

INCLUSIVE
ORGANISATIONS



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 “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=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
 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/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
 - 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 “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)
 - Democratic, representative and inclusive structure (legal and procedural frameworks)
 - Young people / beneficiaries / members are actively involved, influencing and co-creating all aspects of the organisational work: programme, activities, structural changes
 - 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:
 - Nothing about us without us
 - Internal staff/volunteers representation structures
 - Safer space for working and support mechanisms
 - Mainstreaming the marginalised voices
 - 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





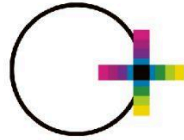
MATERIALS NEEDED

- [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](#)





INCLUSIVE
ORGANISATIONS



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>







INCLUSIVE
ORGANISATIONS



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 participants 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 form 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](#)





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](#)

