



# EDI GO Curriculum

Breaking Barriers,  
Building Bridges:  
The Trainer's Blueprint  
for EDI Success



Co-funded by  
the European Union





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**BREAKING BARRIERS, BUILDING BRIDGES:**  
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## IMPRESSUM

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EDI GO Curriculum - Breaking Barriers, Building Bridges:  
The Trainer's Blueprint for EDI Success

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# Summary

The EDI GO training curriculum is designed to integrate Equality, Diversity, and Inclusion (EDI) principles into youth work. It addresses structural inequalities and biases faced by disadvantaged youth, including migrants, refugees, Roma youth, individuals with disabilities, and those discriminated against based on gender identity and sexual orientation. This curriculum is for youth workers, coordinators, project managers, trainers, and volunteers dedicated to embedding EDI principles within their organisations, fostering an inclusive environment that champions human rights.

The curriculum comprises **five modules** focusing on various aspects of EDI implementation:

- **Governance/Leadership Guidelines:** Emphasises integrating EDI values into organisational leadership and policies, covering strategic leadership, policy creation, and capacity building.
- **Building and Space Design Guidelines:** Focuses on creating inclusive and accessible physical environments by recognising and removing physical and cultural barriers.
- **Attitudes and Relationships:** Promotes adopting EDI values in organisational culture through participatory activities that foster empathy, solidarity, and a cohesive group dynamic.
- **Community and Partnerships:** Highlights engaging communities and families from an EDI perspective, guiding the development of inclusive community partnerships and collaborative decision-making processes.
- **Direct Work with Young People:** Provides tools and insights for inclusive project design, training, and educational materials, emphasising culturally responsive approaches and accessible learning environments.

The curriculum is designed to actively engage participants and foster reflection through various interactive methods, including interactive lectures, group discussions, case studies, and participatory activities. To enhance communication skills and awareness, it features Inclusive Language Guidelines with case studies and an Inclusive Language Taboo Game, both aimed at promoting inclusive and effective communication.

For trainers, the curriculum provides practical guidance with step-by-step instructions to facilitate effective training sessions. It also offers tips for trainers, outlining best practices to optimise the learning experience, and answers to frequently asked questions, helping trainers confidently address participant concerns. An Evaluation Questionnaire is included to assess the quality and effectiveness of the training sessions, ensuring continuous improvement and impactful learning outcomes.

In summary, the EDI GO training curriculum offers a structured approach to embedding Equality, Diversity, and Inclusion in youth work. By addressing the challenges faced by disadvantaged youth and providing practical tools, the curriculum empowers youth workers to create inclusive environments. Its interactive modules, practical trainer support, and continuous evaluation ensure participants can effectively champion EDI values and foster a culture of inclusion and human rights within their organisations.

# INTRODUCTION

According to the EDI GO research report, youth from disadvantaged backgrounds, including migrants, refugees, Roma youth, and individuals with disabilities, encounter significant obstacles in accessing education and employment due to existing structural inequalities and societal biases. Additionally, discrimination based on gender identity, sexual orientation, and intersecting identities further compounds exclusionary experiences. The same youth workers and young beneficiaries advocated also for organisational improvements in equality, diversity, and inclusion. Their recommendations included process evaluation, policy enhancement, and recruitment diversification. Collaborative decision-making involving stakeholders and forming partnerships with marginalised communities were highlighted.

## *Who is this curriculum intended for?*

Chances are, you have found yourself here with a purpose: perhaps you are concerned about the above findings and you want to take action. Perhaps you have already delved into the EDI GO Toolbox, finding inspiration within its contents, and now you are considering how best to share this message with your colleagues. As you navigate through the wealth of ideas and tools it offers, you might yearn for a structured method to convey them effectively. Well, your search ends here!

This document is crafted specifically for individuals like you: whether you are a youth worker, coordinator, project manager, trainer, or volunteer championing human rights and dedicated to embedding equality, diversity, and inclusion (EDI)\* principles within your youth organisation. It aims to provide you with further support while transforming your workplace into a bright EDI example.

## *What does the curriculum consist of?*

This document consists of two key sections: a) Training on the EDI GO Charter Mark & Lesson Plans and, b) Training on the EDI GO Inclusive Language Guidelines. The first section of the training consists of detailed activities which, through the five organisational dimensions, aim to empower you while working with young people in EDI topics. This section contains detailed descriptions of activities, required materials as well as links to presentations used during the internal pilot sessions. The second section of the Curriculum, dedicated to the topic of language, contains suggestions for activities (such as an alternative to the classic Taboo board game, and Case studies) in which you can introduce this complex topic to stakeholders.

To better support your facilitation experience, this document provides practical guidance for conducting effective training sessions with peers, including answers to frequently asked questions by trainers. Enriching the resource further is an evaluation questionnaire designed to assess the quality and effectiveness of your sessions, along with an Action Plan template you can deploy with your learners committed to enhancing various aspects of their organisations.

## *How to use this curriculum?*

This curriculum has been designed with flexibility in mind, allowing you to adapt it to your specific context and needs. Below, we provide some guidance on how to effectively use these materials.



- **Getting Started**

We recommend beginning with the materials provided in Module 1, as they offer a comprehensive introduction to Equity, Diversity, and Inclusion (EDI) topics. This foundational Module sets the stage for subsequent modules and ensures a solid understanding of key concepts.

- **Flexibility in implementation**

It is not necessary to complete all activities or follow them in the prescribed order. Feel free to choose the activities that best suit your group and your objectives. However, starting with Module 1 is strongly advised.

- **Pilot testing and implementation**

This Curriculum was piloted in Greece (April 2024) with our partners. Based on this pilot implementation, we propose conducting activities for the first three Modules in person, while Modules 4 and 5 can be effectively delivered online. Nonetheless, different planning and adjustments are flexible according to your needs. This Curriculum, with necessary adaptations, has also been successfully used in various partner countries. Consequently, adapted materials and presentations are available in five languages:

- [Training of Trainers Package in English](#)
- [Training of Trainers Package in Croatian](#)
- [Training of Trainers Package in Greek](#)
- [Training of Trainers Package in Italian](#)
- [Training of Trainers Package in Spanish](#)
- [Training of Trainers Package in French](#)

- **Important Considerations**

Before using this Curriculum, it is crucial to thoroughly review the materials in the [\*\*\*EDI GO Toolbox\*\*\*](#). We encourage all facilitators to tailor each suggested activity to their national contexts and the specific groups they work with. Special attention should be given to the diverse vulnerabilities and identities of young people to ensure inclusivity and relevance.

### ***Ready to transform your youth organisation into an EDI champion?***

*Take the first step by implementing the strategies and resources outlined in this document and pave the way for your team members.*

#### **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.

# Tips for Trainers for Effective Training Sessions

- 1. Set a training schedule:** Set a start time that works for everyone, estimate how long the training will run, and stick to this schedule.
- 2. Ensure your presentation materials are effective and impactful:** Developing training material can be challenging: It demands a careful balance of attention to detail; however, it should not be overly intricate to the point that your audience is compelled to read rather than listen. Additionally, it is crucial to sequence the course content thoughtfully, avoiding introducing complex subjects too early. Lastly, refrain from introducing new topics right at the end of the day.
- 3. Broaden your training methods and content variety:** Overwhelming your audience with an excess of dull, bullet-pointed slides or prolonged monologues can diminish engagement. Enhance your training materials by including real-world examples, case studies, visuals, and relevant research. Break up your presentation routine with interactive components like exercises, dialogue, and Q&A sessions to sustain participant interest and energy.
- 4. Be realistic with your time and content:** Exercise caution with your content expectations. Avoid the mistake of promising excessive material and cramming your training agenda. Time estimates for content may differ in a live setting, with a 10-minute plan potentially stretching to 20. Allocate 45 to 50 mins of material for each 60-minute training block. Plan to speak for less time than anticipated, allowing flexibility for spontaneous stories, unforeseen discussions, and unexpected questions within your programme.
- 5. Share experiences and stories that are relevant to the material you are presenting:** This can help people understand what you are trying to convey; it personalises the information and assists the learner in seeing the connections between the material and their contexts.
- 6. Practice, practice, practice:** Once you've read through your materials, practice delivering them before you stand up in front of the class. Use a timer, practice projecting your voice, and test out any animated slide features. Being familiar and practised will put you at ease, which will help make trainees comfortable, too.
- 7. Set the training space up for success by thinking about how the space will be used:** Do you need room to move around? Do you need the tables to be moved? Where will you set up the projector? Thinking of this in advance will help to keep you organised on the day of the training.
- 8. Test the audio-visual equipment:** Arrive ahead of time and test all AV equipment; if you encounter a problem, there's time to resolve it. If you need to rent AV, ensure that you do so well in advance.
- 9. Establish your participants' needs:** At the start of every course, encourage your delegates to individually introduce themselves, highlight their roles within their organisation and most importantly, impart their knowledge of the subject matter. You will then be able to pitch the training course at the right level and make it relevant to all participants' needs.

- 10. Set training objectives:** Training objectives define what a learner will learn or achieve as a result of their training. Training objectives serve as a guide to make sure that your team's learning progress is right on track. As important as choosing from different training methods and setting training objectives, it is also crucial that you communicate them to your team. Explain the things to be achieved and how they will be able to use them in their day-to-day work.
- 11. Set ground rules and expectations for the training at the beginning:** This includes things such as respecting others, cell phone usage, break times, or anything else your participants find important.
- 12. Keep the agenda flexible and be prepared for change:** When dealing with curious participants, the training course might take unexpected turns. If you notice the session deviating, consider proposing a slight modification to the agenda to better address their needs. Do not hesitate to suggest this to your audience; prioritizing their specific requirements is more crucial than strictly adhering to the original course structure.
- 13. Incorporate games:** Gamification is all about adding a fun aspect to learning so learners will be more enthusiastic to learn and participate, instead of a monotonous and flat learning session.
- 14. Recognise learners for their involvement in the training session:** It may seem like a simple thing, but using comments such as "great idea" or "thanks for that" can validate a learner and make them want to participate more in the training.
- 15. Admit when you do not know an answer:** You will always find one or two learners who ask questions for which you do not have the right answer. Do not try to worm your way out of difficult questions. You will probably regret doing this when you get caught. Admit it when you are not sure.
- 16. Keep the energy up:** There is no doubt that training is tiring both physically and mentally. This applies to the trainer and the learners. If there is a hint of tiredness from your audience recommend a quick break. Engagement, interactive dialogue, and fun are usually good tools to reignite lost energy.
- 17. Interpret non-verbal communication:** Trainers who have a "sense and respond" approach tend to better understand the needs of their training course audiences. If your learners look confused, tired, or bored, do something about it! Take a break, engage the participants more, or initiate some sort of dialogue—anything to rectify the problem as soon as possible.
- 18. Ask for feedback:** Continuous improvement is key, and it's essential to seek feedback from your learners about the training session. Inquire about their overall experience for the day, highlighting positive aspects and identifying areas for improvement. Encourage feedback on what worked well and what may not have been as effective. Some individuals might prefer to provide critiques anonymously, while others may be open to discussing their thoughts in person. Adapt to the preferences of your group. Gathering input from trainees is crucial for enhancing subsequent sessions and refining the overall effectiveness of the training programme.
- 19. Stick around at the end:** Take your time before concluding. This presents a valuable opportunity for addressing any lingering questions that may not have been raised during the session or that learners might prefer to ask privately.

## ***Interested in learning more?***

***Take a look at the following resources for more information:***

SafetyCulture. (n.d.). *Tips to improve training sessions*. Retrieved from:

<https://training.safetyculture.com/blog/tips-to-improve-training-sessions/>

eMarketeers. (n.d.). *20 essential training tips for the perfect trainer*. Retrieved from:

<https://www.emarketeers.com/e-insight/20-essential-training-tips-for-the-perfect-trainer/>

Skills Hub. (n.d.). *Train the trainer tips*. Retrieved from:

<https://www.skillshub.com/train-trainer-tips/>

SARCLearningCentral. (2021). *Tips for trainers*. Retrieved from:

<https://www.sarclearningcentral.ca/wp-content/uploads/2021/07/Tips-for-Trainers.pdf>





# Frequently asked questions by trainers

Welcome to our Q&A section, a dedicated space designed to empower you with valuable insights, strategies, and solutions. In the dynamic world of training and development, where challenges and questions are inherent, this section serves as a knowledge hub tailored to address the unique needs of trainers. Here, you will find expertly crafted responses to common queries, spanning topics from participant engagement to virtual training adaptation, inclusivity in diverse groups, and assessing knowledge transfer. Embrace this space as a collaborative learning environment, where the exchange of ideas and best practices will elevate your training expertise by responding to the most frequently asked questions while conducting a training session.

**Question 1:** How can I give constructive feedback to the participants if I want to tell them that there is space for their improvement, without sounding offensive?

One of the feedback models is the so-called *The Sandwich method*. In this model, we pay attention to the following three components:

- **What was good** - at the beginning of giving feedback, give information about what was good (I like it..., It was great how you said...)
- **What can be improved** - then move on to the part that can be improved (What else you can think about is..., I would work on the part...). Avoid: BUT... because it cancels what was said previously. Also, we recommend avoiding the use of the phrase If I were in your place... because we are not in that person's place!
- **Positive conclusion** - end with a positive conclusion, and support the person for future learning and progress.

**Question 2:** What can I do as a trainer to create a feeling of a safe environment for all participants?

- **Present yourself** — your competencies, and experiences, but also something personal about yourself.
- **Define the rules** — highlight what is primarily important to you (i.e., safety in the group, a feeling of welcome, rules of behaviour), and then, together with the participants, come up with some additional rules and conclusions about what they need to feel safe to share and participate.
- **Create conditions for connecting group members** — through specific activities, create as many opportunities as possible to work in various groups, create space for sharing, and get to know each other — the more they connect, the more likely they will share problems and thoughts.
- **Structured activities** — prepare activities with a clear objective of what you want to achieve. Encourage the participants to design activities with your support.
- **Monitoring the individual needs of the participants** — monitor the group as a whole, but also each participant individually, giving them space to express themselves, but also supporting them.
- **Feedback, self-assessment and evaluation** — remember the importance of giving feedback, as well as encouraging participants to self-assess and ask for feedback from you and the group itself.

**Question 3: What are some effective ways to handle challenging participants or disruptive behaviour during training sessions?**

Effectively handling challenging participants necessitates a blend of patience, empathy, and assertiveness. Begin by setting clear ground rules at the outset of the session to establish expectations. Engage participants in suggesting solutions for managing disruptive behaviour, fostering a sense of collective responsibility. Should disruptive behaviour occur, address it promptly and privately to mitigate potential escalation. Foster open communication and active listening to gain insights into underlying issues, enabling you to adapt your approach accordingly. Providing extra support or resources to participants facing challenges can transform difficult situations into opportunities for personal and professional growth.

**Question 4: In a diverse training group, how can I ensure inclusivity and cater to the needs of participants with varying cultural backgrounds and learning styles?**

As a trainer, you play a crucial role in fostering an inclusive training environment for diverse groups. Beyond incorporating diverse examples and case studies, you can enhance inclusivity by considering the following points:

- **Multilingual resources:** Offer training materials in multiple languages or provide translations to accommodate your learners with different language preferences. This ensures that language barriers do not hinder comprehension or engagement.
- **Flexible learning formats:** Recognize and accommodate various learning styles by presenting information in different formats. Incorporate visual aids, interactive discussions, hands-on activities, and written materials to cater to your learners with diverse learning preferences.
- **Feedback mechanisms:** Establish an open feedback mechanism that encourages your learners to express their perspectives and suggest ways to improve inclusivity. Regularly collect feedback and make adjustments to the training approach based on participant input.
- **Inclusive language:** Be mindful of language choices to ensure they are inclusive and avoid unintentional biases. You should use terminology that is universally understood and steer clear of colloquialisms that may be confusing for learners from diverse linguistic backgrounds. Take a look at the Guidelines for Inclusive Language we developed in our EDI GO initiative.
- **Cultural advisors/mentors:** If possible, involve cultural advisors or mentors who can provide guidance on cultural nuances and offer support to participants from specific backgrounds. This can enhance cultural awareness and sensitivity within the training group.

**Question 5: How can I introduce the EDI values to the group without being too technical or using complex vocabulary?**

One way to introduce EDI values to the whole group without getting into technicalities or using vocabulary or concepts that may be complex is by putting these values into practice through exercises. There are games and activities in which everyone can participate and that encourage cooperation and teamwork in heterogeneous groups. Many times, at an early age, males and females may tend to gather in homogeneous groups; we must work to break down these barriers and encourage the creation of more inclusive groups.

It is important that the group learns to relate to each other. After all, these are skills that will be applied sooner or later in an increasingly diverse and globalised modern world. One way to promote this diversity could be through games in which they have to work together (cooperation) and whose dynamics encourage interaction with all members of the group. Propose games that are inclusive for all types of people and all abilities; games that do not require prior knowledge or specific skills (that everyone can play from the beginning without barriers).

The use of theatre as a conciliatory and integrating tool can be very useful for this purpose. For example, the representation of a children's story; a narration that is simple and understandable for the whole group (classic stories). Propose that the group prepare a story, poem, or song and that everyone takes part in the activity and the performance. It is important to ensure that the roles are equally distributed, that is, that there is heterogeneity and fairness in the distribution. For example, in the "Little Red Riding Hood" fairy tale, the little red riding hood can be a male and the wolf a female.

**Question 6: How can I deal with people who find it difficult to fit into a diverse environment, or who are reluctant to relate to people from different backgrounds and diversities?**

One way to deal with this situation is to gain the trust of this person (or persons). Understand how they feel and have a closer and more conciliatory attitude with them. Ask them how they would like to do it, or what they would like to do. Try to empathise with their feelings and try to explain to them that it will be a good experience and that they will have a good time.

In case the person is new to the group, introduce them to the group, and talk to the rest of the group to give them a friendly welcome. If the person is new, explain the dynamics and the proposed activities so that he/she is included in the group in an organic way. The goal is to make everyone feel included. You can ask for help from other members of the group to achieve this.

At the end of the session, it is important to address the group and those who may have difficulties and ask them how the session went; understand their situation and be interested in how they felt; the goal is to create an environment that is facilitative for both the person with difficulties and the group. It is important to have this monitoring to be aware of the situation of the group and the people in it.

**Question 7: How can trainers effectively manage time during a training session to cover all planned topics without rushing or overwhelming participants?**

Effectively managing time during a training session without rushing or overwhelming participants can be challenging. But some tips can help you. It basically comes with anticipation.

- A simple way to effectively manage time is to set timers or other time management tools (visual aids, cues to signal transitions between topics or activities). These tools can be very useful if you aren't comfortable telling students to shut down conversations.
- Not rushing topics and overwhelming participants also come to deal with participants that are going to talk a lot (too much). You must have a way to "move on" during training: Try saying things like *"Alright, I appreciate your input, but we need to move on to the next topic"*, or *"Thank you for your feedback, but we really need to continue with this lesson now"*.

**Question 8: How can trainers effectively capture and maintain participants' attention throughout a training session?**

Capturing and maintaining participants' attention comes with several tools and tips. You can use stories and examples drawn from your own experience, from your sector of activity or from other sources to catch the public's attention. You can also invite your audience to share their own stories and examples related to your topic. Make sure your stories and examples are relevant, concise and clear. Using different methods and activities can help you cater for different learning styles, avoid boredom, and stimulate different parts of the brain.

- You can use a mixture of methods and activities, such as lectures, demonstrations, discussions, exercises, games, simulations, or case studies.
- You can also use different media, such as videos, images, graphics, or audio clips.
- You can also use different formats, such as individual, pair, or group work.
- You can also use different timings, such as short bursts, breaks, or longer sessions.
- Varying your methods and activities can help you keep your audience interested, challenged, and energised.



# Training on the EDI GO Charter Mark & Lesson Plans

This section provides a comprehensive guide to implementing the five modules aligned with the five dimensions of the [EDI GO Charter Mark](#). Each Module is meticulously structured to facilitate an effective training experience. Each Module begins with a brief introduction, outlining the learning outcomes, required time, and necessary materials. Following this, the included activities are detailed, offering a clear roadmap for facilitation. Each Module concludes with a Lesson Plan table, providing detailed instructions and a list of materials needed to execute the activities. Additionally, the Modules contain links to the essential PowerPoint presentations required for the successful implementation of each activity (available on the platform in the section [Training of trainers package](#)). Although certain proposed activities are designed to be implemented in person while others online, you can proceed with modifications to adapt them to your (learners') needs.

## Module 1: Training on Governance/Leadership Guidelines

### Introduction

This Module is crucial because it depends on the organisational leadership in which way the EDI values will be present in the organisation through policies and practices, and has an impact on all other modules. Governance of non-governmental organisations includes the process of developing strategic leadership, like setting directions, making strategic decisions, evaluating performance, and ensuring accountability and transparency. To improve and introduce EDI practices, it is important to integrate them into the key documents and commit to the capacity building of the organisation. If EDI values are visible in key documents and policies and the vision and mission of the organisation; if each level of leadership, employees, and volunteers of the organisation are familiar with them, and if there is professional development of the staff and volunteers in the EDI topics, the organisation sends a clear message that EDI values are its priority and represent the safety and support that is often lacking in the outside world. This Module consists of four distinct but interrelated sections: a) Introduction to EDI practices; b) EDI in my organisation (Development of EDI organisational policy); c) EDI recruitment policy (Recruitment policy); and d) Creating a safe workplace environment (Staff and volunteer in-service training).

### Learning outcomes

By the end of this training session, learners will be able to:

1. Interpret the significance of Equity, Diversity, and Inclusion (EDI) terminology.
2. Identify the advantages of EDI policies and practices for organisational members (employees, volunteers) and the youth they serve.
3. Utilise resources from the EDI GO Toolbox effectively.
4. Recognise the benefits of a diverse workforce and how to improve EDI practices in the recruitment process
5. Recognise the benefits of systematic planning and implementation of training for staff and volunteers on EDI topics
6. Develop the framework for an Equality, Inclusion, and Diversity Policy, while assessing and addressing EDI practices within one's own organisation

## Duration

4 hours

## Required material/equipment

Laptop, Internet connection

Projector

PowerPoint presentation

(available on the platform in the section [Training of trainers package](#))

Pens, pencils, and felt-tip pens

Papers (A4)

A3 papers (1 paper per organisation attending the training)

Scotch tape or Pata fix

Dixit cards

Handout: Self-evaluation tool\_Dimension 1

Annex 1 - Creating the structure of the Equality, Inclusion, Diversity Policy

Annex 2 - Be ready to make your job ad EDI

Annex 3 - Quick Pick

## Introduction to EDI practices

### Description

This introductory section is necessary before delving into the core content, as it's essential to establish a common understanding of key terms related to Equity, Diversity, and Inclusion (EDI). These terms will serve as foundational pillars throughout our collaborative exploration.

### Duration

1 hour

### Objectives & Outcomes

By the end of this training session, learners will be able to:

- Interpret the significance of Equity, Diversity, and Inclusion (EDI) terminology.
- Identify the advantages of EDI policies and practices for organisational members (employees, volunteers) and the youth they serve.
- Utilise resources from the EDI GO Toolbox effectively.

### Learning Activities & Teaching Methods

- Activity 1.1. - Introducing the participants - Who am I?
- Activity 1.2. - Say it with a cake!

## EDI in my organisation: Development of EDI organisational policy

### Description

This Subtheme emphasises incorporating EDI principles into the governance of youth organisations. Trainers will guide and teach their learners how to create documents and policies that include EDI principles or help them evaluate existing documents and see whether there is a need for changes or additions following the EDI values. Trainers will show principles and examples to their learners of how to involve and enable the contribution of staff and volunteers, as well as young people, to shaping policies and achieving equality, diversity, and inclusion in the work of the organisation. Each learner will gain knowledge about how to make EDI principles recognised within the organisation as core values that the youth organisation and youth workers care for. Trainers will emphasise the importance of continuous work and reflection by youth workers, volunteers, and young people about their involvement in achieving equality, diversity, and inclusion in the organisation. The existence of the EDI organisational policy is an indication that the EDI values are a priority for the leadership of the organisation, that they are incorporated into all spheres of the organisation, and that they shape daily policy and practices. The existence of this document is also reflected in the subthemes: Recruitment policy and Planning of training for employees and volunteers who must be educated on EDI topics to respond to the requirements set by this document and the values it promotes.

To improve and introduce EDI practices, it is important to integrate them into the key documents and policies and commit to the capacity building of the organisation. Those documents and policies should be guiding principles for EDI practices in the organisation, which will influence all decisions, ways of functioning, and the organisational approach. This Subtheme is aimed at the governance of youth organisations, which includes the process of developing strategic leadership like setting directions, making strategic decisions, evaluating performance, and ensuring accountability and transparency. The governance of organisations sets the precedent for the entire functioning of the organisation, and therefore EDI practices must be set at this level because they affect everyone. This Subtheme is part of Module 1: Training on Governance/Leadership from the EDI perspective and is connected with the first dimension's Subtheme: Development of EDI organisational policy of the EDI GO Charter Mark.

### Objectives & Outcomes

By the end of this training session, learners will be able to:

- Explain the importance of incorporating EDI principles into the governance of youth organisations
- Develop EDI organisational policy
- Analyse the absence/presence of EDI practices in their own organisation

### Learning Activities & Teaching Methods

- Activity 2.1. - Self-evaluation tool\_Dimension 1
- Activity 2.3. - Creating the structure of the Equality, Inclusion, Diversity Policy

## EDI recruitment policy

### Description

The primary goal of this Subtheme is to teach learners how to cultivate a workplace 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 will aim to create a more inclusive and equitable environment where every individual feels valued and has an equal opportunity to succeed. Trainers will show examples of discriminatory job advertisements and teach their learners how to create a job advertisement that promotes EDI values. This Subtheme is a part of Module 1: Training on Governance/Leadership from the EDI perspective and is connected with the first dimension's Subtheme: Recruitment policy of the EDI GO Charter Mark.

The leadership of the organisation also makes decisions about recruitment - a space that opens up so many opportunities to show how important EDI values are to the organisation or (often unintentionally) to send the message that the organisation is not open to everyone. The recruitment process has several stages (e.g., job advertisement, interview, feedback after the interview), and each of them should be given equal attention. This topic also requires staff training to make this process open to different individuals, full of respect and support, keeping in mind the diversity of potential candidates.

The organisational recruitment policy with an EDI dimension ensures that the organisation 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 organisation. The commitment to fair and inclusive practices is visible in a diverse workforce as well as in diverse groups of volunteers and young people. The organisation is committed to the reputation of a youth organisation 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. An effective recruitment policy that integrates the 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.

### Duration

50 mins

### Objectives & Outcomes

By the end of this training session, learners will be able to:

- Recognise discriminatory language in the recruitment process
- Explain the importance of a diverse workforce
- Identify a dynamic and representative workforce

### Learning Activities & Teaching Methods

- Activity 3.2. - Be ready to make your job ad EDI

### Further Resources

[Blog Article] Ongig. (n.d.). Unconscious Bias in Job Descriptions. Ongig Blog. Retrieved from:

<https://blog.ongig.com/diversity-and-inclusion/unconscious-bias-in-job-descriptions/>



## Creating a safe workplace environment: Staff and volunteer in-service training

### Introduction

Staff and volunteers work with a diverse population of young people, who often see the organisation as a safe place where they can be their real selves and seek support. Therefore, both staff and volunteers must be educated and feel ready to respond to the various challenges that working with diversity entails. It is important to carefully plan training, to check which topics staff and volunteers do not feel sufficiently educated about, and to constantly strive for learning and reflection to be the best possible support for young people. Staff and volunteer in-service training is the responsibility of the organisation's leadership, which, through careful planning of the annual calendar of the training programmes on the EDI organisational policy and practices, shows that it recognises the importance of continuous learning and reflection on its own EDI practices among its employees.

The **goal** of this sub-theme is to recognise the importance of continuous learning and reflection by staff and volunteers about their beliefs, perceptions, assumptions, and expectations to ensure that their youth work practices are inclusive, diverse, and sensitive. In this way, they can respond with more empathy and understanding to the needs of young people, who will recognise the organisation as a safe place where they can build their sense of belonging.

The **outcome** of this training session is that the learners recognise the importance of the professional development of the organisation's staff and volunteers in creating/maintaining an inclusive, diverse, responsive, and sustainable work environment, as well as direct work with young people. This requires the planning of in-house and external training as well as the possibility of supervision, including in the planning of which topics the employees and volunteers themselves recognise as the most necessary for them.

This subtheme is part of Module 1: Training on Governance/Leadership from the EDI perspective and is connected with the first dimension's subtheme: Staff and volunteer in-service training of the EDI GO Charter Mark.

### Duration

50 mins

### Objectives & Outcomes

By the end of this training session, learners will be able to:

- Identify the most common prejudice when working with young people
- Plan training sessions for staff and volunteers on the EDI organisational policy and practices
- Explain the importance of training staff and volunteers so that they can support the various groups of young people they work with

### Learning Activities & Teaching Methods

- Activity 4.1. - Quick Pick

### Further Resources

Youth Work Ireland. (2019). Beyond Hate. Retrieved from:

<https://www.youth.ie/wp-content/uploads/2019/05/PX3815-Beyond-Hate-V2.pdf>

# Module 1: Lesson Plan

Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>1. Introduction to EDI practices</b>	1 hour	<ul style="list-style-type: none"> <li>• Individual work: Activity with associative cards</li> <li>• Groupwork</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop &amp; Projector</li> <li>• PowerPoint presentation (available on the platform in the section <b><i>Training of trainers package</i></b>)</li> <li>• Internet connection</li> <li>• A3 papers, felt-tip pens</li> <li>• Dixit cards</li> </ul>
<b>1.1. Introducing the participants - Who am I?</b>	10 mins	<p>Individual work: Activity with associative cards</p> <ul style="list-style-type: none"> <li>• Spread the associative cards on the empty table.</li> <li>• Give participants 2 mins to choose a card they would like to use to introduce themselves to the group.</li> <li>• Start with presenting the card and getting to know each other. Introduce yourself in the same way.</li> </ul>	<ul style="list-style-type: none"> <li>• Dixit cards</li> </ul> <p>If you don't have any cards available, the participants can choose one item in their bag/room with which they can represent themselves.</p>
<b>1.2. Say it with a cake!</b>	30 mins	<p>Groupwork</p> <ul style="list-style-type: none"> <li>• Divide the participants into pairs or groups with representatives of the same organisations. If they are the only representatives, they can work alone.</li> <li>• Ask the participants to present their organisations, but as if they were writing a recipe for a cake. Let them think and share what their organisation consists of, what they would like to highlight, which is their favourite "ingredient", and maybe what is missing in the "recipe" to make the "cake even better".</li> <li>• Summarise how many organisations have highlighted EDI values in their "recipes" and in what way.</li> </ul>	<ul style="list-style-type: none"> <li>• A3 papers (1 piece for each pair/group)</li> <li>• Felt-tip pens</li> </ul>
<b>1.3. Why EDI in your organisation</b>	10 mins	<p>Lecture</p> <ul style="list-style-type: none"> <li>• Significance of Equity, Diversity, and Inclusion (EDI) terminology</li> <li>• The value of implementing EDI policies and practices within youth work</li> <li>• The benefits of EDI policies and practices for employees and volunteers of youth organisations and the young people they work with</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• PowerPoint presentation</li> <li>• Internet connection</li> </ul>

<p><b>1.4. Ready, steady, EDI GO! - Getting to know the contents of the EDI GO Toolbox</b></p>	<p>10 mins</p>	<p>Lecture. Presentation of the EDI GO Toolbox:</p> <ul style="list-style-type: none"> <li>• how it was created, what it consists of, how to use it</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• PowerPoint presentation</li> <li>• Internet connection</li> </ul>
<p><b>2. EDI in my organisation</b></p>			
<p><b>2.1. EDI in my organization - where do we stand?</b></p>	<p>30 mins</p>	<p>Groupwork</p> <ul style="list-style-type: none"> <li>• Give each participant a handout to individually evaluate the EDI policies and practices in the Leadership/Governance dimension of their organisation.</li> <li>• After evaluation, representatives of the same organisation compare their evaluations in groups (if you estimate that due to power relations this is not a good option, participants from the same organization do not need to compare their evaluations with each other).</li> <li>• Participants present the results of their evaluation to the rest of the group (optional).</li> <li>• Facilitate a group discussion: <ul style="list-style-type: none"> <li>• <i>How was it for you to evaluate EDI policies and practices in your organisations?</i></li> <li>• <i>Did you become aware of something new?</i></li> <li>• <i>Were the results for you and a colleague from the same organisation similar?</i></li> </ul> </li> <li>• Conclude that it is important to include the thoughts and ideas of all stakeholders (all employees in your organisation, volunteers, and young people you work with) when evaluating and improving EDI policy and practice so that you might not miss something important that is not visible from your perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• PowerPoint presentation</li> <li>• Internet connection</li> <li>• <b><u>Handout: Self-evaluation tool Dimension 1</u></b></li> <li>• Annex 1- Creating the structure of the Equality, Inclusion, Diversity Policy</li> <li>• Pens and pencils</li> <li>• Papers</li> </ul>

<b>2.2. EDI organisational policy</b>	10 mins	Lecture <ul style="list-style-type: none"> <li>• The importance of incorporating EDI principles into the governance of youth organisations.</li> <li>• What the EDI organisational policy is.</li> <li>• How to create/upgrade your EDI organisational policy</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• PowerPoint presentation</li> <li>• Internet connection</li> </ul>
<b>2.3. Creating the structure of the Equality, Inclusion, Diversity Policy</b>	20 mins	Groupwork <ul style="list-style-type: none"> <li>• Divide the participants into pairs or groups with representatives of the same organisations. If they are the only representatives, they can work alone or join one of the groups.</li> <li>• Distribute to each group one printed Annex 1, and ask them to fill it in for their organisation (about 10 mins). Each group can fill in as many fields as they can within the given time.</li> <li>• At the end, ensure that you have 5 mins for groups to share their ideas.</li> <li>• *Explain to the participants that developing such a document requires much more time and the involvement of all stakeholders in the organisation; today they are only working on a draft that can serve as a starting point for its further development</li> </ul>	<ul style="list-style-type: none"> <li>• Annex 1- Creating the structure of the Equality, Inclusion, Diversity Policy</li> <li>• Pens and pencils</li> <li>• Papers</li> </ul>



<b>3. EDI recruitment policy</b>	50 mins	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Groupwork</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• PowerPoint presentation</li> <li>• Internet connection</li> <li>• Handout: Activity 3.2. - Be ready to make your job ad EDI</li> <li>• Red and green felt-tip pens</li> </ul>
<b>3.1. EDI recruitment policy</b>	10 mins	Lecture <ul style="list-style-type: none"> <li>• How to be more aware of discriminatory language in the recruitment process</li> <li>• The importance of a diverse workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• PowerPoint presentation</li> <li>• Internet connection</li> </ul>
<b>3. 2. Be ready to make your job ad EDI</b>	40 mins	<p>Groupwork with Annex 2 - Be ready to make your job ad EDI</p> <p>Give each participant one green and one red felt-tip pen.</p> <ul style="list-style-type: none"> <li>• Divide participants into pairs. Give each pair one example of a job ad (you can find them in Annex 2 - Be ready to make your job ad EDI).</li> <li>• Each pair has up to 10 mins to read their example and comment with each other about that job ad, whether it's EDI or not. With green felt-tip pens, they mark parts of the job ad that are EDI, and with red felt-tip pen, they mark parts that are not EDI.</li> <li>• After that, use the PowerPoint presentation to show each ad to all participants. Each pair should read their example and as they're reading the ad, they should comment what parts of this ads are EDI or not EDI.</li> <li>• Check the participant's feedback - Are the conclusions of pairs who had more time to study their ad different from the rest of the group?</li> <li>• Ask some of the participants if they could pinpoint the part of the job ad that does or does not adhere to the EDI values.</li> <li>• Ask them what adjustments they would make to the job ad to make it more EDI.</li> <li>• Ask them: Have you ever experienced discriminatory acts during the recruitment phase? Have you ever heard about such examples?</li> </ul> <p><i>*Examples of job ads are shown in the PowerPoint presentation, but you can also find them in the Annex 2 - Be ready to make your job ad EDI. At the end of that handout, you can find listed some of the reasons why the job ad is not EDI - do not share that part of the document with the participants. Complete that list together later with the conclusions of the participants.</i></p>	

<b>4. Creating a safe workplace environment</b>	50 mins	<ul style="list-style-type: none"> <li>• Interactive activity</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• PowerPoint presentation</li> <li>• Internet connection</li> <li>• Annex 3 - Quick Pick</li> <li>• Scotch tape or patafix</li> </ul>
<b>4.1. Quick pick</b>	40 mins	<p>Interactive activity (with Annex 3 - Quick pick)</p> <ul style="list-style-type: none"> <li>• Stick the descriptors (Annex 3) around the room (on tables or walls).</li> <li>• Present this story to the group:  <i>“You are attending a conference about non-violent conflict resolution. You are the only participant from your organisation, and you don’t know anyone there. It’s time for the networking part of the conference. You can choose from the list of descriptors who you will approach and start the conversation with. Go to the wall and stand beside the person/group you have chosen.”</i></li> <li>• More participants can choose the same person.</li> <li>• When everyone stands beside their choice, ask each participant why they chose that person/group.</li> <li>• After everyone shares the reasons for their choices, stick the photos (from Handout for Activity 4.1) on the wall next to the corresponding descriptions.</li> </ul> <p>Group discussion. Reflection prompts:</p> <ul style="list-style-type: none"> <li>• <i>What do you think the aim of this activity is?</i></li> <li>• <i>How was it for you to choose a person/group? What helped you decide?</i></li> <li>• <i>If you had seen the picture first, would your choice be different?</i></li> <li>• <i>Do you feel that in life people are frequently excluded because they don’t fit what we see as the ‘norm’ (and consequently we don’t do what is needed to include them)?</i></li> <li>• <i>How can we challenge our stereotypes as we advance and adopt a ‘diversity lens’ to start seeing more things from other people’s perspectives?</i></li> <li>• Explain that this activity explores unconscious stereotyping and exclusion and encourages thinking about how we can be more inclusive.</li> <li>• Conclude with the participants that we develop prejudices towards people because of how society and our community influence us, but it’s important to become aware of them, recognise their influence on our choices and conclusions, and constantly learn how to be more inclusive.</li> </ul>	
<b>4.2. Staff and volunteer in-service training</b>	10 mins	<p>Lecture</p> <ul style="list-style-type: none"> <li>• Why does my organisation need this?</li> <li>• What to keep in mind: topic selection, implementation calendar, required resources.</li> </ul> <p>Use: Laptop, Projector, PowerPoint presentation, Internet connection</p>	



# Module 2: Training on the Building and Space Design Guidelines

## Introduction

In today's ever-evolving social landscape, organisations committed to fostering inclusive environments must continually reassess and adapt their physical spaces to reflect the values of equality, diversity, and inclusion (EDI). This necessitates going beyond conventional notions of architecture and design, recognising that organisational spaces are not mere structures but dynamic arenas where people from diverse backgrounds converge, interact, and collaborate.

This Module delves into two critical subthemes: "The Building's Design and Content" and "The Use of Physical Space." These aspects are pivotal in shaping the atmosphere and culture within an organisation, profoundly influencing how individuals perceive and engage with their surroundings. This Module aims to equip organisational leadership, staff, and volunteers with the necessary tools and insights to transform their physical environments into inclusive havens that reflect and celebrate the rich mosaic of human diversity.

## Learning outcomes

By the end of this Module, learners will be able to:

1. Recognise and articulate potential barriers and challenges within the space that may impede the promotion of EDI principles;
2. Develop actionable and concrete solutions for addressing barriers and challenges in space designation and decoration to foster inclusivity and diversity;
3. Compile a comprehensive list of necessary materials and equipment essential for supporting and accommodating diverse identities in youth work environments;
4. Design inspiring posters aimed at raising awareness and promoting inclusivity in space usage among youth;
5. Demonstrate effective communication skills to solicit feedback from young people regarding the inclusivity of physical spaces, and utilize this feedback to improve and enhance the inclusivity of youth spaces.

## Duration

4,5 hours

## Required material/equipment

Large sheets of paper or poster board	Magazines, newspapers, and other printed materials
Flip chart or whiteboard	Craft materials (e.g., fabric, stickers, buttons)
Sticky notes	Scissors and glue
Clipboards or notebooks for the participants	Handout: Checklist for an EDI Workplace and Environment
Pens and pencils	Annex 4: Reflective Questions for the Activity: Walkthrough and Reflection
Markers, coloured pencils, and crayons	Handout: Self-Evaluation Tool for Dimension 2
Laptop + Projector + Printer (with coloured inks)	
Canva platform (or another relevant platform)	
Internet connection	



## The building's design and content

### Description

This Subtheme emphasises incorporating EDI principles into building design, promoting accessibility and inclusivity for all individuals. Trainers will guide their learners to recognise inclusive architectural features, diverse cultural elements, and transparent communication spaces as tangible outcomes of EDI implementation. The ultimate goal is to create workspaces that eliminate barriers, foster a sense of belonging, and contribute to the well-being and productivity of diverse staff, volunteers, and beneficiaries.

This Subtheme is integral to bolstering EDI practices within youth organisations, highlighting the importance of crafting inclusive and accessible spaces for individuals of all backgrounds and abilities. Recognising the influence of physical space, the intentional design and layout play a crucial role in shaping how individuals interact and perceive their surroundings within these organisations. When young people see their diverse identities and needs reflected in these thoughtfully designed spaces, it reinforces their sense of belonging and validates their presence within the organisation, fostering positive social dynamics and reinforcing a shared sense of community.

This Subtheme constitutes part of Module 2: Training on the Building and Space Design Guidelines and is directly interlinked with the second Subtheme “The use of physical space”, offering complete and concrete recommendations for youth organisations’ physical space transformation. Its content offers a training outline of the recommendations provided in the Charter Mark of the EDI GO Toolbox, and the good practices promoted. This first subtheme establishes the foundational principles for creating a visually inclusive and welcoming environment where everyone feels valued within the youth organisation regardless of background or ability.

### Duration

2 hours

### Objectives & Outcomes

By the end of this training session, learners will be able to:

- Identify potential barriers and challenges that hinder the space from promoting the EDI principles;
- Formulate actionable and concrete solutions in space designation and decoration;
- List the necessary materials and equipment for supporting diverse identities in youth work.

### Learning Activities & Teaching Methods

- Activity 1: Walkthrough and reflection
- Activity 2: Inclusive space redesign

### Further Resources

[Podcast] Let's Talk Architecture - How inclusive design can increase learning

<https://open.spotify.com/episode/5q8zsbxXBFFsCNzhH4WkV>

[Video] Creating Inclusive Workplaces for All | Catarina Rivera | TEDxRolandPark

<https://www.youtube.com/watch?v=wbXxhuraJsE>

[Article] Narenthiran OP, Torero J, Woodrow M. (2022). Inclusive Design of Workspaces: Mixed Methods Approach to Understanding Users. *Sustainability*, 14(6), 3337.

<https://doi.org/10.3390/su14063337>

## The use of physical space

### Description

This training part focuses on cultivating a commitment to creating a safe and inclusive physical space within the organisation. The desired outcomes include staff and volunteers demonstrating awareness of the need for inclusive space use, and fostering an atmosphere of sharing, mutual respect, and growth among all stakeholders. The overarching goal is to instil a mindset that actively addresses potential exclusions, encouraging colleagues to engage both formally and informally with individuals from diverse backgrounds to promote acceptance, care, and connection.

This subtheme is crucial for enhancing EDI practices in youth organisations as it encourages a proactive approach to understanding and addressing the implicit biases in using physical space. By mapping and analysing the use of space through an EDI lens, organisations can identify potential areas of exclusion and promote awareness of in-group and out-group dynamics.

Complementing the design focus, the second subtheme delves into the practical utilisation of space, emphasising safety and mutual respect. The goals extend to fostering an atmosphere of sharing, learning, and growth among staff, volunteers, and young people. The recommendations are based on the Charter Mark of the EDI GO Toolbox and the additional good practices, giving trainers ideas on how to train all stakeholders on inclusive space usage.

### Duration

2 hours

### Objectives & Outcomes

By the end of this training session, learners will be able to:

- Create inspiring posters to raise awareness on inclusive space usage;
- Evaluate the physical space and decoration of the youth organisation they are members of.

### Learning Activities & Teaching Methods

- Activity 1: Awareness-raising posters
- Activity 2: Group discussion

### Further Resources

[Video] Canva - 8. Designing your Poster in Canva | Skills

<https://www.youtube.com/watch?v=fOjN3MWc3Ho>

[Online article] Skillpacks. (n.d.). How to request feedback from coworkers. Skillpacks. Retrieved from

<https://www.skillpacks.com/how-to-request-feedback-from-coworkers/>



## Module 2: Lesson Plan

Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>Introduction to the Module</b>	10 mins	Lecture <ul style="list-style-type: none"> <li>• Significance and Aim of Module</li> <li>• Structure and applying methods</li> <li>• Learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• EDI GO Charter Mark: Dimension 2 - Physical Environment</li> <li>• Laptop &amp; Projector</li> <li>• PowerPoint presentation (available on the platform in the section <b><i>Training of trainers package</i></b>)</li> </ul>
<b>Activity: Walkthrough and Reflection</b>	1 hour	Interactive activity	<ul style="list-style-type: none"> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> <li>• Printed copies of the Reflective Questions (Annex 4)</li> <li>• Cameras or smartphones</li> <li>• Large sheets of paper or a whiteboard</li> <li>• Sticky notes</li> </ul>
<b>Step 1: Introduction to the Activity</b>	10 mins	Instructions provision <ul style="list-style-type: none"> <li>• Gather all participants in a designated meeting area within the organisation's space.</li> <li>• Explain the scope of the activity: the evaluation of the space for inclusivity.</li> <li>• Explain the distributed reflective questions and provide clarification if necessary.</li> <li>• Distribute the necessary supportive material.</li> </ul>	<ul style="list-style-type: none"> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> <li>• Printed copies of the questions</li> <li>• Sticky notes</li> </ul>
<b>Step 2: Walkthrough</b>	30 mins	Individual or group walking through the space. As facilitator(s), <ul style="list-style-type: none"> <li>• encourage your learners to observe different areas of the space, paying attention to the physical environment, signage, decor, and overall atmosphere;</li> <li>• prompt them to take notes, capture photos, or jot down thoughts on sticky notes as they walk through the space.</li> </ul>	

<b>Step 3: Reflection</b>	20 mins	Group discussion <ul style="list-style-type: none"> <li>• Reflection prompts:</li> <li>• What did you notice during the walk-through?</li> <li>• Were there any aspects of the space that stood out to you? Why?</li> <li>• Did you feel a sense of inclusivity and belonging while exploring the space? Why or why not?</li> <li>• How well do you think the organisation's space reflects the diversity of its users?</li> </ul>	<ul style="list-style-type: none"> <li>• Large sheets of paper or a whiteboard for summarising key points during the reflection session</li> </ul>
<b>Step 4: Wrap-up</b>	10 mins	Group discussion <ul style="list-style-type: none"> <li>• Summarise the main takeaways from the reflection session.</li> <li>• Discuss which areas or aspects of the space received the most attention or feedback during the reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Large sheets of paper or a whiteboard for summarising key points during the reflection session</li> </ul>
<b>Activity: Inclusive space redesign</b>	80 mins	Interactive activity	<ul style="list-style-type: none"> <li>• Large sheets of paper or poster boards</li> <li>• Markers, coloured pencils, and crayons</li> <li>• Magazines, newspapers, and other printed materials</li> <li>• Scissors and glue</li> <li>• Craft materials (e.g., fabric, stickers, buttons)</li> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> <li>• Handout: <b><u><i>Checklist for an EDI Workplace and Environment</i></u></b></li> </ul>

<b>Step 1: Introduction to the Activity</b>	10 mins	<p>Instructions provision</p> <ul style="list-style-type: none"> <li>• Introduce the purpose of the activity, i.e., for the participants to redesign a space/ room/corner of their organisation to make it more inclusive and welcoming.</li> <li>• Provide prompts to stimulate creativity and exploration, such as: <ul style="list-style-type: none"> <li>• <i>How can we incorporate elements of different cultures, backgrounds, and identities into the space?</i></li> <li>• <i>What colours, symbols, and imagery can we use to create a welcoming atmosphere?</i></li> <li>• <i>How can we ensure the space is accessible to individuals with diverse needs and abilities?</i></li> </ul> </li> </ul>	
<b>Step 2: Design development</b>	30 mins	<p>In-group activity</p> <ul style="list-style-type: none"> <li>• Divide participants into small groups, each focusing on a specific aspect or area of the space to redesign.</li> <li>• Provide the groups with the necessary material.</li> <li>• Encourage creativity and experimentation, allowing participants to explore different possibilities for the redesign.</li> </ul>	<ul style="list-style-type: none"> <li>• Markers, coloured pencils, and crayons</li> <li>• Magazines, newspapers, and other printed materials</li> <li>• Scissors and glue</li> <li>• Craft materials (e.g., fabric, stickers, buttons)</li> </ul>
<b>Step 3: Artwork presentation</b>	20 mins	<p>Presentation &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Invite each group to present their design concepts to the larger group.</li> <li>• Have groups explain their ideas, highlighting how their design promotes inclusivity, diversity, and representation.</li> <li>• Encourage constructive feedback and discussion from the rest of the participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Large sheets of paper or poster boards</li> <li>• Participants' artwork</li> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> </ul>
<b>Step 4: Reflection</b>	20 mins	<p>Group discussion</p> <ul style="list-style-type: none"> <li>• Reflection prompts</li> <li>• How did redesigning the space challenge your thinking about inclusivity and diversity?</li> <li>• Reflect on the strengths and limitations of your group's design concept. How well does it address the needs and preferences of diverse users (i.e., staff, volunteers, beneficiaries)?</li> <li>• Consider the feedback received from other groups during the presentation. What insights did you gain from their perspectives?</li> </ul> <p>Distribute the Handout: Checklist for an EDI Workplace and Environment</p>	<ul style="list-style-type: none"> <li>• Large sheets of paper or poster boards</li> <li>• Participants' artwork</li> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> <li>• Handout: Checklist for an EDI Workplace and Environment</li> </ul>

<b>Activity: Awareness-raising posters</b>	80 mins		
<b>Step 1: Introduction to the Activity</b>	10 mins	<p>Instructions provision</p> <ul style="list-style-type: none"> <li>• Introduce the purpose of the activity, i.e., for learners to create awareness-raising posters that promote EDI in youth organisations.</li> <li>• Highlight the importance of representation, accessibility, and cultural sensitivity.</li> <li>• Present to the learners the Canva platform and how to use it.</li> </ul>	<ul style="list-style-type: none"> <li>• Laptops</li> <li>• Projector</li> <li>• Canva platform (or another relevant platform)</li> <li>• Internet connection</li> </ul>
<b>Step 2: Brainstorming and poster design</b>	30 mins	<p>In-group activity</p> <ul style="list-style-type: none"> <li>• Divide participants into small groups</li> <li>• Encourage groups to brainstorm ideas for their posters, considering how they can visually communicate key EDI principles or promote diversity in the physical space.</li> <li>• Encourage learners to incorporate visuals, text, colours, and imagery that effectively communicate the chosen topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Laptops</li> <li>• Canva platform</li> <li>• Internet connection</li> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> </ul>
<b>Step 3: Posters' presentation</b>	20 mins	<p>Presentation &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Invite each group to present their completed posters to the rest of the learners.</li> <li>• Ask groups to explain the design choices they made and how their posters promote EDI principles in the physical layout/space of youth organisations.</li> <li>• Encourage constructive feedback and discussion from the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> </ul>
<b>Step 4: Reflection</b>	20 mins	<p>Discussion: Reflection prompts</p> <ul style="list-style-type: none"> <li>• <i>How did you tailor your design to resonate with diverse viewers and encourage engagement with EDI principles?</i></li> <li>• <i>Reflect on the potential impact of your poster on raising awareness and fostering dialogue about EDI principles within the organization's community. How do you envision your poster contributing to positive change in the physical space?</i></li> <li>• <i>Did you face any challenges while brainstorming ideas and/or designing the poster?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> </ul>
<b>Group Discussion &amp; Evaluation</b>	30 mins	<ul style="list-style-type: none"> <li>• <i>Discussion &amp; Individual work</i></li> <li>• <i>Summarise the key points from the Activities and learners' feedback</i></li> <li>• <i>Encourage learners to reflect upon their experience and ask questions.</i></li> <li>• <i>Distribute the Self-Evaluation Tool for Dimension 2</i></li> </ul>	<ul style="list-style-type: none"> <li>• Handout: <b><u>Self-Evaluation Tool for Dimension 2</u></b></li> </ul>

# Module 3. Training on Attitudes and Relationships from the EDI Perspective Guidelines

## Introduction

To offer an inclusive environment, organisations must understand and adopt values based on equality, diversity and inclusion (EDI) in their organisational culture. To adopt this framework of principles, organisations must first take an introspective look at the relationships and attitudes they engage with daily. This self-analysis exercise includes being aware of how organisations may have a bias in how they communicate or relate to each other, and how this bias (sometimes unconsciously) may be based on prejudices and stereotypes. For this reason, this Module aims to promote the equality, diversity and inclusion ethos through the critical address of the attitude and relationship organisation review.

The dimension *“Attitudes and relationships from the EDI perspective,”* compiled within the Charter Mark’s theoretical framework, seeks to provide organisations with the means to reflect on their internal philosophy, identify areas for change, and adopt an ethos grounded on the EDI ideals. To achieve the goal proposed, this module will focus on two of the three main Subthemes: *“Organisational Culture”* and *“Intercultural Approach.”*

## Learning outcomes

By the end of this Module, learners will be able to:

1. Define the values that make up the EDI’s framework and how they can enhance youth work environments’ well-being.
2. Employing self-analysis, identify and recognise behaviours or actions that might be biased or based on stereotypes and could be subject to improvement.
3. Suggest a plan of action to improve those aspects and behaviours in favour of a more inclusive perspective, adapted to their organisation’s needs and context.

## Duration

4 hours

## Required material/equipment

Benches

Masking tape

Speakers with music

Water jugs

A big room or open space where participants can move freely

[Handout: Reflecting questions on your organisational culture.](#)

[Handout: An Example to promote organisational culture - By La Xixa.](#)

[Handout: Good Practice 1- Intercultural Forum The-atre Facilitator Training](#)

## Building the Organisational Culture

### Description

Organisational culture comprises those policies, practices, and processes that are exercised both by the organisation and by those people who comprise the work environment. In other words, it is the philosophy and value system with which organisations, and the people who comprise them, carry out their actions. This is why it is important to foster an organisational culture based on the values of equality, diversity, and inclusion; especially in organisations that place young people at risk of inequality.

Organisational culture is not transformed only through the application of policies and regulations. It is a continuous process that requires introducing organisational policies and continuous training. This Sub-theme proposes not only to promote EDI values as a fundamental basis on which to build organisational culture but also to provide the necessary tools to do so. It is necessary to take a reflective look at the existing organisational culture. Management and staff must understand how the current organisational culture covers aspects such as equality, diversity, and inclusiveness and how it takes reflective steps to encourage the adoption of EDI values.

To achieve this purpose, this Module proposes an approach involving the use of participative theatrical activities as the main engine to understand and adopt EDI values within organisations whose work includes working with youth. The “Privilege and Oppression” activity is a good example of an interactive way to help participants understand each other’s roles and positions within the group, allowing them to become aware of each other’s circumstances and creating a space for empathy and solidarity. Participative theatre methods like this foster creating a more cohesive group by giving visibility to injustices or misconduct that otherwise might go unnoticed, and aim to create a culture based on equality and inclusivity. The activity starts by allowing the participants to walk through the room at different paces and interact with their surroundings and the objects they find. This part of the activity is important as it serves both as a warmup and a “de-mechanisation” exercise. It follows up with the implementation of the activity, where participants are asked to take part in different and diverse ways. During this part, different axes of intersectionality will be proposed during the activity, especially those related to EDI values. By the end, a reflexive session will take place to discuss the topics exposed and create a debate among participants. This activity aims to encourage participants to take a reflexive look at themselves and others’ circumstances and experiences and how they relate to each other, enabling a more empathetic attitude to help create a healthier organisational culture based on EDI values.

This Subtheme, Building the Organisational Culture, is part of Module 3: Training on the Attitudes and Relationships from the EDI Perspective Guidelines, and builds on the theoretical framework set out in the WP2 Toolbox by proposing activities that are aligned with the EDI objectives. Its proposal offers practical training based on the recommendations set out in the Charter Mark of the EDI GO Toolbox and on the Good Practices proposed. Finally, this Subtheme aims to offer, first, a reflective look at an organisational culture based on EDI values, and the tools to build the path towards them.

### Duration

2 hours



## Objectives & Outcomes

By the end of this training session, learners will be able to:

- Identify and outline those aspects within the organisational culture that pose a barrier to the application of the EDI values;
- Explain the reason or context within which these barriers took place;
- List all the resources and means needed to implement a new model based on the EDI values;
- Plan an agenda or a detailed work plan to make its implementation effective.

## Learning Activities & Teaching Methods

- Activity 1: Presentation and de-mechanisation game - The “Walk and Stop” game
- Activity 2: Introduction to Privilege and Oppression

## Further Resources

“SOS homophobie” Offers a tool (questionnaire) to assess the quality of the working environment for LGBTI people within organisations. <https://cyc-net.org/cyc-online/cycol-0711-nadesan.html>

The impact of organisational culture in Child and Youth Care agencies: The text explores the significance of organisational culture in Child and Youth care organisations, emphasising how it impacts daily operations, staff morale, productivity, and the effectiveness of services provided to children and youth.

<https://cyc-net.org/cyc-online/cycol-0711-nadesan.html>



## Building the Intercultural Approach

### Introduction

This Subtheme highlights the importance of maintaining an intercultural approach within the organisation and how this is reflected through its practices, policies, and visibility. This approach is of particular relevance in youth work organisations, given the diverse cultural backgrounds of the people they work with and the types of activities they promote. The premise also considers the application of this principle not only to the people they work with but also to the people who are part of the staff of the organisations, being able to form a diverse team of professionals that promotes EDI values as the principles that constitute modern society. For this reason, the goal is to get organisations to recognise the EDI approach as an important part of their vision and practices, and to get management and staff involved in the creation of safe and inclusive spaces for all people from all cultural backgrounds.

Several practices can help achieve the implementation of this intercultural approach within the organisation's mechanisms. Some exercises can help to reflect and implement actions that help to understand the need and benefits of being part of an organisation that integrates the values associated with this approach (the EDI values). Theatrical methods such as the "EDI Machine" use the body as the main tool to communicate, express, and cooperate with other participants from all backgrounds. This activity calls on all participants to participate and cooperate among themselves to successfully deliver a performance. This procedure enhances the cooperation and inclusion of a group, helping to create a positive environment and recognising the diversity of cultures. Before starting the activity, it is advisable to play a de-mechanisation game to help participants get familiar with the group, gain confidence, and detach from the day-to-day movement mechanics in pursuit of more creative expressions. The statue game serves as a tool to achieve this purpose, as it allows corporal expression and creativity while at the same time reinforcing socialisation within the group. The game will be followed up by the activity, "EDI Machine." A first explanatory phase will be implemented to explain to participants how this activity can help expose and put into practice the EDI values. It can be played multiple times, using different themes and values each time. At the end of the activity, it can be proposed to play a final playthrough. This final playthrough will compile all the EDI values on one machine, the "EDI Machine." In the end, it is advisable to do a reflection round, asking participants their feedback on the whole session, how they felt, and how the activity helped them understand the EDI values. Similarly, there are several recommendations that organisations can follow to improve their interdisciplinary approach. The implementation of inclusive language in the organisation's communications can be a start to including all those who are part of the organisation and feel included. Moreover, following an implementation process that includes identifying the factors to improve, the actions to take, and the implementation of the plan is highly recommended.

This Subtheme, Building the Intercultural Approach, is part of Module 3: Training on Attitudes and Relationships from the EDI Perspective Guidelines. It builds on the theoretical framework set out in the WP2 Toolbox and empathises with the urge to adapt the organisation's communications, structure, and vision towards a more inclusive and intercultural approach to adjust to modern society's needs. This Subtheme not only adheres to the EDI's values framework but is also needed for its correct implementation. It brings the tools and the theoretical bases to build towards a more inclusive environment within organisations, bringing in not only the youth but also the leadership and staff. Its proposal offers practical training based on the recommendations set out in the Charter Mark of the EDI GO Toolbox, and on the Good Practices proposed.

### Duration

2 hours

## Objectives & Outcomes

By the end of this training session, learners will be able to:

- Explain the principles upon which a healthy and inclusive intercultural environment can be applied to an organisation;
- Identify factors or aspects of an organisation that would require the application of an intercultural approach to create better and more positive spaces;
- Plan the aspects, rules and policies to produce a change within the organisation's structure, communications, or vision;
- List all the resources, work effort and human resources needed for this plan, including leadership and staff;
- Apply the plan within the schedule and evaluate the outcomes to check if they match the expected results.

## Learning Activities & Teaching Methods

- Activity 1: Presentation and de-mechanisation game - The "Statue" game
- Activity 2: EDI Machine

## Further Resources

Youth Work Ireland. (n.d.). What is Intercultural Youth Work?

Retrieved from <https://www.youth.ie/articles/what-is-intercultural-youth-work/>

Council of Europe. (n.d.). T-Kit 4: Intercultural learning. Partnership between the European Commission and the Council of Europe in the field of youth.

Retrieved from <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

International Youth Work: Participation. Diversity. Intercultural Awareness

# Module 3: Lesson Plan

Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>Introduction to the Module</b>	10 – 20 mins	Short Briefing: <ul style="list-style-type: none"> <li>• Significance and aim of the Module</li> <li>• Structure and methods used</li> <li>• Outcomes and expected results</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker to play music</li> </ul>
<b>Activity: Privilege and Oppression</b>	130 mins	Interactive and participatory activity	A big room or open space where participants can move freely.
<b>Step 1: Introduction to the Activity</b>	10 mins	Space Preparation <ul style="list-style-type: none"> <li>• Place 1 or 2 benches in the room at different heights</li> <li>• Place 5 litres of water jugs (weight) all along the room</li> <li>• Play music to invite people into the room.</li> </ul>	Benches Water jugs Masking tape Laptop or any other device to play music
<b>Step 2: Introductory steps and warmup - The “Walk and Stop” game.</b>	30 mins	The “Walk and Stop” game: <ul style="list-style-type: none"> <li>• Ask participants to walk through the room at different speeds, where speed 1 is slow and speed 5 is very fast.</li> <li>• When you say “STOP”, participants stop walking and close their eyes. Ask them to point out some objects in the room - first, a chair, then someone wearing white socks, and another wearing a red shirt.</li> <li>• Ask participants to walk again through the room, and now they will have to stop each time someone stops. Invite them to use all the possible space in the room and to pay attention to others, play at different speeds, use all their senses; and not walk in circles.</li> </ul> This introductory exercise will let them get used to their environment. It will also serve as a de-mechanisation tool to help participants disengage from day-to-day automation, allowing them to freely express their emotions and thoughts without the interference of social conventions.	

<b>Step 3: Playthrough</b>	60 mins	<ol style="list-style-type: none"> <li>1. Divide the space into 2 areas with the tape:           <ul style="list-style-type: none"> <li>• Zone 1 will be encompassed by a circle in the middle of the room. This will be the “privilege area” (put the benches there).</li> <li>• Zone 2 will be the rest of the room outside the circle. This will be the “non-privilege area” (put there the water jugs)</li> </ul> </li> <li>2. Invite participants to think about the different axes of intersectionality. These axes could be:           <ul style="list-style-type: none"> <li>• Class, Race, Origin, Gender</li> </ul> </li> <li>3. Invite participants to position themselves in the space according to their circumstances. Encourage them to pick up bottles if they believe they have structural elements against them or to stand on the benches if they believe they have structural elements in their favour.</li> <li>4. Change the topic and introduce a new axe of privilege to see how the positions change or remain and explore again.</li> </ol>
<b>Step 4: Wrap-up and suggestions</b>	10 mins	<p>Group discussion. Reflection prompts:</p> <ul style="list-style-type: none"> <li>• How was the <i>activity</i>?</li> <li>• <i>What was easy? What was difficult?</i></li> <li>• <i>What metaphors of daily life can they relate to?</i></li> </ul> <p>For example, what heights and weights could the jars represent in our society? Examples to facilitate:</p> <ul style="list-style-type: none"> <li>• The top of the bench could represent belonging to a upper socio-economic class or never feeling diminished by your gender or race.</li> <li>• Reflecting on structural oppressions by bringing in personal examples can be interesting and a way to create awareness for oneself and the group. Discussing the obvious can create connections with people.</li> </ul>
<b>Step 5: Break</b>	30 mins	Propose a pause after finishing the first activity.

Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>Activity: EDI Machine</b>	90 mins	Interactive and participatory activity	A big room or open space where participants can move freely
<b>Step 1 : Introductory steps and warmup—the “Statue” game</b>	20 mins	The “Statue” game - How are you?  In a circle, one at a time, the participants ask the person in front of them, on the other side of the circle, “How are you? The person answers with three sentences/adjectives and the person who asked the question, together with the two next to him/her, enters the circle and assembles a statue representing the mood of the partner. The latter can modify the statue to make it more similar to what he/she feels and approve with a round of applause.	
<b>Step 2: Introduction to EDI Machine and its mechanics</b>	10 mins	<ul style="list-style-type: none"> <li>• Explain that, with the participation of all the actors and actresses, a machine will be built. This machine will be synchronised in movement and sound. Each of the actors and actresses will become an element in this complex machine.</li> <li>• Demonstrate, by standing in the centre, in front of everyone’s eyes, and making a rhythmic movement with your body, while producing an accompanying sound. In this way, the first piece of the complex machine will be created.</li> <li>• A second actor is then invited to add another complementary but not identical movement and sound.</li> <li>• This process must be repeated until all the actors are part of the machine rhythmically and harmonically.</li> </ul>	
<b>Step 3: EDI Concepts</b>	10 min	<p>Inhabit Equity, Diversity, Inclusion:</p> <p>A brief explanation of how this activity, through its mechanics, can be used not only as a way to interpret and express EDI values through body language, but also as a way to reinforce and better understand them. This brief explanation is important to guide participants through the exercise of representing concepts that can be confusing such as equity, diversity and inclusion. Participants should be given the necessary explanations and tools so that they can express themselves freely during the exercise, sometimes even through examples.</p> <ul style="list-style-type: none"> <li>• How to represent equity?</li> <li>• How to express a situation of diversity?</li> </ul> <p>Ultimately, participants will be the ones who express and represent these concepts, but we can guide them through the process.</p>	



<b>Step 4: Playthrough - Youth machine</b>	10 mins	<p>Group activity</p> <p>For this first playthrough, participants will be asked to build a machine that represents the youth, allowing them to integrate any movement they consider representative or related to this concept.</p> <ul style="list-style-type: none"> <li>• Start a machine. Here, the first piece will be started by an actor.</li> <li>• Encourage the other participants to progressively join the machine, contributing a movement and sound, and complementing the sequence.</li> </ul>
<b>Step 5: Playthrough - Cooperation machine</b>	10 min	<p>Group activity</p> <p>The same exercise but with the following modification: Participants must build a machine that represents the concept of “cooperation” as its main value.</p>
<b>Step 6: Playthrough - EDI Machine</b>	10 min	<p>Group activity</p> <p>For the last playthrough, encourage participants to create a machine that represents the EDI values as its core meaning.</p>
<b>Step 7: Wrap-up and suggestions</b>	20 min	<p>Group discussion</p> <p>Reflection prompts</p> <ul style="list-style-type: none"> <li>• <i>Was the activity easy? What difficulties did you come across?</i></li> <li>• <i>What concepts or relevant words emerged during the activity?</i></li> <li>• <i>Were the concepts clear and understandable?</i></li> </ul> <p>Reflect on how this exercise has helped you express and apply the EDI values.</p> <p>(At the end, start a debate about the definition of the concepts that emerged during the activity. If needed, take some time to clarify the concepts.</p>

# Module 4: Community and partnerships from the EDI perspective Guidelines

## Introduction

In today's landscape, partnerships are essential for fostering understanding within communities, families, and broader audiences regarding the significance of Equality, Diversity, and Inclusion (EDI) initiatives. Networking from the EDI perspective involves:

- Building relationships with communities' various stakeholders and advocating for young people from minority and marginalised identities
- Promote Equality, Diversity and Inclusion across various local and regional groups.

Defining Community and Partnership:

- Community: can be defined as a group of people who share common characteristics, interests or goals and who interact with one another within a particular geographical area or a virtual space.
- Partnership: Collaborative relationship formed to achieve common goals, involving shared responsibilities, resources, and decision-making.

This Module underscores the importance of adopting an EDI lens and engaging communities and families through partnerships in daily youth work. It is necessary because many communities and groups, particularly those with marginalised identities, are often underrepresented and excluded from decision-making processes. Therefore, the Module focuses on fostering inclusive community engagement and partnership with families, ensuring that diverse voices are heard and considered in collaborative efforts.

## Learning outcomes

By the end of this Module, learners will be able to:

1. Recognise the significance of community partnerships within an EDI framework;
2. Identify methods to find partners within their local communities;
3. Propose strategies for integrating EDI practices into community and family partnerships;
4. Develop actions to enhance community and family involvement within their organisations.

## Duration

4,5 hours: Part 1: 30 mins / Part 2: 1 hour / Part 3: 1 hour / Part 4: 1 hour & 30 mins

## Learning Activities & Teaching Methods

- Activity 1: True/False Exercise on Discrimination and Partnerships
- Activity 2: Case study on the inclusion of communities and partnerships
- Activity 3: Group discussion "How to build partnerships with communities and families through the EDI perspective"
- Activity 4: Group discussion "Which actions would you put in place to involve communities and families?"
- Activity 5: Action Planning: Create your own actions for partnerships

## Description

This Module is divided into four parts:

- What is the EDI perspective?
- Importance of communities and partnerships
- Including EDI in partnerships
- What actions can you put in place?

Through the first part of the training, participants will delve into the EDI perspective while understanding the importance of adding it to their organisation by presenting discriminatory and exclusionary criteria in the community. Trainers will guide participants to recognise potential discriminatory and exclusionary situations and how to define them.

The second part explains what a partnership and a community are and sets the basis for the importance that they can have on youth work. From a general perspective, not only related to EDI, this part sets out the importance communities and families can have on daily actions. Trainers will guide participants on how to find partners in their local and regional areas regularly.

Through the third part, “Including EDI in Partnerships”, participants will think about how they can build partnerships with communities and families through the EDI perspective to create a more inclusive environment for the local community. Tips will be shared with the participants on how to determine the needs and practices of the communities and families nearby and include them in their own practices. This part is necessary to lead the participants to consider the diverse perspectives/voices in the decision-making process.

Finally, the fourth part will allow participants to create their actions to include EDI in partnerships with communities and families. These actions will be applicable to their own organisation if they wish. After a presentation of the different actions they can put in place, trainers will lead the participants to analyse what can be applied in their organisation and how these actions will help them reflect on their use of EDI principles.

## Required material/equipment

Laptop

PowerPoint presentation (available on the platform in the section [Training of trainers package](#))

Annex 6: Collaboration with the local community

Annex 8: Case Study

Annex 10: What actions can you put in place?

Papers & Pens

Projector

Annex 5: True/False Activity

Annex 7: Building partnerships with families

Annex 9: Tips on how to include EDI in partnerships

Annex 11: Guidance for the activity “Create your own action”

EDI GO Toolbox – Dimension 4

## Module 4: Lesson Plan

Topic & Subtopic	Duration	Training Method	Required material / equipment
<b>1. Introduction: What is the EDI perspective?</b>	30 mins	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Interactive Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Projector &amp; Laptop</li> <li>• PowerPoint presentation (available on the platform in the section <a href="#">Training of trainers package</a>)</li> </ul>
<b>1.1: Introduction to EDI and the importance of communities and partnerships</b>	10 mins	<p>Lecture</p> <ul style="list-style-type: none"> <li>• Presentation of the EDI perspective. Relevant material has been developed in the EDI GO project (for more information click <a href="#">here</a>)</li> <li>• Discussion prompts:               <ul style="list-style-type: none"> <li>• How do you define bias, discrimination, and prejudices? How do they manifest in everyday life?</li> <li>• Can you think of a situation where someone experienced discrimination due to multiple aspects of their identity? How did these intersecting identities affect their experience?</li> <li>• How do societal structures and institutions perpetuate systemic bias and discrimination?</li> </ul> </li> </ul>	
<b>1.2: True/False Activity</b>	20 mins	<p>Interactive activity:</p> <ul style="list-style-type: none"> <li>• Introduce to the learners the True/False statements found in Annex 5: True/False Activity</li> <li>• Encourage them to reflect on their own view of discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• Annex 5: True/False Activity</li> </ul>
<b>2: Presentation: How to find partners in the local area and include the community?</b>	60 mins	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• In group activity</li> </ul>	
<b>2.1: Collaboration with local community</b>	10 mins	<p>Lecture:</p> <ul style="list-style-type: none"> <li>• Challenges surrounding the importance of community involvement</li> <li>• What does it imply to work with the local community?</li> <li>• The main objective of collaborating with the local community</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• PowerPoint presentation</li> <li>• Annex 6: Collaboration with the local community</li> </ul>

<b>2.2: Building partnerships with families</b>	10 mins	Lecture: <ul style="list-style-type: none"> <li>• Understand the diversity surrounding family</li> <li>• Outcomes of building partnerships with family</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• Papers</li> <li>• Pen</li> </ul>
<b>2.3: Case study</b>	25 mins	In group activity: <ul style="list-style-type: none"> <li>• Read the case study together and make sure everyone understands it</li> <li>• Divide participants into small groups. (10 mins)</li> <li>• Each group will share their results (10 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• Annex 8: Case Study</li> </ul>
<b>2.4: How to find partners in the local area</b>	15 mins	Lecture: <p>Summarise possible actions to develop partnerships, such as:</p> <ul style="list-style-type: none"> <li>• Go to the city hall or look online to map all the schools, youth organisations, local community stakeholders, and local leaders in the area and who can be potential partners.</li> <li>• Plan meetings with professionals who are already in touch with communities and families so you can be viewed as a valuable actor and partner</li> <li>• Create a presentation document to explain to the community who you are</li> <li>• Reach different institutional levels to be more known in the area (local, regional)</li> <li>• Present yourself through presentation sessions to young people, their families, the community and partners</li> <li>• Participate in different events in the local territory</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• PowerPoint presentation</li> <li>• EDI GO Toolbox – Dimension 4 - Sub-theme 1: Collaboration with the local community</li> </ul>

Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>3. Presentation: What can you do to include EDI in partnerships?</b>	60 mins	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> </ul>
<b>3.1: Group discussion</b>	15 mins	<p>Discussion prompt:</p> <p>How would you build partnerships with communities and families through the EDI perspective?</p>	
<b>3.2: How to review and assess</b>	20 mins	<p>Lecture:</p> <ul style="list-style-type: none"> <li>• Demonstrate the methods youth workers can use to create a need assessment from communities and families</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Annex 9: Tips on how to include EDI in partnerships</li> </ul>
<b>3.3: Tips on how to include EDI in partnerships</b>	30 mins	<ul style="list-style-type: none"> <li>• Lecture:</li> <li>• Demonstrate what methods youth workers can use to build partnerships with an EDI perspective, for example by prioritising:</li> <li>• Hiring individuals from the local community members</li> <li>• Collaborating with all sorts of groups in your actions to include everyone</li> <li>• Opening the activities to everyone in the community</li> <li>• Including discussions on similarities and differences between different communities</li> <li>• Training on EDI perspective for the families, guardians and other actors of the community</li> <li>• Planning specific interventions to engage community members</li> <li>• Planning human and financial resources for these interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• EDI GO Toolbox – Dimension 4 - Sub-theme 2: Building partnerships with families</li> </ul>



<b>3.4: Objectives</b>	5 min	<ul style="list-style-type: none"> <li>• Lecture:</li> <li>• Summarise the benefits of including EDI practices with communities and partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> </ul>
<b>4. Presentation and activity: what action can you put in place?</b>	90 mins	<ul style="list-style-type: none"> <li>• Discussion activity</li> <li>• In-group activity: Action Planning</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• Papers</li> <li>• Pens</li> </ul>
<b>4.1: Group discussion</b>	15 mins	<p>Discussion prompt:</p> <p>What actions would you put in place to involve communities and families?</p>	
<b>4.2: Action Planning Activity and Self-assessment Tool</b>	1 hour	<p>Action planning activity:</p> <ul style="list-style-type: none"> <li>• Present the different actions possible and learners have to apply them to their own organisation</li> <li>• Use the Self-assessment tool to assess the material developed for this Module</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• Papers</li> <li>• Pens</li> <li>• Annex 4.6: Activities What actions do you put in place</li> <li>• Annex 10: Guidance for activity “Create your own action”</li> </ul>
<b>4.3: Conclusion and evaluation</b>	15 mins	<p>Lecture:</p> <ul style="list-style-type: none"> <li>• Present other activities and conclude with a concrete example that already exists in your local context, such as: <ul style="list-style-type: none"> <li>• Advocacy campaigns</li> <li>• Exchange activities</li> <li>• Tutoring activities</li> <li>• Conferences</li> <li>• Training activities</li> <li>• Artistic activities</li> </ul> </li> <li>• Distribute the evaluation questionnaire for participants to assess their workshop experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Laptop</li> <li>• PowerPoint presentation</li> <li>• <u><a href="#">Handout: Self-Evaluation Tool for Dimension 4</a></u></li> </ul>

# Module 5: Training on Working directly with Young People from the EDI perspective Guidelines

## Introduction

Training on direct work with young people from an EDI perspective is crucial for professionals who interact with youth in various capacities. 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. This Module delves into 3 critical subthemes: "Project Design and Planning", "Training/Education of young people " and "Educational Materials". It aims to equip organisational leadership, youth workers and volunteers with the necessary tools and insights for direct work with young people in the practice of inclusion, diversity and equality.

## Learning outcomes

By the end of this Module, learners will be able to:

1. Recognise all the necessary steps for project design and planning, but also implementation, promoting EDI values not only with the participants involved but also with the outside world;
2. Know how to use the EDI approach in the research of the needs of young people, their engagement and communication with them;
3. Adopt an inclusive and culturally responsible approach in training and educational activities;
4. Know how to create or recognise educational materials that are accessible to diverse learning needs.

## Duration

4 hours

## Required material/equipment

Large sheets of paper or poster board

Sticky notes

Markers, coloured pencils and pencils

Projector

Internet connection

Flip chart or whiteboard

Clipboards or notebooks for the participants

Laptop

Jamboard platform (or other relevant platforms)

Handout: Self-Evaluation Tool for Dimension 5

## Project Design and Planning

### Description

This Subtheme highlights the incorporation of EDI principles into project design and planning, as it is crucial for creating projects that are equitable, accessible, and inclusive for all members of society.

Trainers will guide their trainees to recognise approaches in working directly with young people, and the characteristics needed to design and plan projects promoting EDI values. The ultimate goal is to create projects for young people that respect diversity, are inclusive, and promote common values not only in direct work with young people but also externally, between dissemination and communication with diverse staff, volunteers, and others.

This subtopic is key to strengthening EDI practices within youth organisations, emphasising the importance of creating projects tailored to young people, respecting their needs, and respecting everyone's well-being. This process will help youth organizations in their work with youth, ensuring the right model that will reflect EDI values.

This subtopic is part of Module 5: Working directly with young people and is directly linked to the other two subtopics, "Training/Education of young people " and "Educational materials," which offer comprehensive and concrete recommendations for transforming direct work with young people. Its content provides a formative overview of the recommendations provided in the EDI GO Toolbox's Charter Mark and the best practices promoted. This first subtopic establishes the basic principles for project creation and planning, ensuring diverse representation, accessibility, cultural sensitivity and equitable opportunities.

### Duration

1 hour

### Objectives & Outcomes

By the end of this training session, learners will be able to:

- Identify important steps in project design, planning and implementation;
- Pinpoint the key components in project design.

### Learning Activities & Teaching Methods

- Activity 1: Ways to work with young people by analysing their needs

### Further Resources

Council of Europe. (n.d.). Inclusion Toolbox [PDF document]. Retrieved from <https://rm.coe.int/inclusion-toolbox-final/1680a9173ehttps://rm.coe.int/inclusion-toolbox-final/1680a9173e>

## Training/Education of young people

### Description

“Training/education of young people” as part of training is pivotal when it comes to direct work with young people. It focuses on an inclusive and culturally responsive approach within youth organisations in educational activities and training. This includes knowing how to respond more effectively to the needs of youth and what needs to happen so that diverse youth feel safe and participate in educational activities.

This will enable staff and volunteers to know how to organise and carry out educational activities while respecting EDI values to ensure all training participants feel respected and secure. Deliverables intended to include staff and volunteers demonstrate an awareness of the need for inclusive use of training materials, fostering an atmosphere of sharing, mutual respect, and growth among all stakeholders. The general goal is to instill a mindset that actively addresses potential exclusions, encouraging staff to become involved formally and informally with people from diverse backgrounds to promote acceptance, caring, and connection.

This subtopic is critical for improving EDI practices in youth organisations, as moments of training or educating young people are often crucial moments in working with young people. The organisations will be able to identify potential ways of exclusion in educational activities and know how to prevent them by adapting activities and making them inclusive for all.

### Duration

90 mins

### Objectives & Outcomes

By the end of this training session, learners will be able to:

- Recognize activities that are suitable for everyone;
- Evaluate training activities and increase their inclusiveness.

### Learning Activities & Teaching Methods

- Activity 2: Ice-breaking activities

## Educational materials

### Description

This training part emphasizes actively participating in the creation of inclusive educational materials or modifying existing ones to foster an inclusive learning environment. The desired outcomes encompass staff and volunteers demonstrating their awareness of the necessity to identify the diverse needs of the young individuals they engage with. They are encouraged to adeptly tailor materials to suit varying educational requirements, ensuring accessibility for all. The overarching objective is to facilitate universal access to education for every youth, while embracing and honouring differences in cultures, backgrounds, and abilities.

### Duration

90 mins

### Objectives & Outcomes

By the end of this training session, learners will be able to:

- Create educational materials which will lead to a more inclusive and equitable society;
- Evaluate the educational materials and adapt them to be accessible to all young people.

### Learning Activities & Teaching Methods

- Activity 3: Learning materials and activities respecting EDI values

## Module 5: Lesson Plan

Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>Introduction to the Module</b>	10 mins	Lecture: <ul style="list-style-type: none"> <li>• Contents and aim of Module</li> <li>• Structure and applying methods</li> <li>• Learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• EDI GO Charter Mark: Dimension 5 - Direct work with young people from the EDI perspective</li> <li>• Laptop &amp; Projector</li> <li>• PowerPoint presentation (available on the platform in the section <b><i>Training of trainers package</i></b>)</li> </ul>
<b>Activity 1: Ways to work with young people</b>	50 mins	Interactive activity	<ul style="list-style-type: none"> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> <li>• Sticky notes</li> <li>• Annex 12: Working scenarios</li> </ul>
<b>Step 1: Introduction to the Activity</b>	10 mins	Instructions <ul style="list-style-type: none"> <li>• Explain the scope of the activity: the ways to work with young people.</li> <li>• Explain the distributed reflective questions and provide clarification if necessary.</li> <li>• Distribute the necessary supportive material.</li> </ul>	<ul style="list-style-type: none"> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> <li>• Printed copies of the questions</li> <li>• Sticky notes</li> </ul>
<b>Step 2: Brainstorming</b>	25 mins	As facilitator(s), <ul style="list-style-type: none"> <li>• Make sure that learners have understood the task;</li> <li>• Help them organise and group different ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Pens and pencils</li> <li>• Printed copies of the questions</li> <li>• Sticky notes</li> </ul>
<b>Step 3: Wrap-up</b>	15 mins	Group discussion <ul style="list-style-type: none"> <li>• Summarise the main takeaways from the reflection session.</li> <li>• Discuss which aspects are important for working with young people</li> </ul>	<ul style="list-style-type: none"> <li>• Large sheets of paper or a whiteboard for summarising key points during the reflection session</li> </ul>



Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>Activity 2: Ice breaking activities</b>	90 mins	Interactive activity	<ul style="list-style-type: none"> <li>• Pens and pencils</li> <li>• Laptop or smartphone</li> <li>• Internet connection</li> </ul>
<b>Step 1: Introduction to the Activity</b>	10 mins	<p>Instructions provision</p> <ul style="list-style-type: none"> <li>• Explain to the participants what is their task: <ul style="list-style-type: none"> <li>• Participants in pairs/groups should think about ice-breaking activities and decide on one activity</li> <li>• Participants can search for one existing activity; they can propose one or modify an existing activity</li> </ul> </li> <li>• Division in pairs/group</li> </ul>	
<b>Step 2: Finding or creating ice- breaking activities</b>	40 mins	Provide participants with time and support while working in groups/pairs.	
<b>Step 3: Sharing</b>	20 mins	<ul style="list-style-type: none"> <li>• Each pair/group will shortly present their activity to the rest of the group</li> </ul>	
<b>Step 4: Conclusion and feedback</b>	20 mins	<ul style="list-style-type: none"> <li>• As a facilitator, you can ask participants to give feedback on the activities presented.</li> <li>• The facilitator should consider important aspects when choosing icebreaking activities.</li> </ul>	

Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>Activity 3: Learning materials and activities respecting EDI values</b>	90 mins	<ul style="list-style-type: none"> <li>• Participants should be divided into small groups or pairs</li> <li>• Each group has a specific population to consider when creating learning materials and activities. Participants should highlight what is important to avoid and what to respect in these situations</li> </ul>	<ul style="list-style-type: none"> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> <li>• Sticky notes</li> </ul>
<b>Step 1: Introduction to the Activity</b>	10 mins	<p>Instructions provision</p> <p>Explain to the participants what is their task</p> <p>Division in pair/group</p>	
<b>Step 2: Reflection in group/pairs</b>	40 mins	<ul style="list-style-type: none"> <li>• The facilitator will give each group a specific population to think about and point out important things to avoid and respect while working with this population</li> <li>• Participants should use sticky notes to write their reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Clipboards or notebooks</li> <li>• Pens and pencils</li> <li>• Sticky notes</li> </ul>
<b>Step 3: Sharing</b>	10 mins	<ul style="list-style-type: none"> <li>• Participants have 10 minutes to share their reflections by sticking the notes on a clipboard and presenting them to the rest of the group</li> </ul>	
<b>Step 4: Group reflection/ conclusions</b>	30 mins	<p>As a facilitator, you should ask the participants:</p> <ul style="list-style-type: none"> <li>• if they have something to add to other's group reflection</li> <li>• if they find things in common</li> </ul>	
<b>Group discussion &amp; Evaluation</b>	30 mins	<ul style="list-style-type: none"> <li>• Discussion &amp; Individual work</li> <li>• Summarise the key points from the Activities and learners' feedback</li> <li>• Encourage learners to reflect upon their experience and ask questions.</li> <li>• Distribute the Self-Evaluation Tool for Dimension 5</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Handout: Self-Evaluation Tool for Dimension 5</u></b></li> </ul>



# Training on the EDI GO Inclusive Language Guidelines

Inclusive language, i.e., recognising that certain terms and concepts are harmful and disrespectful to marginalised communities (APA, 2023), stands as a potent force, driving equality, respect, and diversity within our society. It is not merely about choosing words carefully; it is a declaration of empowerment and a refusal to tolerate discrimination based on gender, race, ethnicity, sexual orientation, disability, or socioeconomic status (Sue, 2010). By embracing inclusive language, we take a stand for justice and fairness in every interaction, from casual chats to formal discussions (Johnson, 2006). It is about creating a culture where everyone feels seen, valued, and respected, while simultaneously dismantling systems of privilege and oppression.

But the power of language goes beyond communication—it shapes our very identities and communities (Giles & Coupland, 1991). Mastery of language is not just a skill; it is a gateway to empowerment and social inclusion (Fishman, 2001). By breaking down language barriers and challenging stereotypes, we empower individuals to access education, employment, and civic engagement opportunities on an equal footing (van Dijk, 1993).

In our diverse communities, language is the bridge that connects us all (Tajfel & Turner, 1979). It is through open and inclusive communication that we foster understanding, build bridges, and strengthen bonds. By embracing inclusive language, we celebrate the richness of human experience and promote unity amidst differences.

Moreover, language is a tool for change and liberation (Tarrow, 1994). Through linguistic activism and the promotion of inclusive language, we amplify the voices of the marginalised and challenge the status quo. Every word becomes a catalyst for social justice and equality, empowering individuals and communities to rewrite the narrative of oppression and build a brighter, more inclusive future. Below we bring activities related to inclusive language: taboo game and case study examples available at the link. The [EDI GO Inclusive Language Guidelines](#) publication inspired the activities, and we invite you to study the mentioned publication when preparing these activities.

## Activity 1: Taboo But Make it Inclusive - Guidelines

The Inclusive Language Taboo Game is designed to facilitate discussions and increase awareness about the importance of using inclusive language, particularly in the context of equality, diversity, and inclusion (EDI). This game aims to challenge learners to think critically about their language choices and to promote respectful and inclusive communication practices.

- **Objective**

The objective of the Inclusive Language Taboo Game is to encourage players to recognise and avoid using inappropriate or offensive language while discussing topics related to age, functional diversities, race, ethnicity, culture, sexual orientation, gender, and socioeconomic status. By doing so, players will enhance their understanding of inclusive language principles and promote a more inclusive and respectful environment within their organisations.

- **Game Overview:**

The game is played similarly to the traditional Taboo game, where players take turns describing a word or phrase to their teammates without using certain “taboo” words or phrases listed on the card. In this version of the game, the focus is on using inclusive language, with taboo terms representing language that may be offensive, outdated, or exclusionary.

- **Suggestions for the trainers**

Before starting the game, provide an overview of the importance of inclusive language and the impact of using inappropriate or offensive terms.

Facilitate discussions after each round to reflect on the language used and identify alternative, more inclusive terms.

Use the game as an opportunity to address any questions or concerns about inclusive language and provide additional guidance as needed.

- **Materials Needed:**

- Inclusive Language Taboo Game cards (developed based on the provided guidelines) <https://edi-go.eu/media/edigo-taboo-cards-en.pdf>
- Timer
- Pen and paper for scoring (optional)
- Guidelines document for reference (optional)

- **Game Rules:**

1. Divide players into teams of two or more.
2. Each team selects a player as the “clue-giver” for the first round. The remaining team members will be the “guessers.”
3. Shuffle the Inclusive Language Taboo Game cards and place them face down in a stack.
4. Set a timer for the designated time limit per round (e.g., 60 seconds).
5. The clue-giver draws a card from the top of the stack and tries to get their teammates to guess the word or phrase at the top without using any of the “suggestion to avoid” words listed on the card.
6. The clue-giver can use verbal descriptions, gestures, or actions to convey the word or phrase on the card but must avoid using taboo terms.
7. If the clue-giver uses a taboo term or any part of it, the opposing team can call out “taboo” and the clue-giver must pass the card to the next team.
8. The team earns one point for each correctly guessed word or phrase within the time limit.
9. After the time limit expires, the next team takes their turn, and play continues until all cards have been used or a predetermined number of rounds have been completed.
10. The team with the most points at the end of the game, wins.

## Activity 2: Case studies on Inclusive/Exclusive Language

This activity is designed to deepen learners' understanding of inclusive and exclusive language across various social categories, including age, race, sexual orientation/gender identity, functional diversities, and socioeconomic status. Through the examination of real-life case studies, participants will learn to identify and address language that can either promote inclusivity or contribute to exclusion. The goal is to foster a more empathetic and inclusive communication style among participants, which is crucial for creating equitable and inclusive (EDI) environments.

For each social category, we propose two case studies. Each case study comes with two guiding questions developed by EDI GO partners to stimulate discussion and reflection. These questions are accompanied by explanations to aid facilitators. However, we encourage facilitators to adapt and expand upon these questions to suit the unique dynamics and needs of their groups. Flexibility is key, and facilitators should feel empowered to go with the flow and tailor the activity to their specific context.

- Case studies on Age  
<https://edi-go.eu/media/Annex-13.pdf>
- Case studies on Functional Diversities  
<https://edi-go.eu/media/Annex-14.pdf>
- Case studies on Race, Ethnicity and Culture  
<https://edi-go.eu/media/Annex-15.pdf>
- Case studies on Sexual Orientation, Gender Diversity, Gender Justice  
<https://edi-go.eu/media/Annex-16.pdf>
- Case studies on Socioeconomic Status  
<https://edi-go.eu/media/Annex-17.pdf>



## General Guidelines for Trainers while working towards a more Inclusive Language:

### *Facilitate safe and respectful discussions:*

- Establish ground rules for respectful communication at the beginning of the training session, emphasising the importance of listening actively, avoiding interruptions, and refraining from making assumptions about others' experiences.
- Create a supportive and inclusive environment where all participants feel comfortable expressing themselves.
- Monitor discussions to ensure that they remain respectful and constructive, intervening if necessary to address any inappropriate behaviour or language.

### *Provide clear explanations and examples:*

- Clearly explain the purpose of the game and its relevance to promoting diversity, equity, and inclusion.
- Use concrete examples to illustrate the impact of language on marginalised communities and the importance of using inclusive language to create a welcoming environment for all individuals.
- Break down complex concepts, providing clear definitions and explanations to ensure that participants understand the relevance of inclusive language principles.
- Address any misconceptions or misunderstandings about inclusive language principles that arise during gameplay.
- Encourage players to ask questions and engage in open dialogue to deepen their understanding of inclusive language concepts.

### *Offer guidance and support:*

- Be approachable and accessible to participants, welcoming questions and offering individualised support as needed.
- Provide resources and tools for participants to deepen their understanding of inclusive language principles.
- Foster a sense of community among participants, encouraging collaboration in their journey towards promoting diversity and inclusion.

### *Encourage self-reflection:*

- Incorporate reflective exercises and journaling prompts into the training session to encourage participants to examine their own biases and assumptions.
- Create space for participants to share their reflections with the group, facilitating discussions on how their language choices may be influenced by their own identities and experiences.
- Encourage participants to consider how they can challenge and unlearn harmful language patterns, fostering a commitment to ongoing self-improvement and growth.

### ***Reflect on language choices:***

- Encourage players to reflect on the language used during gameplay and to consider the impact of their language choices on others.
- Discuss any instances where taboo terms were inadvertently used and explore why these terms may be considered inappropriate or offensive.
- Prompt players to consider how language can influence perceptions, attitudes, and behaviours towards different groups of people.

### ***Highlight intersectionality:***

- Emphasise the interconnectedness of different forms of oppression and privilege, encouraging participants to consider how language intersects with factors such as race, gender, sexuality, disability, and class.
- Facilitate discussions on the unique challenges faced by individuals who belong to multiple marginalised communities, encouraging participants to adopt an intersectional approach to inclusive language.
- Provide resources and readings on intersectionality theory and its implications for promoting equity and justice in language and communication.

### ***Promoting respectful communication:***

- Emphasise the role of language in promoting respect, empathy, and understanding within organisations and communities.
- Discuss strategies for promoting respectful communication practices, such as active listening, empathy, and cultural sensitivity.
- Encourage players to practice using inclusive language in their daily interactions and to be mindful of the impact of their words on others.

### ***Continued learning and growth:***

- Reinforce the idea that learning about inclusive language is an ongoing process that requires dedication and commitment to continuous learning and growth.
- Encourage participants to seek out additional training opportunities, workshops, and resources to deepen their understanding of diversity, equity, and inclusion.
- Foster a culture of curiosity and exploration, encouraging participants to stay curious, ask questions, and engage in conversations that challenge their assumptions and broaden their perspectives.

By incorporating these guidelines into their training approach, trainers can effectively facilitate discussions about inclusive language and empower participants to become advocates for diversity, equity, and inclusion in their respective organisations and communities. Through thoughtful reflection, open dialogue, and ongoing education, organisations can create more inclusive environments where all individuals feel valued, respected, and empowered to thrive.

# Lesson Plan for the Inclusive Language Guidelines

Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>Introduction to the concept of Inclusive Language</b>	10 mins	Lecture	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• PowerPoint Presentation</li> </ul>
<b>Activity: Taboo but Make it Inclusive</b>	70 mins	Interactive activity	<ul style="list-style-type: none"> <li>• Inclusive Language Taboo Game cards</li> <li>• Timer</li> <li>• Pen and paper for scoring</li> <li>• Guidelines document for reference</li> </ul>
<b>Step 1: Game Rules Explanation &amp; Groups' division</b>	10 mins	Instructions provision <ul style="list-style-type: none"> <li>• Divide the learners into groups of 4 members.</li> <li>• Explain the Game Rules and how to use the Taboo Cards</li> <li>• Distribute to the teams the necessary material</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive Language Taboo Game cards</li> <li>• Timer</li> <li>• Pen and paper for scoring</li> <li>• Guidelines document for reference</li> </ul>
<b>Step 2: Play</b>	40 mins	In-group activity - Board Game	<ul style="list-style-type: none"> <li>• Inclusive Language Taboo Game cards</li> <li>• Timer</li> <li>• Pen and paper for scoring</li> </ul>
<b>Step 3: Reflection</b>	20 mins	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Reflection prompts</li> <li>• How did it feel to try and describe the word or phrase without using certain terms?</li> <li>• Were there any moments when you struggled to find an alternative language?</li> <li>• Are there any specific contexts where using inclusive language might be more challenging, and how can we overcome these challenges?</li> <li>• Do you have any questions or concerns about inclusive language that arose during the game?</li> <li>• Are there any terms or concepts related to inclusivity that you would like further clarification on?</li> </ul>	

Topic & Subtopic	Duration	Training Method	Required material /equipment
<b>Activity: Case Studies</b>	85 mins	Interactive activity	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• PowerPoint Presentation</li> </ul>
<b>Step 1: Introduction to the activity</b>	15 mins	<p>Instructions provision</p> <ul style="list-style-type: none"> <li>• Split the participants into teams of 3 or 4 members.</li> <li>• Distribute the case studies and office supplies to the teams.</li> <li>• Explain to them that they need to discuss and try to respond to the reflective questions given under each case study.</li> <li>• Encourage the learners to reflect on their experiences, practices, and context while analysing the case studies.</li> <li>• Give space for questions about the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• EDI GO Case studies (printed and digital)</li> <li>• Pens, pencils, and markers</li> <li>• Notepads</li> <li>• Post-its</li> </ul>
<b>Step 2: Case studies analysis</b>	40 mins	In-group activity - Board Game	<ul style="list-style-type: none"> <li>• EDI GO Case studies (printed and digital)</li> <li>• Pens, pencils, and markers, notepads</li> <li>• Post-its</li> </ul>
<b>Step 3: Reflection and Findings</b>	30 mins	<p>Group discussion. Discussion prompts:</p> <ul style="list-style-type: none"> <li>• Please present your key points and reflections on the case studies you worked on to the whole group.</li> <li>• Did your team face any challenges while working?</li> <li>• Have you ever experienced a similar situation to the one you analysed?</li> <li>• Do the rest of the teams have comments for the presenting team?</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• EDI GO Case studies (digital)</li> <li>• Participants' notes</li> </ul>
<b>Wrap up &amp; group discussion</b>	20 mins	<p>Group discussion</p> <ul style="list-style-type: none"> <li>• Summarise the key points from the Activities and learners' feedback.</li> <li>• Encourage participants to reflect:</li> <li>• Did you encounter any challenges during the activities? If so, what were they?</li> <li>• How has today's session influenced your awareness of inclusive language?</li> <li>• Do you anticipate any changes in your language or behaviour following this session?</li> </ul>	

# REFERENCES

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## Module 1: Governance/Leadership Guidelines

- **Annex 1:** Creating the structure of the Equality, Inclusion, Diversity Policy (Activity 1.2)  
<https://edi-go.eu/media/Annex-1.pdf>
- **Annex 2:** Be ready to make your job ad EDI (Activity 1.3)  
<https://edi-go.eu/media/Annex-2.pdf>
- **Annex 3:** Quick pick (Activity 1.4)  
<https://edi-go.eu/media/Annex-3.pdf>

## Module 2: Building and Space Design Guidelines

- **Annex 4:** Reflective Questions Handout (Activity 2.1)  
<https://edi-go.eu/media/Annex-4.pdf>
- **Annex 20:** Checklist for an EDI Workplace and Environment”  
<https://edi-go.eu/media/Annex-20.pdf>

## Module 4: Community and partnerships from the EDI perspective Guidelines

- **Annex 5:** True/False Activity  
<https://edi-go.eu/media/Annex-5.pdf>
- **Annex 6:** Collaboration with the local community  
<https://edi-go.eu/media/Annex-6.pdf>
- **Annex 7:** Building partnerships with families  
<https://edi-go.eu/media/Annex-7.pdf>
- **Annex 8:** Case study  
<https://edi-go.eu/media/Annex-8.pdf>
- **Annex 9:** Tips on how to include EDI in partnerships  
<https://edi-go.eu/media/Annex-9.pdf>
- **Annex 10:** What actions can you put in place?  
<https://edi-go.eu/media/Annex-10.pdf>
- **Annex 11:** Guidance for the activity “Create your own action”  
<https://edi-go.eu/media/Annex-11.pdf>



## Module 5: Training on Working directly with Young People from the EDI Perspective Guidelines

- **Annex 12:** Working scenarios  
<https://edi-go.eu/media/Annex-12.pdf>

### *Taboo But Make It Inclusive*

- **Taboo Cards**  
<https://edi-go.eu/media/edigo-taboo-cards-en.pdf>

### *Case studies on Inclusive Language*

- **Annex 13:** Case studies on Age  
<https://edi-go.eu/media/Annex-13.pdf>
- **Annex 14:** Case studies on Functional Diversities  
<https://edi-go.eu/media/Annex-14.pdf>
- **Annex 15:** Case studies on Race, Ethnicity & Culture  
<https://edi-go.eu/media/Annex-15.pdf>
- **Annex 16:** Case studies on Sexual Orientation, Gender Diversity & Gender Justice  
<https://edi-go.eu/media/Annex-16.pdf>
- **Annex 17:** Case studies on Socioeconomic Status  
<https://edi-go.eu/media/Annex-17.pdf>

### *Training Self-Evaluation*

- **Annex 18:** Training Self-Evaluation/Feedback Questionnaire Template  
<https://edi-go.eu/media/Annex-18.pdf>

### *Action Plan Development*

- **Annex 19:** Action Plan Template  
<https://edi-go.eu/media/Annex-19.pdf>



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