EDI GO!CHARTER MARK

THE WHOLE-ORGANIZATIONAL APPROACH TO EQUALITY, DIVERSITY AND INCLUSION

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INDEX

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ABOUT THE PROJECT

"EDI GO – introducing the organisational approach to integration of equality, diversity, inclusion model in working with young people"

In various strategic documents the EU provided clear direction to encourage social inclusion, value diversity and promote equality of opportunities for young people (e.g. in the EU Youth Strategy and the Erasmus+ Inclusion and Diversity Strategy). In addition, in many European countries, these principles are the basis of youth work.

However, there is always the need to reflect, re-evaluate and consequently improve our youth practices and policies that we, as youth work organisations, have in our everyday practice.

The main objective of the project EDI GO is to support youth organizations working with young people through the strengthening and improvement of internal good practices promoting equality, diversity and inclusivity (EDI practices). This project led to development of the whole-organisational approach to reviewing one's own EDI practices within different aspects of the organisation thus potentially initiating organisational changes.

Partners: Forum for Freedom in Education (Croatia); KMOP – Education Hub (Greece); Centre for Creative Development "Danilo Dolci" (Italy); La Xixa (Spain); ADICE (France); Humana Nova (Croatia)

EDI: WHAT ARE THEY?

Equality

Equality is ensuring individuals or groups of individuals are not treated less favorably. Equality seeks to promote fairness, be it access to employment or a program of study, training, development, career opportunities, etc

Diversity

Involving the representation or composition of various social identity groups in a work group, organization, or community. The focus is on social identities that correspond to societal differences in power and privilege, and thus to the marginalization of some groups based on specific attributes*.

Inclusion

An environment that offers affirmation, celebration, and appreciation of different approaches, styles, perspectives, and experiences, thus allowing all individuals to bring in their whole selves (and all of their identities) and to demonstrate their strengths and capacity.

Discover more on https://edi-go.eu/

INTRODUCTION

This publication aims to provide inspiration and a path to youth organizations in improving existing and potentially adopting new practices that would ensure a more holistic approach to youth work practice oriented to social justice, equality and rights. This would mean making a conscious effort to integrate into organizations the practice that is responsive to those young people that are in disadvantaged positions as to foster their sense of belonging and a sense of community. Moreover, it would mean to adopt the practice that reacts to oppressive and discriminatory behaviour and unconscious bias present in society that young people live through.

Only by listening to young people's experience of exclusion and youth workers who work with them in a systematic way is how youth work practice can evolve and become more inclusive, diverse and responsive and how the youth sector can best adapt and respond to young people's needs in supporting them to fulfil their potential. The perspectives and voices of young people and youth workers that we talked to in five EU countries between April and June 2023 (30 youth organizations and almost 100 young people) are an integral part of this publication. Their perspectives are presented in detail in the comparative report "Key issues in applying equality, diversity and inclusion in youth organizations – experience of five EU countries".

Besides the recommendations and good practices of the interviewed practitioners and young people, the team of authors also used their own youth work expertise and experience and in consultation with the various literature developed recommendations for five organizational dimensions ensuring a more holistic approach to integrating values of equality, diversity and inclusion into your work organizations.

While exploring dimensions, the organization might decide to develop the continuous improvement plan suited for them and their profile or add a follow up to already existing equality, diversity and inclusion policies. Of course, it might just be a starting point to reflect on the organizational practice and to start a dialogue among staff and volunteers. The resource offers no prescription or contains no ambition in implementing all steps but recommendations that hope to inspire your thinking about your organization's inclusive work.

EDI GO PROJECT TEAM

THE EDI CHARTER MARK INSTRUCTIONS

FIVE DIMENSIONS within the organization from the perspective of **equality**, **diversity** and **inclusion.**

Each **DIMENSION** covers 2 to 3 **SUBTHEMES** in relation to the EDI practices.

DIMENSIONS	SUBTHEMES
DIMENSION 1: GOVERNANCE / LEADERSHIP Governance of non-governmental organizations includes the process of developing strategic leadership like setting the directions, making strategic decisions, evaluating the performance, and ensuring accountability and transparency. If the organization considers new approaches and practices in relation to the EDI, it is important to integrate it into the organizational key documents and/or by developing a policy/guidelines for their implementation as well as capacity building.	**Development of EDI organizational policy** **Recruitment policy** **Staff and Volunteer In-service Training**
DIMENSION 2: PHYSICAL ENVIRONMENT It includes the organizational building design and content of the building viewed not just as rooms and a building, but also as all the people who use the space. It is important to ensure that the Physical Environment is unbiased in terms of design, safety and representation.	**The building's design and content** **The use of physical space**
DIMENSION 3: ATTITUDES AND RELATIONSHIPS These are crucial to the establishment and maintenance of an EDI ethos. It includes being aware of how inclusive the language is as the (micro)exclusions way too often go unnoticed or unchallenged. It is also about becoming aware of unconscious bias and whether there are stereotypical expectations from staff, volunteers and young people based on their gender, race, religion, disability and so on.	**Language and communication** **Organizational culture** **Intercultural approach**
DIMENSION 4: COMMUNITY AND PARTNERSHIPS	

Community engagement is crucial to get families and friends to understand why the organization's work on EDI is important and how they can support it. Networking while being the EDI aware involves building relationships with communities' various stakeholders and advocating for the young people from minority and marginalised identities.	**Collaboration with the local community** **Building partnerships with families**
DIMENSION 5: DIRECT WORK WITH YOUNG PEOPLE The work with young people needs to be culturally and critically responsive. Factors like gender, race, religion, sexual orientation, culture and language, abilities, literacy skills and age need to be considered and appropriately addressed through projects and programs.	**Project design and planning** **Training / education** **Educational materials**

Within each of the **SUBTHEME you can find the following descriptions:**

OUTCOME – explaining in which way the EDI values are visible in practice within this theme.

GOAL – explaining what one wants to achieve by integrating recommendations from this theme.

RECOMMENDATIONS – providing suggestions of concrete steps in contributing achievement of the mentioned outcomes and goals.

GOOD PRACTICES – description of existing good practice and/or tools to support the practical implementation.

FURTHER READING – provides access to already existing resources and good practices related to the concrete theme.

The idea is to provide the arguments and specific suggestions for developing (further) your organizational practice in the specific subtheme.

One might decide to read through all dimensions or within the below listed dimensions and subthemes decide to go directly (using the link) to the dimension one finds mostly interesting for their organization.

Another possibility, as recommended by the authors, is to fill the **EDI SELF-EVALUATION TOOL** (the EDI support tool to the Charter Mark) and map your organizational practices that relate to EDI values. The tool can also serve as **the checklist** as it is presented after each dimension within this publication.

By filling out this tool, it is possible to map practices that are not in place or that they are in place but to a certain degree. This can help to concentrate on those themes that might be worthy further to explore on how to develop and/or integrate into organizational practice

DIMENSION 1: GOVERNANCE / LEADERSHIP

About: Governance of non-governmental organizations includes the process of developing strategic leadership like setting the directions, making strategic decisions, evaluating the performance, and ensuring accountability and transparency. To improve and introduce the EDI practices, it is important to integrate them into the key documents and commit to the capacity building of the organization.

Addressed to: The organizational leadership

The subthemes: a) DEVELOPMENT OF ORGANISATIONAL EDI POLICY, b) RECRUITMENT POLICY, and c) STAFF AND VOLUNTEER IN-SERVICE TRAINING

a) SUBTHEME: DEVELOPMENT OF EDI ORGANIZATIONAL POLICY

Outcome (or in which way is it visible in practice?)	Values of equality, diversity and inclusion (EDI) are part of the long-term vision and mission of the organization and are included in organizational documents and policies. The staff and volunteers as well as young people are involved and contribute to the shaping of policies and achieving equality, diversity and inclusion in the work of the organization.
Goals (or what is it that we want to achieve?)	Equality, diversity and inclusion are recognized within the organization as core values that the youth organization and youth workers care for. Continuous work and reflection of the youth workers, volunteers and young people about their involvement in achieving equality, diversity and inclusion in the organization.
Recommendations (or how can we contribute to that?) *"Make plans and steps before introducing inclusion policy, for example, do a focus group to*	• The organizational leadership needs to be on board with any start of the (further) development of EDI policy processes. Inform each level of leadership (for example, the Management Board, the Executive Director, senior program managers, etc.) about the EDI policy development process you as an organization are about to embark on. • Develop the tailor-made steps of this leadership-informing process that is suitable for your organization. This means estimating how formal this process needs to

figure out the needs of minority groups." *Young person (Croatia)* *"Create partnerships with underrepresented communities and organizations."* *Youth worker (Greece)*	be as well as knowledge base on EDI values and practices your leadership requires in order to get them as fully as possible on board with the policy development process. ● Make the values of EDI visible in your organizational documents (statute, mission statement, vision, etc.). ● Integrate EDI dimensions in the organizational strategic plan and make them visible on the organizational website and social networks. ● Appoint a person and/or form a working group (in larger organizations) to coordinate the organizational EDI practices with the task of reviewing current practices. ● Provide a mandate to the EDI coordinator or the EDI working group to plan strategically improvement of different aspects of organizational practices and policies. ● Include a diverse representation of your staff in the working group, as well as necessary external persons who work in the field of EDI. ● Research and establish the local demographics of people from disadvantaged groups in the communities where your organization operates. ● Review the organizational practice of reaching these groups in your community and if needed, establish further reach to underrepresented communities. ● Involve young people you work with, particularly those of diverse backgrounds, in reviewing the existing practices. Consult them sensitively about practices and experiences of acceptance, respect and appreciation in your organization. ● Have the EDI coordinator with collaborators and/or the working group to develop the organizational policy on EDI (see below the good practices). The policy is to serve as a guideline on how to improve your EDI practices in different areas as well as to adapt already ongoing programs. ● Systematically plan the introduction of the EDI policy and/or guidelines to the staff and volunteers. Provide a model and space for reflection and discussion as to allow time for building ownership of the policy among them. ● Identify the training needs based on EDI practices of the staff and volunteers and develop the training plan.

	● Set a timeframe and monitor indicators and progress in achieving equality, diversity and inclusion in underrepresented communities. ● Cooperate with other organizations in the exchange of experiences and good practices. ● Plan systematic and effective ways to inform young people and your community about organizational policies and procedures related to equality, diversity and inclusion. ● Map and seek support and collaboration from institutions in your country dealing with equality, diversity and inclusion and/or civil society organizations focused on these topics.
Good practices and resources	**Good practice:** Gender & Diversity Management Policy (Centro per lo sviluppo creativo Danilo Dolci) **Tool 1:** Ideas to consider when developing the EDI policy as not to end up on the shelf **Tool 2:** Proposed structure of the EDI policy document
Further reading	➢ 8 STEPS TO INCLUSIVE YOUTH WORK - Promoting best quality inclusive practice in youth work settings

b) SUBTHEME: RECRUITMENT POLICY

Outcome (or in which way is it visible in practice?)	The organizational recruitment policy with EDI dimension ensures that the organization attracts a wide spectrum of diverse people, fostering a dynamic and representative workforce. As a result, there is increased creativity, innovation, and cultural understanding within the organization.

	The commitment to fair and inclusive practices is visible in a diverse workforce as well as in involved diverse groups of volunteers and young people. The organization is committed to the reputation of the youth organization that embraces diversity in its composition and champions an environment where every member feels valued, contributing to a culture of collective empowerment and positive social impact.
Goals (or, what is it that we want to achieve?)	An effective recruitment policy that integrates EDI dimension seeks to break down barriers that may exist in traditional hiring processes for staff and volunteers, also promoting fairness, and proactively addressing systemic biases and existing unfairness in access to job/volunteer opportunities. The primary goal is to cultivate a workplace representative of a wide range of backgrounds, identities, experiences, and perspectives. It involves actively seeking and promoting diversity in terms of race, gender, age, ethnicity, sexual orientation, (dis)ability, and other characteristics or experiences. By doing so, the organisation aims to create a more inclusive and equitable environment where every individual feels valued and has an equal opportunity to succeed.
Recommendations (or how can we contribute to that?) *"Do the diversity in recruitment: mixing ages, social backgrounds, origins, etc."* *Youth worker (France)* *"Make sure you give a chance to young people to present themselves and not only read their CVs."* *Young person (Croatia)*	● Identify the demographics in local communities where your organization operates and review if the diverse demographic of the communities is represented within your staff and volunteers as well as young people you work with. ● Strategically decide if it makes sense to make a more diverse workforce including volunteers to represent and reflect the diversity of your community and possibly better reach some disadvantaged youth in your organization. ● Make an effort to review your recruitment practice in recent periods, identify possible obstacles that prevent people from diverse backgrounds and identities from applying, and plan your interventions accordingly. ● Connect with other organizations or groups that gather and work with people of specific disadvantaged backgrounds and underrepresented communities and explore the potential for collaboration. They could be a possible source of knowledge, volunteer and staff recruitment and support in integrating these hires into your staff and volunteer teams. ● Adapt your job/volunteer application postings according to your recruitment policy. Possibly add statements encouraging people with diverse backgrounds to apply. Possibly translate job/volunteer postings in other languages present in your communities and adapt for people with visual impairments.

	● Identify various channels and platforms where diverse candidates congregate, such as minority-led groups or groups and organizations for specific demographics and forward the job/volunteer posting(s). This could include job boards, social media platforms, professional associations, diversity-focused organizations, and networking events specifically targeting underrepresented groups. ● Ensure fairness and sensitivity during the interview process that the candidate might need. Plan for possible adaptations (for example, for a candidate with disabilities). ● Include a minimum of two people for the selection process and in case of a larger number of candidates, include more staff involved in the selection process (possibly those people involved in your organizational EDI processes). In this way, you aim at more probable avoidance of unconscious bias in the recruitment decision-making process. ● Plan the provision of sensitive feedback to all unsuccessful candidates, and if you recognize them as potentially being a good asset for your organization (maybe not for the applied job posting but otherwise) you can make an effort to keep them informed about future opportunities (jobs, volunteering, participating in activities).
Good practices and resources	**Good practice:** Duo Day in France **Tool 1:** The checklist to send to candidates for reasonable adjustments during the recruitment process **Tool 2:** The recommendation list for Role Design & Advertisement, Application process and Selection process
Further reading	➢ How to run structured interviews: 7 steps for using structured interviews in recruitment and promotions to improve gender equality and representation ➢ Inclusive recruitment: Guide for employers ➢ The project GENEUS: Gender Neutral Tools and Test for Selection Processes (the set of tools)

c) SUBTHEME: STAFF AND VOLUNTEER IN-SERVICE TRAINING

Outcome (or in which way is it visible in practice?)	The leadership of the organisation is committed to the professional development of the staff and volunteers in the EDI topics by providing in-house and external training and supervision opportunities to support creating an inclusive, diverse, responsive and sustainable work environment as well as direct work with young people.

Staff and volunteers have an attitude, commitment and self-awareness of the core values of equality, diversity and inclusion as an integral part of working with young people. |
| **Goals** (or what is it that we want to achieve?) | Staff and volunteers who are open to reflective practice and the process of raising their awareness of beliefs, perceptions, assumptions, and expectations in their work with a diverse population of young people. For inclusive, diverse, and responsive practice to happen one needs to be open to awareness through continuous reflection on practice and to gaining new knowledge.

The more self-aware the staff and volunteers are, the more they can notice when they could be unintentionally excluding or silencing young people. As people deepen their understanding, they can respond with more empathy and work toward meeting the needs of various groups of young people and support building their sense of belonging. |
| **Recommendations** (or how can we contribute to that?)

"As part of our best practices at the local mission, for example, we had a training course on supporting transgender people, which enabled us to gain a better understanding. This training was offered by our | ● Invest your resources and time in the staff and volunteers' professional development in areas of equality, diversity, and inclusion.
● Implement bias awareness training programs, addressing biases related to gender, race, ethnicity, age, religion, (dis)ability, and other characteristics, to everyone, especially HR managers and employees.
● Ensure that these training opportunities increase cultural competency among staff and volunteers, particularly concerning the diverse young people and their families that you work with.
● Plan and implement the staff and volunteer training on the inclusive language guidelines that have been previously prepared. |

organisation, on supporting transgender people." *Youth worker (France)* *"This training should focus on understanding and respecting different cultures, traditions, and identities to create an inclusive and respectful environment."* *Young person (Greece)*	• For staff working directly with young people, ensure regular provision of **the supervision** – the learning group facilitated by the expert supervisor whereby practitioners explore and address issues or concerns that may arise in their course of practice (Herman, 2012, see further reading). • Build expertise among youth workers with counselling and/or psychological background for prevention and support in case of discriminatory issues. • Identify experts and speakers from the local community and wider social networks on the topic of EDI-aware practice and plan their engagement to build the capacity of the EDI coordinator(s) within the organisation. • Create space and structures to support **reflective practice** – the space where staff and volunteers can address and openly discuss the issues of inclusion, equality, and diversity. • Introduce or reinforce the possibility of reflecting within the team on ethical and value-based issues to reach a consensus on how the organisation as a whole responds to discrimination, accommodates diversity, and challenges injustice and inequality faced by young people and their communities. • Plan a yearly calendar of the training programs on the EDI organisational policy and practices to reach all new staff and volunteers (this particularly relates to larger organisations).
Good practices and resources	**Good practice 1:** [Training on how to approach a person with a disability - made by a young person with a disability](Zagreb Youth Centre) **Good practice 2:** [The staff training on inclusive language guidelines](CSC Danilo Dolci)
Further reading	➢ [Introduction to diversity management] ➢ [A guide to diversity management for organisations active in intercultural youth work] ➢ PYD Network webinar: [Hidden Biases: Is this a concern for youth work professionals?] ➢ [Cultural Competence Check-Ins] ➢ [Reflective Practice Meets Youth Work Supervision] by Margo Herman

SELF-EVALUATION FOR DIMENSION 1

GOOD PRACTICE INDICATORS	In place	Partially in place	Not in place	Under development
There is the EDI organizational policy or guideline within the organization (including the protocol for possible discriminatory occurrences).				
There are the EDI values and practices mentioned in the key organizational documents like mission, vision, statute and so on.				
The EDI values and practices are part of the strategic organizational plan.				
The organizational EDI values and practices are mentioned on the organizational website and social networks.				
The organization employs staff and volunteers that belong to diverse backgrounds and minorities.				
The job and volunteer postings contain encouragement for individuals from marginalized and minority communities to apply.				
The selection process involves the concrete practices that improve the overall inclusivity of the selection process (for example, at least two persons in short-listing of applicants).				
The staff and volunteers are trained on the EDI topics and how to support young people from marginalized and minority communities.				
There is the organizational practice that provides the staff and volunteers with safe space to share and reflect on their practice of working with young people.				
There is the annual calendar of training on the EDI organizational policy and practices for staff and volunteers.				

DIMENSION 2: PHYSICAL ENVIRONMENT

About: It is important to see the organizational spaces not just as rooms and a building, but also as all the people who use the space. It is important to ensure that the Physical Environment is unbiased in terms of design, safety and representation.

Addressed to: The organizational leadership, staff and volunteers

The subthemes: a) THE BUILDING'S DESIGN AND CONTENT and b) THE USE OF PHYSICAL SPACE

a) SUBTHEME: THE BUILDING'S DESIGN AND CONTENT

Outcome (or in which way is it visible in practice?)	A building's design and content viewed from the EDI perspective are visibly manifested through features that prioritise accessibility and sense of belonging for all individuals, irrespective of their abilities or backgrounds. In practice, this may be evident in inclusive architectural elements, diverse cultural symbols, artwork, design elements, transparent communication spaces, and collaborative zones, fostering an environment where everyone feels welcome and valued within the workspace.
Goals (or what is it that we want to achieve?)	The goal of incorporating EDI principles into a building's design is to create spaces that are accessible, welcoming, and reflective of the diverse needs and identities of the people who will use them. By fostering spaces that prioritise EDI, your organisation is striving to enhance social equity, empower marginalised communities, and contribute to the overall well-being and productivity of your staff, volunteers and beneficiaries. The aim is to eliminate barriers and promote an environment where individuals from various backgrounds, abilities, and cultures feel a sense of belonging and inclusion.
Recommendations (or how we can contribute to that?)	● Assess the space to establish how accessible the space is for young people with disabilities. Seek the support from the expert, for example from the organization that works with young people with disabilities. ● Make the possible changes and/or plan the changes in the future of improving accessibility features (ramps, height-

Put little signs on the walls or everywhere to show that you include everyone (she had an LGBT+ flag on her wall).
 	
Youth worker (France)
 	
"For the disabled community: have your workspace screened by someone specializing in disability; work with the communities."
 	
Young person (Croatia)
	adjustable furniture, tactile navigation elements, and multi-sensory communication tools) to create a physically inclusive workspace that caters to diverse needs.
	● Inquire with young people you work with if they see the organization's space as welcoming and inclusive for all young people. If possible, specifically seek contributions on how your space looks from staff and young people from minority and marginalised groups contribute to how your space looks.
	● Try to find creative and innovative ways to transform the space so that youth workers and young people can come and work together.
	● If possible, consider the mental well-being and neurodiversity of space occupants by providing spaces for meditation, private areas, biophilic elements, and materials that reduce stress.
	● If possible, think about offering provisions like private rooms for new mothers, gender-neutral facilities, prayer spaces, and inclusive cultural decor within the workspace.
	● Put the users of the space at the centre. What do equality, diversity, inclusion and representation mean to them? Ask youth workers and volunteers who use space on a regular basis what needs to be done for the space to become more welcoming, inclusive, and relevant to their needs.
	● Encourage your colleagues and young people you work with to ask themselves:
	    ❖ What do I see around the space when I walk in the door of the youth organisation?
	    ❖ Do I have a sense of belonging to this space or do I have to fit in?
	    ❖ Do I have easy access to space considering my abilities?
	    ❖ Do I feel safe? Do I feel comfortable in the space?
	    ❖ Is my identity reflected within the space?
	● Discuss together the above feedback and agree on making improvements to the inclusivity of your space.

Good practices and resources	**Tool:** Checklist for an EDI Workplace and Environment
Further reading	➢ Inclusion by design: Equality, diversity and the built environment ➢ Workplace design for social and cultural inclusivity

b) SUBTHEME: THE USE OF PHYSICAL SPACE

Outcome (or in which way is it visible in practice?)	The organisation is committed to ensuring the use of the physical space by its staff, volunteers and young people in a manner that provides safety and encourages a sense of belonging. Staff and volunteers are aware that the use of space needs to be inclusive and organised in a sensitive manner and appropriately act to ensure that everyone feels welcomed in the space with a variety of seating arrangements as well as inclusionary attitudes.
Goals (or what is it that we want to achieve?)	The youth organisation is committed to ensuring the use of physical space that creates an atmosphere of sharing, mutual respect, learning and growth among staff, volunteers and young people that they work with. Staff and volunteers have the awareness that the formal and informal use of space needs to nourish acceptance, care, connection, and active engagement. They are sensitive to the events of a particular group using some space that could exclude others and are willing to make an effort to work on getting together, formally and informally, with people of diverse backgrounds.
Recommendations (or how can we contribute to that?)	● Map the inner and outside use of space and identify the customary use by staff, volunteers and young people from the EDI perspective. For example, people informally tend to gather based on their gender, other common identities or maybe their position within the organisation. ● Invest time to raise awareness among staff, volunteers, and young people about the in-group and out-group dynamics (see below for further reading) and open dialogue on how the use of space can be value-driven, promoting mutual care and acceptance. ● Engage young people to observe how their peers formally and informally use the physical space and to give you feedback (particularly in support groups and youth centres/clubs). ● Analyse this feedback and, if needed, explore and open dialogue within the organisation (e.g., when it is noticed that only one group is using some space). Explore within this group what their needs are and think about how best you can accommodate them.

	● Keep in mind that sometimes youth with certain identities experience discrimination and exclusion in wider society, and sometimes a youth organization is a space where they feel safe and need to be together (e.g., members of a certain ethnicity or youth belonging to the LGBTQI+ community).
Good practices and resources	**Good practice:** [Beneficiaries own the place: "Ariadne's" space decoration](#) (KMOP)
Further reading	➢ [How to create an inclusive & accessible space](#) ➢ [In-group and out-group dynamics explained](#)

SELF-EVALUATION FOR DIMENSION 2

GOOD PRACTICE INDICATORS	In place	Partially in place	Not in place	Under development
The organizational building is accessible for people with physical or sensory needs and disabilities.				
The evaluation with staff and young people is undertaken to understand their perspectives on the organizational space, its inclusivity, and relevance to their needs.				
The young people from marginalized and minority communities contribute to how the organizational space looks to achieve their sense of belonging.				
Regular evaluations are implemented to discover the experience of the use of organization's space from the staff and audience perspective.				
The inclusive use of space within the organization's work with beneficiaries is regularly reflected, discussed, and improved among staff and volunteers.				

DIMENSION 3: ATTITUDES AND RELATIONSHIPS

About: This dimension supports establishment of equality, diversity and inclusion ethos in the organization. It includes being aware of how language can be biased and often goes unnoticed or unchallenged. It is also about becoming aware of unconscious bias and whether there are attitudes and behaviours within the organization that are prone to stereotypes and prejudice of various kinds.

Addressed to: The organizational leadership, staff and volunteers

The subthemes: a) LANGUAGE AND COMMUNICATION, b) ORGANISATIONAL CULTURE and c) INTERCULTURAL APPROACH

a) SUBTHEME: LANGUAGE AND COMMUNICATION

Outcome (or in which way is it visible in practice?)	The organisation ensures that all the communication that goes through the internal and external channels follows the same-shared principles of language inclusivity, according to guidelines and common rules that each member of the staff is aware of. The readers or listeners feel included regardless of their gender, religion, (dis)ability, or social and/or economic situation they belong to or feel represented by. The communication is both inclusive and consistent, thanks to shared reflection and training and the adoption of a set of rules or suggestions.
Goals (or what is it that we want to achieve?)	The overall goal of using inclusive language is to promote respect, fairness and equity for all people by valuing different identities and realities. The secondary yet important objectives are the promotion of diversity; the enhancement of the reputation of the organisation as one that values inclusivity in communication aspects; and the fostering of open dialogue and critical thinking among the staff who are asked to reflect on and adopt the guidelines and policies. The readers or listeners feel included, no matter their gender, religion, health condition, or social and/or economic situation.

Recommendations (or how we can contribute to that?) *"We need to provide organisational announcements and social media posts in all beneficiaries' speaking languages and to plan dissemination strategies for minority groups and the general population."* (Youth worker, Greece) *"Providing the group environment where young people are allowed to reflect on words and build mutual meaning and confrontation thus allowing for open dialogue, 'words like peace, non - violence, the fight to mafia would have less meaning if we don't think all together about it."* (Youth worker, Italy)*	● Listen to diverse voices before acting on any inclusion language policy. ● Review organisational key documents as well as inclusivity of the language on the organisational and projects' websites. ● Involve in this process all the representatives of different groups. ● Ensure that definitions are clear for everyone and that there are no misunderstandings: provide clear definitions of key terms related to inclusivity such as gender, race, sexual orientation, ethnicity and ability. Consult the EDI GO Inclusive Language Guidelines. ● Consider the national language(s) and the pronouns and start a reflection on how the pronouns can convey one meaning or another. ● Appoint a team working on a thematic focus, who are enthusiastic about creating internal policies regarding the practice of inclusive language. ● Ask everyone in the team to comment on and/or approve the draft, and welcome all feedback as it provides perspectives from those who are mandated to apply it. ● Include gender-neutral language; avoid making assumptions about gender identity or expression. For example, in the English language, it would be "they/them". ● Avoid stereotypes and assumptions related to race, gender, sexuality, and ability. Encourage the appreciation of individual differences, but avoid forcing people to define themselves. ● Make it always clear that there is space for debate when useful, but there is zero tolerance for hate speech or discriminatory language spreading from the will of insulting someone as a joke. ● Provide inclusive materials and curriculum where it is clearly and easily explained why it is important and how to behave. ● Establish safe spaces for reporting discriminatory language, if needed. ● Provide the inclusive language training for staff and volunteers and a training follow-up every few months or years.
Good practices and resources	**Good practice:** Gender & Diversity Management Policy (Centro per lo sviluppo creativo Danilo Dolci) **Tool:** EDI GO Inclusive Language Guidelines
Further reading	➢ Key principles for inclusive language use

	➢ Inclusive communication (Center for Women's Economic Empowerment)
	➢ Inclusive communication Guidelines

b) SUBTHEME: ORGANISATIONAL CULTURE

Outcome (or in which way is it visible in practice?)	The organisation ensures that the principles and values of equality, diversity and inclusion are integrated into the organisational culture.
	The organizational culture concerns the policies, practices, and procedures as well as the behaviours that get rewarded, supported, and expected in a work setting and the meaning those imply for the organization's members (Schneider, B., Ehrhart, M. G., & Macey, W. H. 2011).
	It is about the way people feel about the work they do, what they believe in, how they understand the organisation, and where they fit into the big picture. Each organisation already has a pervasive culture, whether this was intentional or not. In addition, the current culture might not be built around EDI values and practices. Rebuilding the organisation's culture will not happen by introducing policies and protocols. It needs to happen in parallel and sometimes in the intertwined process of introducing organisational policy and EDI in-service training.
	The organisation thus opens up spaces for self-reflection about various aspects of organisational work, behaviour, practices, and rituals in line with the principles of EDI.
Goals (or what is it that we want to achieve?)	The organisation is committed to nurturing an inclusive organisational culture where people feel valued, listened to, and respected, all to create a sense of belonging for everyone.
	The leadership and staff have an understanding of how their current organisational culture covers equality, diversity and inclusive practice and adopts a reflective practice approach where all within the organisation are encouraged to take personal and professional commitment to EDI values and practices.

| Recommendations (or how we can contribute to that?)

"Open dialogue is essential and normal interaction avoids the reiteration of diversities and power dynamics."

(Youth worker, Italy) | • The leadership of the organization needs to be on board with any start of the development of EDI policy processes (see Dimension 1) and that they understand that it is a long-term learning process to have it integrated into the organisational culture.

• In order to integrate EDI policy into the organizational culture, it is important to establish the current organizational culture. The organizational culture can be measured via surveys, observations, or interviews to gather both an insider and outsider perspective regarding an organization's functioning (Peterson & Fischer, 2004).

• Develop the tailor-made examination of current culture suitable for your organization. If you are a small organization, you might decide to make observations and interviews. In case you are a large organization, you might decide to do surveys and focus groups.

• Communicate in various ways and forums with staff and volunteers about views on the current culture and how usual "ways of doing things" might positively influence the EDI practices or make it more difficult. Talk through it, exchange opinions, and find ways to agree on moving forward.

• Ensure that the team working on the introduction of EDI policies has sensitivity and respect for the organisational legacy and history, as these are the foundations of your organisation, even if they are not built around the EDI. The history of the organisation needs to be valued.

• Continuously promote among leadership, staff and volunteers respect and a will to understand the diversity of the organisation as well as the people and communities they work with. It is not about having the individual fit the majority but how altogether you can create an environment where you all can sense belonging.

• To achieve the above recommendation you can work on continuous professional development of your staff and volunteers as well as formal and non-formal consultation process with staff and communities you work with on acceptance of diversity and improvement of equality and inclusion within your organization.

• Provide the resources needed to welcome new members (for example, orientations sessions, welcome handbook, workspace set up, etc.) that would get new members familiar with the EDI oriented organizational culture.

• Find informal ways to promote and celebrate the EDI values that make sense in your organisation, with various and even subtle ways that show that your organisational policy is not about |

	checking boxes but something that the organisation is committed to and is energised by. For example, get to know backgrounds of staff and volunteers as well as young people you work with and with small signs acknowledge and celebrate their identities (see below the Good practice).
Good practices and resources	**Good practice:** An example to promote organisational culture (La Xixa) **Tool:** Reflecting questions on your organisational culture
Further reading	➢ ”SOS homophobie” offers a tool to measure: a sample questionnaire to assess the quality of the working environment for LGBTI people within organisations. ➢ The impact of organizational culture in Child and Youth Care agencies

c) SUBTHEME: INTERCULTURAL APPROACH

Outcome (or in which way is it visible in practice?)	The intercultural approach is an important dimension of the organisation and this is visible through different segments of organisational practice, policy and visibility. The intercultural approach within the youth work organisations promotes and practices youth work with people from culturally diverse backgrounds and views cultural diversity as an enriching aspect of society. It also operates on the principle of recruiting staff and volunteers of diverse cultures and implements activities that cover a variety of topics that tackle discrimination, exclusion and promote diversity, intercultural awareness and education as the values of modern society. The organisation might be founded on this motivation or it might adopt this approach by implementing different programs and activities that cover different segments of intercultural education. Nevertheless, intercultural approach can be enhanced in your organisation by identifying it as an important organisational part of your practice and organisational vision.

Goals (or, what is it that we want to achieve?)	The organisation is committed to genuine equality in rights, and opportunities for everyone, rooted in a commitment to non-discrimination and fairness. Acknowledging and respecting diversity is an integral part of the organisation. The leadership and staff are aiming to facilitate the creation of spaces and opportunities for positive interactions among diverse groups and the development of healthy relationships. The organisational vision is to promote intercultural dialogue, active participation, and a deeper commitment to building social harmonies and to ensure that the organisation consistently applies intercultural principles across all its activities.
Recommendations (or how we can contribute to that?) *Several young people in the focus group stated that a protocol on Intercultural dialogue and communications skills should be part of any organisation and "to be flexible with different languages", in order to not to discriminate on the basis of language.* *(Youth group, Spain)*	● Review how much the intercultural perspective is integrated into your organisation including the structure of the organisation, topics of your projects and programs, and diversity of staff and young people involved in your activities. ● Decide to adopt the intercultural approach in your organisation to foster the transformation of your community and society towards an intercultural society that nurtures social harmony. ● Decide to adopt the proactive approach of the organization's public stand in favour of anti-racism and decolonialism and join actions and statements that align with these principles. ● Develop a plan for facilitation of integration of the sociocultural diversity of your community into the different aspects of your organisation – identify short-term and long-term objectives. ● Share and communicate this plan with your staff and volunteers, allowing them to evaluate the results and benefits of incorporating this perspective. ● If you are a grassroots organisation, promote learning among your leadership, staff and volunteers about diverse cultures that are part of your local community. ● If your organisation operates regionally or nationally, provide in-service training that specifically covers the intercultural dimension of the organisational work and youth work practices. ● Identify the opportunities for active involvement of young people of diverse cultures, and from diverse areas and diverse backgrounds in your organisation. ● Create partnerships with the organisations that specifically work with the members of immigrant communities or minorities with fewer opportunities. Provide access to opportunities your organisation provides for young people.

	● Create a lower trash-hold access to opportunities you provide for young people for the underrepresented community members. Studies have shown that the young members of immigrant communities or minorities are disproportionately underrepresented in for example international mobility programs and many of which fail to attract their interest. ● Pay attention to the relationships and connections of individuals and groups with the organisation, making them feel welcomed and part of the overall project and activities, as this is a key aspect of achieving diversity in participation. ● Incorporate sociocultural diversity and give it value, both in the organisation's decision-making spaces, in its social base (members, volunteers, and professionals), in projects and activities, as well as in external relations and social networks. ● Create mechanisms to address aspects related to diverse cultures and mediate in situations related to social harmony and respect for diversity. ● Incorporate inclusive language in the association's communication actions. If possible, have the key organizational materials and for example training handouts on the native language of young people who come to your organization, so that all individuals and groups from diverse cultural backgrounds feel part of your association and are invited to your activities. ● Organise periodic internal celebration activities that are fun and festive, promoting exchange and relationship building and allowing you to get to know each other beyond the daily rhythms of work, activism, or advocacy.
Good practices and resources	Good practice 1: Intercultural Forum Theatre Facilitator Training (La Xixa) Good practice 2: Intercultural learning to international mobility and Barnga Game (ADICE)
Further reading	➢ What is intercultural youth work? ➢ T-Kit 4: Intercultural Learning ➢ International Youth Work: Participation. Diversity. Intercultural Awareness.

SELF-EVALUATION FOR DIMENSION 3

GOOD PRACTICE INDICATORS	In place	Partially in place	Not in place	Under development
The organization adopted Inclusive Language Guidelines and they are implemented in the organization.				
The staff and volunteers of the organization have the awareness and competency to use inclusive language.				
The part of the organizational culture is promoting and celebrating the EDI values, formally and informally.				
The conflict management practices are implemented within the organization.				
Interculturality and inclusion are some of the values defined in the organization's ideology and formal documents.				
The feminist perspective is incorporated in connection with interculturality and other crosscutting axes (intersectionality).				
The organization is familiar with and collaborates with groups and associations led and/or composed of people from diverse origins and cultural backgrounds.				

DIMENSION 4: COMMUNITY AND PARTNERSHIPS

About: Community engagement is crucial to get families and friends to understand why the organization's work on EDI is important and how they can support it. Networking while being the EDI aware involves building relationships with communities' various stakeholders and advocating for the young people from minority and marginalised identities.

Addressed to: The organizational leadership, staff and volunteers

The subthemes: a) COLLABORATION WITH LOCAL COMMUNITY and b) BUILDING PARTNERSHIPS WITH FAMILIES

a) SUBTHEME: COLLABORATION WITH THE LOCAL COMMUNITY

Outcome (or in which way is it visible in practice?)	Implementing practices and collaborating with the local community is an important aspect of an organisation's diversity approach and inclusion, as it can demonstrate the commitment to the EDI principles and create a more inclusive environment.
	If the approach is inclusive, diverse, and responsive, it will be evident across all areas of an organisation, from youth work activities to policy and planning. An intrinsic goal will be the active involvement of people from minority and marginalised identities across the organisation – in staff, volunteers, management and at the leadership level, as well as youth members.
	The local community members will have a stronger sense of belonging, with them feeling that they are an integral part of the youth organisation's activities and mission. Moreover, the local community will actively contribute to the resources (financial, human, or other) to support the youth organisation. Finally, there will be a more diverse leadership team and membership that better reflects the local community's diversity.
	The measure of equality and inclusion practices will depend on how well a youth organisation collaborates and networks with others to ensure that the needs of young people with minority and marginalised identities in the community are met.

Goals (or what is it that we want to achieve?)	The goal is to have a better understanding of the unique issues, needs and challenges, related to equality and inclusion in the local context, understanding that the local community members and their cultures are an asset for organisational work on the EDI.
	By building a long-term partnership with local community organisations and stakeholders, the organisation aims to achieve a sustainable impact from its diversity and inclusion initiatives.
	In addition, the organisation aims to raise awareness within the local community about the EDI issues as well as to develop and maintain collaboration with the local community members to identify and mobilise resources that can support the organisation's initiative in the EDI areas (human, financial, or material resources).
	The organisation implements assessments of what would be most beneficial to the demographic in the community and considers the needs of young people.
	An organisational review involves assessing current practices. It allows the youth organisation to stand back and take a strategic approach based on evidence, helps to build links across the community, and puts the resources in place to engage with and include people from different minority and marginalised identities.
Recommendations (or how we can contribute to that?) "It also helps if young people have a hobby and want to show it to others. And through that, the door opens. Like this café event "Together under the sun" where the local population and us migrants gathered and learned a lot about each other or even new words in different languages.	● Implement the organisational review and assessment of the current practices of your community work, thus allowing you to take a stand back and plan the strategic approach based on evidence. ● Include assessments of the local demographic and consider the needs of young people belonging to your community. ● Proceed with stakeholder mapping by guiding how to identify and map local community stakeholders, local leaders and individuals who can be potential partners. ● Plan your specific interventions on engaging community members from different minority and marginalised identities that would lead the organisation to build links (bridges) across the community. Plan your human and financial resources for these interventions. ● Adapt the organization's information channels to have the ability to reach isolated communities (e.g., adjust the language expression in such a way that it is understandable for young people with low literacy skills, prepare material also in a minority language, print leaflets in order to reach young people who may not have access to a computer/internet, or you know that they

(Young person, Croatia)	are unlikely to come across the information published on your online channels…)
	● Prioritise hiring individuals from the local community, especially those from underrepresented backgrounds, within your organisation. It provides opportunities for skill development and career growth. It will also allow for the local community's involvement and engagement in decision-making for youth organisations.
	● Organise events or activities that celebrate the diverse cultures of the local communities (e.g., food fairs, art exhibitions, or cultural festivals). Try not to fall into stereotypical cultural aspects and consult the local community.
	● Collaborate with local groups to advocate for policy changes at a national, regional, or local level that will promote equality, diversity, and inclusion for the local community.
	● Assess the specific needs, challenges, and opportunities within the local community (the EDI related). You might decide to do focus groups, interviews, public issues forums, secondary data analysis, surveys and questionnaires, mapping, etc. See further reading for ideas.
	● Think about reaching young people by coming to their "hang out" spaces and organizing the street-based youth work in their community (see good practice 3).
	● Engage the local community in policy and practice planning that supports the EDI at local level. This can include the creation of advocacy campaigns and building relationships with local policymakers.
	● Plan projects involving young people from the local community, starting by asking them about their needs and fostering their empowerment to develop effective collaborations with their local communities.
	● Organise activities open to everybody in the community to create and nurture social ties within the local community.
	● Organise activities or projects that will bring different communities together and connect them on different levels.
Good practices and resources	**Good practice 1:** Inclusion of the community through anonymous selection **Good practice 2:** Tutoring pilot project between different groups of the community

	Good practice 3: **Social mentors – collaboration with the Roma community** (Ambidekster)
Further reading	➢ Involving participants from the beginning! Starting from the participant's needs
	➢ Community Needs Assessment: The Resources and Examples Your Organization Needs
	➢ How to Conduct a Community Needs Assessment
	➢ What's the Focus? Needs & Assets Assessment for Foróige Staff

b) SUBTHEME: BUILDING PARTNERSHIPS WITH FAMILIES

Outcome (or in which way is it visible in practice?)	For youth organisations, the building of relationships with families and guardians of young people in the local community where the organisation works is crucial for the inclusion of everyone in the local community.
	The youth organisation thus directs its communication and some activities to the families of their young people, understanding the importance of having relationships with the young people's most important support system.
	The organisation is committed to creating a collaborative and inclusive environment where families of young people from minority groups are valued as partners, thus improving EDI practices.
Goals (or, what is it that we want to achieve?)	There are several main goals in building partnerships with families of young people and, thus, including diverse groups of people in the local community.
	One is to increase the organisation's understanding of unique family needs and aspirations and thus recognize their unique and diverse backgrounds and experiences.
	Additionally, it is important for youth workers to acknowledge the diverse type of families, for example, single parent (divorced or never-married), foster parent(s) (or state as legal guardian), adoptive parent(s), blended (biological parent and another parent figure to whom s/he may

	or may not be married), unmarried biological parents, LGBT parent(s), non-parent relative(s) as guardian(s) (grandparent, aunt, etc.) Another important aspect is having a qualitative relationship with families, so youth workers can better track and support the progress of the young people they work with. Building relationships with families supports organisational community work and strengthens the social capital that you aim for your young people to be able to rely on. In addition, listening to the needs of residents helps the organisation build in-depth expertise developed in the field and provides the capacity to shed light on social issues and inform public policy on various issues affecting families.
Recommendations (or how we can contribute to that?) *"We also work with families on the social diversity, culture and mobility with them directly and so they can bring up their children to be more open."* *(Youth worker, France)*	● Consult with young people from minority groups and their families to identify their needs for possible participation and engagement within your organisation. ● Adapt your organization's information channels to have the ability to reach isolated families and families in disadvantaged position. ● Design projects that focus on empowering residents to address the social issues that concern them or add this aspect to already existing programs and project designs. ● Within the design of the projects with young people, plan at least one activity that would involve the opportunity for their family members to join in (even short activities can add additional value to the project). ● Organise activities/actions to involve families, parents/guardians and children. Raise awareness of the EDI by inviting parents/guardians to events, conferences, and training sessions. ● Bring different families together to discuss similarities or differences, helping them to move forward together by creating a sense of community. ● Using a sensitive approach, investigate possible reasons for potential reluctance or drop out of young people from opportunities provided by your organisation. If reasons are due to their families' economic or other difficulties, make sure to communicate sensitively potential support you can provide and/or that they are welcomed back when they can. ● Support families with economic or financial difficulties; provide grants for participation in activities.

	● Raise awareness on the EDI perspective through training and activities intended for families and guardians, emphasising the benefits for them, the youth and the local community
Good practices and resources	**Good practice:** [Sociocultural and social centres in France](#)
Further reading	➢ [Engaging the family to engage young people](#)

SELF-EVALUATION FOR DIMENSION 4

GOOD PRACTICE INDICATORS	In place	Partially in place	Not in place	Under development
The organization conducts need analysis in the area of its operation to assess the local demographics.				
The organization's projects are inclusive of communities that are usually not supported and that are in a disadvantaged position.				
Events and activities that celebrate the cultural diversity of the local community are organized regularly.				
The organization implements activities or projects which bring different communities together.				
The organization conducts a need analysis among the families of their young people to identify the needs for possible participation and engagement.				
The organization designs projects that integrate the involvement of the family members of the young people.				
The organization provides formal and/or informal support to families with their economic/financial and other difficulties.				

DIMENSION 5: DIRECT WORK WITH YOUNG PEOPLE

About: The work with young people needs to be culturally and critically responsive. Factors like gender, race, religion, sexual orientation, culture and language, abilities, literacy skills and age need to be considered.

Addressed to: The organizational leadership, youth workers and volunteers

The subthemes: a) PROJECT DESIGN AND PLANNING, b) TRAINING / EDUCATION and c) EDUCATIONAL MATERIALS

a) SUBTHEME: PROJECT DESIGN AND PLANNING

Outcome (or in which way is it visible in practice?)	To design and plan a project within an organisation that can keep into account inclusivity means to create an environment where staff, volunteers and young people, regardless of their backgrounds, identities, or abilities, have equal access, opportunities, and support. The project design, planning and implementation includes the commitment to promote the EDI values with project partners but also public through the EDI-oriented dissemination. Key components involve diverse representation, accessibility, cultural sensitivity, equitable opportunities, tailored care and support, education on diversity and inclusion, feedback mechanisms, and celebrating diversity. Collaboration with local organisations and regular evaluation are also essential to achieve these objectives.
Goals (or what is it that we want to achieve?)	The goal of planning and designing a project on inclusivity as the main feature is to create space for each person's voice to be heard, and to allow under-represented social groups to have a primary role.
Recommendations (or how we can contribute to that?)	● It is essential to plan the project by defining a clear project's mission and goals clearly outline the purpose and what EDI practices mean and how they can be integrated in it. ● Ensure to represent everyone well, both participants and stakeholders, it is important to have in mind the needs, interests

"We should plan the projects involving young people from remote areas. Even if being the grass - root youth work organisation that usually engages young people from the nearest local community, each organisation could adapt some of the project or plan concrete projects to engage young people who live in remote areas (rural areas, islands). Some activities can be planned online and some activities in partnerships with existing organisations in the local area even if they might not be youth organisations." (Youth worker, Croatia)	and background of the involved people and identify possible obstacles in advance. ● Engage with the community, listen to needs and seek feedback/inputs that can be useful for improving the project's general aim and the representation of everyone. ● Involve members of the target groups in the design and implementation of project activities, through focus groups, surveys and other forms of consultation. This may include analysing data on the demographics and communication preferences of the groups, and consulting with experts in the field, gathering in community centres or other locations that are easily accessible to these individuals. ● Include in project proposals the description of the target groups through disaggregated data by gender and other diverse characteristics and/or include gender and diversity indicators to advance the equality of underrepresented communities. ● Ensure that the project activities are planned and implemented as to be open to everyone and that the participation of young people with fewer opportunities is particularly encouraged and supported. ● Consider making decisions about commitment towards higher participation of underrepresented or disadvantaged groups and genders in your activities. ● Ensure that the selection processes will be open, transparent and discrimination-free, ensuring that any interested person can express their interest in participation and their application will be treated equally. ● Design a project that can be inclusive and accessible by allowing physical and digital participation. Give partners the flexibility to organise activities in line with their participants' profiles and needs. ● Highlight in the project description that outreach activities and materials will use clear and easily understandable language and will be widely shared to make the participation opportunities offered and the availability of support measures known to motivate the participation of people with fewer opportunities. ● Ensure measures that will create a safe and supportive environment for all participants, by providing information, support and follow-up services throughout the project activities. ● When relevant to the project proposal, include a description of actions through which the project will promote equality, diversity and inclusion (e.g. a gender-mainstreaming approach and/or a positive measure approach) and a description of how

	the project will disseminate information to engage young people in all their diversity. ● Consider in the budget extra costs for adapting the activities and equipment to special needs. ● Plan evaluations and monitoring on the EDI practices implementation and recognitions. ● Promote and ensure the use of inclusive language within the project proposal and during the implementation. ● Plan to perform activities in accessible facilities. See the Dimension 2 for tips on building and space design from the EDI perspective, and include these principles in your proposals and plans. ● Ensure that the open requirement of the project results is respected and all the produced results will be freely available as OER via open licences for anyone to have easy access to them.
Good practices and resources	**Good practice 1:** Gender & Diversity Management Policy, **page 9, 10, 11** (Centro per lo sviluppo creativo Danilo Dolci)
Further reading	➢ Planning an Inclusion Project Event ➢ Inclusion Toolbox (Carly Walker-Dawson, 2021) ➢ Steps to Developing an Inclusive Excellence Plan ➢ How do you ensure inclusive planning?

b) SUBTHEME: TRAINING / EDUCATION OF YOUNG PEOPLE

Outcome (or in which way is it visible in practice?)	Training and educational activities within the youth organization are inclusive and culturally responsive. Categories such as gender, religion, sexual orientation, culture and language, abilities, special needs, literacy skills and age are considered when planning the educational activities. By adopting an inclusive approach, the organization will respond more effectively to the needs of young people and what needs to take place for diverse young people to feel safe and participate in educational activities in the first place.

Goals (or what is it that we want to achieve?)	In an inclusive educational environment, all young people will feel a sense of belonging, knowing that they matter for who they are and that they are accepted on their own terms.
Recommendations (or how we can contribute to that?) "It is important to plan the duration and content as our young people (Roma) cannot follow programs of 8-10 hours, it is too demanding for them. The program needs to be adapted, as well as the choice of words used, to take into account which topics are perhaps completely unknown to them, and it is assumed that they understand them. For them, it is often an obstacle in their participation. They are afraid that they will be left alone and that they won't understand something, and because of that, the environment will somehow reject them and make fun of them.'' (Youth worker, Croatia)	**Planning phase** ● Be aware to include inclusion costs within the training/education budget (see the first subtheme). ● Assess that the training room, particularly if outside of organisation, is accessible and welcoming to all. If possible, make adaptations where necessary. ● Plan the activities within the training with possible adaptations when taking into consideration the diversity that may be in the room (even if we did not know it ahead of training). ● If possible, ask about participants' needs beforehand by including in the Participation Form a field of special needs/preferences/requests. ● If you have information on participants, try to foresee their needs and/or consult them about their needs. For example if needed, plan the training that does not require proficiency in English or high levels of literacy or mobility. ● Invest extra time to plan activities and materials that support young people's identities, such as their ethnicity, religion, socioeconomic situation, ability, mobility, gender identity or sexual orientation. ● Plan creative activities when exploring the topics of EDI where young people can explore and share in pairs or small groups. **Implementation phase** ● Create a space to hear the voice of each participant, and support them to represent themselves and their own needs. Avoid that someone else is representing them or trying to be the spokesperson for them unless requested otherwise. ● If you have young people who are not fluent in your national language, make an effort to acknowledge their talent of possessing knowledge of more than one language; creatively explore words and phrases in your and their spoken language as the way for reinforcing young people's sense of pride and dignity. ● Encourage the use of more than one way or language of communication. Foster translanguaging by encouraging participants' communication with a diversity of means (i.e.,

	gestures, translation apps, written forms, drawings) and spoken languages. Check the further reading segment for more ideas.
	● Ask for identified pronouns and encourage personal pronunciation (he, she, they) at the start and during the training. Explain to participants or let participants explain for themselves why identified pronouns are or are not important to them.
	● Address social justice issues when they arise in discussions. Check the further reading for more guidelines (Straight A's…).
	● Support young people to articulate challenges they are facing, express their needs, and advocate for their rights. Sometimes, just communicating the injustice and discrimination they may face can be an empowering experience.
	● Support and build young people's capacity to recognize themselves when an opportunity is right for them to speak about their identities.
	Evaluation phase
	● Do an in-house evaluation of how appropriate activities and materials were for the participants.
	● Conduct a verbal and written evaluation by participants looking for feedback on the appropriateness of activities and discussions on EDI topics and issues.
	● Make sure to check with young people on how safe they have felt in the training and ask for anonymous feedback on recommendations about what could be improved.
	● If you have regular workshops and notice that some young people stopped participating, if possible, check why. Young people from minority and marginalised identities often face additional pressures in their lives. You might decide to let them know they are welcome to come back.
	● If you hold regular training sessions with young people, organise reflective practice sessions for all trainers to discuss and share facilitating the EDI topics in groups and/or facilitating diverse groups of young people.
Good practices and resources	**Good practice 1: Importance of adaptation in education program** (Ambidekster)
Further reading	➢ Creating Inclusive Program Environments for Youth with Different Abilities: A Training Manual ➢ SEL Toolkit: Social Awareness ➢ EDF guide for accessible meetings for all

	➢ Great Idea: Translanguaging ➢ Straight A's for facilitating Discussions about Diversity and Social Justice

c) SUBTHEME: EDUCATIONAL MATERIALS

Outcome (or, in what way is it visible in practice?)	The EDI educational materials are prominently visible in practice through the incorporation of diverse and accessible content in textbooks, online resources, and learning materials. Training programs are designed to ensure that materials are representative of various perspectives and accessible to individuals with diverse learning needs. This includes the use of alternative formats, subtitles, and other features to accommodate different learning styles and abilities, fostering an inclusive educational environment. These efforts contribute to breaking down barriers to education and ensuring that all young people, regardless of their background or abilities, can fully engage with and benefit from learning materials that value and celebrate diversity.
Goals (or, what is it that we want to achieve?)	The goal is to cultivate an educational atmosphere that champions equity, diversity, and inclusion. By integrating the EDI materials and ensuring accessibility, youth organisations should aspire to empower their beneficiaries from varied backgrounds, fostering a learning environment where everyone feels represented and valued. Ultimately, the aim is to prepare individuals for a globally interconnected world, breaking down barriers and contributing to a more inclusive and equitable society.
Recommendations (or how we can contribute to that?)	**Content** ● Ensure learning materials and activities incorporate themes of equality, diversity, and inclusivity. ● Ensure that training or classroom materials avoid discrimination against race, sexual orientation, religion, gender, and those with disabilities. ● Deliberately include resources from marginalised identities (e.g., cis women, transgender people, non-binary people, gender non-conforming people, Black, Indigenous and People of Colour,

multiracial people, people with sensory, physical, and mental disabilities).

- Make sure that the voices of the people mentioned above are heard and not just talked about by others.

- Provide opportunities for young people to co-create content or educational material, giving their voices and experiences the space to be heard.

- Break down complex words into recognizable parts to facilitate learning roots and enhance comprehension.

- Ensure learning materials are easy to read with clear instructions.

- Tailor teaching methods and materials with differentiated instructions to meet diverse needs.

Technical aspect

- Ensure the materials you ask your beneficiaries to get are not only affordable but also easy to find in stores.

- Offer learning materials in multiple formats (e.g., digital, audio, braille) for diverse learners.

- Offer learning material in multiple languages, focusing on the ones your young people speak.

- Confirm compatibility with assistive technology, such as screen readers.

- Conduct web accessibility testing for educational platforms and websites.

- Ensure the accessibility of all digital content (images, videos, and documents).

- Avoid using colour as the sole means of conveying information; use dashes, patterns, labels, shapes, and spacing differences.

- Try to avoid using green/red, blue/purple and light green/yellow combinations, as some colour combinations are problematic for people with [colour vision deficiencies](#).

- Ensure that images and diagrams have good contrast and avoid overlapping text on patterned backgrounds.

- Include alternative text (alt text) for images to aid blind and visually impaired students.

- Provide teaching material in original formats (Word, PPT, Latex) and PDF or ePUB; ensure PDFs are accessible to all users. You can check yourself:

	○ Can you copy the text into a word processor? ○ Can you zoom in without the text pixelating? ○ Can you view the PDF on a mobile screen without horizontal scrolling (does the text reflow similar to Kindle eBook when font size is increased)? ○ Does it have meaningful navigation (a table of contents) on the side panel?
Good practices and resources	**Good practice 1:** Learning through games: "Educational workshops" (MELT) **Good practice 2:** The Cecifoot (MELT)
Further reading	➢ Update Your Learning Materials: Towards Active Global Citizenship ➢ [Video] POUR: The 4 principles of accessibility

SELF-EVALUATION FOR DIMENSION 5

GOOD PRACTICE INDICATORS	In place	Partially in place	Not in place	Under development
The organization customary designs projects that clearly describe the stakeholders, groups of focus and participants to present the intention of reaching underrepresented communities and young people in disadvantaged positions.				
The project budget anticipates the inclusion costs, measures to support the adaptation of activities and equipment to young people with difficulties.				
The invitation to young people to participate contains clear and understandable language as well as a statement of the provision of available support measures for young people in disadvantaged positions.				
The training venue is accessible for young people with disabilities.				

Training with young people includes activities and materials that acknowledge young people's identities and backgrounds.				
The incorporation of the EDI themes is ensured in the learning materials and activities, with a focus on avoiding discrimination against race, sexual orientation, religion, gender, and individuals with disabilities.				
Opportunities for the co-creation of educational content are provided, allowing young peoples' voices and experiences to be heard.				
Affordable and easily accessible materials are ensured for participants, with a focus on offering learning materials in multiple formats, languages, and compatibility with assistive technology.				

LITERATURE

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