



SELF-EVALUATION TOOL ON VALUES AND PRACTICES OF EQUALITY, DIVERSITY AND INCLUSION WITHIN YOUTH ORGANIZATIONS



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ABOUT THE PROJECT

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

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

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

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

EDI: WHAT ARE THEY?

EQUALITY

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

DIVERSITY

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

INCLUSION

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

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

INTRODUCTION

Approximately one third of young people in Europe are at risk of poverty and social exclusion, many have limited access to their social rights and many continue to face multiple discrimination, experience prejudice and hate crimes.¹ The migration crisis brought additional social and inclusion challenges. The EU Youth Strategy 2019 – 2027 set goals for **everyone working with young people** to respond to these challenges and support all youth in achieving their potential.

The EDI GO project partners firstly talked to youth workers and young people from 30 youth organizations (April - June 2023) exploring their perspectives on exclusion, prejudice and discrimination that young people experience today and what would be their recommendations on how to extend the reach of youth organizations toward young people from disadvantaged backgrounds.²

Their voices and perspectives lead to the development of [the EDI Charter Mark](#) that provides youth organizations with **recommendations** on how to improve **values and practices on Equality, Diversity and Inclusion**. These recommendations cover five organizational dimensions and present the opportunity for youth organizations to improve the reach of those young people who can significantly benefit from the inclusionary practices of youth work.

This **Self-evaluation Tool** builds on the EDI Charter Mark by providing the tool to identify aspects of the organization that are supportive of EDI values and practices and those aspects that could be further developed. In this way, the focus for further improvement can be identified by each youth organization, as organizations are different in their needs, focus of work, size and context they work in.

¹ [the EU Youth Goal #3 Inclusive societies](#)

² [“Key issues in applying equality, diversity and inclusion in youth organizations – experience of five EU countries”](#)

ON HOW TO USE THE SELF-EVALUATION TOOL

This evaluation tool covers five organizational dimensions:

GOVERNANCE / LEADERSHIP **PHYSICAL ENVIRONMENT** **ATTITUDES AND RELATIONSHIPS**

COMMUNITY AND PARTNERSHIPS **DIRECT WORK WITH YOUNG PEOPLE**

Each dimension starts with the short description of the topics it covers and within the table lists related statements that the reader evaluate on the following scale:

In place **Partially in place** **Not in place** **Under development**

This scale provides the reader with the possibility to evaluate if the aspect that the statement describes is present within the organization or not, and if yes, to what degree. By counting the status of each statement, the reader receives the overall status for each dimension.

The dimensions that have the highest scores of **In place**, **Partially in place** and **Under the development** for different statements indicate the organizational good practices that deserve affirmation, recognition and promotion.

The dimensions that have the highest score of status **Not in place**, might be an indicator of the existing organizational need to plan further development in this area and explore the recommendations within [the EDI Charter Mark](#) for that specific dimension, and plan to further explore the most suitable approach to integrating these recommendations into the organizational work.

DIMENSION 1: GOVERNANCE / LEADERSHIP

About: Governance of non-governmental organizations includes the process of developing strategic leadership like setting the directions, making strategic decisions, evaluating the performance, and ensuring accountability and transparency.

Addressed to: The organizational leadership

The subthemes covered: DEVELOPMENT OF ORGANISATIONAL EDI POLICY, RECRUITMENT POLICY, and STAFF AND VOLUNTEER IN-SERVICE TRAINING

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

DIMENSION 2: PHYSICAL ENVIRONMENT

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

Addressed to: The organizational leadership, staff and volunteers

The subthemes covered: THE BUILDING'S DESIGN AND CONTENT and THE USE OF PHYSICAL SPACE

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

DIMENSION 3: ATTITUDES AND RELATIONSHIPS

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

Addressed to: The organizational leadership, staff and volunteers

The subthemes covered: LANGUAGE AND COMMUNICATION, ORGANISATIONAL CULTURE and INTERCULTURAL APPROACH

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

DIMENSION 4: COMMUNITY AND PARTNERSHIPS

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

Addressed to: The organizational leadership, staff and volunteers

The subthemes covered: COLLABORATION WITH LOCAL COMMUNITY and BUILDING PARTNERSHIPS WITH FAMILIES

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

DIMENSION 5: DIRECT WORK WITH YOUNG PEOPLE

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

Addressed to: The organizational leadership, youth workers and volunteers

The subthemes covered: PROJECT DESIGN AND PLANNING, TRAINING / EDUCATION and EDUCATIONAL MATERIALS

GOOD PRACTICE INDICATORS	In place	Partially in place	Not in place	Under development
The organization customary designs projects that clearly describe the stakeholders, groups of focus and participants to present the intention of reaching underrepresented communities and young people in disadvantaged positions.				
The project budget anticipates the inclusion costs, measures to support the adaptation of activities and equipment to young people with difficulties.				
The invitation to young people to participate contains clear and understandable language as well as a statement of the provision of available support measures for young people in disadvantaged positions.				
The training venue is accessible for young people with disabilities.				
Training with young people includes activities and materials that acknowledge young people's identities and backgrounds.				
The incorporation of the EDI themes is ensured in the learning materials and activities, with a focus on avoiding discrimination against race, sexual orientation, religion, gender, and individuals with disabilities.				
Opportunities for the co-creation of educational content are provided, allowing young peoples' voices and experiences to be heard.				
Affordable and easily accessible materials are ensured for participants, with a focus on offering learning materials in multiple formats, languages, and compatibility with assistive technology.				

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