



# 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](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=EAlaIqObChMIxpO\\_jLuuhwMVWaBoCR1hWAT4EAAYAiAAEgLvJfD\\_BwE](https://familybusiness.org/content/fostering-diversity-and-inclusion-can-be-good-for-business?gad_source=5&gclid=EAlaIqObChMIxpO_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
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- 10' PRESENT THE AGENDA AND THE OBJECTIVES OF THE DAY

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- 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.
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people to move around - 30 minutes + 15 debriefing -  
Select cases that are valuable for your audience, you can  
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45 minutes

- 25' EVALUATION AND REFLECTION

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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/oXlJlmXzTyrV2YRxG70vXg/edit?utm\\_content=DAGLNn4rCbw&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGLNn4rCbw/oXlJlmXzTyrV2YRxG70vXg/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=EAlaIQobChMIxpO\\_jLuuhwMVWaBoCR1hWAT4EAAYAiAAEgLvJfD\\_BwE](https://familybusiness.org/content/fostering-diversity-and-inclusion-can-be-good-for-business?gad_source=5&gclid=EAlaIQobChMIxpO_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

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- 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/>

