

# Diversity

# and

# Inclusion

## Workshop Module



europaean  
youth forum

# DIVERSITY AND INCLUSION WORKSHOP MODULE

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*As a principal being inclusive shouldn't mean preferential treatment but should mean being adaptive.*

## INTRODUCTION

This workshop module is designed primarily as a resource for the Member Organisations of the European Youth Forum, to inspire and support them in tackling the topics of diversity and inclusion in their everyday work. It is built on the basis of the Diversity & Inclusion Guidelines, with the idea to assist organisations to reflect on the meanings and key aspects around the topics, and introduce the guidelines in their work.

As youth organisations play an essential role in reaching out and working with young people with fewer opportunities and for them they are often the principal means of inclusion, it is very important to take time to reflect on their structures, processes and cultures.

The Diversity and Inclusion Guidelines outline a few descriptions of the both terms, which can be helpful to reflect on in your work, nevertheless, within this module we would like to bring to focus the following understandings as extracted from the guidelines:

**Diversity** is a concept widely used in everyday conversations and policy discourses. In a nutshell, it's about empowering people by respecting and appreciating what makes them different. This can be in terms of age, gender, cultural background, language, socio-economic status, disability, sexual orientation, religion, and education, etc.<sup>1</sup>

**Inclusion** is a concept used widely in social and educational policy making to express the idea that all people living in a given society (should) have access and participation rights on equal terms. As a process, inclusion seeks to ensure that everyone, regardless of their circumstances and background, has the possibility and means to participate fully in society. When looking at young people and social inclusion, it is concerning that

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<sup>1</sup> T-kit 4 Intercultural Learning, Youth Partnership between the Council of Europe and the European Commission

young people in general face many challenges in order to fully participate in society.<sup>2</sup>

Some of the aspects which should be considered when it comes to diversity and inclusions are:

- Organisational culture
- Organisational structure (decision-making structures)
- Membership, participation, outreach
- Events and activities
- Communications

Regardless of these descriptions, we hope that this module will motivate you to develop your own understandings and definitions of the terms.

We also hope that you take these activities as they are meant for, an encouragement to start new diverse and inclusive endeavours, and an inspiration for making changes with a long-term impact.

Finally note that as the guidelines this is a live document, and we intend for it to be continuously updated, improved and developed over time.

Good luck, and don't forget to also have fun!

***The European Youth Forum***

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<sup>2</sup> Policy Paper on Social Inclusion through Youth Participation, European Youth Forum, 2006

## ACTIVITY OUTLINES

The following pages outline activities that can be combined in a workshop or a training, as well serve as an introduction to a session. We advise you to combine them in a way that fits the needs of your organisation. Depending on the background of your organisation and willingness to work on specific aspects, you can adapt or build upon the outlines provided below. The activities are intended to be used by youth workers, trainers, educators and anyone who is willing to develop and run an educational activity. Some of the activities presented in the module might require that the person delivering it, already has some practice and experience in application of non formal learning methodologies.

### 1. Introduction and common ground on inclusion and diversity

Duration: 90 min

Group size: minimum of 12 participants

Aim

- Creating a common ground around the terms diversity and inclusion.
- Reflecting on the values of both terms in the context of youth organisations.

Summary & approach:

This activity aims at starting a discussion and introducing the concepts of diversity and inclusion by supporting participants to reflect on their own experiences and understand the value of diversity and inclusion in everyday life and youth organisations' context.

Step-by-step description

1. Ask everyone in the group to individually reflect and list 3 qualities/features/background facts, that makes them unique. (10 min)
2. In small groups of 3 participants each, invite participants to share their lists, and discuss any similarities or differences. (20 min)
3. After the small group sharing, invite participants for a discussion on diversity. (30 min)

Guiding questions:

- Do you find yourself as unique or different? Do you find other people from your group as unique or different? Why?
- What do you understand when you hear the word "diversity"?
- How do you understand diversity?
- Do you feel accepted for who you are in your community or society?
- Have you witnessed or participated in a situation where somebody was not accepted as who he/she/they are?
- How do you find diversity and inclusion co-relate?

- What can you do to enforce this?
4. Closing the activity, ask participants if they could commonly agree on the meaning of both terms, that you could then use for the rest of the workshop, or in the work of your organisation. (30 min)

### Tips for facilitators

The activity encourages participants to zoom in their own personality and explore their diverse nature. As this is an introductory activity and sort of an appetiser to what comes next, allow participants the time to explore the concept and understand each other's point of views.

## **2. From individual to organisational reflection**

Duration: 90 min

Group size: minimum of 12 participants

Aim:

- Practice organisational reflection and support organisations to analyse their own context and activities from the perspective of diversity and inclusion.

### Summary & approach

This activity focuses on the organisational assessment helping participants to establish the organisational baseline on diversity and inclusion, and only then share the thoughts and ideas to increase their understanding and action in this field.

Participants receive the organisational assessment questionnaire from the Diversity and Inclusion Guidelines, and complete it based on their personal knowledge and understanding of the practices in their organisation. The assessment questionnaire is designed to help organisations to measure their approach and understanding of both topics, in a tangible way. After completing the questionnaire participants will go back to the trios from the previous activity and share their answers.

During the sharing in trios, participants are encouraged to give ideas on possible improvements. In addition participants will be also invited to share good practices for each category in the assessment form (organisational culture, communications, events, ect).

### Step-by-step description

1. Provide participants with copies/link (annex 1) of the assessment form and ask them to individually reflect on the questions. (20 min)
2. Invite participants to go back to the trios from the previous activity and share the results from the individual reflection, keeping in mind that the purpose is to share and be attentive to the findings of others, and not only

compare their findings (considering that there are no better or worse answers, and that their answers depends on the different local contexts and the missions of the organisations). Each trio should extract 3-5 practices from the discussion and prepare for sharing in plenary. (35 min)

3. Present the outcomes of the discussions in plenary. Discuss with participants on how they find the different practices and how easy or difficult it could be to implement those in their own organisational context. (35 min)

#### Reflection and evaluation

- Did you find any similarities in terms of the challenges organisations face; or specific patterns in the governance and organisational management that could be a potential obstacle when it comes to promoting inclusion and diversity within the organisation?
- What could be the potential adjustments your organisations can do in this respect?
- Which areas in your organisation will benefit the most from adding new perspectives to the conversation?
- Which actions will significantly reduce the barriers to participation for underrepresented groups

#### Tips for facilitators

- You should be flexible with the time estimated for each step, depending on the group size and needs. Some people need more time for individual assessment, some need more time for sharing. If the group is too talkative you can limit the time for sharing in trios.
- Depending on the composition of the group (e.i the activity is done with representatives of one organisation only), the individual reflection can be done in pairs, or according to working teams/departments.

### **3. Library time**

Duration: 70 min

Group size: minimum of 12 people

Aims:

- *Inspire organisations for continuous interest in the topic.*
- *Support organisations to explore tools suitable for their context and realities.*

#### Summary & approach

The activity is an open library for resource sharing (guidebooks, websites, short documentaries, etc), inspiring organisations with practices and strategies that can help them in increasing their capacities on the theme. Participants will have the opportunity to explore in groups different resources and guidebooks and to try to match them with their working context.

### Step-by-step description

1. (40 min) In small groups of 3-4, ask participants to go through different resources and answer the following questions:
  - What is this resource useful for?
  - How/where can it be used?
  - Is there anything missing that could be there?

List of resources (each group receives 2-4)

- [The Coyote on Inclusion](#)
  - [Disability Handbook](#) by Youth for Exchange and Understanding
  - [The Social Pillar by the European commission](#)
  - [White paper on Minority Rights](#) by Youth of European Nationalities
  - [Disability Etiquette: Tips on Interacting with People with Disabilities](#) by United Spinal:
  - [EEE-YFU](#) manual on intercultural and global citizenship education
  - [Policy Paper on Social Inclusion through Youth Participation](#)
  - [Policy Paper on Equality and Non-Discrimination](#)
  - [Policy Paper on Equality and Diversity](#)
  - [Policy Paper on young people and poverty](#)
2. In plenary participants present the findings and answers to their questions. (30 min)
  3. End with a discussion about the main highlights from the presented resources, and their applicability in the diverse organisational and working context.

### Reflection and evaluation

These are just some of the available resources on the topic. There are many more and most of those presented are "living documents" and their content is being constantly updated.

### Tips for facilitators

- Facilitators need to be acquainted with the resources and be able to present their summary in brief as sources of knowledge and expertise.
- Facilitators can invite participants to share any other link or guidebooks on the topics.
- This activity could be developed further if your organisation is willing to work on the policy level or on specific project/work tasks.

## **4. Action planning on Diversity and Inclusion**

Duration: 90 min

Group size: minimum of 12 people

### Aims:

- Support participants to structure follow up actions that can help them to address the topic in their own organisations.

### Summary & approach

This activity will support participants to prepare an action plan and have a support system that focuses on implementing the changes they would like to carry out as an activist after the workshop. The approach is based on a 'buddy system' where each participant/organisation has a buddy (somebody to help and support, assist and function as a soundboard when it comes to carrying out and implementing changes on the organisational level).

### Step-by-step description

1. Provide the instructions, underlining the importance of action planning and introduce the buddy system. (10 min)
2. Participants work on their actions, individually and with their buddies. (40 min)  
Every participant chooses their 'buddy' and together they work on an action plan that includes the following elements:
  - **Personal dimension:** what do I want to change in my behavior after this workshop (social media, personal relations, activism, volunteer work, etc.)? When do I start, and how do I do that?
  - **Professional dimension:** what do i want to propose in my organisation/department/area of work? How and when do I do it?
  - **Community dimension:** how can I spread the word on this in my community? Do I organise a workshop, a documentary screening on inclusion, etc?
3. Present the outcomes in plenary. Provide space Q/As and comments. (25 min)
4. Debrief by asking participants about the experience with planning and their buddy, and address their expectations and/or fears from implementing the action plan. (15 min)

### Tips for facilitators:

- This activity could be used on individual or organisational level, depending on the needs of the organisation.
- If you combine the 4 activities in a whole day workshop, provide some space for participants to reflect on their learning and evaluate the experience. Simple exercise for that is to ask everyone to share on the following three points:
  - What did I learn today...
  - What surprised me today...
  - What is my word of the day after spending it here with you...



## **GENERAL TIPS FOR USERS**

- Most of the activities are designed for mixed groups considering representatives of different organisations. Each activity can be also adjusted to the needs of your own organisation and office. In such cases, you can group participants according to their departments/area of work/working groups.
- Before starting any activity (shorter/longer) make sure to have a round of introduction. Ice-breaking games or getting to know each other activities are always appreciated especially if the group never met before.
- Starting point for all organisations (groups, teams, etc) should be the first activity. Even if all participants come from the same organisations, their views on the topics might be different, therefore it's important to provide the space for different views to be shared.

## **GENERAL FACILITATION TECHNIQUES & TIPS**

- As a facilitator make sure to use simple language, to be able to define/explain/rephrase some terms related to the topics you elaborate.
- Be flexible with time and adjust according to the group needs.
- Make sure to give enough space for discussions, these topics are known but also unknown, misunderstanding could happen depending on the background and previous knowledge of the participants, therefore, make sure that the wording is clear for everyone.

## ANNEX 1

### Organisational Assessment Form

Organisational Culture	
Questions	Reflections
Review your organisation's core documents (e.g. value statements, missions, vision, etc.). Are commitments toward diversity and inclusion explicitly ensured?	
To what extent are the concepts of diversity and inclusion incorporated into your organisational mission, vision statements and your organisations values?	
Decision-Making Structures	
Questions	Reflections
Compare your top decision-making structures (e.g. your board, steering committee, etc.) to the composition of your membership.  Do they represent the diversity of your membership?	
Compare your other decision-making structures (e.g. your general assembly) to the composition of the society your organisation is based in.  Could your structures benefit from including more view points to stay in touch with the world around them?	
Who is making decisions within the organisation and where does their mandate come from?  Who decides on who gets put forward for election? Are there any restrictions and/or exceptions for participation? (e.g. for	

<p>taking part or nominating for General Assembly / Board members)</p>	
<p>Were those in the decision-making structures elected to take decisions to the extent that they do? Can they consult with others when taking decisions?</p>	
<p><b>Membership</b></p>	
<p>Questions</p>	<p>Reflections</p>
<p>How do you define your target group? Compare your membership composition with the society and environment they come from!</p> <p>Do you find they represent all the key dimensions of the wider community?</p> <p>We encourage you to consider the intersectionality of identities when reflecting on this question.</p> <p>Intersectionality explained: <i>Some organisations focus on a certain demographic subset, e.g. students. When you consider the intersectionality of identities (e.g. students with disabilities, students who are parents, students with migration backgrounds), then you can check whether most of your membership shares a particular background or whether you have a diversity of backgrounds.</i></p>	
<p>What are the reactions of your members when someone shares a differing view, a new perspective, or an alternative insight connected to their background? (e.g. someone shares an instance or experience of discrimination)</p> <p>How do the other members react? With curiosity, support, dismissal, or disdain?</p>	
<p>Many organisations base their work on a set of values. Does your organisation</p>	

<p>show a commitment to include diverse standpoints (e.g. a value statement)?</p> <p>Do you actively work on this commitment with your members or are your values passive commodities?</p>	
<p>Does your organisation have a membership criteria?</p> <p>To what extent do those criteria create opportunities or limitations?</p>	
<p><b>Events</b></p>	
<p>Questions</p>	<p>Reflections</p>
<p>Do the attendees of your past events reflect the composition of the society you are based in (e.g. ethnicity, religion, gender)?</p> <p>(ref. check national statistical/demographics data)</p>	
<p>When planning events, what attention is placed on making sure your location, venue, food, speakers and other logistics encourage a diverse and inclusive space?</p> <p>Is the location/venue accessible and equipped sufficiently for young people with disabilities?</p>	
<p>Is there a budget for things like sign language interpretation, speech-to-text, text to braille translators, or any other equipment or personnel required for the specific needs of any young people participating?</p>	
<p>Reflecting on your past events and meetings, can you identify elements that have made it youth-friendly (e.g. the format of the session, time and location)?</p> <p>What do these things mean for any future events?</p>	

**Communication**

Questions

Reflections

How does your target group get to know about your activities?

Is the communication you use adaptable and are the communication tools you use adaptable, and or accessible for minority groups?

To what extent do you directly invite young people from minority or marginalised groups from your community to participate in your youth organisation and or events?