articles and materials and make first an individual tier list, defining their personal criteria on how to rank. Then, they will have max 20 minutes to combine all the individual lists in one single group ranking, defining criteria that are fitting the whole group. Each group then presents in plenary their ranking.

NOTE: If the facilitators think it is needed, they can provide a moment of stress release to keep the negativity away from the previous part.

It follows a debriefing in plenary, possibly keeping all the rankings visible, with the suggested questions:

- *Did you have any strong disagreements in your group?*
- *If you did not manage to reach an agreement: in which statement and why?*
- *Did you notice any significant differences between your group tier list and that of other groups?*
- *Which criteria did you set to classify the S tier articles?*
- *Do you think statements like these should be allowed or banned completely? Where would you draw the line?*
- *How much fake news is reinforcing those harmful representations?*

The facilitators, then, go one by one on each article, debunking and further explaining each of the misrepresentations presented, providing sources to fact-check each of the information.

Break (fi5')

The Virtual Gallery (45'): This final activity is meant to discover the richness and the history of the romanì people. The facilitators meet the participants outside the workshop room, and invite the group to visit a “special museum”, where they will find a gallery about the romanì people.





Participants will have 20 minutes can go around different decorated corners with their smartphones and headphones, where they will find QR codes containing links to a virtual exhibition telling the history of the romanì people, correct terminology, first-person narratives and interviews, up-to-date data, as well as romanì art and performances.

NOTE: This Gallery needs to be adapted to each reality it is presented in!

The facilitators can choose to put any information they consider relevant for their local reality, since every country in Europe has different groups of romanì people and different situations revolving around them. The Gallery provided in this Toolkit will cover general sources and materials related to the European situation (see handout 2).

On the walls they can also find three papers where participants can write whatever they found impressive, what was frustrating and what they are interested to deepen even more regarding romanì culture. The pad is projected on one wall of the room, so that everybody can see the progressions. When 20 minutes are passed, the facilitators ask participants to come back to a circle, and ask participants to share their highlights regarding the Gallery.

The activity ends with a final brainstorming with the following question:

What does my association do to prevent the exclusion of young romanì people, and what can we improve?

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the Inclusive Action Plan. Also, a list of contacts of other organisations for romanì rights active in the territory can be presented.





HANDOUT fi: TIER LIST TEMPLATE

S	
A	
B	
C	
D	

HANDOUT 2: VIRTUAL GALLERY (as an example, to be adapted to local languages and context)

[GALLERY ABC on romani youth.pdf](#)

MATERIALS NEEDED

- Computer, smartphones and headphones
- Stationery
- Flipchart paper
- VirtualGallery handout
- Tier List template handout
- Articles from local and national newspapers on romani people.

TIPS FOR TRAINERS

- The workshop can be triggering for participants, and especially those coming from romani communities. Be careful throughout the delivery to not reinforcing harmful stereotypes and hate speech.





- All the templates provided in this toolbox reflect the general European context. Please, when delivering the workshop, find literature and articles about the local reality where the workshop is delivered.

FURTHER READINGS

Children at risk of poverty or social exclusion: <https://rm.coe.int/adi-rom-2020-27-final-antigypsyism-causes-prevalence-consequences-poss/1680a6d053>





INCLUSIVE
ORGANISATIONS



ABC on Romani youth

(VERSION B)





MAIN GOAL

Raise awareness on the challenges and discrimination romanì and traveller people face in European societies.

OBJECTIVES OF THE SESSIONS

- Define the right terminology to use in relation to romanì communities;
- Analyse and debunk harmful stereotypes and prejudices towards romanì and traveller individuals and communities.
- Analyse the media representation of romanì and traveller people and how it reinforce prejudices and discrimination;

DURATION FORESEEN

2 hours and 30 minutes

NEEDS (FOR THE SPACE)

- One big room with at least one table

FOR WHOM

- Staff and active volunteers of organisations

STEP BY STEP DESCRIPTION

Introduction (30'):

Participants are sitting in a circle and they are asked to share one word or concept that comes to their mind when talking about romanì people. It can be something they believe in, or something they used to hear in their daily life. A facilitator writes all the concepts shared into a flipchart. When everybody has shared their ideas, one of the facilitators introduces a short presentation on the history of romanì people and the correct terminology in the language of the participants to talk about people of this descent.

The correct terminology is then written on the previous flipchart to use as a reference for the next activity.

NOTE: We suggest to use as a reflection the definitions and the context provided by the 2021 report of the Council of Europe Committee of experts on Roma and Traveller issues (ADI-ROM): Antigypsyism: Causes, prevalence, consequences, possible responses (in the references).





The Tierlist of Hate (60'): This activity is meant to reflect on the media representation of romani people, and the stereotypes reinforced and perpetrated towards the community by western culture and mainstream media.

Participants are then divided in groups of max 6 people and they are asked to rank, in the provided templates, 9 news articles and cases of media representation of romani people, from the least (D) to the most (S) harmful based on the criteria of antigypsyism described before. The articles and materials are provided by a QR code, and they are categorised by a number.

NOTE: We suggest finding articles from national newspapers and websites in the language of the target group.

Participants will have 15 minutes to read all the articles and materials and make first an individual tier list, defining their personal criteria on how to rank. Then, they will have max 20 minutes to combine all the individual lists in one single group ranking, defining criteria that are fitting the whole group. Each group then presents in plenary their ranking.

NOTE: If the facilitators think it is needed, they can provide a moment of stress release to keep the negativity away from the previous part.

It follows a debriefing in plenary, possibly keeping all the rankings visible, with the suggested questions:

Did you have any strong disagreements in your group?

If you did not manage to reach an agreement: in which statement and why?

Did you notice any significant differences between your group tier list and that of other groups?

Which criteria did you set to classify the S tier articles?

Do you think statements like these should be allowed or banned completely?

Where would you draw the line?

How much fake news is reinforcing those harmful representations?

The facilitators, then, go one by one on each article, debunking and further explaining each of the misrepresentations presented, providing sources to fact-check each of the information.





Break (15')

The Virtual Gallery (45'): This final activity is meant to discover the richness and the history of the romani people. The facilitators meet the participants outside the workshop room, and invite the group to visit a "special museum", where they will find a gallery about the romani people.

Participants will have 20 minutes can go around different decorated corners with their smartphones and headphones, where they will find QR codes containing links to a virtual exhibition telling the history of the romani people, correct terminology, first-person narratives and interviews, up-to-date data, as well as romani art and performances.

NOTE: This Gallery needs to be adapted to each reality it is presented in! The facilitators can choose to put any information they consider relevant for their local reality, since every country in Europe has different groups of romani people and different situations revolving around them. The Gallery provided in this Toolkit will cover general sources and materials related to the European situation (see handout 2).

On the walls they can also find three papers where participants can write whatever they found impressive, what was frustrating and what they are interested to deepen even more regarding romani culture. The pad is projected on one wall of the room, so that everybody can see the progressions. When 20 minutes are passed, the facilitators ask participants to come back to a circle, and ask participants to share their highlights regarding the Gallery.

The activity ends with a final brainstorming with the following question: What does my association do to prevent the exclusion of young romani people, and what can we improve?

NOTE: The facilitator can keep note of the main results of this debriefing, to further work on the good practices proposed and implement them in the Inclusive Action Plan. Also, a list of contacts of organisations for romani rights active in the territory can be presented.





HANDOUT 1: TIER LIST TEMPLATE

S	
A	
B	
C	
D	

HANDOUT 2: VIRTUAL GALLERY (as an example, to be adapted to local languages and context)

[GALLERY ABC on romanì youth.pdf](#)

Materials needed: computer, projector, smartphones and headphones, stationery, flipchart paper, VirtualGallery handout, Tierlist template handout, articles from local and national newspapers on romanì people.

Tips for trainers:

- The workshop can be triggering for participants, and especially those coming from romanì communities. Be careful throughout the delivery to not reinforcing harmful stereotypes and hate speech.
- Get always in contact with local organisations of romanì people before delivering this workshop, to be sure that the information shared are up to date and respectful.
- All the templates provided reflect the general European context. Please, when delivering the workshop, find literature and articles about the local reality where the workshop is delivered.





FURTHER READINGS:

Antigypsyism: Causes, prevalence consequences, possible responses.
<https://rm.coe.int/adi-rom-2020-27-final-antigypsyism-causes-prevalence-consequences-poss/1680a6d053>





MODULE on “Centering the needs of young marginalised people”

(VERSION A)





MAIN GOAL

Bringing the concept of a needs-based approach closer to the organisation

OBJECTIVES OF THE SESSIONS

- Participants get understanding of the concept of the needs-based approach of young people from marginalised groups.
- Participants map out the benefits of this approach.
- Participants realise the importance of understanding the (real) needs of young people from marginalised groups with the use of concrete data.
- Participants understand how this approach can be used in their work.

DURATION FORESEEN

4 hours

NEEDS (FOR THE SPACE)

- A room with chairs and the possibility to project a presentation and/or hang flipcharts (for this module we have many flipcharts to display so make sure there's room for them). The room should allow participants to work in small groups as well. For the activity number 4 small group stations might be needed in case of a bigger number of participants, otherwise it is enough to ensure the possibility of people in pairs or small groups spreading around the room for group work.

FOR WHOM

Members of an organisation, from all structure levels,





STEP BY STEP DESCRIPTION

- 30' INTRODUCTION
 1. Introduction of the trainers
 2. A brief recap of what happened in the process until now, what is today about, and what is gonna follow
 3. Trainers present the flow of the day (main topics, duration, announce breaks).
 4. Participants are asked to share their name, area of work/position, and to share a word or phrase that comes to their mind when they think of young people.
 5. Trainers point out that in this process we are focusing on the young people from marginalised groups (and remind them which ones, from the Inclusive Organisations manual). An example of the presentation can be found in the Annex 1 in the paragraph Materials Needed.

- NEEDS OF YOUNG PEOPLE FROM MARGINALISED GROUPS

10' We put the participants in pairs or small groups (depending on the total number of participants) and ask them to think about: *What would you say are the main needs of the young people you work with / you'd like to engage in your work?*

Participants have 10 minutes to discuss it and write it down, then they are all asked to present in the big group.

10' Participants are asked to go in the same pairs or small groups and think about: *What would you say are the main needs of the young people from XXX marginalised group?* Each group gets a different marginalised group, if there are more groups, some of the groups can repeat. Participants have 10min to discuss it and write it down.

10' After the discussion is finished, they are all asked to present in the big group. Here, the trainers point out the need for an intersectional approach.





10' Participants are asked to participate in a short quiz about the needs of young people from marginalised groups: you can find an example of a quiz based on European context in the Annex 2 (Materials Needed). We invite the trainers to use the relevant data from their context + make sure you share your resource of the data (for example: national research on the needs of young people)

10' In the panel, the trainers will ask the group: *How can our perception of the needs of young people, especially those from marginalised groups impact our work?*

Then, trainers point out the importance of understanding the real needs of young people from marginalised groups and use of the (scientific) data in order to reach it - because if we don't have real data, we rely on our own perception, or even worse, own stereotypes and biases we have (both based on ageism towards the young people as well as people from diverse marginalised groups).

- 10' BREAK

- INTRODUCTION OF THE PRINCIPLE AND ITS BENEFITS

10' The participants are asked to individually read the paragraph in the manual "Inclusive Organisations - Manual for Organisational Development" (page 21) about centering the needs of young people.

5' Trainers check if there are any questions or comments - to ensure that there is a common understanding

10' The participants are asked to go in pairs and share: *How can this approach benefit the young people you work with or wish to engage with?*

Afterwards, the facilitators ask them to find another pair and join them, so we would have small groups of 4 people. They are asked to think about: *How can this approach benefit the work you do?* They have 15 min to share in their groups.





20' We ask them back to the plenary and ask them: *How can this approach benefit your organisation as a whole?* Trainers map it on the flipchart.

- 10' BREAK

- 60' HOW DO WE PRACTISE THIS PRINCIPLE IN OUR ORGANISATION

Trainers remind the participants of the benefits they recognise this approach can bring them, then they organise participants in 2 similarly big groups. The groups will be asked to reflect on their current state, what they are missing and how they can improve.

They are given 15 min to share the reality of the current state with the help of these guiding questions:

- *How do we map out the needs of the marginalised groups of young people at our organisation?*
- *Where do we collect the data, when do we collect it, why do we collect it, which data do we collect?*
- *How does this impact decisions and planning at my organisation // how do we make sure we integrate young people's needs into our work?*

Then, they ask the groups to briefly present main points. The trainers write them on the flipchart.

For the next steps, in the same groups, the participants are given 15 min to share what they are missing:

- *Where do we not centre our work on the needs of the marginalised groups of young people at our organisation?*
- *Where could we collect the data, when could we collect it, why would we collect it, which data would we collect?*





- *How does this impact decisions and planning at my organisation // how could we make sure we integrate young people's needs into our work?*

Then, the trainers ask the groups to briefly present main points and will write them on the flipchart as they did before.

As for the final discussion, the trainers will ask the following questions to the group:

- *From this starting point, how can you use this approach in your future work?*
- *Think about practical examples and where would you start, as well as how you will follow up on this conversation- the whole group discusses.*
(20 min)

- 10' EVALUATION AND CLOSING

The trainers point out the key highlights of the workshop, then give participants an evaluation where they ask them what they learned at the workshop (you can find an example done in Mentimeter in the Annex 3).

Potential questions for evaluation:

- *What did you learn today?*
- *What did you miss today?*
- *What would you like to know more about?*

Trainers close the workshop.





MATERIALS NEEDED

- Name tags, which include people's pronouns, positions/departments
- Flipcharts
- Pens
- Markers
- Tape
- Projector (if you decide to prepare ppt. to support your inputs)
- [Annex 1](#) - example of presentation for the activity "Introduction"
- [Annex 2](#) - example of quiz for the activity "Needs of young people from marginalised groups"
- Manual of Inclusive Organisation - page 21 (you can find it in the website)
- [Annex 3](#) - example of evaluation in Mentimeter

TIPS FOR TRAINERS

Here we share some possibilities to upgrade the session (do not forget to plan additional time for these activities):

1. Presenting good practise examples - an organisation which integrates young people from marginalised groups needs into their strategies, programming etc.

If you are aware of a specifically good example of organisation or an organisational programme that has a good system of (regular) data collection, consider inviting a representative of that organisation knowledgeable of the process to present how they do it, why they do it, which data they collect, how they integrate it within their programming, what are the benefits they see coming out it etc. Make sure to communicate clearly with the person about what and why you'd like them to present.

2. Working with experience expert - young people from a specific marginalised group or intersectional identities)

Consider inviting an experience expert to share about their specific needs or challenges they face as opposed to what is perceived as the needs of the people who belong to





this marginalised group. If you decide to do so, make sure that the person you invite is articulated and can really bring additional insight to your participants. Make sure the person can also vocalise the importance of having young people from marginalised groups voices heard and/or point out the principle of "Nothing about us, without us".





MODULE on “Culture of inclusion”

(VERSION A)





MAIN GOAL

Participants understand what a culture of inclusion is about and how they can contribute to it within the position they inhabit within the organisation

OBJECTIVES OF THE SESSIONS

- Participants understand what inclusion is about
- Participants understand core values and elements of an inclusive work culture
- Participants understand that creating a culture of inclusion requires a continuous, non-isolating and critical process

DURATION FORESEEN

5 hours

NEEDS (FOR THE SPACE)

- Tables for the groups to be able to work around it
- Flipcharts support of a free wall to put up flipcharts
- Projector

FOR WHOM

People with decision-making power in the organisation who want to engage in organisational development and learn how they can be more inclusive as individuals and managers and for teams, departments, collectives etc. who want to engage and shape a process to become more inclusive as individuals and as a team

STEP BY STEP DESCRIPTION

- INTRODUCTION
 - 5' The facilitators welcome the participants and share appreciation for joining this workshop
 - 5' Overview over the workshop





5' Contextualization of the workshop within the overall Certification Scheme

- GETTING TO KNOW EACH OTHER, TEAMBUILDING, COMMUNITY AGREEMENTS

5' We do a round of names, pronouns and people's position within the organisation

10' Then we ask the participants to split in pairs and we create together the Community Agreement by discussing the following questions: "What do you need to feel safe to share and contribute?" & "What do you need to feel motivated to participate in this workshop?"

5' Participants share their needs in the plenary, the facilitator notes them down on a flipchart

- WHAT IS INCLUSION

15' Trainer gives an Input on What is Inclusion

- Transition from Community Agreement: the agreement serves as a metaphor: we are building an agreement on how we want to engage with each other, what we need from each other, how we navigate differences etc. In essence, culture is a similar agreement and stories, rituals etc. are used to let others know, include or exclude them from these agreements.
- Defining Inclusion (see Manual for Inclusive Organisations, page 16)
- Defining Inclusive Organisations (see Manual for Inclusive Organisations, page 16)

40' Brainstorming in pairs: what are the core values/elements of inclusion based on your experience?

- 10' During brainstorming the participants write their ideas on cards and put them on a whiteboard, flipchart, in the centre, have a look through it together, and answer any questions that might arise
- 10' The trainer has additional cards of fairness, accessibility, representation, receptivity and explains them (see Manual for Inclusive Organisations, page 23-24)





- 20' In the plenary, reflect together on how these core values and elements impact inclusion of marginalised communities not only as staff, but also as stakeholders, participants etc.

- 15' BREAK

- WHAT ARE THE CORE VALUES AND ELEMENTS OF INCLUSION

10' The trainers introduces the Case Study, people have time to read, clarifying questions

20' Then, the trainers asks the participants in the plenary to identify what the organisation is already doing well, what can be strengthened

Notes for the facilitators:

Framing: every organisation is doing something well, even if it is a small thing. Every organisation can also do better - a culture of inclusion requires a continuous process of reflection, assessment, navigating power imbalances and making sure that inclusion doesn't isolate. (use Manual for Inclusive Organization, page 23)

If desired, trainers can make a fun game out of it and whenever participants identify an aspect they get chocolate.

The Case Study is rather comprehensive. Trainers can adapt it based on the organisation and potential focus (e.g. ableism or LGBTIQ+ communities) the organisations have chosen.

Then, we move into the group work:

- Divide participants into groups of four.
- 20' Every group gets one core value/element - develop recommendations for improvement

We finalise this activity with a gallery walk:





- 5' The facilitator asks the participants to put their flipcharts up around the room, and put post it-notes, markers or pens next to every flipchart
 - 15' Then, we ask the group to walk around the room informally, have a look at all the flipcharts and add any further ideas with the post it-notes
 - 20' Walk through the gallery as a group, discuss any questions, reflections etc.
-
- 15' BREAK
-
- 45' HOW CAN WE PROMOTE AN INCLUSIVE CULTURE IN OUR WORK
The facilitator creates small groups (max. 4-5 people/group), then asks people to discuss one of the proposed questions for more or less 20 minutes (please, select among option A or option B).
 - ➔ Framing: We have spent this workshop discussing inclusion, core values and elements and you have developed many ideas and recommendations for practising inclusive cultures within your team and the people you want to engage with, especially marginalised communities. Based on this:
- Option A:
This option is intended for managers:
What actions can you take as an organisation to promote an inclusive culture based on the core values and elements?
- Option B:
This option is for teams, departments, collectives etc. who want to engage and shape a process to become more inclusive as individuals and as a team:
What actions can you take as individuals to promote an inclusive culture based on what you have learned throughout the day?
- ➔ Framing: we are now entering a journey on strengthening inclusion in our work culture.





- 30' HOW CAN WE KEEP THE JOURNEY OF INCLUSION ALIVE

The trainer brings out cut-outs of trees, water drops/river, signposts and asks the following questions - one after the other. Participants or trainers note down the responses and put them on the flipchart.

→ Framing: we already know that inclusion is a dynamic, continuous process, that can at times also be fragile, requires effort and care as not to isolate etc.

Questions:

1. Are there any milestones that we want to reach or any signposts we need so that we know that we are on the right path? (signposts)
2. What tools, resources etc. do we have where we can meet as a group, check in with each other and spend some time under the shade? (tree)
3. As we are walking the path to strengthen our culture of inclusion, what tools, resources etc. do we have that keep us nourished? (water drops)

- 15' REFLECTION AND EVALUATION

Once you are done with the previous activity, invite the group to take a flipchart with them to their office and display it and/or re-visit it in a check-in meeting etc.

Then, move to the final reflection and ask the group: *"What do you take away from this workshop?"*

Moreover, share questions for the evaluation of the workshop (to be used via mentimeter, google online survey, flipchart etc.): *How satisfied were you with...venue and logistics; content and programme elements; group dynamics; trainer's knowledge, skills and support; diverse needs being considered and met? Do you have any suggestions for next time?*





MATERIALS NEEDED

- Projector
- Flipcharts
- Pens
- Markers
- Tape
- Post-its
- Moderation Cards/Post It Notes
- Specific cards for the activity number 3: fairness, accessibility, representation, receptivity.
- Handout of the Case study for the activity number 5 (to be prepared according to the specific needs of the organisation)
- Double-flipchart with a pathway painted or drawn on it for the activity number 7
- Cut-outs of trees, water drops/river, signposts (amount depends on the size of the group) for the activity number 8
- Evaluation form for activity number 9 (to be prepared according to the preferred online or offline tool).

TIPS FOR TRAINERS

1. For the activity number 3, here are some additional material that can be used:
 - Can be used as a visualisation of culture for point one of the input (e.g. through a flipchart, print-out, beamer etc.) consult this textbook for a deeper explanation of the elements: [Society and Culture - sample pages \(pearson.com\)](#)
 - Can be used as visualisation of Inclusion as part two of the input: Training for Trainers for young adults with educational disadvantages or disabilities, page 70: [Inspired by Inclusion | GRENZENLOS Interkultureller Austausch](#)





- Additional reading and visualisation: Unpacking Inclusion, page 3-11, [pw_159-understanding_resistance_to_inclusive_peace_processes-pw.pdf](https://www.usip.org/pw_159-understanding_resistance_to_inclusive_peace_processes-pw.pdf) ([usip.org](https://www.usip.org))
2. For reference on how to better explain the core activities to the participants refer to the “framing” steps that we added in the description of the activity.





MODULE

on

“How to be accountable to the people we strive to include”

(VERSION A)





MAIN GOAL

Empower participants to contribute to a culture of accountability in their work practices.

OBJECTIVES OF THE SESSIONS

- Participants understand the concept of accountability and its importance for their work, especially with a focus on marginalised communities.
- Participants have a heightened awareness of formal and informal accountability practices they already use, and become familiar with further practices.
- Participants acquire knowledge and skills to de-center themselves as workers and place marginalised communities at the centre of their work.
- Participants formulate commitments towards practising accountability (either self-accountability, mutual or communal, depending on the organisation, how far along they are, what comes up in the workshop)

DURATION FORESEEN

7 hours

NEEDS (FOR THE SPACE)

- A room with chairs and the possibility to project a presentation and/or hang flipcharts (for this module we have many flipcharts to display so make sure there's room for them). The room should allow participants to work in small groups as well.
- The module is quite long, so take into account that you might need to have a canteen or a bar close by, or to buy food in advance and have a place where you are allowed to eat and drink as well.





FOR WHOM

Members of an organisation, from all structure levels,

STEP BY STEP DESCRIPTION

- INTRODUCTION

5' The trainers welcome the participants and share appreciation for joining this workshop

5' Overview over the workshop - presentation of aims, objectives and timeline

5' Contextualization of the workshop within the overall Certification Scheme

- GETTING TO KNOW EACH OTHER AND TEAMBUILDING

10' The trainers invite the participants to discuss in pairs and write or draw on a post-it-note the answer to these questions:

Who is at the heart of your work?

Why are you here?

20' Come back into the plenary: we invite everyone to share their name, pronouns, and position, invite them to share their post-it-notes and place the post-it-note with question one (Who is at the heart of the work) on a flipchart with a big heart drawn on, and the post-it-note with question two (Why are you here) around it.

If people get off track, defensive etc. use the visualisation, and frame it as: this is what accountability is about - to put the people we work with at the centre of our work.

- FOUNDATION OF ACCOUNTABILITY = GROUP AGREEMENT

15' The trainer gives an input on Foundations of Accountability





Notes for trainers: use the following bullet points and present them in any way you want, e.g. flipchart, PPT, integrate into previous conversation. Visualise layers of accountability, emphasise their interconnection.

- Accountability means we acknowledge the power and privilege we hold and how it is distributed across our society
- ...we seek to learn and unlearn about and how we use power and privilege, so that we can contribute to a more just society
- ...accountability is relational, we learn together, with and from each other
- ...accountability does not equal cancel culture or being called out, but being called in and leaning in
- ...accountability is a continuous process
- ...taking accountability is an emotional process, when people invite us to lean in they offer us a gift - of their time, wisdom etc., when people lean into taking accountability they open themselves up to learning, unlearning, reflecting on values and behaviours, and navigating complicated feelings.
- ...accountability can be formal and informal, e.g. an apology can be an accountability, a commitment to oneself to change or improve some behaviour can be accountability, but the creation of structures for safer spaces, formal feedback mechanisms, feedback surveys etc. are part of accountability-practices
- ...ultimately accountability is a process and pathway that supports us to put our values into practice, centre the ones we seek to serve and keep us close to that. It does not only show up in times of transgressions, but also as a practice of collective care throughout our work and teams.

Then, we move to creating a Community Agreement. This is the starting point to build a community agreement on accountability and will be added on throughout this process. Use what participants come back with after the reflection to ensure that people have understood the concept of accountability





- You can transite to this exercise by explaining how accountability is one way of how we agree to be in relationship or community with each other, what is deemed acceptable, how we make up for transgressions etc.
 - 10' Reflect in pairs and write on moderation cards: "*What do you need to feel safe to share and contribute?*" & "*What do you need to feel motivated to participate in this workshop?*" & "*What do you need to practise respect and feel respected?*"
 - 20' Come back to the plenary and share. Place the post it notes on an empty flipchart
-
- 15' BREAK
-
- SELF ACCOUNTABILITY
- 15' As a starter point, we explain the energizer: 1-2-3
- We ask people to team up in pairs of two. Then, we tell them to count to three together, one person saying one, the other saying two, the first one saying three and so on. In a second step the number 1 is replaced by a nonverbal sign (e.g.: a hand-clap) instead of saying it out aloud. Gradually all numbers are replaced by a different sign (for example spinning around and making a small jump). Additionally the numbers can get re-introduced gradually.
 - ➔ Framing: we all make mistakes, it depends on how we respond and learn from them
- Then, the facilitator gives an input on Self-Accountability (15 min). This can be accompanied by guiding questions for self-reflection. The input should explain the concept of self-accountability, why it is important and what hinders us from taking it. It could touch upon these points:





- *What is self-accountability?*

“Self-accountability is the practice of taking responsibility for your actions and the consequences of those actions.” Every single member of a team must recognize that they have a role to play in building a culture committed to inclusion, belonging, and equity, and this recognition begins with taking responsibility for their own contributions to that culture.” (Anderson 2021)

- *Why is it important?*

Every team member has a role in building a culture committed to inclusion, belonging and equity, beginning with taking responsibility for their own contribution to that culture.

- *What stands in the way?*

The cultural framework within which we navigate, leaves us with complicated feelings when faced with criticism for our actions. It is important to acknowledge these feelings and understand their roots. Feelings don’t originate in a vacuum, but have a social, cultural and historical quality to them and are thus structured by power relations. Criticism is often experienced with guilt, shame, defensiveness and fear of punishment, separating us from each other and, due to their unpleasantness, stand in the way of holding ourselves truly accountable. Learned ideas of where knowledge and decision-making power are situated and what characteristics are valuable in leadership, disconnect us from others. In my role/ with my education, don’t I know better? Is my effort not seen? If I admit to a mistake what will happen? What does it mean, if I hurt someone or have been unaware of their needs?

Being socialised as we are, we will not get rid of these initial responses all together. So it might be helpful to sit with them for a moment, and think where they point us to. A desire to do the right thing. A desire to do right by the people we hope to centre in our work. Framed this way, we can see how initial negative feelings of not having fulfilled these desires actually connect us with others in a meaningful way, which can be used constructively. Taking accountability is a way to work with that desire and





reach out to others. From there we can work on making things right, make change by communicating and negotiating our needs. Acknowledging these complicated feelings helps us with understanding accountability as a generative opportunity to work with our complicated feelings around mistakes and conflict.

20' After the input, we guide the participants toward self reflection or reflection in pairs with guiding questions. The participants are to reflect alone on the topic with a set of guiding questions and discussion in the plenary afterwards

- Distribute the guiding questions for reflection and read through them together, present them in any way you want, e.g. flipchart, PPT, integrating into previous conversation. Check if the questions are clear.
- Give the option of reflecting on these questions in pairs or alone. To indicate if you'd like to reflect on these alone, grab a chair and place yourself facing the wall - or, if the weather is nice, look for a quiet spot outside.

25' The facilitator finalises this activity with a plenary exercise

- We ask everybody to write at least one mechanism or example of self-accountability on a post-it and put them on a flipchart titled "self-accountability", allowing people to ask for clarification as needed.
- Ask people to think about how these mechanisms relate to their role or the organisation.
- Invite every participant to choose one mechanism they would like to practise more of in the future. Encourage them to take the note and put them somewhere visible on their desk, into their notebook etc.

- 60' BREAK





- MUTUAL ACCOUNTABILITY

15' We start with a brainstorming exercise

- Create groups of four.
- Every group receives one collage from [Intelligent Mischief](#) with a question on it. Discuss the question and how this connects to enacting care and accountability towards and with each other as a team. Write key words or practices on post-its.

20' Follow up with a plenary dialogue

- Place the post-its and handouts in the centre of a circle.
- Give participants time to have a brief look at it before asking each group to share 1-2 sentences about their insights. Others can ask questions for clarification.
- Facilitate a discussion that enables participants to engage with the following questions for their team. Please, note that there is no requirement to come up with one definite response to these questions. It's more about stimulating discussion. If possible, have your co-trainer take notes from the discussion with a focus on documenting potential commitments or actions people and the team can take towards practising mutual accountability.
 1. *Based on your discussions and the cards you have created, how would you define mutual accountability?*
 2. *Why do you think mutual accountability is important?*
 3. *How do you imagine mutual accountability can benefit you/your team/your organisation?*

To close the discussion, put the notes that were written throughout it on the flipchart, have a look together and see if there is anything missing that needs to be edited or clarified. You can use the following bullet points to give further inputs and gently guide the discussion, especially if participants seem rather uncertain about the questions.





1. *What is mutual accountability?*

"The second is mutual accountability, which is based on defining a shared agenda for change, rather than using a top-down policing model rooted in punishment."

2. *Why is mutual accountability important?*

We cannot be great at our work at all times. We all have been raised in hierarchical societies which keep us divided through patriarchy, racism, ableism etc. Mutual accountability supports us to learn about the effects of these isms on our behaviour, how we can move closer to our values and becoming more inclusive and safer for the people we work with, we strive to include and as an organisation as a whole. Mutual accountability calls teams to lean in and learn about the effects of their and/or individual's behaviour, engaging with the understanding that their good intentions did not have the desired effects and that work has to be done to repair harm caused.

Defining mechanisms and setting up structures for accountability allows us to cultivate a safer and more inclusive workplace, and respond to potential transgressions with pre-existing structures, rather than ad hoc mechanisms. It allows us to practise a culture of critique and strengthens our "muscle" for giving and receiving critique in ways that are meaningful, rather than fall into habits of gossiping, backbiting or lack of trust.

20' Then, the trainers gives an input about Critique vs. criticism

The input can be based on the following structure:

- A big part of mutual accountability is critique. Critique involves constructive feedback aimed at growth and improvement. In contrast, criticism tends to be judgmental and focused on faults.
- Critique fosters accountability by encouraging dialogue about power dynamics and ethical responsibilities. It challenges harmful norms and promotes mutual respect. When we critique each other





it is so that we can support each other to stay close to our values and to centre those we seek to include.

- Practising critique is a form of collective care that prioritises well-being and dignity. It nurtures empathy, collaboration, and community resilience.
- If critique follows a transgression, it should be given in private and as soon as possible.

Encourage participants to take a moment to reflect on how they want to receive and offer critique as a means of collective care.

- 15' BREAK

- COMMUNITY ACCOUNTABILITY IN TIMES OF TRANSGRESSIONS

20' The trainers gives an input with the following core points

- Community accountability involves establishing structures and processes to collectively respond to transgressions, with a focus on healing and preventing future harm.
- This approach was pioneered by racialized feminists in the US in the early 2000s as a response to widespread police violence against marginalised communities. Recognizing the limitations and distrust in traditional policing, they sought alternative, decolonized models like restorative justice
- Definition: [INCITE! Women of Color Against Violence](#) defines community accountability as a process where a community—such as a workplace—collaborates to (make sure you underline well these points):
 - Provide safety and support to those targeted (e.g., offering counselling, establishing an ombudsperson).
 - Establish and affirm values and practices that resist abuse and oppression, promoting safety, support, and accountability (e.g., participation in certification processes)





- Develop sustainable strategies to address harmful behaviours and guide individuals toward accountability and behavioural transformation (e.g., utilising restorative justice processes).
- Commit to ongoing community and individual learning and unlearning to dismantle and transform oppressive conditions (e.g., engaging in anti-racism book clubs).

Then, the group can discuss how these principles can be applied in the organisation to foster inclusivity, respect, and accountability.

15' The facilitator present the group work:

- Divide participants into groups of four based on the principles outlined.
- Ask each group to brainstorm 1-3 specific practices aligned with their assigned principle and write them on a moderation card.

15' We finalise this activity with a plenary discussion: compile and display the practices on a flipchart titled "Community Accountability." Allow time for questions, clarifications, and brief reflections from participants.

- CREATING COMMITMENTS

In Plenary, the facilitator places the three flipcharts (Self-Accountability, Mutual Accountability, and Community Accountability) in the centre of the circle or room.

Ask participants to review the practices listed on each flipchart as a group (5 min).

Then, select option A or B according to the group characteristics.

Option A: for participants with limited decision making power (15 min)

- Participants revisit the cards they have chosen on how they want to practise self-accountability.





- Encourage participants to choose an "accountability-buddy" who will support them in the implementation, monitoring progress and keeping them connected to their commitment.
- Discuss the following questions in groups of 2-3 persons:
 1. *How will you implement these practices effectively?*
 2. *How will you assess your progress and know you are performing well?*
 3. *What signs will indicate that you are losing track of your commitments?*
 4. *How can you communicate to others that you are open to feedback and critique?*

Option B: for participants with decision making power (15 min)

Fostering Action Planning

- Choose 1-3 practices from the Mutual Accountability or Community Accountability flip charts that you would like to prioritise for the organisation.
- Discuss in small groups:
 1. *What steps are needed to implement these practices organisation-wide?*
 2. *How will you measure success and monitor progress?*
 3. *What potential challenges or resistance might arise, and how will you address them?*
 4. *How can you create a culture where feedback and critique are encouraged and valued?*
 - a. Discuss if these commitments are already part of the action plan or should be added.

The facilitator encourages the participants to take the three flipcharts and display them somewhere in the organisation, store or document them so that they can be revisited, for example for the next year of action planning, monitoring meetings etc.





- 5' BREAK

- REFLECTION AND EVALUATION

15' The facilitator presents the group Reflection: The Gift

Form a circle and visualise a large bag of gifts placed at the centre. Each participant selects one imaginary gift from the bag and shares what they have received from this workshop. After sharing their gift, each participant then metaphorically places a gift into the bag that they hope to contribute to the group as the process continues.

Finally, we share a formal, standardised evaluation.

MATERIALS NEEDED

- Name tags, which include people's pronouns, positions/departments
- Flipcharts
- Pens
- Markers
- Tape
- Moderation Cards/Post It Notes
- Projector (if you decide to prepare ppt. to support your inputs)
- Activity number 3 has specific flipcharts:
 - One with a heart
 - One with the title "Community agreement"
- Activity number 5 needs specific materials:
 - Handout "guiding questions for self reflection"
 - Flipchart with the title: self-accountability
- Activity number 7 needs handouts (collages by <https://www.intelligentmischief.com/> of your selection)
- Activity number 9 needs a flipchart titled "Community Accountability"
- Activity number 10 needs 3 flipcharts:





- Self-Accountability
- Mutual Accountability
- Community Accountability
- Activity number 12 needs an evaluation form (to be prepared according to the preferred online or offline tool).

TIPS FOR TRAINERS

For building the standardised evaluation, you can have a look at other modules that also include examples for aspects that could be included.

This module is meant to be quite long so a good sense of the group would be very helpful and make sure that everybody is on board and focused, or propose breaks accordingly.

FURTHER READINGS

- Russo Anne (2013). 10 Strategies for Cultivating Community Accountability. Transform Harm https://transformharm.org/ca_resource/10-strategies-for-cultivating-community-accountability/ [02.06.24]
- Anderson Piper (2021). Building a Culture of Accountability. Stanford Social Innovation Review: https://ssir.org/articles/entry/building_a_culture_of_accountability [02.06.24]
- How to Build a Culture of Accountability to Promote Racial Equity in Your Organization https://ssir.org/articles/entry/building_a_culture_of_accountability?&_ga=2.187675432.1614745572.1717387734-818431506.1717387734#
- Resisting Burnout | Vikki Reynolds PhD RCC <https://vikkireynolds.ca/resisting-burnout/>
- Community Accountability Factsheet | TransformHarm.org https://transformharm.org/ca_resource/community-accountability-factsheet/







MODULE on “How to plan Inclusive Activities”

(VERSION A)





MAIN GOAL

Participants will feel encouraged to think inclusively and empowered to implement inclusion principles and policies in their activity planning.

OBJECTIVES OF THE SESSIONS

- Gain shared understanding of how to reflect on the inclusion practices of the activities.
- Practise inclusive thinking for incorporating inclusion needs in activity planning
- Translate values and policies into practical application

DURATION FORESEEN

3 hours and 15 minutes

NEEDS (FOR THE SPACE)

- Chairs in circle
- Tables for the groups to be able to work around it
- Flipcharts support of a free wall to put up flipcharts

FOR WHOM

Staff in the organisation who are involved with activity planning

STEP BY STEP DESCRIPTION

- 30'INTRODUCTION

Expected outcome: Set the tone of the day and prepare participants to work together in safe(r) learning environment

1. Preparation: Survey of participants needs, Facilitators try to set an inclusive example themselves.
2. Names & Pronoun-Round (and why it is important)





3. Who are we and what is Inclusive Organisations Certification Scheme (schematic building block)
 4. Presentation of the Outline of the Day
 5. Presentation of a dictionary on language & terms (e.g. see attached language and terms on Disability Inclusive Language and Sexual Identities terms)
 6. Short Team Building Game /Energizer (preferably inclusive game)
- 15' IDENTIFYING EXCLUSIONARY PRACTICES
Expected outcome: Train inclusive thinking and solution finding

Quick game with pictures that show an exclusive practice, location etc. (e.g. Binary Toilets, No Elevator, No Food Options, Job Ad etc.).

1. Separate into sub-groups with several pictures each (depending on the size of the group)
2. Ask participants to identify what is exclusionary in the picture? How does it affect members of marginalised groups? (E.g. How does it prevent them from attending? Or feeling addressed?) How to make it inclusive?
3. Guiding questions:
 - Who does this exclude?
 - How does this affect marginalised people and their participation?
 - How could it be made inclusive?
4. Link it back to the first activity with definition: How does this obstruct equal opportunity for participation?
5. Each group shortly presents main conclusions.





- 45' UNDERSTANDING INCLUSION

Expected outcomes: Participants gain shared understanding on how to reflect on the inclusion practices of the activities.

1. Facilitators introduce the definition of Inclusion. They facilitate a conversation in the plenum about what are inclusive activities, and map out the main point on a flipchart
2. Participants have time to individually think about the following questions and then discuss them in pairs (15min). They collect their thoughts on guiding questions on Post-Its.
 - a. Can you give examples of inclusive activities? What makes it inclusive and for whom? How can the same activity be inclusive towards other marginalised groups? (for more info see Manuals attached esp. "Organising Inclusive Seminars Manual for Volunteer Work and International Meetings")
 - b. Think about your personal experience: what were the activities where you felt included or excluded? How come?
3. Facilitator clusters, and facilitates a group conversation in plenum in order for all to come to the same page about inclusive activities (30min).
 - a. What is an inclusive activity? (for more info see Manuals attached)
 - b. What is the meaning of inclusion when it comes to the activities? How can we practise inclusion within the activities? (for more info see Manuals attached)

Trainers highlight the following:

Definition:

"Inclusion embraces the concepts of awareness, acceptance, respect and understanding. Inclusion is defined by equal opportunity for participation."

Inclusive organisations not only have individuals with diverse backgrounds involved but, more importantly, are learning-centred organisations that value the perspectives and contributions of all people, incorporating the needs, assets, and perspectives of different marginalised communities into the design and implementation of universal





and inclusive programs. Furthermore, inclusive organisations recruit and retain diverse staff and volunteers to reflect the actual composition of the communities they serve" (Definition in Manual "Inclusive Organisations Manual for organisational development": p.16)

Suggestions for trainers: Point out the importance of understanding what are we doing well already now with the activities, reflecting who we exclude and how we can improve this.

- 45' ROLE PLAY

Participants bring old activity plans [or whatever they work on] into the session. The activity plan has to be adapted to accommodate specific needs, they receive cards with certain identities (tailored to the area they are focusing on in the scheme, but not exclusively) they need to account for in their planning.

1. Participants rework old activity plans they brought themselves OR Alternatively the facilitators bring material to work with.
2. Divided into sub-groups they receive a list of needs which they should take into account (e.g. in form of a participant list or the objective to address certain people in their campaign)
3. Participants check every detail for necessary adjustments and how to change it (inclusive caterer, barrier-free venue etc.).

Guiding questions:

- a. How to get the necessary information and who to ask?
 - b. How to adapt the activities?
 - c. How to prepare the location?
4. Afterwards they present which adjustments were necessary and how the process of finding the necessary information was in the plenum.





Annexes:

For Example Activities please check attached to this session:

- *Manual for volunteer work and international meetings*
 - [Bridge Building \(p. 14-21\).](#)
 - [Prejudice and Lemons \(p. 52-53\).](#)
 - Sexual Identities (p. 83-87).
- [Practical guide for Intercultural learning](#)
 - [World of Images \(p. 53-56\).](#)
- Additional Activities
 - [Albatros](#)
 - [Roleplay Cards](#)

- 15' BREAK

- 30' REFLECTION

Expected outcome: Reify the learnings and bring the group's thoughts together, identify open questions and possible points of disagreement, tie it back to the Action Plan.

Open discussion in plenary

Participants are invited to share their learnings and thoughts of the day. Facilitators put thoughts and learnings on a Flip chart. Afterwards there should be time for open questions. A general understanding should be reached what it means to think inclusive in activity planning

Guiding questions:

1. Mention one thing you never thought about before as being exclusive/inclusive?
2. How can the learnings be applied in everyday work?
3. Where do we have more work to do? Share future ideas/ plans you got from today.





4. How do today's learning tie into your organisation's Action Plan?

- 10' CLOSING AND EVALUATION

Expected outcome: Close the process and reflect on the learnings of the day

Final reflection in the circle where each participant is asked to share: What are you taking from this workshop?

Digital evaluation

Example questions for evaluation (to be used via mentimeter, google online survey, flipchart etc.):

1. How satisfied were you with...venue and logistics; content and programme elements; group dynamics; trainer's knowledge, skills and support;
2. Diverse needs being considered and met?
3. Do you have any suggestions for next time?

MATERIALS NEEDED

- Post-it notes
- Pens
- Flipcharts
- Markers
- Beamer and manual pdf or flipcharts with text from manual Inclusive Organisations
- Selected annexes by the trainers for the role play session







MODULE on “Implementing organisational values”

(VERSION A)





MAIN GOAL

Understanding the importance of values and how to implement them into organisational practice.

OBJECTIVES OF THE SESSIONS

- Mapping and reflecting the organisational values
- Exploring the impact of the organisational values related to the inclusion of the (young) people from marginalised groups on different levels of the organisation
- Putting organisational values related to the inclusion of the young people from marginalised groups in behaviours

DURATION FORESEEN

5 hours and 15 minutes

NEEDS (FOR THE SPACE)

- Room with enough space for tables and chairs, first activity will need enough space to set the chairs in a circle, flipcharts support of a free wall to put up flipcharts

FOR WHOM

Members of an organisation, from all structure levels.

Preparation of the trainers before the session:

- make sure you know the existing organisational values + where it is written/present
- know who you have in the room





STEP BY STEP DESCRIPTION

- 40' INTRODUCTION

Expected outcome: Participants get the basic information they jumpstart the thinking about the topic

1. Introduction of the facilitators.
2. A brief recap of what happened in the process until now, what is today about, and what is gonna follow. 10min
3. Trainers present the flow of the day (main topics, duration, announce breaks).
4. Participants are asked to share their name, pronouns, area of work/position, and to pick one card with the value and share why it is important to them.
5. Trainers present the group agreement: it is our common agreement on how we want to work together today. What kind of behaviours do you expect from yourself and/or others here that would enable you to participate?
6. Trainers note it down on a flipchart with the use of the popcorn method (not structured sharing, who has the idea, shares it). 10min

Materials:

- cards with values

- 20' INTRODUCTION TO VALUES

Expected outcome: Defining common values

1. Connecting from previous exercise: we picked the values that matter to us personally and shared why. There are many more values there, and it was probably hard to pick only one. There are usually many values that matter to us.





2. Trainers ask the participants to think individually: What do values in general mean to you? How do they make you feel? Think about it and write the key words on a post-it. Put 1 word per post-it and make it readable. Once you are done, put the post-its on the flipchart. 5min
3. Trainers cluster the post-its and summarise it. They introduce the definition of values as:
 - Values are the principles or standards that we each carry through our lives and that guide and inform our thoughts, attitudes and actions.
 - They influence, and are influenced by, our experience of the society in which we each live.
 - Our values help determine what is important to us and shape how we interact with other people and the more-than-human world. (from the <https://commoncausefoundation.org/>).
4. Trainers connect the key words collected by the participants and break down the definition.
 - 1) what is it: principles or standards that we each carry through our lives (shows constant, that is repeating, longterm, integrated within our core beliefs)
 - 2) what do they do: guide and inform our thoughts, attitudes and actions
 - 3) consequences: it influences our thoughts, attitudes and actions

Tips for trainers: Trainers connect this with the first exercise when participants are asked to share a value and its importance to the group and check if everyone is on the board with this.

- 10' BREAK
- 1H10' ORGANISATIONAL VALUES

Expected outcomes: Mapping and reflecting the organisational values.

1. Trainers ask participants to take a moment individually and think about: What do you think are the key values of your organisation? Note them down for yourself. Feel free to look into the value cards again to get inspired.





2. Participants share them in the circle while the trainers write this down.
3. Discussion in the plenary: check in to ensure there is a common agreement and understanding of the organisation values. 20min

Potential questions for discussion

- How was this process for you? was it easy, was it hard?
 - Did you already think of that before? Do you think these values represent your organisation? Is there anything missing? Is there anything that doesn't fit for you on this list?
4. Trainers point out that in this process we are focusing on the young people from marginalised groups (and remind them which ones, from the Inclusive Organisations manual)
 5. Participants are put in small groups and asked: Which of these values relate to the inclusion of the (young) people from marginalised groups? How do they relate? Argument with examples

*In case we have a small group of participants, this can be done in a plenary.

6. Presentations of the groups (3-4 people per group)
7. Facilitators return to the poster with mapped organisational values and physically highlight the ones the participants recognise as ones relating to the inclusion of (young) people with marginalised groups.

- 10' BREAK

- 40' IMPACT

Expected outcome: Exploring the impact of the organisational values related to the inclusion of the (young) people from marginalised groups on different levels of the organisation.

In this segment we continue to work on the recognised values related to inclusion of (young) people with marginalised groups but going deeper into where and how they are present in the organisation.





Trainers present 5 areas:

1. Structure (decisions, organs)
2. Activities
3. Relationships (work processes, work culture)
4. Documentation (policies, guidelines etc.)
5. Communication and visibility // communicating these values externally

Participants are presented with instructions:

1. Each of you will have the opportunity to visit 3 of these areas. There are the same questions present for all of the work areas. You will choose a starting area and have 15 minutes to discuss with others those questions and note it down on the flipchart. Make sure to connect the questions to the particular value you see present/reflected in the area of work.
2. After the first 15 minutes passes, you will choose a different area. Again, you will have some time to discuss and not.
3. Then we do the cycle: once again, for the third time, you choose an area and have discussion there on that topic.

Trainers will give signs when the cycle changes. You can choose those 3 areas based on your experiences and interests, but be mindful to spread evenly with your colleagues and don't forget you can always go to the area you like in the next cycle.

Questions on each flipchart:

1. Which values related to the inclusion of the (young) people from marginalised groups are present and/or are reflected in this area of work?
2. Why are these values important in this area of work?
3. What is the impact those values have on: this area of work? People from marginalised groups who engage with us in our work?

*in case we have a small group of participants, they all look through all of the 5 areas





To be prepared before:

- cards with values
 - flipchart with the mapped and highlighted values
 - 5 flipcharts, each with 1 area of work
-
- 10' BREAK
During the break, trainers check the values recognised - are there any new ones appearing? Are there any values relating to the inclusion of (young) people with marginalised groups that are not present there. Trainers make notes for the discussion afterwards.
-
- 1H40' PUTTING VALUES INTO PRACTICE
Expected outcome: Putting organisational values related to the inclusion of the young people from marginalised groups in behaviours
 1. Start from the flipcharts in the previous session and invite all participants looking into all of them. 10 minutes
 2. Trainers check in with the group how this process was for them. They comment on the values recognised - and compare them to recognised values from the first session - and revisiting the first flipchart with values.
 3. Trainers facilitate a plenary discussion to consolidate the list of values. 15 minutes
 4. Trainers connect this to the group agreement and frames the next exercise:
When you look into our group agreement we did in the morning, we specified behaviours - and they are all representing certain values. Facilitator can name a few values from the group agreement or ask participants if they see it / can name it. In the next activity, we will do the process the other way around: we have a list of values, and we will break it into the behaviours. 10 minutes





5. Trainers give instructions:
 - a. Inspired by the work we did in the previous session, look into the consolidated values related to the inclusion of the (young) people from marginalised groups and think about how we leave them in our organisation in practise?
 - b. In order to do that, we will first take some time individually, for you to choose 1 value related to the inclusion of the (young) people from marginalised groups from the list and think about what could you individually do to reflect that value on a daily basis? This process is for you, you will not have to share it.
6. Participants individually reflect. 10 minutes
7. We put participants into the groups. We give each group one or more values related to the inclusion of the (young) people from marginalised groups from the flipchart (depending on the number of values). We ask them to suggest behaviours that best reflect the organisational value(s) they were given from the flipchart. For that they will have 15 minutes, note it down on an A3 paper.
*In case we have a small group of participants, this can be done in plenary.
8. After 15 minutes, facilitator adds additional questions to the groups to discuss:
 - a. How could you make this value(s) more present in your organisation?For this they have an additional 15 minutes
9. In the end, we give 10 min all together to walk around their A3 creations. Trainers point out all the posters prepared are their organisational resources they can take, return to them, build from them.
10. In the plenary, we discuss: how would you have this behaviour reflected in your action plan? 15 minutes





- 10' EVALUATION AND CLOSING

Expected outcome: We receive feedback on the workshop

1. Facilitators point out the key highlights of the workshop.
2. We give participants an evaluation where we ask them what they learned at the workshop.
3. Facilitators close the workshop.

Potential questions for evaluation:

- What did you learn today?
- What did you miss today?
- What would you like to know more about?

Suggestions: The evaluation can be done using digital or physical tools.

MATERIALS NEEDED

- post-it notes
- pens
- flipcharts
- markers
- beamer and manual pdf or flipcharts with text from manual Inclusive Organisations
- [Manual of Inclusive Organisations](#)
- tables or space for the number of groups that will be working
- [cards with values](#)
- flipchart with the word Values
- definition of values







MODULE on “Practising a participatory organisation”

(VERSION A)





MAIN GOAL

Participants will get to know the concept of participation and the principles of a participatory organisation in relation to participation of young people from marginalised groups.

OBJECTIVES OF THE SESSIONS

- Participants will get an overview of the concept of (youth) participation and the 3 basic principles of a participatory organisation (see Manual pg. 26)
 - o Democratic, representative and inclusive structure (legal and procedural frameworks)
 - o Young people / beneficiaries / members are actively involved, influencing and co-creating all aspects of the organisational work: programme, activities, structural changes
 - o Decision making is built up in a way that young people / beneficiaries / members are involved on all levels
- Participants will explore the principles of a participatory organisation in relation to participation of young people from marginalised groups:
 - o Nothing about us without us
 - o Internal staff/volunteers representation structures
 - o Safer space for working and support mechanisms
 - o Mainstreaming the marginalised voices
 - o Promoting diversity and freedom from oppression
- Participants will define their own actions to implement the principles in practice within their own work and organisation.

DURATION FORESEEN

4 hours and 50 minutes





NEEDS (FOR THE SPACE)

- Room with enough space for tables and chairs, first activity will need enough space to set the chairs in a circle, flipcharts support of a free wall to put up flipcharts

FOR WHOM

- Ideally mixed groups from the organisation, both management and non-management levels, but also possible to implement without management representatives within groups with horizontal power / position within the organisation.

STEP BY STEP DESCRIPTION

- 30' INTRODUCTION

Expected outcome: Participants get the basic information they jumpstart the thinking about the topic

 1. Introduction and presentation of trainers
 2. Aim and objectives of the workshop
 3. Where are we now with the process
 4. Introduce who we strive to include -- who are (young) people from marginalised groups (show pg. 9 from Manual) and emphasise which group(s) their organisation chose to work on
 5. Agenda of the day
 6. Short round of names, pronouns and their role in the organisation 5-10 minutes





- 50' PARTICIPATION

Expected outcome: Participants will get an overview of the concept of (youth) participation and the 3 basic principles of a participatory organisation

15' Theoretical input: Introducing Hart's ladder of participation

- show the image of the ladder of participation and explain the different stages and what is and what is not participation
- prepare concrete examples for each stage of the ladder, ideally from your own organisation / personal experience. If time permits you can invite participants to share their examples.

35' Exercise

1. Participants are in 3-4 small groups
2. Each group gets one aspect of their organisation (planning of activities; decision-making structures and processes; budget allocation; strategic priorities)
3. Now they assess where they would position their organisational practice in regards to participation of (young) people from marginalised groups
4. Presentation of the outcomes and final discussion

- 10' BREAK

- 1H05' PRINCIPLES OF A PARTICIPATORY ORGANISATION

Expected outcome: Participants will explore the principles of a participatory organisation in relation to participation of young people from marginalised groups.

1. Participants are divided in 5 groups / pairs and each group receives one of the principles (copy the text from pg. 27 of the Manual) on paper and they need to discuss it, following the questions 20 minutes
 - Discuss the meaning for you.





- Is this present in your organisation, how?
 - Do you have special measures to ensure the principle is applied for (young) people from marginalised groups
2. After discussions: 45 minutes
 - Create a mind map or image of the principle and present it to the others
 - Presentations
 3. Final reflection on the exercise and the dilemmas and questions
-
- 10' BREAK

 - 1H25' APPLICATION AND FUTURE STEPS

Expected outcome: Participants will define their own actions to implement the principles in practice within their own work and organisation

 1. Introduction to the activity and outcome
 - a. There are 4 stations in the room:
 1. planning of activities;
 2. decision-making structures and processes;
 3. budget allocation;
 4. strategic priorities
 2. One person is designated to stay all the time with one station (similar to the table host in World Cafe). Ideally, this person is also more responsible for that area in the organisation.
 3. The rest of the participant move from one station to the other for short 15 minutes discussions (4 x 15 minutes)
 4. They discuss and note down on each stations flipchart the following:
 - a. How could the principles of a participatory organisation for (young) people from marginalised groups be applied in practice in this area of our organisational work?





- b. What do you consider as most important and what do you consider as realistic? (the table host should ask them this before they leave the table) - circle it or highlight it

5. Presentations from table hosts (4 x 5 minutes)

- 15' NEXT STEPS AND COMMITMENTS

1. In small groups of 3 people, the participants reflect on the questions:
 - How does this fit into your organisational action plan?
 - What do you commit to implement within the current process; what happens with the rest?
2. The trainer writes down and clusters the commitments made so that they are visible to everyone

- 10' REFLECTION AND CLOSING

Expected outcomes: Reflections of the day and key points to be implemented into action plan

Participants are invited to share their learnings and thoughts of the day. Trainers put their thoughts on a flipchart, things for the action plan must be clearly highlighted

1. Mentimeter evaluation
 - What stood out to you in today's session?
 - Name 3 next steps for yourself
2. Group evaluation: Everyone says what they are taking with them from the workshop





MATERIALS NEEDED

- [Printouts of the Principles of participatory organisations](#) - Manual page 36
- Flipchart with the Ladder of Participation
- [A4 coloured posters with concrete examples for each step of the ladder](#)
- A4 papers and markers for group work
- Post-its

FURTHER READINGS

1. [Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care](#)





MODULE on “Relationship Building”

(VERSION A)





MAIN GOAL

Understand the relevance of relationship building within the inclusion strategy of the organisation and Identify potential partnership opportunities.

OBJECTIVES OF THE SESSIONS

- Understand the importance of building a community in order to foster the inclusion of young people from marginalised groups
- Identify potential partnership opportunities in order to respond the needs of marginalised young people
- Improve relationship building in the organisation's inclusion strategy

DURATION FORESEEN

3 hours and 30 minutes

NEEDS (FOR THE SPACE)

- A room with chairs and the possibility to project a presentation and/or hang flipcharts. The room should allow participants to work in small groups as well, also they will need tables for the group analysis.

FOR WHOM

- Staff members of the organisations, volunteers,





STEP BY STEP DESCRIPTION

- 15' INTRODUCTION

Expected outcome: Participants get the basic information they jumpstart the thinking about the topic

1. Presentation of the facilitators
2. Round of name and pronouns
3. Recap of the certification scheme process
4. Presentation of the agenda of the day, the trainers answer questions that might arise from participants.

- 20' WHY IS IT IMPORTANT

Facilitators present key concepts on relationship building to participants using a powerpoint presentation. You can find an example that can be used in Annex 1 (Materials Needed) and it's directly connected to the manual: take into consideration that the part of the presentation that should be used at this point is only the first one (before the "Group Analysis" slide).

Also, some parts of the presentation can appear too theoretical for people that are not really familiar with the topic, so feel free to add practical examples if needed.

Note for the facilitator: in cases in which the people attending the workshop are those that also filled out the self-assessment, it could be interesting to switch this part with "where do we start?" and only remind them the theoretical part once you got them already on board recapping their own situation. While if you have new people, it would be a bit out of the blue to start already with the recap and we suggest starting with a bit of theory.





- 30' WHERE DO WE START

The idea here is to make a recap of the results gathered from the organisation's self-assessment regarding the 7th area: "Connecting, Networking and Partnerships".

The trainer presents the results gathered, here we propose two different ways on how to do that (you can find them in Annex 2 and Annex 3 in materials needed) so you can use the method that is more suitable for the organisation you're working with.

Once you're done doing the recap, ask the participants if they want to add anything, in case something else has been developed since they first went through the self-assessment.

- 50' GROUP ANALYSIS

Participants are divided into 3 groups (ideally maximum 4 people per group) and the trainer presents the three topics that will be discussed during the exercise and the methodology that will be used.

The topics:

- Reasons why the organisation needs to work on Relationship Building
- Factors that limit the RB efforts with other Organisations,
- RB Opportunities to explore and foreseen impact

The methodology: The groups are given 20 minutes to discuss and note down their thoughts on a flipchart to discuss the first 2 topics and note down their thoughts. Once the time is up, there will be a round of sharing of the results from the 3 groups and then, all together in plenary, will focus on the existing opportunities that could be explored further.





Note for the facilitators: if you see that the participants don't relate or understand what you mean with the names of the topics, use practical examples that they could connect with. Examples that you might use:

- Our office is not wheelchair accessible so I cannot attend to wheelchair users if not online, but I can team up with another organisation that can lend me the space for meetings from time to time, and add a disclaimer asking people if they use a wheelchair so I can properly attend them. So the reason it's because our space it's not accessible and right now we don't have the resources to move somewhere else.
 - A factor that limits the RB efforts with other Organisations: right now our organisation is going through some hard financial times, so we cannot be part of networks that require a monetary subscription fee.
 - We have a rule of not collaborating with any political party in order to maintain neutrality.
-
- 20' BREAK
 - 20' INPUTS AND ADVICES

The facilitator gives an input on possible ideas and tips on how to improve an organisation's Relationship Building area of work and connects it with the results and content of the "Where do we start?" exercise, to make it more practical for the participants.

We prepared an idea for a presentation (Annex 1 - starting from page 8), but it has to be finished and elaborated based on the effective case. We started creating this presentation based on some of the ideas that are present in a manual that is especially addressing organisations of the youth sector, so feel free to keep what is useful for you and add/change information





- 30' CALL TO ACTION

Planning phase (20 minutes) - Starting from the results of the exercise "Group analysis" the participants did before and using the new findings that came up during the session, participants work on next possible steps individually or grouped according to their competences and responsibilities in the organisation (ex. divided in department or projects). The trainers ask them to write down in foot-shaped papers or post-its the steps that they will need to make in order to fulfil their ideas and set deadlines.

Round of sharing (10 minutes). Trainers ask the participants to share their own ideas with the rest of the group and motivate everybody in supporting each other to fulfil their commitment. Facilitators here need to remind participants to stay focused in imagining feasible plans with a rather small commitment that they can apply realistically, prioritising small steps that can take them forward in their strategy development. Big plans of course are welcome too and will be recorded, but they will need to be discussed further in the future. The trainer shared the link to a mentimeter poll with the participants and gathered their feelings.

- 20' EVALUATION AND CONCLUSION

The facilitator shares the link to a mentimeter poll with the participants and gathers their evaluations of the workshop. In the Annex 4 you can find an example of evaluation you can use, but feel free to create your own or adapt it according to the group needs.





MATERIALS NEEDED

- Projector
- Laptop
- Wifi connection
- Flipcharts
- Pens and markers
- Paper Sheets
- Sticky notes
- People will need their mobile phones for the evaluation (if you do it online)
- [Annex 1](#) - powerpoint presentation for “Why it is important”, “Group Analysis” and “Inputs and Advices” activities
- [Annex 2](#) - Template A for the “Where do we start?” activity
- [Annex 3](#) - Template B for the “Where do we start?” activity
- [Annex 4](#) - Example of evaluation you can use

TIPS FOR TRAINERS

- Important - some activities need some preparation and adaptation from the trainer based on the specific group needs, we marked them with this symbol: *
- The tips are included in the step by step.

FURTHER READINGS

- Various Authors, Tools for Equality and Inclusion in Youth Work - a guide for youth workers -
https://ec.europa.eu/programmes/erasmus-plus/project-result-content/f0baeb95-6335-467b-84ad-fb37cc056e4e/BE-IN_guide_for-web_fin_EN.pdf
- Cheong Cheok Yin, A., & Bahardin, A. A. (2022). Diversity and Inclusion in Service, Relationship Building and People Management. Cuadernos Del Centro De Estudios De Diseño Y Comunicación, (169).
<https://dspace.palermo.edu/ojs/index.php/cdc/article/view/7094>







MODULE on “Support Mechanisms for inclusion in organisations”

(VERSION A)





In organisations where a basic framework for practising safer spaces exists, the support mechanisms are different ways how (young) people from marginalised groups get supported via more or less individually tailored support mechanisms - concrete and needs based support.

Support mechanisms need to be structurally embedded in the organisation and not just dependent on ad hoc situations. Concretely:

- protocols for what to do when certain negative situations arise - curative approach
- preventive measures: activities and measures for prevention of crisis situations
- Concrete protection: legal mechanisms and internal organisational mechanisms
- define positive discrimination and quota and other measures that particularly support people from marginalised groups (staff / volunteers / participants ...)

MAIN GOAL

Participants gain awareness about the importance of support mechanisms for (young) people from marginalised groups necessary for their sustainable participation and inclusion on all levels of the organisation.

OBJECTIVES OF THE SESSIONS

- Participants will gain understanding of the difference in experience of the organisation, the work, the work environment for (young) people with marginalised background and those who do not have the background of marginalisation.
- Participants will get to know what support mechanisms are, and explore practical examples.
- They will reflect on how to choose the mechanisms while considering the balance between organisational capacity and the individual needs.





DURATION FORESEEN

4 hours and 10 minutes

NEEDS (FOR THE SPACE)

- A room with chairs and the possibility to project a presentation and/or hang flipcharts. The room should allow participants to work in small groups as well.

FOR WHOM

- All staff members of the organisation, with the important mention that **It is crucial that people with decision making power in the organisation are part of the group**

STEP BY STEP DESCRIPTION

- 25' INTRODUCTION
 1. Introduction of trainers
 2. Short round of names, pronouns and role in the organisation
 3. Agenda of the day
 4. Present the aim and objectives of the workshop
 5. Summary of what the organisation has done so far and where are we now with the process
 6. Introduce who we strive to include -- who are (young) people from marginalised groups (show pg. 9 from Manual) and emphasise which group(s) their organisation chose to work on and make the link that the support mechanisms we will deal with will be focussed on this perspective





- 20' UNDERSTAND THE DIFFERENCE IN EXPERIENCE OF THE ORGANISATION
Expected outcome: Participants will gain understanding what is the difference in experience of the organisation, the work, the work environment for (young) people with marginalised background and those who do not have the background of marginalisation.

Case studies

The trainers develop few short case studies where they describe the particular situation related to the work in the organisation and always have option A - the "worker" / "affected person" is a person from marginalised group and option B - the "worker" / "affected person" is NOT a person from marginalised group for the same case.

The case studies are tailored to the marginalised group(s) the organisation chose to work on.

The different case studies should be representable for different areas of organisational work/structures:

- inclusion and participation of volunteers in the organisation
 - staff in role of representing the organisation externally (relation to institutions and external power structures and societal dynamics)
 - being in decision-making position
 - being in position of junior-staff (new to the organisation, young, job role of less power / supportive role)
 - leading organisational activities (trainer or facilitator in activities; project managers and coordinators; community organisers; mentor and coaches; ...)
1. Introduction to the activity 5 minutes
 2. Divide into 5 groups and hand out the case studies to be read in the small groups 10 minutes
 3. Discussion and mapping in small groups 30 minutes





4. Map the differences in the experience of person A and person B on a flip chart (divided in 2 parts).

Support your mapping with the guidelines:

- accessibility of physical spaces
- support mechanisms that the context itself offers / protection from discrimination, violence, ...
- my emotional state, being triggered and personally affected
- cultural barriers and characteristics (domination and submission, assertiveness, social roles...)
- conditions of work (are my cost pre-covered, insurance, risk mitigation ...)

Annexes: Case studies document

- 10' BREAK
- 45' PRESENTATIONS AND REFLECTION
Final presentation of the small groups work and closing the activity with questions and clearing doubts.
- 60' RESEARCHING SUPPORT MECHANISMS
Expected outcome: Participants will get to know what are support mechanisms, explore practical examples.

Support mechanisms need to be structurally embedded in the organisation and not just dependent on ad hoc situations.

1. The facilitator prepares 4 tables with a flipchart and 1 name of the categories below





- protocols for what to do when certain negative situations arise - curative approach
 - preventive measures: activities and measures for prevention of crisis situations
 - Concrete protection: legal mechanisms and internal organisational mechanisms
 - define positive discrimination and quota and other measures that particularly support people from marginalised groups (staff / volunteers / participants ...)
 -
2. Participants divide into 4 groups and the facilitator explain the activity
 3. The activity consists in all the group passing by each table in rotation (4 rounds) and for each round they have a question they need to answer and take notes on the flipcharts, as follows:
 - Round 1: Do you have implemented this mechanism in your organisation or something like it/parts of it/elements?
 - Round 2: Have you encountered this mechanism in other places/life/workplaces/etc?
 - Round 3: Think about and describe 1 concrete example of this mechanism
 - Round 4: Do you know of concrete examples that address marginalised groups?
 4. Each round will have a time of 15 minutes
- 10' BREAK
 - 40' APPLYING SUPPORT MECHANISMS FOR INCLUSION INTO THE ORGANISATION
- Expected outcome: Participants reflect on how to choose the mechanisms while considering the balance between organisational capacity and the individual needs.





1. Participants stay at the last table/topic they were and define more in-depth:
 - a. One way this support mechanism could be used to support marginalised groups in their organisation
 - b. They create a concrete suggestion for this mechanism: name who it targets and what need it addresses
2. The mechanisms are presented to the entire group
3. The participants rank suggestions according to:
 - a. How important is this for the organisation and for them personally
 - b. How realistic it is considering our resources
 - c. Where do they fit in a short-term or long-term timeline
4. After ranking, the facilitator clusters and structures the suggestions and presents the results to the group

- 10' EVALUATION AND CLOSING

Expected outcome: Close the process and reflect on the learnings of the day

Using Dixit cards*, participants reflect and share with the group:

- how they are feeling after the workshop
- 1 personal AHA! learning moment from the day

Suggestion for trainers: Given that the process of the module is quite intense, think of a evaluation method more easy to digest and brings down the level of energy and possible discussions





MATERIALS NEEDED

- post-it notes
- pens
- flipcharts
- markers
- beamer and manual pdf or flipcharts with text from manual Inclusive Organisations
- [Manual of Inclusive Organisations](#)
- Print out of the [case studies](#)





MODULE on “Intersectionality - Why is marginalisation a thing”

(VERSION A and B)





VERSION A

MAIN GOAL

Introduce an intersectional perspective for the organization's work

OBJECTIVES OF THE SESSIONS

- Participants learn about the concept of intersectionality and why it's relevant for their daily work
- Participants explore, understand and learn from more and less effective cases of application of intersectional approach
- Participants research and/or adopt more inclusive and intersectional approaches within their working strategies and methods.

DURATION FORESEEN

4 hours and 10 minutes

NEEDS (FOR THE SPACE)

- A room with chairs and the possibility to project a presentation and/or hang flipcharts. The room should allow participants to work in small groups as well.

FOR WHOM

- All staff members of the organisation, volunteers, regardless of their position in the entity.





STEP BY STEP DESCRIPTION

Important - some activities need some preparation and adaptation from the trainer based on the specific group needs, we marked them with this symbol: *

- 15' INTRODUCTION
 1. Presentation of the facilitators and short presentation of the project
"Inclusive Organization 5 minutes
 2. Presentation of the group (if needed) - round of names and pronouns 5 minutes
 3. Ice-breaker//energizer - make sure to select one where everybody can participate (mind different abilities and backgrounds) 5 minutes
 - a. Example 1 Participants are asked to make couples and look each other in the eyes, then start counting alternatively from 1 to 3. After one or two rounds of people counting, you tell them that they need to say FUFUFUFU instead of one, then 2, 3... Afterwards you come up with something else to do or say instead of 2 and later for the 3 as well.
 - b. Example 2 (for small groups): "In and out of the closet" - make a line on the floor and tell participants that one side will be the "inside the closet" phase and the other will be the "outside of the closet" phase. All of them are asked to go through both phases and share with the group one thing about them that fits with society' expectations (ex. My name is ---- and I have a full time job, or I like to go to the gym in my free time, ...) and on the other side they can share something about them that falls out their expected role in society or that can be a bit surprising, it does not have to be something secret or too deep (ex. I don't like Taylor Swift music or that they like pizza with pineapple)





- 10' PRESENT THE AGENDA AND THE OBJECTIVES OF THE DAY

Presentation of the agenda and the objectives of the session by the facilitator (each one written on coloured papers) - give time for participants to ask questions about what they did not understand, if all the questions are about the word "intersectionality" tell them that this question should be answered during the session, but not to avoid ask again later if they feel they did not understand.

- 60' EXPLORING INTERSECTIONALITY

I WALK, YOU SIT (activity on power relationships)

Ask the participants to sit on the chairs (if there is a lot of trust in the room and you feel that is feasible, you can even ask them to sit on the floor) and explain to them that they will have to close their eyes and that they will be able to open their eyes and standing up or do whatever they want as soon as you'll touch their shoulder. Important: once you start the game, nobody can speak.

The game starts (you can play some soft music in the background if you want), you touch one or two people and wait some minutes before touching another one. People will open their eyes and wonder, do not answer any question they might ask you, let them do whatever they want and keep touching shoulders but leave some people seated until the end of the game (play with frustration, but please be mindful to not exaggerate and respect the wellness of the group). In some cases the people that have been touched choose to touch the shoulders of the seated ones to set them free, and this can be also used as a powerful move in the debriefing. (Let the game last a maximum of 15 minutes).

As soon as you feel that enough time has passed, stop the game and invite participants to come back to the circle, where you will reflect together on the concepts of power, privileges and oppression.





Examples of guiding questions for the debriefing - you don't need to ask all of them (the discussion can last around 30 minutes)

- How do you feel?
- How did you feel during the exercise as a person seated?
- What about the people who stood up?
- What did you feel when you got the tap on your shoulder?
- In which situation did you feel weak? In which situation did you feel powerful?
- Why do we like power?
- What are the reasons for the people in submissive positions to be there? And why are those in power positions over there?
- How is power related to systems of oppression?
- How can we create a space where power relations don't exist or don't affect us negatively?

Finally, the trainer gives a brief input on the intersectionality concept and the connection between power relations and marginality as a conclusion of this first part, showing a version of the wheel of power and privileges (annex 1) as well, and gives time for questions (around 15 minutes). You can find an example of presentation (annex 2) in the paragraph “Materials needed”, with other annexes.

- **35' INTERSECTIONALITY IN YOUR EVERYDAY WORK***

Participants debate in small groups on the link between intersectionality and the work inside their organisation. (groups of max. 3 people - 15 minutes). The trainer gives them statements and encourages them to debate about the meaning of the sentences and connects them with their reality. It is possible to also hand out guiding questions for the debate, especially for the groups in which you feel that participants could get lost or get into negative loops and too hard feelings for a constructive environment.





Example of statements (choose the ones that are more relevant to your audience or make new ones:

- If an organisations is "open to everybody", this normally means that is open mainly to white, middle class people of a certain age
- Networking is always the key when coming to putting in place more inclusive practices
- It is impossible to meet the needs of everybody
- (Youth) Workers and employees needs to be involved to dismantle system of oppressions
- It is impossible to understand completely a person from a marginalised group you are not a part of
- If we invest all our resources on inclusion, we won't be able to achieve the quality that we strive to keep in our work.

15 minutes

Example of guiding questions:

- Do I think that this sentence is true or false?
- How is this statement relevant to my working environment?
- Can I name an example of good practice related to this statement? (from my own organisation or others)
- Can this be prevented? (Valid for only some of the sentences)
- How can I sensitise my employees to this?
- -> ...

Debriefing in plenary, drawing conclusions about the impact of multiple layers of oppressions on the effective participation of young people from marginalised communities. 20 minutes

- 15' BREAK





- 1H30' LEARN WITH AND FROM OTHERS

As a first part for this activity, select one of the following options:

- OPTION A - Talk from a representative of an organisation that underwent a similar process (ideally you can choose and invite someone from your network, or you can provide your own experience if it's relevant for your group) or an expert (30 minutes talk) + 15 min of Q&A session. Select carefully the speaker and give them references of the audience that they will meet, so they can prepare in advance.
- OPTION B - you provide study cases to be read/watched/listened to in a world café setting. You leave a paper or videos or audio materials with an example of success or less effective measure on a table and you ask people to move around - 30 minutes + 15 debriefing - Select cases that are valuable for your audience, you can find examples in the paragraph “Materials needed”.

Afterwards, we move on with the “snowball effect” activity: participants reflect first individually, then in couples and afterwards in groups of four on a step that they could take in order to include an intersectional lens in their everyday work. The process keeps going until we reach the plenary setting. We end up prioritising two steps and then we talk in plenary about the relevance of adopting transversal approaches and collect all the ideas that came up.

45 minutes

- 25' EVALUATION AND REFLECTION

The trainer gives a bit of a recap on what happened during the session and thanks everybody for participating, focusing on the moments in which the participants have reached some interesting point of reflection or shared among them.





Then, in a circle, participants take 5 minutes to reflect on their a-ha moments (if any) and are asked to mention one thing that they have learned with the rest of the group.

MATERIALS NEEDED

- Projector
- Flipcharts
- Pens
- Markers
- Sticky notes
- In case you work with study cases: hand-outs of them
- Annex 1 - Wheel of privilege - <https://kb.wisc.edu/instructional-resources/page.php?id=119380>
- Annex 2 - An example of the presentation “Why is marginalisation a thing” you can use - https://www.canva.com/design/DAGLOJ22lH4/cC8rpLB-emsdCpvmeWBUog/edit?utm_content=DAGLOJ22lH4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Supporting materials for Activity 6 - Option B. Examples for study cases.
 - List of companies that implemented successful DEI practices (2024) <https://www.aihr.com/blog/dei-initiatives/>
 - Fostering Diversity and Inclusion Can Be Good for Business - article by Kimberly Eddleston https://familybusiness.org/content/fostering-diversity-and-inclusion-can-be-good-for-business?gad_source=5&gclid=EAlaIQobChMlXpO_jLuuhwMVWaBoCR1hWAT4EAAYAiAAEgLvJfD_BwE
 - DEI Best Practices (2023) <https://engagedly.com/blog/dei-best-practices/>

TIPS FOR TRAINERS





- Comment on the snowball effect exercise (Activity 6): make sure you give enough time to this exercise and that you collect all the ideas that came up, although the method makes the group prioritise two out of the whole bunch of ideas. This is the moment in which things get more concrete about the work of the organisation and the ideas are the outcome that the participants can get from the workshop and put in practice or further develop.

FURTHER READING

- VeneKlasen, L., Miller, V., (2002) Power and empowerment. PLA Notes, 43: 39-41 <https://www.iied.org/sites/default/files/pdfs/migrate/G01985.pdf>
- Educación (6 de septiembre de 2024) El concepto “poder” y la interseccionalidad. Retrieved from <https://institutoeducacion.org/el-concepto-poder-y-la-interseccionalidad/> (in Spanish Language)
- Emmaline Soken-Huberty, Intersectionality 101: Definition, Facts and Examples <https://www.humanrightscareers.com/issues/intersectionality-101-definition-facts-and-examples/>
- Jane Coaston, The intersectionality Wars <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>
- Podcast “Intersectionality Matters!” - African American Policy Forum - <https://www.aapf.org/intersectionality-matters>





VERSION B

MAIN GOAL

Introduce an intersectional perspective for the organisation's work

OBJECTIVES OF THE SESSIONS

- Participants learn about the concept of intersectionality and why it's relevant for their daily work
- Participants explore, understand and learn from more and less effective cases of application of intersectional approach
- Participants research and/or adopt more inclusive and intersectional approaches within their working strategies and methods.

DURATION FORESEEN

3 hours

NEEDS (FOR THE SPACE)

- A room with chairs and the possibility to project a presentation and/or hang flipcharts. The room should allow participants to work in small groups as well.

FOR WHOM

- All staff members of the organisation, volunteers, regardless of their position in the entity.





STEP BY STEP DESCRIPTION

Important - some activities need some preparation and adaptation from the trainer based on the specific group needs, we marked them with this symbol: *

- 10' INTRODUCTION
 1. Presentation of the facilitators and short presentation of the project Inclusive Organization
 2. Presentation of the group (if needed) - round of names and pronouns 5 minutes
 3. Ice-breaker//energizer - make sure to select one where everybody can participate (mind different abilities and backgrounds) (10 min).
 - a. Example 1 Participants are asked to make couples and look each other in the eyes, then start counting alternatively from 1 to 3. After one or two rounds of people counting, you tell them that they need to say FUFUFUFU instead of one, then 2, 3... Afterwards you come up with something else to do or say instead of 2 and later for the 3 as well.
 - b. Example 2 (for small groups): "In and out of the closet" - make a line on the floor and tell participants that one side will be the "inside the closet" phase and the other will be the "outside of the closet" phase. All of them are asked to go through both phases and share with the group one thing about them that fits with society' expectations (ex. My name is ---- and I have a full time job, or I like to go to the gym in my free time, ...) and on the other side they can share something about them that falls out their expected role in society or that can be a bit surprising, it does not have to be something secret or too deep (ex. I don't like Taylor Swift music or that they like pizza with pineapple)





- 10' PRESENT THE AGENDA AND THE OBJECTIVES OF THE DAY

Presentation of the agenda and the objectives of the session by the facilitator (each one written on coloured papers) - give time for participants to ask questions about what they did not understand, if all the questions are about the word "intersectionality" tell them that this question should be answered during the session, but not to avoid ask again later if they feel they did not understand.

- 30' EXPLORING INTERSECTIONALITY*

The trainer gives a presentation on the concept of intersectionality and shares it with participants, giving time for questions at the end. We prepared an example of presentation you can use, it's the Annex 1 in the "Materials Needed" paragraph.

- 15' BREAK

- 1H30' LEARN WITH AND FROM OTHERS*

As a first part for this activity, select one of the following options.

- OPTION A - Talk from a representative of an organisation that underwent a similar process (ideally you can choose and invite someone from your network, or you can provide your own experience if it's relevant for your group) or an expert (30 minutes talk) + 15 min of Q&A session. Select carefully the speaker and give them references of the audience that they will meet, so they can prepare in advance.
- OPTION B - you provide study cases to be read/watched/listened to in a world café setting. You leave a paper or videos or audio materials with an example of success or less effective measure on a table and you ask





people to move around - 30 minutes + 15 debriefing -
Select cases that are valuable for your audience, you can
find examples in the paragraph “Materials needed”.

Afterwards, we move on with the “snowball effect” activity: participants reflect first individually, then in couples and afterwards in groups of four on a step that they could take in order to include an intersectional lens in their everyday work. The process keeps going until we reach the plenary setting. We end up prioritising two steps and then we talk in plenary about the relevance of adopting transversal approaches and collect all the ideas that came up.

45 minutes

- 25' EVALUATION AND REFLECTION

The trainer gives a bit of a recap on what happened during the session and thanks everybody for participating, focusing on the moments in which the participants have reached some interesting point of reflection or shared among them.

Then, in a circle, participants take 5 minutes to reflect on their a-ha moments (if any) and are asked to mention one thing that they have learned with the rest of the group.





MATERIALS NEEDED

- Projector
- Flipcharts
- Pens
- Markers
- Sticky notes
- In case you work with study cases: hand-outs of them
- Annex 1 - An example of the presentation “Why is marginalization a thing (longer presentation)” you can use -
https://www.canva.com/design/DAGLNn4rCbW/oXlJmXzTyrV2YRxG70vXg/edit?utm_content=DAGLNn4rCbW&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Supporting materials for Activity 5 - Option B. Examples for study cases.
 - List of companies that implemented successful DEI practices (2024)
<https://www.aihr.com/blog/dei-initiatives/>
 - Fostering Diversity and Inclusion Can Be Good for Business - article by Kimberly Eddleston
https://familybusiness.org/content/fostering-diversity-and-inclusion-can-be-good-for-business?gad_source=5&gclid=EAlaQobChMIxpO_jLuuhwMVWaBoCR1hWAT4EAAYAiAAEgLvJfD_BwE
 - DEI Best Practices (2023) <https://engagedly.com/blog/dei-best-practices/>

TIPS FOR TRAINERS

- Comment on the snowball effect exercise (Activity 6): make sure you give enough time to this exercise and that you collect all the ideas that came up, although the method makes the group prioritise two out of the whole bunch of ideas. This is the moment in which things get more concrete about the work of the organisation and the ideas are the outcome that the participants can get from the workshop and put in practice or further develop.





FURTHER READING

- VeneKlasen, L., Miller, V., (2002) Power and empowerment. PLA Notes, 43: 39-41 <https://www.iied.org/sites/default/files/pdfs/migrate/G01985.pdf>
- Educación (6 de septiembre de 2024) El concepto “poder” y la interseccionalidad. Retrieved from <https://institutoeducacion.org/el-concepto-poder-y-la-interseccionalidad/> (in Spanish Language)
- Emmaline Soken-Huberty, Intersectionality 101: Definition, Facts and Examples
- <https://www.humanrightscareers.com/issues/intersectionality-101-definition-facts-and-examples/>
- Jane Coaston, The intersectionality Wars
<https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>
- Podcast “Intersectionality Matters!” - African American Policy Forum -
<https://www.aapf.org/intersectionality-matters>
- Academic wheel of privilege -
<https://ukrio.org/ukrio-resources/equality-diversity-and-inclusion/academic-wheel-of-privilege/>





MODULE on “Safer Spaces”

(VERSION A and B)





VERSION A

MAIN GOAL

Participants gain understanding of the concept of Safer spaces as well as experience some of its elements. They reflect how it could be applied to their organisation.

OBJECTIVES OF THE SESSIONS

- Participants gain an insight of what are safer spaces, their elements and reflect how they (participants) connect to the concept
- Participants experience some elements of building safer spaces
- Participants create their own suggestions on how to make their organisation a safer space

DURATION FORESEEN

4 hours and 40 minutes

NEEDS (FOR THE SPACE)

- Room with enough space for tables and chairs, first activity will need enough space to set the chairs in a circle, flipcharts support of a free wall to put up flipcharts

FOR WHOM

- All staff members of the organisation, volunteers, regardless of their position in the entity.





STEP BY STEP DESCRIPTION

- 15' INTRODUCTION
 1. Presentation of facilitators
 2. Presentation of organisation, Inclusive organisations certification scheme
 3. Presentation of aims, objectives and workshop timeline
- 1H20' GETTING TO KNOW EACH OTHER AND INTRODUCTION INTO THE CONCEPT

1. Name and pronoun round 5 minutes

Expected outcome: Participants get to know each other's names and get acquainted with an example of an inclusive practice used for creating safer spaces. Participants share their name and pronoun, trainers explain why sharing pronouns is important to build a safer space

2. Association relay 10 minutes

Expected outcome: Participants have an experience of working together on a common cause and they start thinking about the concept of a safer space.

- Participants are divided into two groups who will hold an association "relay competition" against each other.
- Each group gets a flipchart and one marker and forms a line.
- They have to write down as many associations on the flip chart by passing the marker to the next person in line after they are done and returning to the back of the line.
- The trainer gives them the instruction to associate the phrase "Safer space"

3. Secret handshake 15 minutes

**this next activity is optional and could be used if the group does not know each other that well, for example they are from different departments and don't work together regularly*





Expected outcome: Participants connect to each other and break the ice to start working together with people they might not be so familiar with and start building foundations for teamwork.

- The group walks around in the space (music can be used for the background).
- When the music stops they have to find the nearest person and they get the task to create a common motion/feature:
 - i. a) secret handshake
 - ii. b) dance
 - iii. c) animal
 - iv. d) battle cry

Further instructions:

They should find a different pair each time. Categories can be changed depending on the target group, the important thing is that they create something specific to them.

Categories are introduced gradually. Whenever the facilitator stops the music and calls out the name of the category - they should find their partner from that category and repeat the motion with them.

4. Switch... musical chairs 20 minutes

Expected outcome: Participants gain insight into shared experiences, values and needs they might have and where are the differences between them

- Chairs are placed around the room, or in a circle.
- There is one chair less than the number of participants.
- The facilitator makes a number of statements. Those for whom the statements are correct/ resonate with them have to switch chairs, the aim of the one person without a chair is to sit on a free chair while others are switching.
- The rule is that you can't sit back on the same chair you were sitting when the statement was made.





The statements should be introduced more gradually from less to more meaningful and should include those we expect a lot of participants to relate to to those with less and or even no respondents.

The key is to have statements that relate to things we can and cannot influence, things relating to values, beliefs, behaviours and needs.

Important warning for trainers: make sure your statements do not further marginalise potential marginalised persons in the group.

Suggestions:

- everyone who has x shoe/eye/piece of clothing colour
- everyone who drove/ took the bus... this morning
- everyone who likes (something not related to work)
- everyone who likes (something related to work)
- everyone who needs coffee to function
- everyone who thinks they are a good listener

5. Debriefing:

- How did you feel during the game?
- Was there a difference when everyone stood up and when only a few/you were the only one? How did you feel in different situations
- Were some questions easier to answer than others? Why?
- How does it feel to express something about yourself if you are the only person (or believe you are the only one)?

Trainer makes a connection to why it is especially important to create safer spaces for people who are from marginalised groups. When we are part of the majority it is easier to express our needs, as we feel these are shared and understood, making space for the needs of marginalised groups requires an awareness from the people in the position of privilege that the space needs to be adapted to accommodate different needs.





- 20' REFLECTION ON THE CONCEPT

Expected outcome: Share experiences about safer spaces

1. The trainer asks the participants to Individually, in silence: 'Think about whether you have ever been a part of a space that you feel is comfortable, safe, respected, where you are able to participate and be heard?'
2. In pairs, discuss: 'How do you feel when you are a part of a safer space? If you have never experienced it, how do you imagine it would feel?'
3. Debrief and share in plenary

- 15' BREAK

- 1H05' CREATING A GROUP AGREEMENT

Expected outcome: Understand better what is a group agreement and a practical experience of creating one

Introduction to the "group agreement" 20 minutes

1. Make pairs of 2 participants and launch the question for discussing "what is the difference between rules and agreements"
2. In plenary, each group shares the main points of the discussion and the facilitator writes down the key words.
3. With this, we conceptualise the meaning of an agreement and emphasise the importance of dialogue and acknowledgement in the process

Suggestions for the agreement 40 minutes

1. Start with the main characteristic of an agreement: concrete, realistic and genuinely agreed
2. Invite participants, individually, to write down on post-it their needs and their suggestions and stick it to a prepared flipchart





3. Cluster the post-it's by similarity and read them out loud
4. If the suggestions are quite general, use guiding questions to help participants be more concrete
5. Invite the group to look over the clusters and think about whether they can realistically stick to it
6. Invite the participants to commit to the agreement by signing it or something similar?
7. Put up the agreement in a visible place or document where it is accessible to everyone

Debrief and close the process 5 minutes

- Ask participants how they feel after the session
 - Make a round where each participant says a word that represents their commitment to the implementation of the agreement
-
- 15' BREAK
 - 15' WHAT IS A SAFER SPACE
Expected outcome: Participants gain knowledge of the concept of safer spaces and connect it to their own experience

1. Now that we have shared our views and ideas about what are safer spaces and have created an agreement which is an element used in creation of safer spaces, let's look into the theoretical background of the concept.
2. Trainers present input from Inclusive Organisations Manual ch. 2 (p. 17) with the definition and the need for safer spaces and [some of its elements](#). Emphasis why this is especially important for inclusion of marginalised groups.
3. Trainers connect the concepts to what was said in previous debriefings and reflections.





4. Presentation of guidelines and action plans that organisations should have in order to be proactive in creating safer spaces (p. 18)

5. Q&A

- 15' BREAK

- 30' HOW CAN WE MAKE OUR ORGANISATION A SAFER SPACE?

Expected outcome: Create a list of guideline elements for creating safer spaces.

1. Trainers present different steps towards creating and maintaining safer spaces in the organisations. 10 minutes

- establishing guidelines on how to create a safer space needs to be implemented on organisational level,
- establishing guidelines for conditions that need to be provided in order to put actions into practice,
- establishing guidelines for conditions that are not acceptable in a space,
- action plan(s) for implementing all above,
- establishing guidelines on how to maintain a safer space,
- action plan(s) for what one will do if a safer space is broken,
- guidelines on how to re-establish a safer space.

2. The trainers divide the group into smaller teams (2-3 people/group) and hand out flipcharts/papers/markers. Afterwards, invite them to think about approaches their organisations develop to be proactive in creating safer spaces. If the group is smaller, have them pick the questions they would like to work on. 20 minutes

The questions groups think about are:

- What elements would be crucial for guidelines on how to create a safer space? Who would be included in the creation of these guidelines?





- What elements would be crucial for guidelines for conditions to create a safer space? Who would be included in the creation of these guidelines?
 - What elements would be crucial for guidelines on what is not acceptable in a space? Who would be included in the creation of these guidelines?
 - What elements would be crucial for guidelines on how to maintain a safer space? Who would be included in the creation of these guidelines?
 - What elements would be crucial for guidelines on how to re-establish a safer space? Who would be included in the creation of these guidelines?
-
- 30' PRESENTING SUGGESTIONS AND FEEDBACK
Expected outcome: Have a clear image of a framework for setting guidelines and who should be included in setting them.
 1. Each group presents the key elements
 2. Each group has 5 minutes: 3' for presentation and 2' for feedback
 - 20' REFLECTION AND EVALUATION
Expected outcomes: Reflections of the day and key points to be implemented into action plan

Participants are invited to share their learnings and thoughts of the day. Trainers put their thoughts on a flipchart, things for the action plan must be clearly highlighted

Questions:

- What stood out to you in today's session?
- Name 3 next steps for yourself





- (if relevant for the group of participants): What should be added to your action plan?

MATERIALS NEEDED

- post-it notes
- pens
- flipcharts
- markers
- beamer and manual pdf or flipcharts with text from manual Inclusive Organisations
- [Manual of Inclusive Organisations](#)

FURTHER READING

- For step 3: [Safer Spaces | Politics & Care](#)





VERSION B

MAIN GOAL

Participants gain understanding of the concept of Safer spaces and explore how to apply it to their organisational context.

OBJECTIVES OF THE SESSIONS

- Participants gain an insight of what are safer spaces
- Participants reflect on their own organisations processes and dynamics and what practices they could apply to make it a safer space
- Participants create their own suggestions on which steps to take to make their organisation a safer space

DURATION FORESEEN

3 hours and 15 minutes

NEEDS (FOR THE SPACE)

- Room with enough space for tables and chairs, first activity will need enough space to set the chairs in a circle, flipcharts support of a free wall to put up flipcharts

FOR WHOM

- All staff members of the organisation, volunteers, regardless of their position in the entity.





STEP BY STEP DESCRIPTION

- 10' INTRODUCTION

1. Presentation of facilitators
2. Presentation of organisation, Inclusive organisations certification scheme
3. Presentation of aims, objectives and workshop timeline

- 15' WHAT IS A SAFER SPACE

Expected outcome: Participants gain knowledge of the concept of safer spaces and connect it to their own experience.

1. Trainers present input from Inclusive organisations manual ch. 2 (p. 17) with the definition and the need for safer spaces and some of its elements. Emphasis why this is especially important for inclusion of marginalised groups.
2. Presentation of guidelines and action plans that organisations should have in order to be proactive in creating safer spaces (p. 18)
3. Q&A

- 1H05' GROUP AGREEMENT

Introduction to the "group agreement" 20 minutes

1. Make pairs of 2 participants and launch the question for discussing "what is the difference between rules and agreements"
2. In plenary, each group shares the main points of the discussion and the facilitator writes down the key words
3. With this, we conceptualise the meaning of an agreement and emphasise the importance of dialogue and acknowledgement in the process





Suggestions for the agreement 40 minutes

1. Start with the main characteristic of an agreement: concrete, realistic and genuinely agreed
2. Invite participants, individually, to write down on post-it their needs and their suggestions and stick it to a prepared flipchart
3. Cluster the post-it's by similarity and read them out loud
4. If the suggestions are quite general, use guiding questions to help participants be more concrete
5. Invite the group to look over the clusters and think about whether they can realistically stick to it
6. Invite the participants to commit to the agreement by signing it or something similar?
7. Put up the agreement in a visible place or document where it is accessible to everyone

Debrief and close the process 5 minutes

1. Ask participants how they feel after the session
2. Make a round where each participant says a word that represents their commitment to the implementation of the agreement

- 20' BREAK

- 45' HOW CAN WE MAKE OUR ORGANISATION A SAFER SPACE?

Expected outcome: Participants reflect on what they already implement in their organisations and what is still needed to do and how to do it

1. Trainers present different steps towards creating and maintaining safer spaces in the organisations:
 - establishing guidelines on how to create a safer space needs to be implemented on organisational level,





- establishing guidelines for conditions that need to be provided in order to put actions into practice,
 - establishing guidelines for conditions that are not acceptable in a space,
 - action plan(s) for implementing all above,
 - establishing guidelines on how to maintain a safer space,
 - action plan(s) for what one will do if a safer space is broken,
 - guidelines on how to re-establish a safer space.
2. Participants rank 3 areas they would most like to work on. According to the rankings the trainers divide the group into smaller teams (2-3 people/group) and hand out flipcharts/papers/markers.
 3. Afterwards, invite them to think about approaches their organisations can develop to be proactive in creating safer spaces. Give out the following guide questions:
 - Think about the activities that you implement, the workload of the team
 - What is the profile of our staff members? What is their position in the organisation? What is their role?
 - What issues/needs have you noticed in your team that should be prioritised and addressed in order to ensure a safer space and participation of the whole team?
 - What method/tool/instrument do you think would work best given your organisation's characteristics (profile, staff, structure, etc.)
 - Who should be responsible for implementing this? How can you contribute to the implementation? what resources would be needed?
 4. Make sure that the same method/tool/instrument is not repeated in the groups work so it gives more perspectives





- 40' PRESENTATION AND FEEDBACK

Expected outcomes: A framework for setting guidelines and who should be included in setting them

Each group presents the key elements (5 minutes per group - 3 minutes for presentation, 2 minutes for feedback)

- 20' REFLECTION AND CLOSING

Expected outcomes: Reflections of the day and key points to be implemented into action plan

Participants are invited to share their learnings and thoughts of the day. Trainers put their thoughts on a flipchart, things for the action plan must be clearly highlighted

Questions:

- What stood out to you in today's session?
- Name 3 next steps for yourself
- (if relevant for the group of participants): What should be added to your action plan

MATERIALS NEEDED

- post-it notes
- pens
- flipcharts
- markers
- beamer and manual pdf or flipcharts with text from manual Inclusive Organisations
- [Manual of Inclusive Organisations](#)



A Shared Vision

We created this toolbox with dedication, passion, and a vision for a more inclusive and equitable society. We hope it serves as a practical and inspiring resource, helping organisations make lasting, positive changes.

With best wishes,

The Inclusive Organisations Team



**Funded by
the European Union**