



RIDE

Resources for Inclusion, Diversity and Equality

RIDE Training Course

Grant Agreement No. 2015- 2-UK01-KA205-014061



Co-funded by the
Erasmus+ Programme
of the European Union



RIDE Training Course

Grant Agreement No. 2015- 2-UK01-KA205-014061



Co-funded by the
Erasmus+ Programme
of the European Union

At this place, we would like to thank all who participated in focus groups or individually contributed with their feedback to our research and development of RIDE projects.

Author:

Simon Gillings, University of Gloucestershire (UK)

With contribution of:

Steve Bullock, University of Gloucestershire (UK)

Dorothea Urban, CESIE (IT)

Cecilie Grusova, CESIE (IT)

Martin Brestovanský, University of Trnava (SK)

Peter Lenčo, Children of Slovakia Foundation (SK)

Merve AYVALLI, Akdeniz University (TUR)

Emine Ela KÖK, Akdeniz University (TUR)

Antonija Bračulj, Croatian Youth Network (HR)

Katarina Car, Association Play (HR)

ISBN 978-1-86174-232-2

Table of content

1.	Introduction.....	5
1	Overview	6
2	Structure	6
3	Session One - What is Equality and Diversity?	7
	PROGRAMME	7
	Walk Don't Walk	9
	Equality Quiz	13
	Equality Quiz Answers	14
4	Session Two – Equality	15
	PROGRAMME	16
	Mission to Mars	16
	Stereotypes and Assumptions	19
	Five Types of unfair treatment of an individual or group	22
5	SESSION THREE – DIVERSITY	23
	PROGRAMME	23
	A Policy Example	25
	Equality Board Game	28
	How Diverse is Your Universe?	28
	Agree or Disagree	30

1. Introduction

In an ever-changing Europe, with many different cultures, this training resource aims to reduce racism and discrimination, and promote social inclusion. Inclusion, Equality and Diversity can be a sensitive subject and this training resource enables you to explore individual attitudes, values and beliefs in a safe and fair environment taking it beyond legislation and country specific situations.

The resource can be used by anybody working with others. Each of the three interactive sessions develops awareness of inclusion, diversity, and equality issues as well as challenging practice. It explores our concepts of culture and how to relate to those who hold different values to us. The resource aims to enable you to reflect upon how inclusion, diversity and equality principles can be practised in your setting, based upon respect and a willingness to work together. These sessions will enable all participants to reflect on the relationship between theory and practice, just ensure you include time to do this well.

There is still much to learn about inclusion, diversity and equality, especially when working with young people. This training resource can be used to create and develop an environment of openness to develop existing knowledge, awareness and competence further so that others may benefit. By challenging and supporting participants to rethink how they view the world, how their perceptions of others guide how they think and act, we can help make real change where needed.

The training resource develops three interactive groups work sessions;

They facilitate an understanding of the law regarding Equality and Diversity

They enable reflection on your own perceptions and where these come from.

They can be used to help promote a positive culture where all individuals are respected and value each other.

They can explore individual responsibilities regarding Inclusion, Equality and Diversity.

They can be used to challenge prejudice and discrimination and give additional information to create a European context, beyond your own county specific situation.

- **Session One is a general introduction.**
- **Session Two explores Inclusion.**

- **Session Three explores Diversity.**

There is a Presentation and a programme of activities for each session that can be used to work with your group.

FOR FURTHER DEVELOPMENTS

Leading on from the three sessions, further learning can be achieved through links with other resources and organisations.

The

Commonwealth

Youth Work

E-TAG

developments

SALTO's Young

<https://www.salto-youth.net/downloads/4-17->

People and

[3550/Young%20people%20and%20extremism%20resource%20pack%20for%20youth%20workers.pdf](https://www.salto-youth.net/downloads/4-17-3550/Young%20people%20and%20extremism%20resource%20pack%20for%20youth%20workers.pdf)

Extremism

[outh%20workers.pdf](https://www.salto-youth.net/downloads/4-17-3550/Young%20people%20and%20extremism%20resource%20pack%20for%20youth%20workers.pdf)

Working with

[https://www.edx.org/course/human-rights-rights-refugees-amnesty-](https://www.edx.org/course/human-rights-rights-refugees-amnesty-internationalx-rights2x)

Refugees

[internationalx-rights2x](https://www.edx.org/course/human-rights-rights-refugees-amnesty-internationalx-rights2x)

1 Overview

These three sessions will explore inclusion, equality and diversity. They will enable participants to recognise and explore their own prejudices and assumptions, and explore implications for their practice, as well as their organisational procedures and policy.

The first session will be a general overview of the issues of equality and diversity, exploring assumptions.

The second session will explore Equality and its importance within a youth work context.

The third session will focus on Diversity and celebrating difference.

Specific details related to the slides have been added to the PowerPoint presentations.

2 Structure

- Each of the three sessions lasts approximately 2 hours.



- 15 – 20 participants would be best, but smaller or larger numbers could be managed with some adaptation.
- The room needed should be suitable for small and larger group work activities.
- PowerPoint presentation facilities are also required.

ANY activity can be altered, adapted or changed to suit your particular situation.

3 Session One - What is Equality and Diversity?

During this session, participants will explore the concepts of equality and diversity and why they are important, with ideas for their practice and policy implementation. The aim of this sessions is to enable participants to learn about peoples' rights and responsibilities in relation to these concepts.

The session will examine changes in the law and the definitions of such things as 'Protected Characteristics' within legislation, such as the UK's Equality Act 2010.

This session will enable participants to explore;

- What is Equality and Diversity?
- Why is it important?
- Own assumptions and prejudices.
- The Law

At the end of the session participants will be able to:

- Show understanding of the definition of Equality and Diversity and key legislation.
- Demonstrate an understanding of the effects of discrimination.
- Articulate the importance of anti-discriminatory practice.
- Reflect on their practice and update their policies and procedures.

PROGRAMME

Slides 1 – 3 Welcome and Introduction

Each participant must put their name on a card in front of them so that everyone knows what to call them.

Aims of the Session and the Learning Outcomes

Slide 4 Ground rules of the session



NOTE: These group rules are a suggestion and can be modified to suit your specific need.

Slide 5 Ice-breaker

Activity 1

Each participant completes the **PERCEPTION sheet** putting a name of someone from the group into each box.

Once completed, the sheet is folded up and put aside until later.

PERCEPTIONS

WRITE THE NAME OF SOMEONE IN THE ROOM THAT YOU THINK MATCHES THE CHARACTERISTIC

Attended a theatre production

Would bungee jump

Listens to classical music

Is a good cook

Is an avid reader

Has visited an art gallery

**Listens to music that won't play on
the radio**

Follows the horoscopes

Has tried illegal drugs

Is probably from a wealthy family

**Changes their own car oil or lamp
bulbs**

Has seen an X-rated movie

Has no brothers or sisters

Watches Games of Throne regularly

Does not watch or listen to the news

Has a pet

NOTE: Other ice-breakers can be used – people bingo, etc. and the PERCEPTION activity can be used further on in the training.

Activity 2 Walk don't Walk

1. Individuals are given a piece of paper with an identity/role of a person. They must keep this secret from the other members of the group as they line up along one wall of the room.
2. The trainer reads out statements and after each one, participants move one step forward if the comment is relevant to the description of a person they are portraying. As the activity progresses participants can make a step backwards if they feel directly and negatively affected.
3. After the last statement has been read out, each person reveals who they were. Discuss as a whole group issues and thoughts that were raised during the activity.

NOTE: A range of identities have been developed. The trainer should choose a selection of roles that equal the number of participants so that there is a diverse range used in the activity. It is suggested that the 18 Year Old White Male always be used to create an opportunity for comparison and reflection.

WALK DON'T WALK

1. I can easily use public transport
2. I feel safe walking home alone at night
3. I am comfortable kissing my partner in public
4. I feel that people listen to me
5. I am welcome at my local youth club
6. I could go into a club full of white men and stay
7. I am comfortable drinking in a pub on my own
8. I feel I have an equal chance of getting a job
9. I see myself represented on TV
10. I could easily adopt a child
11. I receive fair treatment from the Police
12. I can play football easily
13. I can talk freely about my sexuality with my parents.

14. I have no problems getting a mortgage on medical grounds.
15. I can go anywhere I want.
16. People don't ignore or avoid me.
17. People think of me as 'strong'.
18. People don't make jokes about people like me.
19. People think I am 'normal'.
20. I am not generally considered a 'problem'.
21. I can easily identify with my country's leader.
22. I can easily find hair products and people who know how to style my hair.
23. When I strongly state my opinion, people see it as assertive rather than aggressive.

18 YEAR OLD WHITE MALE

18 YEAR OLD WHITE FEMALE

16 YEAR OLD BLACK MALE

22 YEAR OLD WHITE FEMALE WHEELCHAIR USER



65 YEAR OLD WHITE MALE WITH MENTAL ILLNESS

14 YEAR OLD BLACK MALE

40 YEAR OLD ASIAN MALE

25 YEAR OLD BLACK FEMALE

17 YEAR OLD SINGLE ROMA MOTHER

30 YEAR OLD BLACK LESBIAN

17 YEAR OLD GAY MALE

40 YEAR OLD WHITE FEMALE

19 YEAR OLD MALE WITH HEARING DIFFICULTIES



14 YEAR OLD WHITE FEMALE WITH LEARNING DISABILITIES

14 YEAR OLD ASIAN YOUNG FEMALE

65 YEAR OLD FEMALE

25 YEAR OLD HIV+ WHITE MALE

16 YEAR OLD WHITE HOMELESS FEMALE

**18 YEAR OLD WHITE MALE OF EASTERN
EUROPEAN ORIGIN**

16 YEAR OLD SIRIAN MALE

17 YEAR OLD WHITE MALE BROUGHT UP IN CARE

16 YEAR OLD FEMALE WITH CRIMINAL RECORD



Slide 6 What is Equality and Diversity?

Do you know what Equality and Diversity is?

Why is it so important?

Activity

1. In pairs discuss and define the two terms – Equality and Diversity
2. Two pairs join together to discuss their definitions and decide on an agreed version.
3. Repeat until there is one group definition and put on wall.
4. Equality and Diversity are NOT the same thing but they are related.

We should identify and value differences between everyone (DIVERSITY) if we are going to ensure everyone has equal rights and opportunities (EQUALITY)

Slides 9 – 12 The Equality Quiz

This raises participants' awareness by highlighting specific information.

EQUALITY QUIZ

1. On average corporate officers/directors in the United States earn how much more than the average worker?
a) 50 times b) 150 times c) 300 times
2. How much more likely are people with learning difficulties to have more general medical problems?
a) Same b) 2.5 times c) 4.5 times
3. What is the largest immigrant group in Britain?
a) Pakistani b) Irish c) Polish
4. How many children around the world die each day from hunger-related causes?
a) 160,000 b) 16,000 c) 1,600
5. In the UK what percentage of people of working age has a disability?
a) 20% b) 25% c) 30%
6. What percentage of people around the world live on less than \$750 per year?
a) 15% b) 50% c) 75%
7. Sexuality and Sexual Orientation are terms for the same thing?
a) True b) False



8. According to UNICEF, the wealth of the three richest people in the world is roughly equal to the Gross Domestic Product of the:
a) 48 poorest countries b) 78 poorest countries c) 108 poorest countries
9. In the U.S. how much more likely are African American and Latino mortgage applicants to be turned down for a loan?
a) 15% b) 30% c) 60%
10. Britain's first ethnic minority MP was;
a) Dutch Jewish b) Parsi Indian c) Black Christian
11. According to a recent study, what percentage of top CEOs are women?
a) 12.2% b) 1.2% c) 0.2%
12. Where is the largest Sikh temple outside India?
a) Quebec b) London c) Sydney
13. Who was the first black professional footballer?
a) Arthur Wharton b) Viv Anderson c) John Barnes

EQUALITY QUIZ ANSWERS

1. 300
2. 2.5 times
3. Irish
4. 16,000
5. 20%
6. 50%
7. False
8. The 48 poorest countries
9. 60%
10. Parsi Indian – Dadabhai Naoroji in 1892
11. 1.2%
12. London – It opened in 1997 costing £17 million
13. Arthur Wharton who played in goal from 1889

Slide 13 & 14 Further Definitions

Further discussion around specific details within each of the definitions. This sets up the other two sessions.

NOTE: Often the phrase ‘some people need to be treated differently’ raises emotion and sensitivity. Positive Action is not positive discrimination.

Slide 15 A brief insight into the next session.

Talk briefly about the information on the slide before moving to the next slide.

The PERCEPTION activity can be used here if it hasn’t been used as an ice-breaker. Give out the PERCEPTIONS sheet to everyone and ask them to complete it without discussion. Each person makes assumptions about the situations around them.

Even if the PERCEPTION activity is used as an ice-breaker, run a feedback activity by using the questions on Slide 16 to discuss assumptions made.

Explain this will explored further in the next session.

Slide 17 Protected Characteristics

End the session input by explaining that the Equalities Act 2010 in the UK brings together a range of other laws and identifies 9 Protected Characteristics.

NOTE: In Slovakia, “civil partnerships” do not exist. Information on the Antidiscrimination law 365/2004 can be found elsewhere on the RIDE website (Output One) Protected characteristics are: Sex, religion or belief, race, nationality or ethnic group, disability, age, sexual orientation, marital status, skin colour, language, political or other opinion, national or social origin.

In Croatia, there is a range of legislation and guidance that ‘protects’ characteristics but these are not necessarily together in one list.

4 Session Two – Equality

What is Equality and how does it impact on our youth work?

During this session, participants will focus on the concept of equality and how it affects the young people that access, and do not access, our youth projects. Practice ideas and priorities will be explored and policy and procedures reviewed. The aim of this session is to enable participants to explore ways in which fairness can be ensured within the youth setting.

The session will examine Equality and discrimination. Building on the last session the participants will explore discrimination and look to develop their anti-discriminatory practice.

By the end of the session participants will be able to:



- Show understanding of the concepts of Equality and fairness.
- Demonstrate an understanding of the effects of discrimination
- Articulate the importance of anti-discriminatory practice
- Reflect on their practice and update their policies and procedures

PROGRAMME

Slides 1 – 3 Welcome and Introduction

Aims of the Session and the Learning Outcomes

Slide 4 Ground rules of the session

Slide 5 Mission to Mars

Activity

In three groups the participants are given a list of candidates for a mission to Mars to set up a new colony. Of the 20 volunteers, the group must pick 12 successful candidates to work together over the next 50 years to create a new community.

MISSION TO MARS

A pan-global partnership has decided to send a group of people to Mars where they will live together for the next 50 years to create a new community.

The following 20 volunteers have come forward but the rocket can only take 12 people. Your group must decide who goes and who stays behind.

1. 40 year old radical Austrian feminist
2. Mexican school cook
3. Nigerian doctor
4. Grandmother with arthritis



5. Ex-European Politician
6. South African miner
7. Professional footballer
8. Chinese Military Officer
9. Australian Peach Campaigner
10. Scandinavian barman
11. Pregnant University Lecturer
12. Syrian refugee
13. 17-year-old Roma woman with young daughter
14. Russian IT expert
15. Retired carpenter
16. Gay nurse
17. American Physics professor
18. German bank clerk in a wheelchair
19. Indian farm labourer
20. Jazz musician

NOTE: Some of these roles can be changed to fit your specific situation.

During feedback, reflect on how the different groups chose their group – who was left out and why? Were there assumptions made – what gender was the footballer and nurse, for instance? Perhaps challenge the group by adding more information – what if the musician was HIV positive?

Slide 6 What is Equality and Diversity?

Revisit the previous group statement and the definitions. Perhaps put them back on the wall if they were on flipchart, etc.

Slides 6 – 10 are recapped from the previous session and can be used as appropriate to the group and session.

EQUALITY

- Everyone treated fairly, regardless of any visible or invisible factors.
- Removing barriers which people face due to actual or perceived differences.
- Challenge and eliminate discrimination.
- Ensure everyone has the same access to services and opportunities.
- Making the playing field level and fair regardless of any differences.

Because of their capabilities or needs, some people will need to be treated differently to ensure that they have an “equality of opportunity”.

DIVERSITY

Recognising and celebrating that individuals are unique and have a range of visible and invisible differences.

We should enable everyone that accesses youth work opportunities to reach their full potential and contribute to the growth and development of themselves, their project, community and society as a whole.

Visible differences are those things we cannot change and are associated with our outward appearance:

- Age
- Race
- Gender
- Physical attributes

Invisible differences are the attributes that are not outwardly noticeable but make up our person:

- Marital status
- Sexual orientation
- Religious or political beliefs
- Educational background
- Socioeconomic status
- Some disabilities

Slide 11 – Prejudice and Discrimination

Small group discussion about the definition of each. Can participants identify real life scenarios that evidence prejudice or discrimination? Feedback with whole group.

Slide 12 – Are these definitions similar or different than the groups?

Slide 13 – A Riddle

Read out the scenario. How can this have happened? What assumptions were made by the listeners?

Slide 14 – Riddle Answer and some questions - The van driver could be female. As could the surgeon. Did the participants think this?

This links back to the previous session on assumptions.

STEREOTYPES AND ASSUMPTIONS

Often unfair treatment stems from baseless prejudice and negative attitudes towards members of a particular group.

From an early age we learn to categorise or label the things we see or experience. These may be learned from the comments and behaviours of adults we know, on television, in music, and in books. Categorising this way is not necessarily a bad thing as it is a useful way to describe and differentiate. However, when we start to form opinions and develop preconceived ideas about different people and groups, it can lead to assumptions being made that everyone in a particular group is the same. This is known as stereotyping.

Stereotypes are generalisations based on inaccurate information or assumptions rather than fact, and more often than not these are negative.

Stereotypes fail to take into account the great diversity of people within a group and when assumptions influence our attitudes, we may find that making a fair judgment about a person or group is difficult.

This influence on judgment is called a “bias” and can lead to prejudice and discrimination.

There are a number of steps that can be taken to eliminate stereotyping and bias.

Be aware of your own stereotypes and prejudices and how they might interfere with your ability to perceive and interact with people.

Focus on every person as an individual.

Remember that there will be more differences within a group than between groups.

Recognise that you are part of many groups and none can totally define who you really are.

Take opportunities to challenge stereotypes and prejudice.

Slide 15 – This links to the UK Equalities Act 2010

UK: **Equalities Act 2010** - Replaced a range of individual and inconsistent laws into a single Act. Addresses unfair treatment and promotes equal opportunities

Nine Protected Characteristics

Slide 16 - AGE

Realises that discrimination can take place against older and younger people.

It is no longer lawful to discriminate on the grounds of age in employment.

Removed a default age for retirement and prevents age being used to discriminate against individuals.

Slide 17 - DISABILITY

Introduced a new, wider definition

“A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

Where a disabled person is at a disadvantage in comparison with people who are not disabled, there

Is a legal duty to make reasonable adjustments to remove that disadvantage.

Ensured that employers can no longer ask candidates about their health, absences, or disability before offering employment.

Slide 18 - GENDER REASSIGNMENT

Gender reassignment is the process of transitioning from one gender to another.

Protects a transsexual individual, whether or not they are undergoing medical treatment to change their gender.

The term transgender describes a person who identifies their gender to be different from their physical birth. The term transsexual usually describes someone who intends to undergo, is

undergoing or has undergone gender reassignment. The definition of gender reassignment covers people who have proposed, started or completed a process to change their sex.

Slide 19 - PREGNANCY and MATERNITY

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in employment.

It is unlawful for a woman to be granted less favourable employment upon her return to work following statutory maternity leave.

An employee's period of absence due to pregnancy-related illness must not be taken into account in any sickness issue enquiry.

Maternity discrimination includes treating a woman unfavourably because she is breastfeeding.

Slide 20 - SEXUAL ORIENTATION

Protects bisexual, gay, heterosexual and lesbian people from harassment and discrimination

Sexual orientation defines who we are physically and emotionally attracted to. A person may have a sexual attraction towards their own sex, the opposite sex, or to both sexes.

Slide 21 & 22 - MARRIAGE and CIVIL PARTNERSHIPS

Marriage is defined as the legally or formally recognized union of two people.

Same sex couples can have their relationships legally recognised as 'civil partnerships'.

Under the Equality Act 2010, civil partners must be treated no less favourably than married couples.

Slide 23 - SEX

Protects from discrimination because of gender

Slide 23 - RACE

A group of people defined by their race, colour, nationality and citizenship, ethnic or national origins. These characteristics cannot be used to unfairly treat anyone.

Slide 24 - RELIGION or BELIEF

Defined religion as any religion with a clear structure and belief system.

Belief – any religious or philosophical belief that someone might hold. This must be worthy of respect in a democratic society and not conflict with the fundamental rights of others.

Individuals are also protected if they do not have a particular religion or belief.

Discrimination can occur within the same religion or belief

Reasonable Adjustments – organisations must ensure the 9 characteristics are protected.

This might include;

- Changing practices or criteria for provision
- Improving access to buildings
- Flexible hours and place of work
- Providing instructions and manuals in more accessible ways
- Providing additional training
- Installing modified or specialist equipment

Positive Action – Specific actions can be made if a particular characteristic is suffering disadvantage.

Steps can be taken to improve the under representation of protected groups.

Slide 25 - DISCRIMINATION

The unfair treatment of an individual or group, intentionally or otherwise, based upon ACTUAL or PERCEIVED characteristics

5 Types of unfair treatment of an individual or group

DIRECT DISCRIMINATION

Treating someone less favourably than another person because of a protected characteristic or associating with someone with a protected characteristic.

INDIRECT DISCRIMINATION

A condition, policy, or practice applying to everyone that inadvertently or unnecessarily disadvantages those of a particular characteristic.

HARASSMENT

Unwanted conduct, related to a relevant protected characteristic, which violates a victim's dignity or creates an intimidating, degrading, hostile or offensive environment.

It is the perception of the victim, and not the harasser, that is important.

VICTIMISATION

Treating an individual less favourably because they made, tried to make, or supported others to make, a complaint of discrimination under the Equalities Act.

FAILURE TO MAKE REASONABLE ADJUSTMENTS

DIVERSITY AND YOUTH WORK

Youth work has a long history of working with young people from a range of backgrounds. It focuses upon non-formal education around issues of discrimination and ensuring equality of opportunity. Diversity awareness is important to the young people accessing youth work opportunities because they are particularly vulnerable to heightened senses during adolescence (11 to 19 years old). Prejudices can be nurtured from an early age and then exacerbated by their educational, social and employment experiences. Added to this, the wider social, ethnic and political context in which the young people live can cause tensions ranging from disturbances that reach wider media attention to less reported bullying between individuals and groups. This tension and bullying occurs at school, in public spaces and on the internet.

5 SESSION THREE - DIVERSITY

PROGRAMME

Slides 1 – 4 Introduction and Recap

Slide 5 – Similarities

Split the participants into groups of three or four

Each group must find 5 similarities between each individual – what have they all got in common – i.e. they each have blue eyes, or they all have visited China, etc.

The aim is to find more obscure similarities than the other groups.

Feedback and share the similarities

Slide 6 & 7 – Recap of definitions of Diversity and the discussions across the previous sessions.

Put up the flipcharts again.

Slide 8 – 10 Scenarios

As a follow up to the last session, small groups discuss the scenarios in turn and decide what type of discrimination is relevant.

- Indirect
- Direct
- Positive Action
- Harassment
- Direct
- Victimisation

Solution:

1. Direct
2. Harassment
3. Victimisation

Slide 11 – Using the previous slides as examples, small groups design case studies specific to youth work and possibly based upon real experiences.

Once complete, the case studies are handed to other groups to explore and find solutions.

NOTE: Although many European countries understand these issues in their context, there may be differences that can be found within the RIDE resource. For instance, in Croatia, there is legislation that defines “segregation” as somebody continuously and by force being segregating other people based on different grounds. In their family law, marriage is a living arrangement between women and men, and a separate law defines life partnerships between people of the same sex.

Slide 12 – Who I am

Individuals produce a shield with four sections (like a coat of arms) and a motto.

NOTE: The shield could be a T-shirt to add some creativity (either a real one or a card template), or the use of magazines to create collage can be used. Perhaps photos or post cards could be used to develop discussion, or a time-line that defines the specific events that had an impact, etc.

Slide 13 – 15

The group look at specific policy statements and procedures and work in groups to update or produce new statements that reflect their own youth work settings.

This will take some preparation in advance by the trainer so that examples are produced and can be used. In some European countries, there are no such policies and so this activity can be used to reflect on the learning from the three sessions.

NOTE: Slovakia – organisations are not required to have equality policies, though some have a general claim about non-discrimination. Some organisations are developing child protection policies but it is not required by law.

The aim of this policy is to ensure that everyone is treated fairly and with respect and that members, non-members and visitors are not denied access because of a discriminatory reason.

A POLICY EXAMPLE

If you have no policy statements, use this to aid discussion:

This policy is fully supported by the management committee, which is responsible for the implementation and review of this policy.

The organisation will:

- a) be responsible for setting standards and values throughout the setting so that everything can be enjoyed by everyone at any level.
- b) be committed to eliminate discrimination by reason of gender, sexual orientation, race, nationality, ethnic origin, religion or belief, ability or disability and encourage equal opportunities.
- c) not discriminate or in any way treat anyone less favourably, on grounds of gender, sexual orientation, race, nationality, ethnic origin, religion or belief, ability or disability.
- d) be committed to taking positive action where inequalities exist and the development of a programme of on-going training and awareness to eradicate discrimination and promote equality and diversity
- e) ensure that it treats its employees, members, non-members and visitors fairly and with respect, ensuring that all members of the community have access to and have opportunities to take part in, and enjoy, its programmes of activities, competitions and events
- f) not tolerate harassment, bullying, abuse or victimisation of an individual, including sexual or racial harassment or other discriminatory behaviour, whether physical or verbal. We will work to ensure that such behaviour is met with appropriate action in whatever context it occurs
- g) be committed to the immediate investigation of any complaints of discrimination on the above grounds, once they are brought to our attention. Complaints will be dealt with in accordance with our complaints policy and, where such a complaint is upheld, the management committee may impose appropriate and proportionate sanctions.

- h) be committed to a policy of equal opportunities for all members and employees, requiring all members and employees to abide by and adhere to these policies and the legal requirements that support these policies.

If any employee, member, or visitor feels that he or she has suffered discrimination or harassment in any way, or that our policies and rules have been broken they should follow the procedures below;

1. The complainant should report the matter in writing to the management committee. The report should include:
 - a) details of what occurred and when and where it took place;
 - b) any witness details, with copies of their witness statements;
 - c) details of any other complaints made about the incident, and to whom the complaint was made;
 - d) an indication of the desired outcome.
2. If the person accused of discriminatory behaviour is an employee, the management committee will regard the incident as a disciplinary issue and will follow our disciplinary procedures.
3. If the person accused of discriminatory behaviour is a non-employee, the management committee will;
 - a) request that both parties submit written evidence about the incident;
 - b) decide to uphold or dismiss the complaint without holding a hearing once reading the evidence;
 - c) decide if a hearing should take place for both parties to attend and present their case;
 - d) have the power to impose a sanction if someone is found to be in breach of the policy
 - e) will provide both parties with written reasons for its decision to uphold or dismiss the complaint within one (1) calendar month of such decision being made.
 - f) Either party may appeal a decision of the management committee, in writing to the Chairperson within 3 months of the decision being notified.
4. If the nature of the complaint regards the management committee, the complainant has the right to report the discrimination or harassment directly to the local authority.

Slide 16 – Practice Ideas

Some ideas for discussion at the end of the session.

Evaluation should be used during this time to explore the participants learning.

Open discussion (whole training, small group, or pairs) can be used to create a space for everyone to contribute.

Questions exploring one key action that participants will do in a few weeks or months, etc. will be useful.

The Evaluation Game - Get or create a large dice. A path of numbers are written on A4 paper and placed on the floor creating a 'full size board game'. Each paper stands for one, prepared, question and a method of explaining the question to their group. For example, if a participant stops on number 4 they have to draw on the flipchart a term that represents the word 'equality act', or diversity, discrimination, etc. (like the game Pictionary).

Create these questions before the session and make them fun and varied – drawing, miming, singing, etc. or knowledge-based questions such as 'what is the difference between direct and indirect discrimination?'

If group gets the clue or says the corrects answer, they can keep moving forward on the board.

This can be a fun way for participants to test their knowledge, developing team spirit, and learning from each other.

Additional Activities

EQUALITY BOARD GAME

Perhaps the participants have to work together to create a board game to help put all they have learned.

HOW DIVERSE IS YOUR UNIVERSE?

Resources Required

Clear Plastic cups (1 per person)

Coloured beads (1 colour per race and enough beads in each colour for each person for each question)

Purpose: To explore the types of people encountered in everyday life

Method

1. Put beads (by colour) in plastic cups in centre of circle. Explain the colour key (i.e. purple beads for Asian, Blue for European, Yellow for American)
 2. Give everyone an empty cup.
 3. Tell participants that after each question they must put a bead in their cup for the type person most relevant.
 4. At the end of the questions, ask participants to reflect on what their universe looks like. Is it a good thing? Is it dominated by one group of people? Why? How can you change this?
-
1. Select a bead that most closely represents your race/ethnicity.
 2. Select a bead that most closely represents the race of your significant other.
 4. Select a bead that represents the race of your closest friend.
 5. Select a bead that represents the race of the people with whom I work.
 6. Select a bead that represents my neighbours on either side of my house.
 7. Select a bead that represents my doctor.
 8. Select a bead that represents my dentist.
 9. Select a bead that represents my boss.
 10. Select a bead that represents the people in my social circle.



11. Select a bead that represents the author of the last book I read.
12. Select a bead that represents the star of the last good movie I saw.
13. Select a bead that represents the people in my favourite TV show.
14. Select a bead that represents the person who I most admire.
15. Select a bead that represents the people in my favourite music group.

How diverse is your universe?

AGREE OR DISAGREE

Resources Required

Two cards – AGREE and DISAGREE

Statements

Purpose

To explore

Method

1. Explain to the group that you will read out each statement.
2. There is a continuum across the room from Agree to Disagree and each individual must stand along the continuum most relevant to their thoughts
3. The group can discuss where they stand.

Statements

1. Marriage ceremonies should always be in a church.
2. Sex without love is okay.
3. The Paralympics should be run as part of the Olympics.
4. Segregated accommodation on University sites is not necessary.
5. Role models are more effective if they are of the same race, gender, or sexual orientation.
6. Racial minorities can be racist.
7. A joke about gender stereotyping can be funny.
8. English should be the official language of the world.
9. Men should be paid more than women for management jobs.
10. Some races are built for different types of sport.
11. There should be free movement of people across the world.
12. It is okay for any couple to kiss in public
13. I see my size and shape represented on TV regularly.
14. The leader of my country is a person of my racial group.
15. When going shopping, I can easily find clothes that fit my size and shape.
16. When I go shopping, I can be fairly certain that sales or security people will not follow me.
17. It is okay to use race to describe someone to someone else.



18. Bosses of organisations and businesses in my country are from all protected characteristics.
19. Migrants should disperse into the wider community rather than congregating in one area.
20. People should be free to choose the style of dress that they feel comfortable in that reflects their identity.

Partners:



Coordinator
University of Gloucestershire
United Kingdom
www.glos.ac.uk



CESIE
Italy
www.cesie.org



Trnava University
Slovakia
www.truni.sk



Akdeniz University
Turkey
www.akdeniz.edu.tr



Croatian youth Network
Croatia
www.mmh.hr



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



RIDE



www.rideproject.eu

 facebook.com/rideproject.eu

 twitter.com/RIDEproject_eu



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.