



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)
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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.

