



**EDI GO**

**GOOD PRACTICES OF  
EQUALITY, DIVERSITY AND  
INCLUSION IN  
ORGANIZATIONS**



Co-funded by  
the European Union



## EDI GO

# GOOD PRACTICES OF EQUALITY, DIVERSITY AND INCLUSION IN ORGANIZATIONS



## **IMPRESSUM**

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Via Roma 94,

90133 Palermo, Italy

**AUTHORS:** Youthworkers from Spain, Italy, Croatia, France and Greece

**EDITORS:** Katarina Vuksan with contribution from Georgia Alexandrou, Camille Petersen-Leduc, Vanja Kožić Komar, Pau Jarne Soler

**QUALITY PEER REVIEW CONTRIBUTION:** Alberto Biondo, Eleni Daskalou, Sara Strejček, Terje KÖLAMETS

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## Table of Contents

Introduction.....	5
ABOUT THE PROJECT .....	6
How to use this document?.....	7
ABOUT ORGANISATIONS .....	9
Good Practices – An overview .....	17
Founding the network of ZaPravo ambassadors .....	19
Physical adaptation of space for people with disabilities .....	23
AYS meets Amazonas .....	28
The PRJs are on the streets .....	32
"Facing History and Ourselves" training course.....	36
Translating documents used to support young people at Mission Locale using the Easy to Read and Understand method .....	38
Making the space more inclusive .....	41
Building stronger communities together .....	47
Working on self-expression and interculturality with young women at risk of exclusion.....	51
Emotional management and empowerment through the Theatre of the Oppressed in adolescents .....	55
Collaborating with the local community to strengthen inclusion and diversity .....	59
Towards a more inclusive school .....	62
Conclusion .....	65

# Introduction

The EDI GO GOOD PRACTICES OF EQUALITY, DIVERSITY AND INCLUSION IN ORGANIZATIONS is aimed at promoting good practices on how organizations improved their Equality, Diversity, and Inclusion (EDI) practices using the whole-organizational approach, shared during the training phase within the Erasmus+ funded project **EDI GO - Introducing the organizational approach to integration of Equality, Diversity, Inclusion Model in working with young people**.

In fact, the good practices listed here are great example on how organisations implemented the knowledge gained during the EDI GO training for youth workers which took place in Croatia, Greece, Spain, France and Italy, applying the [EDI GO training Curriculum](#). Following the training, the participating organisations created action plans that they applied within their organisations over time, improving one or more aspects of the following dimensions:

- **Governance/Leadership Guidelines:** this module emphasised integrating EDI values into organisational leadership and policies, covering topics like strategic leadership, policy creation, and capacity building.
- **Building and Space Design Guidelines:** it focused on creating inclusive and accessible physical environments by recognising and removing physical and cultural barriers.
- **Attitudes and Relationships:** it promoted adopting EDI values in organisational culture through participatory activities that foster empathy, solidarity, and a cohesive group dynamic.
- **Community and Partnerships:** it highlighted the importance of 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:** it provided tools and insights for inclusive project design, training, and educational materials, emphasising culturally responsive approaches and accessible learning environments.

The good practices developed and reported in this document not only promote the success and the impact the involved organizations achieved improving their EDI values after the training, but also, they can be used as example and inspiration on how to take actions within own organizations in the EDI field. It is a concrete way to show that the EDI path is accessible, easy-to-apply and transformative in a long-term perspective.

## ABOUT THE PROJECT

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 Inclusion (EDI practices). Indeed, the experts working with young people do not often have the opportunity to review the inclusive practices within their organizations so that diverse people, experiences and voices could be effectively included in all aspects of their organization. This is the gap the project wanted to fill by creating recommendations and concrete steps for organizations to integrate EDI framework on the organization level.

The aim of all resources and materials developed within the EDI GO project is to support different organizations working with young people to prevent – and if needed overcome – different barriers young people face due disabilities, health problems, barriers linked to education and training systems, cultural differences, social barriers, economic barriers, barriers linked to discrimination and geographical barriers.

By implementing this project, partners created the resources and materials to support different types of organizations to evaluate and integrate a systematic approach to EDI practices within previously mentioned 5 dimensions of the organization.

After the first step – the [Research that was conducted](#) with 99 young people and 50 youth workers of 30 youth organisations from 5 countries, the partner organizations had a starting point for the direction in which it is necessary to develop EDI GO materials.

The following materials have been developed and available on the [EDI GO platform](#):

- 1. Tool Box “Resources for improvement of EDI practices using the whole-organizational approach”** with [EDI GO Charter Mark](#), [Self-evaluation Tool](#) and [Inclusive Language Guidelines](#), available in 6 languages.
- 2. The training for trainers package** with training materials and developed resources which include the [EDI GO Curriculum - Breaking Barriers, Building Bridges: The Trainer's Blueprint for EDI Success](#), as well as presentations and materials for the implementation of a 25-hour EDI training for youth workers, available in 6 languages.

The materials available in the training for trainers’ package were customised to address the specific needs of each country and were established during the pilot training in Athens in April 2024. In the following months, the EDI GO training for youth workers was conducted with a total of 86 participants in Spain, Italy, France, Croatia and Greece. The positive EDI changes that the participants from these countries initiated in their organizations after participating in that training are collected in this final publication of the EDI GO project.

## Partners

- Coordinator: [Forum for Freedom in Education](#), Croatia
- [Centro per lo Sviluppo Creativo Danilo Dolci](#), Italy
- [KMOP Education and Innovation Hub](#), Greece
- [Adice](#), France
- [Associacio La Xixa Teatre](#), Spain
- [Social Cooperative Humana Nova](#), Croatia

## How to use this document?

The current document has been developed in strong cooperation with all the project partners: the partnership had a coherent strategy, a methodological “compass” to be followed after the organizations’ training thus gathering all the lessons learned in this document. In fact, during EDI GO national training for organizations working with young people in 5 countries, each participating organization was asked to develop an action plan on how to implement the knowledge acquired during the training in their context. After the implementation of their action plans, they were asked to fill in a common template, which has been the main framework through which analysing the practices and highlight their positive and interesting features. This allowed EDI GO partners to show the concrete paths each participating organization has kicked off at national level. This will be crucial for the next steps in the following months to come, showing potential paths for further organizations which would like to implement a whole-organization approach when they deal with EDI.

Specifically, after introducing the organizations that participated in the EDI GO training, these good practices collection will be focused on the description of their good practices, detailing the following type of information:

- **Context:** an introduction of the context in which the good practice has taken place.
- **Need:** the need at the basis of the development of the EDI action
- **Difficulties:** an analysis of the risks and the challenges which were taken in consideration when the practice has been developed.
- **Goals & Impact:** the main objective and expected change to which the practice is addressed.

Then, the more concrete data:

- **Methodology**
- **Duration**
- **Materials and resources**

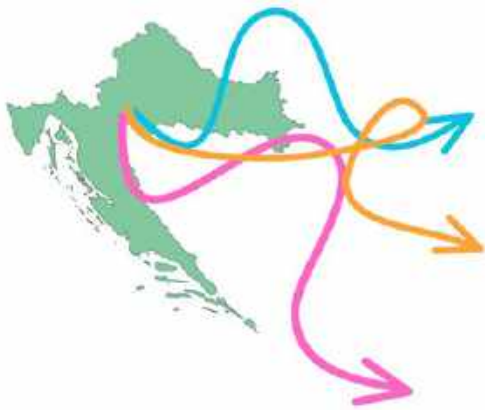
The last part of the good practice template identifies both the **Key steps in the process** (which can be helpful for other organizations which want to start a similar implementation) and the **Next steps to be taken** (highlighting the foreseen milestones to achieve the before-mentioned goal).



## ABOUT ORGANISATIONS

In the following pages, the participating organizations are introduced per country, focusing on their mission, profile and role in the community where they work.

## CROATIA



**Za Pravo LGBTIQ+ persons**  
<https://www.instagram.com/za.pravo.lgbtiq.osoba/>  
Zagreb (Croatia)

**Are You Syrious? (AYS)**  
<https://areyouisyrious.eu/>  
Zagreb (Croatia)

**Amazonas Association**  
<https://amazonas.hr/?lang=en>  
Zagreb (Croatia)

**Za Pravo LGBTIQ+ persons** is a Zagreb-based NGO, founded as a teacher-student and gay-straight alliance at the Zagreb Faculty of Law in Croatia. The organisation's main objective is to provide a safe space for LGBTIQ+ students through various events, peer-to-peer support groups, and the publication of scientific papers. Additionally, the organization aims at enhancing support for members and future members who face challenges in accessing the organization's programs as well as to raise awareness of the NGO within the communities in which they work. Za Pravo is fully youth-led, with students at the forefront of creating programs tailored to the needs of other young LGBTIQ+ individuals, fostering an inclusive and supportive environment.

**Amazonas Association** is an association established in 2004 in Zagreb with the aim of fostering positive change and social activation through innovative learning approaches. Through three areas of work – social support, active and mobile youth, and empowerment of experts, it organises activities for the active use of free time, promotes volunteering, youth mobility and involvement in the local community, and conducts workshops, educational programs, and training.

Through capoeira and sports activities, they implement programs for the development of social skills in children and youth, while through psychological counseling and various educational initiatives the organization provides support to groups facing social and economic exclusion and those with reduced opportunities (children and youth with behavioral problems, families in the social welfare system etc.). Their activities are based on implementing programs and projects focused on education, empowerment, and enhancing the quality of life for children, young people, and adults in the local community.

**Are You Syrious? (AYS)** is a Croatian NGO located in Zagreb, with a primary goal of developing social awareness and promoting social solidarity by providing humanitarian, informational, psychosocial, educational and logistical assistance to all socially vulnerable members of the population, primarily refugees. Their activities are divided into three sectors: direct humanitarian aid, integration programs and advocacy work.

The Association was created as a citizens' initiative in 2015 in which volunteers provided support to people in transit in the form of direct humanitarian aid (clothing, shoes, food), first at the green borders, and later in transit camps in the Republic of Croatia. After the borders were closed in 2016 the first integration programs that AYS manages were created. In 2016, volunteers began to implement a language and educational integration support program for asylum-seeking children who were staying at the Asylum-Seeker Reception Center in Zagreb. In 2017, out of the need for a dignified selection of clothes and shoes, a free self-service store (Free Shop) has been created as well as the Integration Center, where since then consultations, informal language courses and intercultural meetings of volunteers, people on the move and citizens are regularly held. In addition to the mentioned programs, their volunteers continue to provide individual support in linguistic and educational integration to children whose families have received international protection. Their volunteers are mostly young people from the local community who have a goal of helping the organization foster social change.

## FRANCE



**Lille European Metropole** have as main objectives:

- To identify support for young people
- To reduce educational inequalities
- To strengthen social ties
- To raise awareness of civic commitment
- To promote working-class neighbourhood
- To promote equal opportunities

The organization involves the following targets:

- around 40/50 young people on 5 different civic service missions (Student Mobilisation, Democampus, KAPS, Volunteers in Residence, Mentoring)
- 300 student volunteers accompanying 300 children
- 30 young people dropping out of school.



### **Roubaix Youth Resource Centre (PRJ)**

The main objectives of its work are:

- Reaching out to local residents, particularly young people (aged 13/25).
- Offer a diverse and accessible summer programme in the neighbourhoods.
- Encourage inter-neighbourhood and intergenerational encounters.
- Promote doing and living together in neighbourhoods.
- Strengthen collaboration between local partners.
- Reclaim public space.

The main area of work is hosting events and Communication of youth offers.

Young people are involved in the organisation, choice of events and their communication.

**Mission Locale** is an association that provides a public employment service.

It is based on schemes set up by the State and local authorities.

It is addressed to young people aged 16 to 25 who have dropped out of school and live in Tourcoing and the communes of the Vallée de la Lys. Its mission is to deal with all the difficulties that young people may encounter in finding employment: employment, training, career guidance, mobility, housing, health, access to culture and leisure activities. This comprehensive approach is the most effective way of removing the obstacles to integration into employment and working life.

Since December 2023, there has been a users' club where the young people supported by the organization's structure meet at least once a month to work on proposals for improving our services.

Mission Locale is part of Mission Emploi Lys-Tourcoing (MELT), which brings together three schemes: Mission Locale, Employment Center and Local Employment Integration Plan (PLIE).

## GREECE



**ELIX**  
<https://elix.org.gr/i-elix>  
Athens (Greece)

**ELIX** was founded in 1987 as an initiative of Ms. Eleni Gazi, ex-Chairwoman of the Board of Directors, aiming at promoting volunteerism in Greece through workcamps (short and long-term voluntary activities). ELIX is located in Omonia Square, in the heart of Athens.

Since the founding of the organization, hundreds of volunteer work programs have been organized by ELIX in several locations across Greece, focusing - among others - on the protection of the environment, the preservation of cultural heritage and the promotion of social cohesion. Every year, hundreds of young people from all over Greece have the opportunity to enjoy the great experiences of volunteering by participating in one of the many volunteer work and educational projects that ELIX offers abroad, while at the same time, international volunteers from abroad participate in the respective programs of ELIX in Greece. Given the fact that ELIX has the Quality Label, every year it hosts four (4) European Solidarity Corps Volunteers (18-30 years old) in its premises as part of their long-term volunteering project. Additionally, ELIX support more than 40 Greek volunteers to travel abroad as their sending organization. Finally, being an accredited organization, every year they send and host more than 150 young international participants in Erasmus + trainings and youth exchanges (Greece and abroad).

ELIX implements a number of social programs, which aim at supporting socially vulnerable groups, such as the "Summer in the City" and the "This Summer is Ours" projects, as well as the ambitious educational program "All Children in Education", focusing on children, refugees and migrants, aged 3-17, living in Attica (supported by UNICEF and DG ECHO). Besides the valuable contribution of hundreds of volunteers, ELIX collaborates with a number of specialized professionals to implement successfully its actions and to ensure the high level of its programs.

The organization's premises are always open to its community of volunteers and stakeholders for workshops, seminars, meetings, trainings and team-building events. The ultimate goal of ELIX is to promote Non-Formal Education, Protection of the Environment, Social Inclusion, Human Rights, Multiculturalism and Gender Equality. This made the EDI GO project very useful and relevant for them.

## SPAIN



The **Virolai School** provides pre-school, primary and secondary education. As a result of Covid and the implementation of a virtual educational format, the school detected a problem among its students: the need to have a space and tools for their emotional development. For this reason, different facilitators were invited to implement a series of workshops focused on the expression of emotions through participatory and theatrical exercises. The aim was to work with emotions, record them, and create a space to manage them. As a result of Covid and the implementation of a virtual educational format, the school detected a problem among its students: the need to have a space and tools for their emotional development. For this reason, different facilitators were invited to implement a series of workshops focused on the expression of emotions through participatory and theatrical exercises. The aim was to work with emotions, record them, and create a space to manage them.

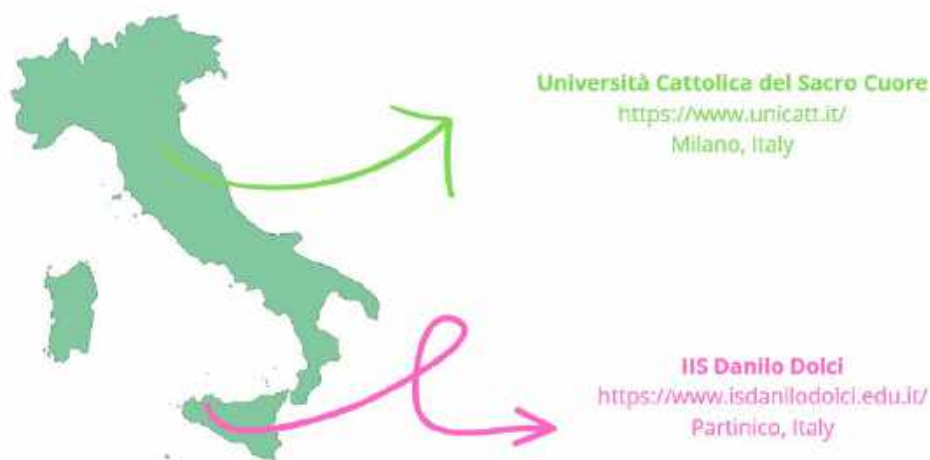


**Fundesplai** is a non-profit organisation whose objective is social transformation through education and environmental sustainability. Its main line of work is education with children and young people, actively collaborating with other third sector entities, and offering a multitude of training courses.

Fundesplai has several main objectives with its interventions:

- to promote a more just, inclusive, and tolerant society through the education of children and young people.
- to strengthen third sector entities and those organisations that work with groups of children and adolescents in educational and leisure activities.
- to offer training to young people and adults to help them improve their professional and personal skills.
- Fundesplai is a third sector organisation whose main field of action focuses on education and training for both children and youth. The entity offers a wide range of courses ranging from outdoor activities with children to vocational training with young adults. In addition, Fundesplai also offers advisory and financial management services to other entities that form part of the same sector. Within its fields of action, the following ones are worthy to be mentioned:
- Outdoor and extracurricular activities services for schools and educational centres: excursions, workshops, group activities, summer camps, summer camps, etc..
- Programmes for young children (aged 0-6 years): Accompanying families in schools, training professionals who work with kindergarten, workshops and education in kindergarten schools.
- Social and training programmes for young people: Development of projects for the training and socio-occupational integration of young people at risk of exclusion.
- Training and research programmes: Training programmes including conferences, face-to-face and online courses, pedagogical research programmes.
- Support to the third sector: Support to third sector entities in the management of legal, economic, IT and labour services.
- Publication of open access content and informative material such as activities, studies, good practices and other educational proposals available to professionals and other third sector entities.

## ITALY



**Università Cattolica del Sacro Cuore (UCSC)** is a highly regarded private university situated in Milan, Italy, with additional campuses in Brescia, Piacenza-Cremona, and Rome. Established in 1921 by Father Agostino Gemelli, UCSC has become the largest private university in Europe and is renowned for its academic excellence and commitment to fostering ethical leadership in various fields.

The primary objectives of UCSC's initiatives are to facilitate intellectual growth, critical thinking and ethical responsibility among students while addressing contemporary societal challenges. The university's objective is to educate individuals who are not only proficient in their professional fields but also possess the moral and civic virtues that enable them to engage responsibly with the social and cultural contexts in which they operate. In order to achieve this, UCSC places great emphasis on a combination of rigorous academic training and a commitment to the values of social teaching, including solidarity, social justice, and human dignity.

UCSC operates in many fields but primarily in the ones regarding humanities, social sciences, economics, medicine, and law, with research and academic programs tailored to address key areas in these disciplines. Its programs cover a broad spectrum, including international relations, communication, psychology, and health sciences, among others. UCSC fosters an environment that encourages cross-cultural and interdisciplinary learning through the establishment of robust partnerships across Europe and globally.

Young people play a central role at UCSC: through student associations, research projects, internships, and volunteer programs, UCSC empowers students to actively engage in learning beyond the classroom. Opportunities such as the Erasmus exchange program, service learning, and career services provide students with practical experience and personal development. Furthermore, UCSC endorses student-led initiatives that facilitate social change and innovation, thereby encouraging young people to become proactive leaders in their communities.

The school is based in Partinico, a municipality in the province of Palermo. **Istituto d'Istruzione Superiore 'Danilo Dolci'** consists of three different curriculum for both daytime and evening classes:

'Agriculture, rural development, valorisation of local products and management of forest and mountain resources',

'Health and social welfare services' and

'Services for food and wine and hotel hospitality'.

The socio-cultural background of the beneficiaries is rather homogeneous and mainly consists of single-income families. These are families of factory workers, farmers, artisans, office workers and small traders, often numerous and with a low level of education. In some cases, they are extended families, sometimes unable to provide adequate role models or to support their children in their education/training, which is often not taken into consideration. These are, therefore, families in the middle/low end of social stratification. Two-fifths of the students reside in the municipality, the others come from neighbouring villages, and some students from other neighbouring provinces. There are young people who arrive with still undefined professional interests, which has a significant impact on their motivation to study. The majority of those who enrol in our institute at the end of secondary school are at a sufficient level. However, the school also attracts learners who are highly motivated in their choice and supported by their families, who with them believe in the type of education offered.



## Good Practices – An overview

In the following pages, the main good practices developed after the EDI GO training are described. Specifically, the organizations participating in the learning path were asked to provide details about their own action plans which they have implemented or will fully implement in the months to come. The good practices are distributed around the following topics:

<b>Good practices</b>	<b>Country</b>	<b>EDI GO Dimensions</b>				
		<i>Governance / Leadership</i>	<i>Building &amp; Space design</i>	<i>Attitudes &amp; relationship</i>	<i>Community and partnership</i>	<i>Direct Work with young people</i>
Founding the network of Za Pravo Ambassadors	Croatia				x	
Physical Adaptation space for people with disability	Croatia		x			
AYS meets Amazonas	Croatia				x	x
The PRJs are on the streets	France				X	X
"Facing History and ourselves" Training Course	France					x
Translating documents used to support young people at Mission Locale using the Easy to Read and Understand method	France		X			X
Making the space more inclusive	Greece		x			
Building stronger communities together	Greece				x	

Working on self-expression and interculturality with young women at risk of exclusion	Greece		x			x
Emotional management and empowerment through the Theatre of the Oppressed in adolescents	Spain			x		
Collaborating with the local community to strengthen inclusion and diversity	Italy				x	
Towards a more inclusive school	Italy			x		

As it will be shown in the next pages, the implementation of the EDI practices was pretty different and flexible in several contexts and – in some cases – it led already to some excellent results. For all the organizations it was an opportunity to self-assess their own structure and organization culture, to reconceptualise their mission and vision and to put in practice values and principles already present in their organization in a more efficient way. At the same time, for some of them it has been an opportunity to explore new dimensions of the EDI values not implemented yet, allowing to strengthen their impact in their community. The good practices developed within the project framework are a solid example of the positive results the EDI GO training managed to bring to all the countries participating in the project, with a multiplying effect which will be ensured by the action plans delivered by the participating organizations.

## Founding the network of ZaPravo ambassadors

### ORGANIZATION

Za Pravo LGBTIQ+ persons

### COUNTRY

Croatia

### TOPIC

Community and partnerships

### CONTEXT

The network aims to improve the visibility of the NGO, increase participation of young LGBTIQ+ individuals, and extend the organisation's reach through advocacy and public engagement. By recruiting and training ambassadors, the NGO will empower members to actively contribute to the growth and development of the organisation, helping to amplify its mission and strengthen its presence in the community.

### NEED

The need for the ambassador network stems from the challenges faced by Za Pravo LGBTIQ+ persons in increasing its visibility and ensuring greater participation from LGBTIQ+ youth. Many members face barriers to engaging with the organisation's programs due to social, geographic, or personal limitations. Additionally, the NGO seeks to strengthen its impact within the academic and broader communities by reaching more people and expanding its support network. The ambassador network will serve as a vital tool to address these needs by empowering young members to actively promote the organisation, advocate for LGBTIQ+ rights, and support the NGO's growth.

### DIFFICULTIES

In implementing the ambassador network, several challenges are anticipated. One significant difficulty is the lack of resources for adequately training and educating ambassadors, which could impact the effectiveness of the program. Coordinating the network's activities, maintaining its visibility, and ensuring it has a meaningful impact also present obstacles, particularly given the limited staffing and experience within the organisation. Additionally, resistance to change from within the NGO and a lack of expertise among staff could hinder smooth implementation. To address these difficulties, flexible planning, ongoing support for ambassadors, continuous evaluation of the network's performance, and securing diverse financial resources will be crucial.

### GOALS & IMPACT

The primary goal of the ambassador network is **to officially establish a functioning network of ambassadors** for Za Pravo LGBTIQ+ persons by December 2024. Due to some initial difficulties, we have recently developed a comprehensive plan and received approval from the NGO Board to begin activation. With the academic year just starting, we will now initiate a public call to recruit ambassadors throughout October and November 2024. Our goal is to recruit at least 5 ambassadors and provide them with comprehensive training during this period. The initiative aims to enhance the visibility of the NGO, increase engagement from young LGBTIQ+ individuals, and strengthen the organisation's capacity to support its members. The expected impact includes **broader outreach**, **more active participation** in the organisation's programs, and an **improvement in the visibility of LGBTIQ+ issues** and rights within the community, contributing to the long-term **sustainability** of the NGO.

## METHODOLOGY

To implement the ambassador network, we developed a structured approach focusing on clear objectives and step-by-step activities. First, we conducted an internal assessment to identify potential ambassadors within our community and designed promotional materials to launch a public call for recruitment in October and November 2024. To ensure effectiveness, we are organizing informational meetings and creating easy-to-understand resources for prospective ambassadors. Once ambassadors are recruited, we will provide comprehensive training through workshops led by experienced members, covering topics such as public speaking and advocacy. We will also utilise free online resources to enhance their skills. To guarantee impact, we will set up a system for ongoing support and mentorship, as well as regular monitoring and evaluation of the ambassadors' activities. This method will help ensure the ambassadors are well-prepared to promote the organisation and foster greater engagement in the LGBTIQ+ community.

## DURATION

The ambassador network initiative is planned to span several months. We spent the entire month of September 2024 developing a comprehensive plan and strategy for implementation. The next phase of recruitment and training is estimated to take place between October and November 2024. Following this phase, we will begin the training and onboarding process, which will continue through December 2024. Afterward, the ambassadors will start engaging in activities and promoting the NGO. We expect the full implementation and impact assessment to continue into 2025, with regular monitoring and evaluations along the way to ensure the program's success and sustainability. Overall, the process is designed to unfold gradually over a 6-month period, allowing ample time for adjustment and refinement.

## MATERIALS & RESOURCES

We have used and we are planning to use the following:

- Regular meetings between board members, volunteers, and staff to plan and execute the ambassador network.
- Flyers, brochures, and other promotional materials for recruitment and awareness-raising.

- Online platforms for recruitment (social media, email campaigns) and communication (Zoom, Google Meet) with potential ambassadors.
- Internal expertise for training workshops (public speaking, advocacy, campaign management), supplemented by free online courses (e.g., Google Digital Garage, Campster).
- Physical meeting rooms and event spaces for workshops and training sessions, provided by partner organisations or rented if necessary.
- Board members, volunteers, ambassadors, and external partners contributing to the training and implementation process.
- Funding for training materials, event organisation, and promotional activities.
- Website, social media platforms, and communication tools (e.g., email, messaging apps) for coordination and outreach.

### KEY STEPS IN THE PROCESS

- *Participation in EDI Training:* We began by attending training focused on Equality, Diversity, and Inclusion (EDI) practices, which helped us identify areas for improvement within our organisation. This training laid the foundation for incorporating more inclusive practices, particularly for LGBTIQ+ students and youth, and informed our approach to the ambassador network.
- *Development of the Ambassador Network Plan (September 2024):* after the EDI training, we spent the month of September 2024 creating a comprehensive plan for the ambassador network. This included setting clear objectives, identifying necessary resources, and gaining approval from the NGO Board to move forward.
- *Public Call for Ambassadors (October–November 2024):* the next step involves launching a public call for ambassadors. This will include online outreach through social media platforms, promotional meetings, and the distribution of informational materials to attract potential candidates.
- *Recruitment and Selection of Ambassadors (October–November 2024):* during this phase, we will identify and recruit at least 5 ambassadors by engaging with our network and assessing their interest and qualifications.
- *Ambassador Training Program (December 2024):* after recruitment, the ambassadors will undergo a comprehensive training program. This will include workshops led by experienced team members, covering topics such as public speaking, advocacy, and campaign management. We will also provide access to free online resources for further skill development.
- *Ongoing Support and Mentorship (2025):* ambassadors will receive ongoing support through mentorship programs and regular check-ins to ensure they are equipped to represent the NGO effectively. We will also establish a monitoring and evaluation system to track their progress and impact.

### NEXT STEPS TO BE TAKEN:

- *Promotion and Public Engagement (2025):*  
Ambassadors will actively promote the organisation and its mission by participating in public events and campaigns, thereby increasing visibility for the NGO and its projects.
- *Evaluation of Ambassador Network Impact (mid-2025):*  
We will evaluate the effectiveness of the ambassador network through surveys and feedback from participants, refining the program as needed.
- *Expansion of EDI Practices:*

We will continue to expand our EDI practices by including more inclusive events, better accessibility for people with disabilities, and ensuring that ambassadors represent the diversity of the LGBTIQ+ community.

## CONCLUSIONS

The EDI GO project has been instrumental in helping Za Pravo LGBTIQ+ persons **strengthen our focus on inclusivity**. While we are still in the early stages of learning and working toward making significant impacts, we are proud to have started this journey. Our goal is to move beyond supporting one marginalised group and work towards becoming more intersectional, embracing the complexities of different identities within our community. **To other youth organisations, we encourage embracing EDI principles, as they not only strengthen your programs but foster a more inclusive and vibrant community.** In the future, we aim to build on these foundations, improving our practices to support more underrepresented groups and ensuring our work becomes fully intersectional.

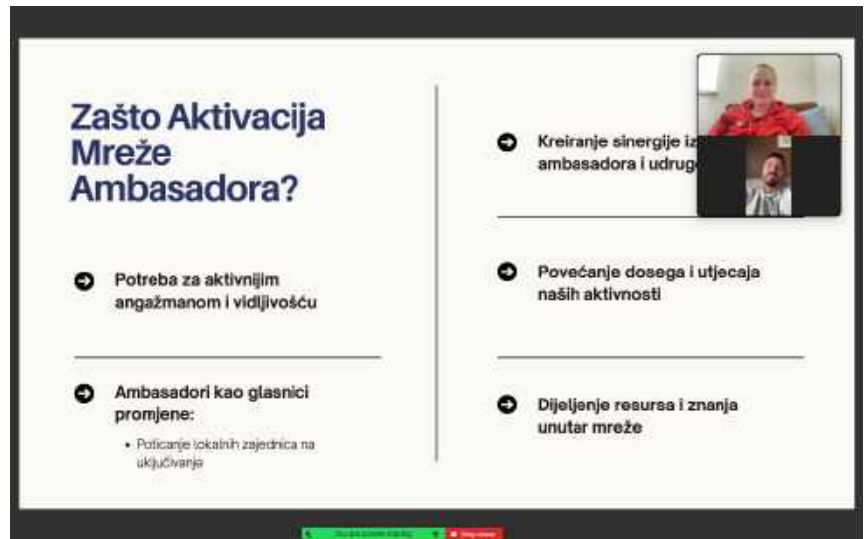
Good practice described by:

Maja Krištafor, Ivan Tominac from Za Pravo LGBTIQ+ persons



### Ciljevi Aktivacije

- Oenažiti ambasadore da preuzmu aktivnu ulogu:**
  - Organizacija lokalnih događaja
  - Promocija na društvenim mrežama
- Razviti alate i resurse za ambasadore:**
  - Materijali za promociju i edukaciju
  - Platforme za razmjenu informacija i znanja
- Unaprijediti komunikaciju unutar mreže:**
  - Redovni sastanci i koordinacija
  - Jasna definicija odgovornosti i zadataka



## Physical adaptation of space for people with disabilities

### ORGANIZATION

Za Pravo LGBTIQ+ persons

### COUNTRY

Croatia

### TOPIC

Physical space

### CONTEXT

As an association committed to advocating for the rights of both people with disabilities and the LGBTQ+ community, we have proactively addressed the challenge of finding an inclusive and accessible space. Many of our members face dual discrimination due to their intersecting identities as both individuals with disabilities and members of the LGBTQ+ community. These individuals often encounter physical barriers in public spaces as well as social exclusion in environments that do not respect or accommodate their unique needs. This dual marginalisation makes it crucial for us to find a space that supports both physical accessibility and inclusivity. To ensure a thoughtful and thorough approach, we organised a dedicated team within the association to evaluate potential spaces in Zagreb. The team conducted a detailed assessment of several locations, focusing on the physical adaptations required to meet the needs of people with disabilities, including accessibility features such as ramps, wide doorways, and accessible bathrooms. At the same time, the inclusivity of these spaces for LGBTQ+

individuals were evaluated, ensuring that they offer a safe and welcoming environment free from prejudice. In addition to the physical assessment, we also reached out to our members with disabilities through email communication to gather their feedback. This process allowed us to incorporate the lived experiences of those most affected by the accessibility and inclusivity of the spaces. Their insights have been invaluable in understanding the specific challenges they face and the features they require to fully participate in our activities. Through this comprehensive evaluation process, we have identified several potential spaces that align with our core values of accessibility, inclusivity, and equal participation for all our members.

## NEED

The need for this intervention arises from the persistent barriers faced by our members, many of whom experience dual discrimination as individuals with disabilities and members of the LGBTQ+ community. Current public spaces often lack the necessary accessibility features, hindering their ability to engage fully in social and community activities. Furthermore, environments that are physically accessible frequently fail to create an inclusive atmosphere for LGBTQ+ individuals, leading to feelings of exclusion and marginalisation. By securing a space that meets both physical accessibility standards and LGBTQ+ inclusivity, we can foster a safe and supportive environment where all members can participate equally, thereby addressing the social isolation and discrimination they face.

## DIFFICULTIES

During the implementation of this intervention, several difficulties and obstacles may arise. One significant challenge is the availability of suitable spaces that are both physically accessible and LGBTQ+ friendly, which may limit our options. Additionally, financial constraints could impact our ability to secure a space that meets all required criteria. Bureaucratic hurdles may also arise when negotiating lease agreements or necessary modifications for accessibility. A further obstacle is that Croatian society is still not fully familiar with the terminology and gender identities of the LGBTQ+ community, which can lead to misunderstandings and resistance. Ensuring that all voices are heard and represented in the decision-making process can be complex, particularly when considering the diverse needs of our members. Collecting and integrating feedback from individuals with disabilities requires careful coordination and communication to ensure their perspectives shape our final decision.

## GOALS & IMPACT

The primary goal of this intervention is **to secure a physical space in Zagreb that is both accessible for people with disabilities and inclusive for LGBTQ+ individuals**. We aim to create an environment where all members can participate freely in activities without facing discrimination or barriers. By achieving this, we hope **to reduce social isolation among our members and foster a sense of community and belonging**. Additionally, we aim **to raise awareness about the specific needs of individuals with dual identities**, contributing to a broader societal understanding of accessibility and inclusivity. Ultimately, we envision this space serving as a model for other organisations, encouraging further progress toward equal access and representation in the community.



## METHODOLOGY

To implement this intervention effectively, we began by forming a dedicated team within the association to evaluate potential spaces in Zagreb. The team conducted comprehensive assessments of various locations, focusing on both physical accessibility and inclusivity for LGBTQ+ individuals. We gathered feedback from our members with disabilities through surveys and email communication, ensuring their voices informed our decision-making process. The collected insights guided us in selecting the most suitable space that meets the diverse needs of our members. To guarantee impact, we will continuously engage with our community, monitor the effectiveness of the space, and adapt our activities based on ongoing feedback. This iterative approach will help us create a truly inclusive environment that promotes participation and addresses the unique challenges faced by our members.

## DURATION

The process of finding a suitable, accessible, and inclusive space has been ongoing for the past three months. During this time, our team has evaluated multiple locations and gathered feedback from our members. We anticipate that the full process, including finalising a location and setting up operations in the new space, will take an additional two to three months. This timeline accounts for the need to carefully select a space that meets all accessibility and inclusivity criteria, as well as any potential adjustments or negotiations required to ensure the space is suitable for our members. Our goal is to have the space fully operational and available for use by the community within six months from the start of the process.

## MATERIALS & RESOURCES

In this process, we utilised a variety of materials and resources to ensure a thorough and effective evaluation of potential spaces. Key resources included:

- Team coordination, including regular meetings and communication among team members, both in-person and online, were essential for organising the evaluation process.
- Member feedback, including surveys and email communication were used to gather input from members with disabilities to ensure their needs were fully understood.
- Office materials: Laptops, internet access, and office supplies such as notepads and pens were used for documenting assessments, taking notes, and managing logistics.
- Transportation: Site visits required transportation to various locations around Zagreb to assess their suitability.
- Potential venues: We explored multiple venue options to evaluate accessibility features and inclusivity for LGBTQ+ individuals

## KEY STEPS

The process began with our participation in a specialised training program focused on improving EDI (Equality, Diversity, and Inclusion) practices within our organisation. This training provided us with the necessary tools to recognize and address the unique challenges faced by people with disabilities and members of the LGBTQ+ community, particularly those experiencing dual discrimination.

## Steps already taken:

### *Internal capacity building*

After the training, we conducted an internal workshop to ensure that EDI principles became a core part of our organisational operations. This workshop engaged all key stakeholders to establish a shared understanding of accessibility and inclusivity standards.

### *Formation of an evaluation team*

A dedicated team was established within our association to lead the effort of finding a space that meets both physical accessibility requirements and LGBTQ+ inclusivity standards.

### *Evaluation of spaces*

Our team conducted assessments of various spaces in Zagreb. The focus was on physical accessibility features like ramps, accessible bathrooms, and wide doorways, as well as ensuring an inclusive and welcoming atmosphere for LGBTQ+ members.

### *Member feedback collection*

We actively collected feedback from our members with disabilities via email and surveys. Their insights guided us in identifying the spaces that best met their needs, ensuring they were central to the decision-making process.

## **Next steps:**

*Final selection of space* - We are currently in the final stages of evaluating potential spaces and will soon make a decision based on the criteria of accessibility and LGBTQ+ inclusivity. *Negotiation and preparation* - After selecting a space, the next steps involve securing the location and preparing it for our activities, ensuring it is fully functional for our community.

*Ongoing EDI integration* - We will continue to develop our EDI practices by hosting further workshops and training sessions, ensuring our organisation's long-term commitment to inclusivity and accessibility.

*Monitoring and feedback* - Once the space is operational, we will continue collecting feedback from members to refine the space and ensure it remains accessible and inclusive for all.

## CONCLUSION

By participating in the program, **we were able to thoroughly reassess and enhance our approach to inclusivity and diversity.** One of the most significant changes has been the way we now actively engage our members with disabilities and those from the LGBTQ+ community. This project has strengthened our understanding of how important it is to create safe, accessible, and welcoming spaces for everyone, particularly those who face dual marginalisation. We are particularly proud of the fact that our organisation is working on successfully integrating EDI principles into our daily operations. From the creation of inclusive policies to actively seeking accessible spaces, we have made and plan to make concrete steps that reflect our commitment to fostering diversity and inclusion. One of our biggest achievements is ensuring that the voices of our members with disabilities are heard and considered at every stage of decision-making. **Our message to other youth organisations is to make EDI principles a priority from the very beginning. Creating an inclusive and diverse environment doesn't just**

benefit marginalised groups—it enriches the organisation as a whole. It fosters a culture of respect, empathy, and understanding. We encourage other organisations to undergo similar processes of self-reflection and improvement, as it will undoubtedly have a positive impact on their communities.

Good practice described by:

Maja Krištafor, Ivan Tominac from Za Pravo LGBTIQ+ persons



## AYS meets Amazonas

### ORGANIZATION

Are You Syrious? (AYS) and Amazonas Association

### COUNTRY

Croatia

### TOPIC

Community and Partnerships and Direct Work with Young People.

### CONTEXT

The idea for the cooperation between Amazonas and AYS arose during the EDI GO training. As a part of a preventive program “Tribo Moderna – Capoeira for Tolerance and Nonviolence”, Amazonas uses capoeira as an innovative tool in working with children at risk of social and economic exclusion. The project usually includes children from the schools in the local community so with this partnership, we wanted to reach another vulnerable group of children, at a bigger risk of social and economic exclusion: children seeking international protection. This would allow them an opportunity to participate in an activity that promotes physical movement, quality use of free time and fosters stronger bonds with their peers. From the AYS perspective, the idea for the activity came as a part of the one-year project AYS is organising through the European Solidarity Corps, called “For new friends”. Through this project, the goal is to facilitate psychosocial development of children seeking international protection through quality free-time activities each month.

### NEED

The development of this short intervention activity came from the current situation where there is a lack of early integration programs for children seeking international protection in Croatia. Most of the children seeking international protection in Croatia live in the Reception Centre Porin, and have limited access to services and activities aimed at supporting their healthy psychosocial development.

### DIFFICULTIES

The biggest difficulty we have faced was the language barrier between the trainers and the children. Even though most of the children understand the basics of Croatian language, they are not fluent in it, so the instructions had to be simple and mostly based on visual instruction which results in partial loss of relevant information.

Another difficulty we encountered was the late arrival of one part of the children, because the parents had a harder time with finding the location. This resulted in a small disruption of the flow of the training activity.

### GOALS & IMPACT

The goals we have established in our action plan are:

- *To establish cooperation with a new partner in the local community.*

- *To extend the services of Amazonas to another group at risk of social and economic exclusion.*
- *To provide AYS beneficiaries (children seeking international protection) an opportunity to get involved in new activities in the local community.*

Amazonas and AYS have successfully planned and carried out an experiential capoeira workshop for children seeking international protection. Eight children had an opportunity to participate in a workshop that included physical exercises, games for fostering group cohesion and learning about capoeira and its basic moves. The children had a unique opportunity to participate in a sports activity, which they have little experience with in their everyday lives in the Reception Centre. This collaboration has also contributed to Amazonas' services reaching a more diverse range of beneficiaries and created a potential for future cooperation between two organisations.

## METHODOLOGY

AYS constantly finds innovative ways to support children of migrant backgrounds, which makes us recognize an opportunity within Amazonas' programs to offer them something new and different – capoeira. This unique activity combines dance, movement, and martial arts, giving children a chance for self-expression, socialization, and confidence building. On the other hand, through its various programs, including capoeira, Amazonas is dedicated to empowering diverse groups of children and young people, and is striving to engage different communities and provide them with opportunities for active participation. We saw our working methods, which promote inclusivity and togetherness, as an excellent opportunity for collaboration, where the children of migrant backgrounds could find a space for playing, learning, and connection.

## DURATION

The first contact between the program coordinators about the cooperation happened at the beginning of July, while the implementation of the planned workshop happened at the end of August. In the span of approximately two months coordinators exchanged a few phone calls and had a 30-minute video call with the capoeira trainer. The workshop for children lasted for one hour and fifteen minutes. Coordinators from both organisations are still in contact in order to exchange information about potential continuation of cooperation.

## MATERIALS & RESOURCES

- Coordination between team colleagues
- Office materials - papers
- Technology - computer, printer, speakers
- People who were necessary to make the intervention work - program coordinators from both organisations, capoeira coach, one volunteer from AYS
- Room spaces - a training hall (Amazonas)

## KEY STEPS

During the participation in the training the coordinators from organisations recognised that services provided by Amazonas could be suitable and beneficial for the beneficiaries of AYS. The first correspondence between the organisations focused on exchange of information about their services and exploring the possibilities for cooperation. After discussing capabilities of each organisation, we decided for the experiential capoeira workshop for children. AYS coordinator had to assess the interest of their beneficiaries in participation in the workshop. The group size and age of the children was then decided between the organisations based on the

shown interest. The coordinator from Amazonas had to communicate the activity with the capoeira trainer and check the availability of the training hall. A week before the activity, an online meeting was held with both of the coordinators and the trainer, during which we discussed the details of the activity and the things that should be communicated to the parents of the children prior to it. We also discussed the specifics of the children that would be attending. Their cultural backgrounds, language capabilities, specific needs and potential problems that could arise. We did this in order to prepare the trainer for working with this population and prevent as many of the unwanted situations we can. The AYS coordinator had to communicate details of the activity to the children's parents (location, description of the activity, necessary equipment etc.). The workshop included playing a game, doing physical exercises and learning basic capoeira attacks, dodges and acrobatics. During the activity both of the coordinators, the trainer and one AYS volunteer were present and were assisting. The coordinators of organisations are still in contact because of a possibility of further collaboration. Depending on the capacity of Amazonas, there could be an opportunity to include some of the children in the organisation's regular capoeira training through the project Tribo Moderna.

## CONCLUSION

Some of the main goals of Amazonas include promoting cultural and other diversities, promoting nonviolence, and enabling socially excluded groups active participation in the community. While the EDI values are clearly visible in these goals, actively applying them can sometimes be challenging. **The EDI GO project allowed us to re-examine how often opportunities to implement EDI values arise, and how we sometimes overlook them.** Though there are many possibilities for large scale changes, the thought of their implementation in the NGO system can cause a feeling of helplessness. However, during this training we have recognized that small changes, combined with an increased awareness of areas for improvement, are crucial. Language sensitivity, assessing barriers before activities, prioritising accessibility in future design choices etc. **Although these changes are small, they gradually accumulate and make a difference. We are happy to have provided a few hours of recreation to children who, at a young age, faced some of life's most stressful experiences. Even more, we are glad to have opened the door for future cooperation with AYS and an important minority group in our society.**

Good practice described by:

Stela Božiček from Amazonas, Lara Andrić and Suzana Rendulić from AYS







## The PRJs are on the streets

### ORGANIZATION

ROUBAIX YOUTH RESOURCE CENTRES

### COUNTRY

France

### TOPIC

Working directly with young people, Community and partnership

### CONTEXT

As part of a proactive approach, the PRJs wanted to organise out-of-home events and targeted several locations for this purpose, in order to work more closely with local people and share their experiences.

### NEED

Roubaix is an extremely young city. 50% of the population is under 30. Many of them, and their families, don't go on holiday. Roubaix has also suffered from major urban tensions, bringing life to a standstill in several districts. Faced with this situation, the city and the prefecture wanted to give the structures the means to respond to these acts, by encouraging "outreach". In addition, France was hosting the Olympic Games, and a number of events were organised in connection with this global event.

### DIFFICULTIES

The main challenge was to find the logistical means to set up these venues and keep them going, with the various partners in the area. The other difficulty was getting the public and families to join in the sharing sessions.

### GOALS & IMPACT

The main goals and related impact were:

- To offer a diverse and accessible summer programme in the neighbourhoods, offering fun, cultural and sporting activities for all residents, to help liven up the neighbourhoods during the summer period.
- To promote inter-neighbourhood and intergenerational encounters by investing in new meeting spaces, outside the walls, and thus offering activities and events accessible to all.
- To promote community spirit and living together in the neighbourhoods by encouraging exchanges and interaction between residents of the various Roubaix neighbourhoods, in a friendly and festive atmosphere.
- To strengthen collaboration between local partners in order to pool the resources, skills and logistical and human resources needed to ensure the success of summer events and reach a wider audience.

### METHODOLOGY

The methodology to implement the above-mentioned good practice included the following steps:



- Working groups (defining common objectives, themes, choice of target areas, proposed actions, partnership work, consultation/co-construction between PRJs, etc.). Identifying local players as part of a partnership approach
- Follow-up mailing with/among the PRJs (monitoring progress; sharing the latest information, advice and network sharing, etc.).
- Support in drafting and submitting projects by the Youth Facilities Coordination Officer

## DURATION

From July to August 2024

Here below the schedule of the specific events:

### Sunday 23 June 2024

- 10.00am-11.00pm: Basketball pitch, rue du Grand Chemin (Secteur Centre - Roubaix)

10.00/14.00: 3/3 basketball tournament with 3 categories (parents/children; 11/17-year-olds; adults)

2.00/6.00 pm: Dance and trainers' initiations led by young people (Move and Act and Stade roubaisien Basket)

6.00 p.m./11.00 p.m.: Hip-Hop Dance Battle with jury, prize-giving and demonstrations Tuesday 16 July 2024 - 18h00/22h00, Terrain rouge, Nouveau Roubaix (Secteur Sud - Roubaix)

Continuous: Activities based around old wooden games by the Wellouëj association; Workshop run by the Recyclerie sportive to design bracelets and belts from recycled tyres; Face painting and henna stand; Inflatable games; Smoothie bike.

### Wednesday 07 August 2024

- 15h00/00h00: Place du Fontenoy, Alma (Secteur Nord, Roubaix)

3.00 p.m./8.00 p.m.: Sports introductions (boxing, football, innovative games, inflatable games) offered by New Sport Games, The Family, Boxing Club roubaisien, Y Format, Club de football Alma.

8.00 pm / 10.00 pm: Show with DAMAS (dance and concert)

10.00 pm/00.00 am: Open-air cinema with film screening (all audiences)

It should be noted that on-site catering is planned for these 3 events through self- financing initiatives run by local associations and service providers (Check Check).

## MATERIALS & RESOURCES

The initiative managed to involve the following partners:

- Asso. Damas
- Boxing Club Roubaix
- Alma Football Club

- Asso. The Family
- Kéodis
- Social centres
- Prevention club

Service providers :

- Check
- Anim Festif
- Wellouej
- Sports recycling centre
- Polygone Equipement
- New Sport Game
- Y Format

### KEY STEPS

The objectives and difficulties differ from one sector to another because of the social fabric and the impact of the structures in their area of activity. This review time is important, as it will enable us to understand and feel the experience of each person, so that we can improve our actions. Nonetheless, we can already say that it was a success by quantifying the participation of structures and residents. Everyone took part in the event, proving that the initiative met the needs of the people of Roubaix.

Good practice described by: Fabien Lefebvre





## "Facing History and Ourselves" training course

### ORGANIZATION

AFEV

### COUNTRY

France

### TOPIC

Working directly with young people

### CONTEXT

Facing History and Ourselves (FHAO) is an association whose aim is to develop critical thinking among secondary school pupils, so that they become citizens with the skills and abilities needed to participate in the development of a civil and democratic society. To this end, we offer training workshops and practical resources. FHAO offers teaching methods that make it easier for teachers and youth workers to tackle the difficult subjects of racism, anti-Semitism and xenophobia, and help them to lead the discussion.

### NEED

At AFEV, the volunteers work on a daily basis with young people aged 7 to 18 from priority neighbourhoods to run workshops on a variety of topics, such as the school climate, harassment, career guidance, educational success, etc. In response to various training needs, FHAO and AFEV have set up a partnership to offer tools to those involved (civic service volunteers, employees, solidarity apprentices, etc.) in working with young people in or out of school to help them lead discussions on difficult subjects such as identity, racism and all forms of discrimination.

### DIFFICULTIES

The course covers subjects that are not always easy to tackle with a general audience:

- our own identity
- racism
- Islamophobia and xenophobia
- sexual orientation

It regularly happens that young people, personally affected by this discrimination, feel the need to leave the training room. So, it's vital to have a team of trainers who are ready to react and support people who don't feel comfortable with the training, so that they can be open to their feelings. The debates to which these subjects can lead are not always easy to manage and require good support.

### GOALS & IMPACT

Objectives:

- *To create a space for reflection and dialogue,*
- *To develop a "comfort zone" for tackling sensitive subjects with young people,*
- *To offer educational practices to encourage the adoption of humanist values of solidarity, and to develop critical and moral reasoning in young people*

Desired impact:

- increased interest in civic participation.
- a better understanding of history, while stimulating social awareness
- empathy and critical thinking skills
- greater tolerance among young people, increased awareness of racism and a reduction in racist attitudes.

## METHODOLOGY

A FHAO training course is a place where there are explicit rules and implicit norms so that everyone has the right to speak, a place where different points of view are listened to and appreciated, where people feel responsible not only for themselves but also for other young people and the group as a whole, and where everyone has their say and participates in the decision-making process. FHAO calls these groups “communities of reflection”. To facilitate discussion and respect for all, a class contract is drawn up by the course participants to set the rules to be respected throughout the day. The course alternates between plenty of time for individual reflection and time for feedback to the larger group. The young people only share what they want to when they return to the large group.

## DURATION

A full day

## MATERIALS & RESOURCES

- Trainers trained by the FHAO structure beforehand
- A training room for up to 40 people (provided by local partners)
- 3 trainers during the day, 2 to deliver the training modules, 1 to provide support for young people who are not feeling well in the training if sensitive subjects are raised

Equipment:

- Overhead projector
- Markers
- Large papers
- Flipchart
- Post it
- Scotch
- Individual representation label / names

Before the implementation of the course, it is important to prepare the following:

- training of trainers by the FHAO association

- preparatory work with the day's trainers/facilitators to prepare the training framework/update resources according to the group and current needs
- sending an e-mail to course participants to inform them of the subject matter

D-Day:

- presentation of the partnership with FHAO
- drawing up a class contract

Approximately 1 week after the course

- an evaluation questionnaire

### CONCLUSION

This training has had a real impact on the groups supported by AFEV, particularly on issues relating to sexual orientation and racism. **Young people are more tolerant and empathetic, and their attitudes sometimes change radically between the beginning and the end of the day. The FHAO training enables these young people to put themselves "in the shoes of", which leads to a real awareness of certain behaviours.**

Good practice described by: Thomas Debock

## Translating documents used to support young people at Mission Locale using the Easy to Read and Understand method

### ORGANIZATION

Mission Locale

### COUNTRY

France

### TOPIC

To ensure that the documents used to welcome and support young people are easy to understand, whatever their problems (mental disability, dyslexia, poor command of the French language, etc.).

### CONTEXT

This action is part of a wider context in which the aim is to create an environment in which everyone feels warmly welcomed and at ease from the moment they arrive at the local mission. We aim to improve the welcome so that visitors feel accepted and valued. We seek to anticipate and understand the specific needs of the public in order to personalise our welcome and services. This includes implementing proactive practices to identify and respond to the diverse needs of our different beneficiaries. We interviewed colleagues working at the public

reception desk, advisers and a small group of young people receiving support about the main difficulties that beneficiaries may encounter. The difficulty of understanding documents (youth commitment contracts, leaflets, etc.) is one of the difficulties raised by the people interviewed.

## NEED

This practice is part of a will to improve services to the public and to improve the inclusion of people who, because of their specific nature (mental disability, dyslexia, allophone, etc.), do not have access to the same level of information as others. Our mission as a public employment service is to be accessible and comprehensible to every person we welcome. Our organisation is currently involved in a certification process, and inclusion is an integral part of this.

## DIFFICULTIES

- As MELT is part of the public employment service, the CERFA forms (administrative forms registration and revision centre) used to support young people are administrative forms regulated by the French public body. As such, MELT cannot take the place of this body.
- The process of simplifying documents requires prior training in the method
- The process is long and costly
- The process must be carried out in collaboration with the target audience, and they must be involved over time. Mobilising the public over time is complex, and it is difficult to ensure the continuity of the initial group.

## GOALS & IMPACT

Our initiative has the following objectives and related expected impact:

- Objective: *to prevent discrimination and inequality.*
- Impact: ensure that all young people, whatever their problems, have access to the same level of information.
- Objective: *to promote personal autonomy.*
- Impact: to ensure that each young person can read, understand and take ownership of the commitment contract, without the intervention of a third party.
- Objective: *to provide a non-discriminatory and inclusive public service.*
- Impact: everyone welcomed into our institution must feel fully welcomed and understood.

## METHODOLOGY

In order to implement our practice in the best way, the following steps have been identified:

- Targeted survey of young people, reception colleagues and counsellors to identify the main difficulties faced by young people.
- Setting up specific workshops with beneficiaries to involve them in the good practice approach.
- Train 3 professionals in the FALC method.
- Modification of documents relating to the ESAT in Tourcoing.
- Validation or modification of documents by colleagues in direct contact with young people.
- Validation or modification of documents by the target audience
- Validation or modification of documents by Mission Locale management.



## DURATION

From October 2024 to June 2025, followed by continuous monitoring.

## MATERIALS & RESOURCES

*Human resources:* citizenship project manager (coordinating the action), educational coordinator from the mobilisation department, group of 'test' young people, staff from the ESAT in Tourcoing, management to validate the final result.

*Equipment:* Workshop room, computer

*Resource:* FALC training

## KEY STEPS

The following key steps have been implemented:

*Thursday 06 June 24:* Equality, Diversity and Inclusion training led by ADICE. Reflection and proposal of an action plan of good practices on an inclusive reception.

*July 2024:* presentation of the action plan to the heads of the departments concerned and validation of implementation

*July to September 2024:* Targeted survey of young people, reception colleagues and advisers to identify the main difficulties faced by young people

*September 2024:* search for a training organisation offering the FALC method and identification of the documents to be modified

*November 2024:* specific workshops with the target audience

*Planned for February 2025:* FALC training for 3 MELT employees

*February to June 2025:* documents rewritten and validated by target young people and management team

## CONCLUSION

The Missions Locales network is engaged in a labelling process. The purpose of this label is to formalise the process of continuous improvement in the quality of services provided to young people within the Missions Locales and to guarantee the conformity of the services provided and the equal treatment of requests. **The Equality, Diversity and Inclusion training provided by ADICE and the resulting action plan are a perfect fit with the process underway and have enabled us to make our approach more inclusive. Other themes arising from the action plan are also being developed (translation of the welcome booklet and enrolment pack into foreign languages for allophones, work on different communication tools better adapted to different types of disability, fitting out the reception area, etc.).**

Good practice described by: Sylvaine Curcio



## Making the space more inclusive

### ORGANIZATION

ELIX

### COUNTRY

GREECE

### TOPIC

Physical Environment

### CONTEXT

One of the most prominent spaces in ELIX is the P<sup>2</sup> Multispace. ELIX has established this space near Omonia Square to address the increasing need for a safe and welcoming environment for young people. This versatile facility encourages relaxation, socialization, and engagement in various activities.

#### Key features:

- *Multi-functional spaces* - the P<sup>2</sup> Multispace includes two large rooms: a yoga/exercise room and a workshop/meeting room. These spaces are designed for a wide range of activities, accommodating both group events and individual pursuits.
- *Children's playroom* - a small playroom is available, equipped with books, games, and toys. This area allows children to enjoy themselves while their parents participate in activities, promoting family involvement.
- *Youth empowerment* - the facility encourages young people to share their skills and organize their own activities, fostering leadership and community engagement, with support from ELIX staff.

### NEED

The ELIX P<sup>2</sup> Multispace facilities serve a diverse community, both beneficiaries & staff, including young children, single mothers, migrants, refugees and asylum seekers, Greek citizens, international volunteers, and people with disabilities. This variety highlights the necessity for a more inclusive environment that caters to a broad spectrum of needs. Modifying the space to be more welcoming is essential for encouraging regular use and fostering a sense of belonging among all users. A thoughtfully designed facility can enhance accessibility, create safe spaces and promote interaction among different groups.

### DIFFICULTIES

- People working in/Beneficiaries visiting the space during the re-decoration/renovation activities
- Prioritising the needs and crucial modifications
- Limited budget to cover all the necessary changes

- Space limitations to apply all necessary changes
- Gaining continuous feedback and input from all stakeholders may be time-consuming
- New installations may need long-term maintenance

## GOALS & IMPACT

The main goals of this initiative are :

- *To foster inclusivity, by creating a welcoming environment that meets the diverse needs of youth, families and community members.*
- *To enhance accessibility, promoting regular usage and comfort to all users.*
- *To put ELIX's values and principles into action within the shared spaces.*

*Expected impact:*

- Stronger sense of belonging and community
- Higher users' empowerment by intervening in the space
- More frequent use of the space
- Ongoing improvements by continuous feedback

## METHODOLOGY

To implement the intervention effectively, the team will adopt a collaborative and participatory approach. Initially, they will conduct regular brainstorming sessions with staff and stakeholders to identify needs and gaps in the P^2 Multispace, including space mapping to prioritize modifications based on user feedback. They will begin with small, impactful changes, such as improving signage and providing multilingual information, to create immediate inclusivity. Next, the team will research and plan for structural changes, such as installing ramps and ergonomic equipment, while securing necessary funding through grants and donations. Training staff through the EDI GO Curriculum will ensure they are equipped with inclusive practices. Continuous feedback loops from users will guide ongoing improvements, fostering a sense of ownership and belonging within the community.

## DURATION

12-18 months

## MATERIALS & RESOURCES

- Regular meetings and brainstorming sessions among staff members to discuss needs and strategies, and proceed with space mapping
- Collaborative planning tools, i.e., Google Docs, Miro, Asana
- Stationery i.e., notebooks, pens, markers
- Electric devices, such as printer
- Printing materials for posters, flyers and signage

- Budget allocations for renovations, furniture, and equipment.
- Potential funding from grants or donations to support modifications
- Support from ELIX staff for planning, executing, and maintaining activities.
- Involvement of volunteers to assist daily operations
- EDI GO Curriculum and Toolbox for training the staff on inclusive practices and sensitivity
- Ramps, support slides and holders, baby changer/baby stations
- More storage spaces e.g., drawers, closets

## KEY STEPS

Step 1: Participation in the EDI GO training sessions in Athens (June 2024)

Step 2: Team's coordination meeting

Step 3: Space mapping and identification of gaps and needs; budget determination

Step 4: Start with the small but important changes, such as signs, multilingual information available in the space etc.

Step 5 (in the future): Research external professionals and the necessary material to proceed with structural changes, such as provision of ramps, ergonomic equipment, support sides for the toilets, baby changer infrastructure etc.

Step 6 (in the future): Disseminate the changes to ELIX users and stakeholders

## CONCLUSION

Initially, the ESC Volunteers that took part in the EDI GO trainings gave their feedback and ideas to the permanent staff for the improvement of ELIX's p<sup>2</sup> multispace and community engagement practices. It was vital for ELIX to be open to their feedback as they brought tools, ideas and the "fresh" perspective of their collaborative work to the organisation. This inspired us to acknowledge our existing strengths and also reflect on the organisation's shortages regarding EDI. Therefore, the project worked as a motivator to experiment with new ideas, reconsider changes in our communication material/channels/physical spaces and reimagine a new working atmosphere in general.

Regarding p<sup>2</sup> multispace, it had multiple functions: it accommodated the working stations/offices of staff members and volunteers and it also worked as a supporting space for the activities of our main educational centre which was located on the 4<sup>th</sup> floor of the same building. P<sup>2</sup> multispace is now merged with the main educational centre (4<sup>th</sup> floor) which hosted educational activities for migrants and refugees for the past 8 years. This centre was more EDI - aware, therefore we were able to upgrade multispace as well when the 2 floors merged. More specifically, p<sup>2</sup> multispace has been redecorated and equipped with the material from our main centre (*books, games, devices, chairs, tables, diaper changing table, multilingual literature, magazines, newspapers, dictionaries, educational material, self-learning tools etc.*) and it now feels more appropriate and inviting as an education centre and activities venue. There is also an open library, a children's reading corner, a corner with multi-sensory material for pre-schoolers, an information desk referring to partner organizations and a complaint box.

We have put signs in certain areas (bathroom, kitchen) as well as paintings and multilingual material in the walls. We also hung images and paintings that our beneficiaries and students have created in the walls and placed a book for visitor's comments in the entrance.

When it comes to community engagement, it has always been topical in our strategy to:

- introduce our work to our diverse target groups through field visits (colleges, universities, refugee communities, NGOs, public entities etc.),
- pursue new collaborations through memorandums with NGOs and Municipalities
- organize private sessions with our volunteers and assess their needs and past experiences with ELIX
- promote our projects efficiently through social media and e-mail campaigns

It is always useful to update our communication approach and adjust it to our diverse target groups and their changing needs. Unfortunately, there are limitations that we cannot always overcome (budget allocation/funding, building structural deficiencies, location, staff turnover etc.).

We are proud that our organisation gave the chance to our ESC volunteers to take part in the project and explore areas of improvement. Although our collaboration with the ESC volunteers has been completed, their fruitful participation in the trainings left a permanent gift to the organisation and hopefully made them feel more included and valued as well. **We fully believe that all organisations -especially those in the humanitarian, youth or social sector- should implement EDI aspects to their agenda and work culture and we are lucky that we had the chance to be part of it. EDI GO project is a very solid compass for future project designs and budget plans. ELIX could also act as an ambassador of the EDI GO project to other organizations so its reach can be expanded. Additionally, it can host workshops to train colleagues and volunteers on the EDI toolbox and charter mark. Elevating an organisation's facilities using the EDI guidelines, has the potential to improve the daily work environment and satisfaction levels of the team and community.**

Good practice described by: Maria Vandorou







## Building stronger communities together

### ORGANIZATION

ELIX

### COUNTRY

GREECE

### TOPIC

Community and Partnerships

### CONTEXT

Since it was first established in 1987, ELIX has implemented several voluntary actions in various regions of Greece to protect the environment, preserve cultural heritage, promote non-formal education and strengthen social cohesion, while it has sent thousands of volunteers from Greece to workcamps abroad. At the same time, ELIX has designed and implemented a series of social programs to strengthen social inclusion, protect the rights of socially vulnerable groups, and serve their needs. In this context, effective, systematic and stable networks are crucial in maintaining active the field and providing high-quality social interventions.

### NEED

The core problem prompting the development of the intervention is the insufficient understanding of specific community needs among ELIX's diverse beneficiaries. This gap leads to lower attendance and event engagement, as many potential participants feel unaware. Additionally, inadequate communication channels with local stakeholders hinder collaborative efforts and the establishment of joint projects, limiting the impact of social programs. As a result, vulnerable groups may not receive the tailored information they require. Addressing these issues is essential for enhancing participation, fostering social cohesion, and ensuring ELIX's initiatives effectively align with community needs.

### DIFFICULTIES

- Resistance to change from the staff
- Insufficient funding
- Limited time for networking next to the other organisation's activities
- Activating and engaging members from marginalised communities may prove challenging.
- Ensuring sustained long-term commitment from stakeholders involved given the project-based initiatives and the regular turnover in personnel.

## GOALS & IMPACT

The main goals and related impact of our initiative are the following:

- To improve the understanding of community needs
- To increase the attendance and engagement in organised events and activities
- Positive feedback from participants
- Successful collaborations resulting in joint projects or initiatives
- Improved communication channels with the local community and stakeholders
- Collaboration agreements with relevant stakeholders

## METHODOLOGY

The team will implement the intervention using a collaborative and inclusive approach. They will begin by conducting needs assessments through surveys and focus groups to gather insights from community members and stakeholders. This information will guide the planning of events and initiatives. Regular meetings will facilitate ongoing communication and coordination among staff and partners, ensuring everyone is aligned on goals. The team will prioritise small, impactful changes to increase accessibility and engagement, such as offering multilingual resources and adjusting event formats based on feedback. Training sessions will enhance the staff's capacity to engage with diverse populations effectively. Additionally, the team will establish feedback mechanisms, allowing for continuous input from participants to refine activities.

## DURATION

12-18 months

## MATERIALS & RESOURCES

- Human resources, such as managers, communication experts, volunteers, and cultural mediators
- Financial resources such as staff salaries, training programs and operational costs. The funding can be from EU grants and private donors
- Physical resources such as meeting spaces, event supplies (e.g., projector, laptop, banners), communication flyers

## KEY STEPS

Step 1: Participation in the EDI GO training sessions in Athens (June 2024)

Step 2: Team's coordination meeting to agree on a timeline and next steps, allocation of tasks, and the available budget

Step 3: Assessment and analysis for a better understanding of the community, mapping the relevant stakeholders and evaluating staff's capacity for their networking skills

Step 4 (in the future): Hiring communication experts to upgrade the organisation's social media presence

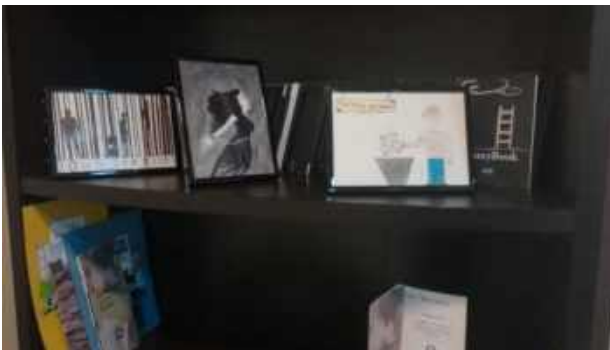
Step 5 (in the future): Regular networking events & meeting with stakeholders



## CONCLUSIONS

Initially, the ESC Volunteers that took part in the EDI GO trainings gave their feedback and ideas to the permanent staff for the improvement of ELIX's p^2 multispace and community engagement practices. It was vital for ELIX to be open to their feedback as they brought tools, ideas and the "fresh" perspective of their collaborative work to the organisation. **This inspired us to acknowledge our existing strengths but also reflect on the organization's shortages regarding EDI. Therefore, the project worked as a motivator to experiment with new ideas, reconsider changes in our communication material/channels/physical spaces and reimagine a new working atmosphere in general.**

Good practice described by: Maria Vandorou





## Working on self-expression and interculturality with young women at risk of exclusion

### ORGANIZATION

Fundesplai

### COUNTRY

SPAIN

### TOPIC

Physical environment from an EDI perspective

Direct work with young people

### CONTEXT

Fundesplai offers a cooking course to groups of young women at risk of exclusion who are looking to become professionals in the hospitality sector or get their first job. The group of participants enrolled in this course is made up of 12 young women (18-26 years old) who have gone through a migration process and are at risk of exclusion. Some of these young women do not have a good knowledge of the local language, are affected by a precarious socio-economic position, or are single mothers in charge of one or more children.

### NEED

Due to their personal circumstances, many young women in this group have little time for rest or personal development. Many of them are in a precarious situation, have minors in their care, or have just gone through a migration process to Spain. For this reason, Fundesplai considered that it was necessary to organise a programme of sessions with different exercises that serve to give these young women a place of expression and encourage their emotional and social expression, from an intersectional point of view, that is to say, dealing with issues that affect them such as interculturality, gender, or racism. These sessions would also serve to test the organisation's ability to meet the needs of both the groups of young people at risk of exclusion and the monitors and youth workers involved in the programme. This implies offering the necessary spaces, the necessary training, adapting to the calendar and timetable of the group and staff, applying a policy that is inclusive and fair to both the group and the youth workers, etc.

### DIFFICULTIES

There are many parameters or circumstances that can make it difficult to develop or, above all, to plan the session. For example, many of these young women are single mothers with one or more children. This circumstance makes it very difficult for them to travel to a specific place outside their neighbourhood or even to have the time to participate in the organised session as they have to look after the children. For this reason, Fundesplai offered to take care of the children, offering a space and responsible staff to look after the children

while the mothers did the session. It is important that in the face of difficulties and adverse circumstances that the participants may have, the organisation knows how to provide a solution or at least adapt to them.

## GOALS & IMPACT

The main objective of this activity is the emotional and social development of the participants from an EDI perspective and work on several axes of intersectionality: gender, socio-economic situation, racism, interculturality. From here the following objectives were achieved:

- **To offer a space for the social emotional expression of groups of young participants at risk of exclusion.**
- **To assess the capacities of the organisation to cover all the needs of a group of participants with such characteristics** (offer spaces, staff to take care of children, adapt timetables, materials and activities for the children, etc.).
- **To create safe and inclusive spaces for groups of participants with diverse needs to express themselves freely and open the debate on different discriminations or difficulties they may suffer, promoting empathy and social commitment within the organisation.**

## METHODOLOGY

During the session, 4 activities of 45 minutes each were organised. The session was planned in such a way that verbal and non-verbal exercises were combined, in order to practise different ways of communication that do not require knowledge of a specific language so everyone could participate. During the first two sessions, exercises that involved movement (e.g. the scarf game, which consists of stealing another participant's scarf and running) were used in such a way that the participants could occupy the whole space and practice team cooperation without any language barrier. This was followed by another speaking exercise, in which participants had the opportunity to express themselves creatively through improvised storytelling using pictures and signs. Finally, a space was provided for the participants to play music from their places of origin and share different forms of expression, working on the intercultural aspect of the group.

## DURATION

A 3-hour session was organised and took place at the organisation's premises. It is envisaged that such sessions could be held periodically throughout the year to provide more support and follow-up to the group of participants. However, the facilitator who participated in the EDI GO training attended only one session as a form of pilot testing.

## MATERIALS & RESOURCES

Among the materials we used for the session were the following:

- *Handkerchiefs*: Used during the take and run exercise. You can also use a scarf or any other piece of cloth as well.
- *Music*: Music is a catalyst for creativity and self-expression. For instance, you could request participants to play music from their home country and then share it with the group. It can also be used to mark the beginning or end of activities.
- *Picture Cube*: A cardboard cube with pictures on its faces. You can use the pictures as a guide to invent any story, allowing them to practice storytelling and improvisation skills.

- *Food and drink:* A table with food and drinks for participants to come to during breaks or at the end of the session. This space also serves as a meeting point for getting to know each other better.
- *A room with a large space:* A room or outdoor space that allows free movement.

## KEY STEPS

The planning of this and future sessions is always done taking into account the availability and needs of the participants, and the capacity of the organisation to meet them. In this sense, we try to apply the criteria of equality, diversity and inclusion to ensure that all the actors involved have a designed role and the appropriate tools to participate or carry out their work. We could define the plan as follows.

1. Conduct a needs assessment of the group of participants and define what kind of activities can be beneficial to them.
2. Check if the organisation has all the resources and facilities to not only carry out the activities, but also to adapt to the specific needs of the participants. This implies taking into account: logistics, spaces, timetable, availability of staff, adapted access, etc.).
3. Adaptation of the activities to the specific group's needs. Specific activities may have been planned for the session but these may need to be adapted to the needs of the participants. For example, it does not make sense to implement activities that require advanced verbal expression if the participants do not know the language.
4. Spare part of the session time for an exercise of reflection with the participants. This aspect encourages team building among participants and invites them to share their experiences.

## CONCLUSION

The good practice was a success from the point of view of both the participants and the organization itself. The session tested several aspects of the organization, starting with its capacity to work with young people at risk of exclusion, as well as the resources and logistics necessary to carry out these activities. During the session, following the framework of EDI values related to inclusion, it was possible to create a space where all participants could express themselves, overcoming the language barriers that some members of the group might have. To do this, activities were proposed that were adapted to the capabilities and needs of the participants. For example, if you want to encourage creative expression in the group, try to implement exercises where everyone can participate and express themselves in different ways, either with words or with signs and images. In this sense, the aim was to adapt the activities to the needs of this group of young people and make a programme from which they could benefit. In addition, the organization has to take into account the availability of the group to these sessions, being aware of the circumstances or adverse realities this group of people face. For example, many of the members of this group were mothers in charge of one or more children. This exceptional situation severely limits the displacement capacity and time management of the young women. For this reason, the organization provided a space where they could leave their children and be looked after by trained staff. In conclusion, the implementation of these sessions took into account aspects such as the adaptation of the physical spaces and the specific needs a group of youth at risk of exclusion might have, alluding to dimensions 2 and 5 of the EDI GO project. Generally, the experience was very positive for this group of participants. However, there are some aspects that could be taken into account for future sessions. For example, if we take into account the EDI framework of values, especially those exposed in dimension 5: **direct work with young people, we could**

involve the group of participants more and even give them a leading role in the planning of the activities. This aspect is important as it includes all the actors involved in the creation process, making the organization a more inclusive and participatory space, and also improving the interpersonal skills of the participants.



## Emotional management and empowerment through the Theatre of the Oppressed in adolescents

### ORGANIZATION

Virolai School

### COUNTRY

SPAIN

### TOPIC

The dimension worked on in this intervention was *Attitudes and Relationships*, with a focus on emotional recognition, social interaction and otherness, i.e, the ability to put oneself in the place of the other. These competences were fostered through creative activities involving non-verbal body dynamics, speaking activities and the use of theatre methodologies to expose conflicts of interest of the collective, such as bullying, discrimination and exclusion.

### CONTEXT

This project was implemented at the Virolai school in Barcelona, as part of a programme aimed at working on the emotional well-being of adolescents through artistic activities. The intervention was motivated by the need to address the emotional impact that the COVID-19 pandemic left on young people, fundamentally in the ability to manage emotions in order to build healthy and constructive social relationships. Through three intensive sessions, a space was created for students aged 11-14 to reflect on their emotions, identify dynamics of oppression (such as bullying and discrimination) and generate proposals to try to resolve the conflicts observed in their environment.

### NEED

The genesis of the intervention arose from the need to address the long-term emotional consequences that the COVID-19 pandemic has had on adolescents. These young people have faced feelings of isolation, anxiety, and difficulties to relate socially after confinement, as well as a marked disconnection with the educational centre where they carry out their studies, as well as with their teachers and monitors. In this context, the Virolai school identified the need to create a space where students could work on the recognition and management of their emotions in a practical and creative way, as well as working on other areas such as inclusion and the fight against possible discrimination that their students may suffer or have suffered.

### DIFFICULTIES



We encountered two situations that posed a challenge to the implementation of the sessions: one of them was the stigmatisation of a group of participating students by teachers and staff. Before the session began, we were warned that this group of students was difficult to work with, sometimes making sarcastic comments such as "we would have a good time; they are the funniest". These comments and warnings were not only unhelpful, but they also stigmatised the group and they could have led to discrimination before even meeting the group. Another difficulty we encountered was a low willingness on the part of the teaching staff (mainly teachers and monitors) to participate and get involved in the activities carried out. They demonstrated a passive and distant attitude towards the exercises. Although they were present in certain activities, their active participation was limited. I believe that if they had been involved from the beginning and in a regular manner, the impact could have been enhanced, going much deeper into the integration of long-term methodologies in the educational context. Sometimes it was the group of participants themselves who asked or pushed the teachers to participate with them. The group of participants would benefit greatly from better communication and bonding with teachers and facilitators.

## GOALS & IMPACT

- To encourage emotional recognition in adolescents, helping them to identify and express their emotions in a healthy way.
- To improve social interaction and reinforce group confidence through participatory theatre exercises and dynamics.
- To stimulate critical reflection on situations of oppression in their environment, using Forum Theatre and other group dynamics to analyse the dynamics of power.
- To empower adolescents to propose solutions to situations of discrimination, bullying and violence, promoting empathy and social commitment.

**Impact achieved:** The workshop allowed the students to demonstrate a greater emotional awareness, and their interest in solving conflicts created during the exercises was evident. The adolescents proposed alternatives to soothe any violent and/or discriminatory incident, demonstrating a great reflective capacity and a sense of social responsibility.

## METHODOLOGY

The intervention was organised in three intensive days, with a total duration of 14 hours. In the first session, non-verbal and movement games and exercises were carried out so that students could recognise their emotions physically and understand how to express their feelings without the need for words. Subsequently, in sessions 2 and 3, theatre activities were introduced, where participants created and acted out scenes based on incidents of social injustice and interpersonal conflicts they had experienced. Through these activities students collectively reflected on possible solutions to these conflicts, exploring inclusive and respectful alternatives to resolve oppressive dynamics.

## DURATION



The entire intervention process lasted 14 hours, spread over three days. Each session was structured to allow progression from basic emotional recognition to the creation and resolution of complex situations within the working groups and in relation to the entity to which they belong. The duration was sufficient for the adolescents to develop a greater awareness of their emotions, practice dynamics of social interaction, and reflect on their experiences in their environment, generating proposals for change in the face of situations of oppression.

## MATERIALS & RESOURCES

The following materials and resources were used for the intervention:

- Circle of emotions: A visual and practical tool that helped the participants to identify and express their emotions.
- Balls: Used in movement and play dynamics to generate interactions and encourage group cohesion.
- Music: Used to accompany the dynamics of movement and creation.
- Open spaces: The activities were carried out in open spaces which allowed free movement and the development of group dynamics without any major physical restrictions.
- Paper and pens: Tools used in exercises where participants wrote or drew their emotions.
- Facilitators: The workshop was delivered by a facilitator accompanied by two trainee assistants.
- Participants: Groups of approximately 30 adolescent children aged 11-14 years.

## KEY STEPS

The intervention starts from the Theatre of the Oppressed model itself, where equality, diversity and inclusion (EDI) practices are addressed to ensure that all people feel valued and represented both within their groups and within the organisation. On this basis, the key steps in the process were as follows:

*Design and planning:* Three days of activities were structured with an emphasis on inclusive and non-discriminatory language, aligned with EDI guidelines.

*Implementation:* During the implementation of the activities, we worked on how adolescents express their emotions and reflected the dynamics of power and oppression.

*Evaluation and reflection:* At the end of each session, participants engaged in group reflection exercises, discussing how they felt and how experiences and empathy influence their experiences.

By applying inclusive communication practices, we ensure that the intervention not only addresses the dynamics of oppression, but also the way in which language contributes to reinforcing or challenging those dynamics, achieving a greater impact on social transformation.

## CONCLUSION

The interventions, carried out under the principles of equality, diversity and inclusion (EDI) has had a significant impact both on the students and the facilitator and the organisation. Through the use of these methodologies, the adolescents were not only able to identify and express their emotions, but also gain a greater awareness of the dynamics of oppression and conflict present in their environment. **The use of inclusive language, following EDI GO recommendations, created a space where participants felt valued and listened to. This provided the possibility to reflect individually and collectively on key issues such as bullying, discrimination and violence, generating a positive impact on adolescents.** The students not only detected these issues in the scenes depicted, but also proposed creative alternatives to disarticulate them, which demonstrates a possible social empowerment that goes beyond the

workshop. The intervention has also been an important experience for the organisation, which continues to strengthen its commitment to EDI practices. From this experience, areas for improvement have been identified, such as seeking greater involvement of teachers in future interventions prior to facilitation, to ensure a more sustained impact on the educational environment. In addition, the organisation's teaching staff also recognised they could benefit from these practices as they witnessed how the group positively reacted to the sessions and some of them asked us for the methodologies applied.

This has been a good lesson learned to be shared with other youth organisations: **using theatre as a tool for emotional and social empowerment, combined with a mindful and inclusive approach, is a powerful way to transform group dynamics.** By creating a safe space where young people can express their emotions and reflect on oppression, it fosters critical capacity and social responsibility, which are key to building more just and equitable communities. Also, the need to implement these practices on an ongoing and long-term basis. It is ideal to be able to monitor progress in order to evaluate the effects that these practices have had on the young people and on the organisation itself.



## Collaborating with the local community to strengthen inclusion and diversity

### ORGANIZATION

Università Cattolica del Sacro Cuore (UCSC)

### COUNTRY

Italy

### TOPIC

Enhancing Inclusion and Diversity through Active Community Engagement

### CONTEXT

The intercultural approach at UCSC is envisioned to be implemented through a combination of academic initiatives, extracurricular activities, cultural exchange programs (such as Erasmus+), and specialized training for both students and staff. The practice should aim to create an academic environment where all students, regardless of background, feel respected, valued, and represented in the university's activities and policies. Additionally, this approach would provide ongoing training to faculty and administrative staff on intercultural sensitivity and best practices in inclusive education, ensuring that these values permeate every level of the institution.

### NEED

In light of the growing diversity of its student population, it has to be identified a need to promote cultural inclusion and prevent the potential for cultural fragmentation. This intercultural approach responds to a call for a more cohesive and inclusive environment, in which each student, regardless of origin, is empowered to contribute to the academic and social life of the university. Moreover, preparing students for a globalised professional landscape requires a focused effort to cultivate intercultural competences that enable them to thrive in diverse work and social contexts.

### DIFFICULTIES

Certain difficulties may include cultural resistance, the presence of stereotypes and varying levels of initial interest or awareness among students and faculty. To guarantee effective engagement, it is imperative to maintain a process of continual adaptation to ensure that the programmes in question resonate with both local and international students. The objective of the faculty training is to enable the identification and addressing of unconscious bias, with the ultimate goal of fostering a safe and open environment. Furthermore, the adaptation of course materials, administrative procedures and workshop content to reflect UCSC's multicultural population may necessitate additional time and resources.

### GOALS & IMPACT

- Increase cultural awareness: The university must be culturally sensitive to welcome students and staff from various backgrounds.
- Promote Integration: It is essential to integrate international students into UCSC's academic and especially social life.
- Develop Intercultural Skills: The objective is to equip students with essential intercultural skills for global careers.
- Encourage Open Dialogue: The programme encourages students from different cultures to communicate, fostering understanding.
- Build Lasting Partnerships: Strengthen collaborations with organisations supporting inclusion and cultural diversity to enhance UCSC's role as an inclusive institution.

Impact: An intercultural approach makes UCSC more inclusive, where students feel they belong. International students can engage with their peers, while local students gain broader perspectives. This will facilitate stronger relationships with organisations aligned with University's objectives, benefiting all students by fostering a future-ready body that values diversity.

## METHODOLOGY

International exchange programmes and partnerships: UCSC should expand its collaborations with international academic institutions, offering students the chance to gain first-hand experience of different cultures.

Intercultural awareness workshops: Specialised workshops would be led on inclusion and cultural diversity. Students will engage in the examination of the complexities inherent to intercultural communication to foster an enhanced capacity for cultural sensitivity.

Multicultural discussion groups: UCSC should form groups of students from different backgrounds to discuss social and cultural topics, fostering collaboration and understanding.

Inclusive Events and Celebrations: The University would host events to foster appreciation for diverse cultural backgrounds: these events will include food fairs, language exchange sessions, and cultural festivals. By engaging the entire university community, these events seek to enhance visibility for diverse cultures.

## DURATION

The intercultural approach at UCSC has to be conceived as an ongoing initiative, with scheduled activities and training sessions planned for each academic semester. Semi-annual workshops for students and faculty members should be conducted.

## MATERIALS & RESOURCES

Resources for intercultural education: Brochures, handouts and online resources covering topics on cultural sensitivity, global communication skills and inclusive practices.

Workshop and Event Spaces: Classrooms, conference rooms, and outdoor spaces for activities, discussions and gatherings.

Qualified facilitators and trainers: Professional intercultural trainers and facilitators specialised in cultural competence, empathy building and conflict resolution.

Collaborative partnerships with local and global organisations: Partnerships with international cultural organisations, student groups and NGOs in order to enhance the diversity of UCSC programmes and events.

Digital platforms for engagement: Online platforms for virtual discussions, resource sharing and facilitation of distance participation of international students.

### KEY STEPS IN THE PROCESS

- *Initial culture assessment and needs analysis:* UCSC would conduct a comprehensive assessment to gain a deeper understanding of the cultural composition of the student body and to identify specific needs and expectations related to cultural inclusion.
- *Faculty and staff training on unconscious bias:* Faculty and staff would undergo regular training to improve their ability to recognise and deal with unconscious bias. This step ensures that the university's commitment to intercultural values is reflected in all areas, from classrooms to administrative services.
- *Organization of intercultural workshops and training sessions:* The university would organise workshops on the topics of intercultural communication, prejudice awareness and cultural empathy. The aim of these workshops is to equip students with practical skills and an understanding of these concepts.
- *Regular feedback and monitoring:* UCSC should proactively solicit feedback from students and staff engaged in intercultural activities. This feedback should be used to evaluate the effectiveness of each initiative and identify potential areas for improvement.
- *Expansion of global partnerships:* UCSC would strengthen and expand partnerships with international organisations, academic institutions and cultural groups, enabling an ongoing exchange of ideas, resources and practices in support of cultural inclusion.

### CONCLUSIONS

The involvement of a student representative in the EDI GO training will allow these processes to be strengthened and have an additional benchmark for adherence to EDI values within that group in the future. The objective of this UCSC's intercultural approach would be to transform its campus into a microcosm of an inclusive, global society, in which diversity is not only respected but also celebrated. By promoting such trainings and awareness,

UCSC would conduct a process in order to create a campus environment where every student feels a sense of belonging. The initiative is designed to prepare students for the complex cultural landscapes of today's world, equipping them with the capacity for empathy, openness and the ability to navigate multicultural settings with ease. Through fostering a campus-wide culture that values diversity and inclusion, UCSC would set a strong example for other institutions, demonstrating that intercultural competencies are not only desirable but essential in modern education.

Good practice described by: Giacomo Bracciale

## **Towards a more inclusive school**

### **ORGANIZATION**

I.I.S. Danilo Dolci, Partinico

### **COUNTRY**

Italy

### **TOPIC**

Attitudes and Relationships

### **CONTEXT**

The Institute seeks to prevent school drop-out, and to do this, in addition to the curriculum, the staff puts a lot of effort into involving students in various activities. Making the school an inclusive space could help us achieve this goal.

### **NEED**

As an institute, we try to involve the students in different activities, including extracurricular activities, trying to make the school a welcoming, friendly and inclusive place, to try to prevent school drop-out. The use of inclusive language would be a step towards this goal.

### **GOALS & IMPACT**

The main objective is to involve the students in the workshop activities and to work together on the identification of inclusive language to make the school more inclusive on this area as well. During meetings, the importance of using inclusive language will be discussed and posters will be created within the school promoting the use of inclusive language.

### **METHODOLOGY**

After participating in the EDI GO training, a team of teachers was set up to implement this action during the meeting. During the following meetings, the goal was to identify the students willing to participate and how to involve them in the process. Initial meetings with students were organized, where the team of teachers presented the idea and the inclusive language guidelines. The students were asked to provide their feedback after which the ones who were interested to promote this initiative started working together with teachers. The working group meets according to their availability but normally they are bi-weekly meetings. In the coming months the theoretical part will be ready, after which the posters will be realised using the Canva programme. The idea is to have the posters displayed in various parts of the school to promote and remind people of the importance of using inclusive language.

### DURATION

The overall process is foreseen to last for the entire school year.

The first phase of the identification of working team was done in a month, the second phase of language selection is in progress. For the following month is foreseen the creation of the posters, after which they will be realised and promoted in school by the month of May.

### MATERIALS & RESOURCES

Material required :

- Computer or tablet
- paper
- pens
- google meet or zoom for meetings
- EDI GO Inclusive Language Guidelines

### KEY STEPS IN THE PROCESS

After participating in the EDI GO project training, held by CSC Danilo Dolci, we became aware of the importance of using inclusive language. We think this process would increase inclusiveness at our institute and allow students to feel more at ease. We brainstormed on how we could work with our students on this very important issue. Initially a team of teachers was identified to decide together on the best way to involve the students. After a few meetings and analysing in detail the INCLUSIVE LANGUAGE GUIDELINES created in the EDI GO project, it was decided to take the next step and present the idea to the group of students. The meeting was very participative, after the presentation of the idea, the reference material was presented and the students proposed some ideas. During the following meeting, the working group was agreed upon, which involved teachers and committed students. After some analysis and various ideas proposed by the students, the creation of the posters was agreed upon, which would allow the promotion and wider impact of the inclusive language. In the coming months, using Canva, the working group (students with the support of teachers) will create posters to promote inclusive

language within the school. In this way the school will try to promote not only the language itself but also the importance in the involvement of its students, the relationship within the school and the appropriate attitude in working with young people.

## CONCLUSIONS

The EDI Go project allowed us to discover how to make our school more inclusive by bringing EDI values into it. The tools provided helped us to increase the value of inclusive language and its use within the school, allowing young people to feel more involved.

Good practice described by: Grazia Gulino







## Conclusion

The 12 good practices presented are confirmation that the EDI GO project objective was achieved, i.e. that the project supported organisations working with young people by strengthening and improving internal good practices that promote equality, diversity and inclusion. With the following citations, which are the most inspiring parts of the good practice conclusions presented within this publication, we would like to thank the organisations that have carried out good practices, promoting EDI values within them.

*“To other youth organisations, we encourage embracing EDI principles, as they not only strengthen your programs but foster a more inclusive and vibrant community.”*

*“Our message to other youth organisations is to make EDI principles a priority from the very beginning. Creating an inclusive and diverse environment doesn’t just benefit marginalised groups—it enriches the organisation as a whole. It fosters a culture of respect, empathy, and understanding. We encourage other organisations to undergo similar processes of self-reflection and improvement, as it will undoubtedly have a positive impact on their communities.”*

*“Although these changes are small, they gradually accumulate and make a difference.”*

*“The Equality, Diversity and Inclusion training provided by ADICE and the resulting action plan are a perfect fit with the process underway and have enabled us to make our approach more inclusive.”*

*“We fully believe that all organisations -especially those in the humanitarian, youth or social sector- should implement EDI aspects to their agenda and work culture and we are lucky that we had the chance to be part of it. EDI GO project is a very solid compass for future project designs and budget plans. ELIX could also act as an ambassador of the EDI GO project to other organizations so its reach can be expanded.”*

*“The use of inclusive language, following EDI GO recommendations, created a space where participants felt valued and listened to. This provided the possibility to reflect individually and collectively on key issues such as bullying, discrimination and violence, generating a positive impact on adolescents.”*

*“The EDI Go project allowed us to discover how to make our school more inclusive by bringing EDI values into it. Thanks to the training and tools provided, we were able to increase the value of inclusive language and its use within the school, allowing young people to feel more involved.”*

We hope that the words of these youth workers will inspire you for your future work, just as they inspired us, to ensure that EDI values remain key values in our work with young people.