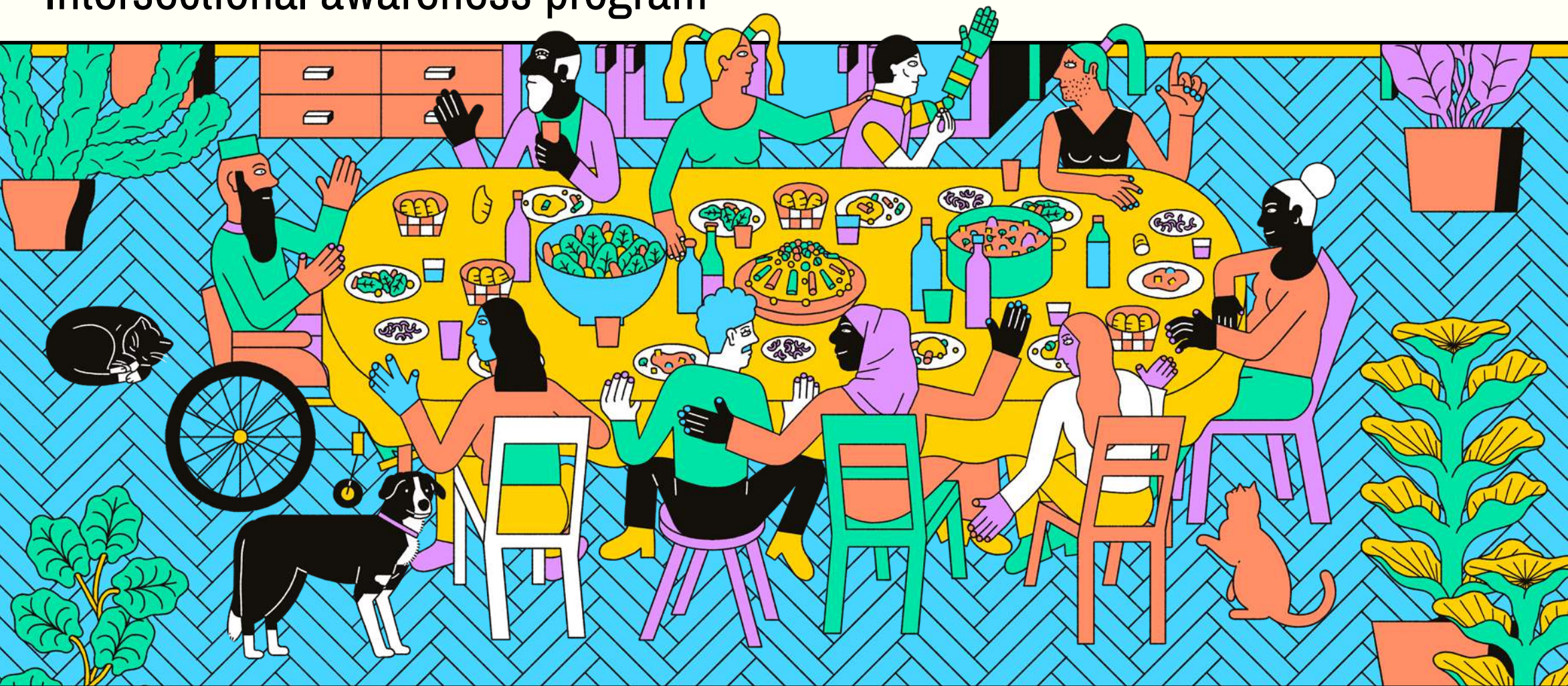


iN&Di Inclusion & Diversity

Intersectional awareness program



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Introduction

Welcome to the iN&Di guide, your inside look at our journey to reimagine inclusion and diversity awareness. This guide isn't a typical "how-to" manual or a fixed formula for creating an inclusive community; rather, it's a collection of insights, tools, challenges and wins drawn from the experience of building an environment where everyone's voice and background truly matter.

We designed this guide both to capture our process and serve as a resource for anyone eager to foster inclusion in their own space. Each chapter shares our strategies, approaches and even a few "what not to do" moments, giving you the honest, practical insights

This guide is a collection of insights, tools, challenges, and wins for anyone eager to foster inclusion in their own space.

we gained along the way. With a mix of reflection and actionable tools, our hope is to inspire others to take on this journey, knowing that building an inclusive environment is a long-term commitment.

So dive in, get inspired and join us as we continue striving to make organizations and educational institutions a place where everyone can thrive.

Who are we?

We are the Institut des Défis (IDD—Challenges Institute), part of the Learning Planet Institute (LPI), an institute of higher education where research, development, teaching, and training come together to create a vibrant international community. The Institut des Défis was born out of a collaboration between the Learning Planet Institute and Université Paris Cité (UPCité) in 2020 to provide alternative solutions to contemporary challenges through interdisciplinary research, education, and community engagement.

In our small but mighty interdisciplinary team, each of us brings a unique perspective, making our collaboration richer and more impactful. Together, we're working to build a higher education institution that is as inclusive and sustainable as it is diverse.

How does this guide work?

This guide is like a recipe book for crafting the perfectly seasoned, inclusive environment. Together, we'll cook up a rich and flavorful culture of diversity that can be



We are the IDD team Together, we're working to build a higher education institution that is as inclusive and sustainable as it is diverse.



This guide will give you the tools to experiment with a variety of recipes.

shared in your community, organization or educational institution.

To begin, you need to at least know your way around the kitchen which in this case, is understanding the context and audience your inclusion program will serve. Being aware of your timeline and the strengths of your team of “chefs” is essential in choosing the right recipe, organizing your team and stirring up an inclusion program that’ll be both rich and satisfying.

Building the base: A good broth or *sofrito* is the heart of any great dish. Similarly, identifying the issues and needs within your community is essential for building a strong inclusion program. Conducting interviews and surveys serves as the “oil or butter” of this process. Without this step, it’ll be hard to reach the right outcome. In Chapters 2 and 3, we’ll take you through how we built the foundation of our program before diving into developing the recipe.

Staples for everyday use: Inclusivity isn’t just a one-time feast—it’s a daily staple. With tools like a Code of Conduct and inclusive language¹ guidelines, this guide offers essential ingredients to fold into the “meals” of your institution every day.

The recipe: Ever wanted to whip up a Privilege² Walk or a Diversity Fresco but didn’t know the ingredients? In this longer, hearty section (Chapter 4), we share the workshops, interventions, and actions that were part of the iN&Di inclusion program. The guide offers “prepped and tested meal kits” for each

activity, complete with ingredients, preparation steps, cook times, and even serving tips.

Taste tests and fine-tuning: Just as a chef constantly tastes and adjusts a dish, this guide encourages regular feedback check-ins to refine your approach. This way, you’re not just creating change; you’re fine-tuning the “flavors” to suit your community’s evolving taste. Chapter 7, “Facilitating a workshop,” offers tools and tips to avoid letting the lasagna burn in the oven. We’ve learned the hard way—sometimes undercooking or overcooking is part of the process. Practice makes perfect.

Finally, **setting the table and enjoying the meal together** is what makes this culinary journey worthwhile. When someone at the table takes a bite and says, “Wow, what’s the recipe?”—that’s the best part of cooking and sharing. In Chapter 8, we’ll share feedback from iN&Di participants and explore the program’s impact.

In short, the iN&Di Guide is more than just a manual—it’s a cookbook for building an inclusive, warm, and welcoming environment where everyone’s contributions are celebrated and enjoyed. Bon appétit!

What’s our context?

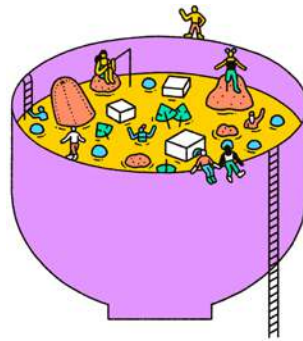
Let’s set the scene, or rather, let’s prep the ingredients. Over the past few years in France, we’ve seen how increased polarization and discrimination³ in society have affected education. These shifts have

Just as a chef constantly tastes and adjusts a dish, this guide encourages regular feedback check-ins to refine your approach.

necessitated a change in the approach towards teaching and learning in order to effectively tackle new challenges that we can't afford to ignore.

Our answer to this? Something intersectional that recognizes how different types of oppression⁴ like racism⁵, sexism, and socio-economic inequalities are all tangled together. Spoiler alert: there's no magic spice for this. Creating a truly inclusive and diverse space is a tough nut to crack.

The Learning Planet Institute is nestled right in the heart of Paris, at a crossroads for people from all over the globe. Our team itself is a colorful mosaic of cultures, disciplines, and experiences. **Understanding diversity⁶ and inclusion⁷ in France is key to our mission.** France, with its unique history of migration, colonialism, and a deep commitment to secularism, has a complex relationship with diversity. On paper, everyone's equal, but in practice, integrating minority groups into French society has proven to be tricky. This reality was one of the guiding lights of our design and implementation process, taking into account the significantly international and diverse backgrounds of the teams here, compared to the noticeably French background of the leadership. We had to adapt and adjust our approach to accommodate all aspects of our community.



The French context is a melting pot where diverse cultures blend together, creating a rich and dynamic society—we should make sure that every ingredient is valued.

Why should we direct efforts towards inclusion and diversity?

Building an inclusive and diverse environment isn't a walk in the park. One tip towards getting your team or institution on board is making the case for the real, measurable impact of these initiatives. It is important to understand why fostering inclusion and diversity is crucial. Here are our whys—backed up with a bit of science.

- 1. Diverse teams are better at problem-solving.** Indeed, studies show that teams with diverse backgrounds and perspectives are more effective at problem-solving and creativity (Jang). This means that by investing in diversity, one can stay at the cutting edge of educational and social innovation, drawing from a wider range of insights and ideas.
- 2. Inclusion is like fuel for motivation and engagement.** A study has shown that employees who feel included are three times more likely to contribute innovative ideas and 87 % less likely to leave their workplace (Pedulla). Many studies highlight that inclusive organizations foster environments where individuals feel empowered, leading to increased creativity and retention rates. Furthermore, Deloitte's *Global Human Capital Trends* report underlines that inclusion significantly impacts employees' willingness to innovate and stay committed to their roles (Deloitte). Essentially, fostering a sense of belonging enables people



Would you prefer a salad made only of lettuce, or a salad with lettuce, beetroot, goat cheese, and walnuts?

to thrive and actively participate in achieving organizational goals.

3. Representing different voices matters. Tackling complex issues such as sustainability and social justice⁸ requires that all voices—not just a select few—are heard, respected, and actively involved in the conversation. In today’s world, addressing global challenges means bringing diverse perspectives and experiences to the table. Organizations like the United Nations and UNESCO emphasize the importance of inclusivity for fostering understanding and bridging cultural gaps (UNESCO).

4. Diverse environments foster globally relevant learnings. When you’re surrounded by people with different life experiences, you end up learning more. Exposure to diverse perspectives makes us more empathetic, culturally aware, and adaptable—basically, all the traits that the best changemakers have (Jang). For students and staff a more inclusive environment means a richer, more dynamic education that goes beyond textbooks and theory.

Resources

Looking to whip up your own flavorful version of the inclusion and diversity events in this guide? We’ve got just the thing! In the linked [dropbox](#), you’ll find a buffet of resources—think of it as your pantry stocked with ingredients. From templates and toolkits to inspirational examples, these materials are here to

spark your creativity, not to box you in. Feel free to pick, mix, and season them to suit your own workplace flavor. Remember, this is your dish to create—our resources are just the garnish!

Tackling complex issues requires that all voices—not just a select few—are heard, respected, and actively involved in the conversation.

1



Before iN&Di

The origin story

How a simple discussion at a potluck turned into a program for inclusion and diversity—because identifying the problem is half the solution.

The foundation of this initiative can be traced back to the DD&RS Label (Développement Durable & Responsabilité Sociétale), a certification created to support higher education institutions in fostering sustainable practices and social responsibility. Aligned with the UN’s Sustainable Development Goals, the DD&RS framework integrates sustainability into every aspect of campus life. One key component, “Develop a quality of life policy for the establishment,” became a guiding principle in our work—driving efforts to create a campus that prioritizes well-being, inclusivity, and a deeply rooted culture of shared responsibility.

We realized that we weren’t truly addressing the unique challenges faced by those who are structurally minorities at the Learning Planet Institute.

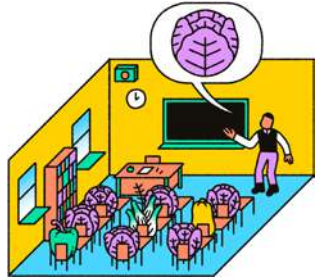
Interesting, isn’t it? This action called for a survey among students and employees, with the intention of measuring the community’s sense of inclusion. We’ll go into the details of this survey in the next chapter, but for now, it’s important to mention that this survey made us realize that despite our diverse international team, we weren’t truly addressing the unique challenges faced by those who are structurally minorities at the Learning Planet Institute. As a result, the “Inclusion and Diversity” program was born as part of our broader sustainable campus strategy.

But here’s the thing—we didn’t just wait around until 2023 to get started. We were already dipping our toes into various actions and workshops at the Learning Planet Institute, paving the way for the bold, creative initiatives that would follow. **One standout moment was in April 2022, when we hosted our first online workshop, “Who’s in the Classroom?”** led by the collective [Teaching To Transgress Toolbox](#)⁹. It wasn’t just another Zoom call—it was an opportunity to have real, meaningful conversations about inclusion and diversity in education. We invited everyone—students, teachers, researchers, staff—to join in, and through interactive activities and shared stories, we dug into important topics like access needs, pronouns, and representation.

This workshop was more than just a learning session; it was a stepping stone on our ongoing journey to cultivate higher education institutions as places where everyone feels seen, heard, and valued. And let’s be honest, we all need more of that in our lives.



Every recipe starts with a thoughtfully written shopping list.



Imagine being a fennel, a pumpkin, or a bell pepper in a world of red cabbages.

“When those who have the power to name and to socially construct reality choose not to see you or hear you... when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked in the mirror and saw nothing. It takes some strength of soul – and not just individual strength, but collective understanding – to resist this void, this non-being, into which you are thrust, and to stand up, demanding to be seen and heard.”

(Adrienne Rich, *Blood, Bread, and Poetry: Selected Prose, 1979-1985*)

The potluck party

In May 2022, we hosted a “Let’s Talk Inclusion!” potluck where we brought our community together to celebrate the diversity within the Learning Planet Institute over shared meals. We asked everyone to bring a dish that represented their culture, and the result was a rich tapestry of flavors and stories. We began the event with a simple yet powerful activity: everyone gathered in a large circle and shared a bit about their life in their native language. It was a beautiful reminder of the diverse voices that make up our community. The event was made even more meaningful by the participation of workers from the institution, along with students and researchers, creating a collaborative atmosphere. In total, around 30 participants attended, further highlighting the deep engagement of our community.



The potluck was a great way to bring people together and kickstart the conversation on inclusion and diversity.

We also set up a special table for discussions on what diversity and inclusion mean to our community. And to ensure everyone’s voice was heard, we had an anonymous suggestion box where people could share their ideas on how to make the institution more inclusive. This box proved to be a fantastic, anonymous way to share the community’s needs and ideas with the administration, human resources, and managers, making sure their concerns were visibly addressed. This event was an important first step in listening to our community and identifying the actions needed to create a more welcoming space.

Following the spring of 2022, we took our commitment to the next level. Due to the success of the previous event, and after thoughtful exchanges and discussions, we decided to elevate the project. We conducted several individual and group interviews

with Learning Planet Institute members who approached us, eager to continue the conversation. These interviews were informal, often taking place over lunches or coffee chats around the institution. We even gave the suggestion box a second life, popping it up at various spaces and events, like a beloved guest who just won't leave the party. What we learned with the suggestion box was invaluable, helping us pinpoint several key areas that needed attention (see next page).

We made significant strides in addressing many of these areas with the iN&Di programme, like the gender neutral toilets. Though we were unable to tick everything off our list due to extenuating circumstances like limited resources, tight schedules among others, the things we managed to do will serve as a solid base for our subsequent interventions and remain a useful guide for our ongoing efforts towards better inclusion and diversity.

Two key decisions

Of course, even the best-laid plans need a little more than enthusiasm to succeed. We realized we needed something more concrete to champion the urgency of our inclusion and diversity program—a plan so solid it could be shared with other institutions once refined. And so, we made two pivotal decisions:

1. We reached out to the [Cité du Genre](#)¹⁰ at Université Paris Cité to see if any researchers were



The suggestion box became a must-have at every event we held.

Not every goal was fully achieved. Still, the progress we did make provided a solid base for future efforts.

passionate about inclusion and diversity issues. Seven researchers stepped up, eager to work with us. Together, we formed a committee of researchers and experts who would keep us on track, provide valuable insights, and roll up our sleeves to collaborate on this journey.



















2. We decided to create a survey to measure the sense of inclusion and diversity within the Learning Planet Institute community and to gather testimonials about people's experiences at the institution. We wanted this survey to be accessible to everyone and was designed and analyzed with the help of experts in the field.



A good recipe is a well-prepared plan.

Learnings from the suggestion box

13 key areas that needed attention

 <p>Protocol for sharing accessibility¹¹ needs</p>	 <p>Inclusive awareness workshops for all</p>	 <p>The need for an internal code of conduct</p>	 <p>Workshops on preferred pronouns¹² and their implementation</p>	 <p>Creation of an Inclusion & Diversity Committee</p>				
 <p>Protocol and toolkit for setting up inclusive events</p>	 <p>Gender-neutral toilets</p>	 <p>Toolkit and ongoing training for more inclusive recruitment</p>	 <p>Discussion events on inclusion and diversity</p>	 <p>Creation of an Inclusion & Diversity Student Club</p>				
<table border="1" data-bbox="183 1040 531 1199"> <thead> <tr> <th>Reconsider</th> <th>Prefer</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Inclusive language and writing</p>	Reconsider	Prefer			 <p>Workshops and events to combat stereotypes¹³</p>	 <p>Promoting and celebrating diversity</p>		
Reconsider	Prefer							
								

2



The survey

Checking the pulse

A deep dive into our community's thoughts and feelings on inclusivity, showing us where we were shining and where we needed some serious upgrades.

In the summer of 2022, we kicked off our first survey, measuring the sense of inclusion at the Learning Planet Institute, to gauge how well our community felt included and identify areas for improvement. A key part of the survey was the demographic questions—covering roles within the institution, age, gender, sexual orientation, residential status, native language, financial situation, and more. These questions, placed towards the end of the survey, were essential for painting a comprehensive picture of our respondents and ensuring our analysis considered various intersectional perspectives. While these demographics helped us understand the diversity of our sample, they don't directly



The survey has been one of the best dishes we've made so far.

influence individual responses, as how people place themselves in the social landscape can affect their answers (think of it as the survey's version of a personality quiz).

Our analysis revealed areas for growth which not only shaped the development of the iN&Di awareness program and the design of our workshops but also reflected broader social issues present in many contexts globally. In the first round, we received 117 responses, representing about a third of our community—students and staff combined. For the second edition, running from November 22, 2023, to January 31, 2024, we collected 111 responses from a larger pool, resulting in a slight drop in the response rate from 37 % to 28 %. The survey was crafted by the Institut des Défis team in collaboration with Université Paris Cité researchers and Marion Erouart, a social psychology PhD and Learning Planet Institute staff member at that time. We built on the 2022 survey, integrating feedback from HR, Transformation committee, and the Employee representative committee, and ensuring it was reviewed by Learning Planet Institute's GDPR officer. Sensitive questions about age, gender, and sexual orientation were included with the option to skip, keeping the experience comfortable for all participants. Consent was sought explicitly at the start, and responses remained anonymous, accessible only to the iN&Di team.

Our analysis revealed areas for growth which reflected broader social issues present in many contexts globally.

The survey's questions

Our research questions for this analysis were:

1. **Do Learning Planet Institute community members feel included within our community?**
2. **Are there differences in the feeling of inclusion based on socio-demographic profiles?**
3. **Has the iN&Di program made an impact for those who attended one or more workshops?**

These questions guided our survey design and analysis. To address these questions, we included specific questions related to inclusivity and accessibility, knowledge of values and tools, experiences of problematic situations, safety of expression, inclusive materials, personal development, and participation efforts.

Inclusivity and accessibility:

- **Q3:** Does the Learning Planet Institute value my background, identity¹⁴, culture, and experiences?
- **Q4:** Are the Learning Planet Institute facilities inclusive and accessible to me?
- **Q5:** Are my peers, teachers, mentors, and colleagues at the Learning Planet Institute sensitive to inclusivity issues?
- **Q6:** Do Learning Planet Institute's recruitment and admission criteria support diversity within the community?



Sometimes, the simplest path to understanding is through thoughtful questions.

Knowledge of inclusivity values and tools:

- **Q8:** Am I aware of the shared values and expected code of conduct at the Learning Planet Institute?
- **Q9:** If I experience or witness inappropriate behavior or discrimination, do I know where to find internal reporting protocols?

Experience of problematic situations:

- **Q10:** Have I witnessed comments or behaviors that I felt were offensive, embarrassing, or hurtful?
- **Q11:** Have I been the victim of comments or behaviors that I felt were offensive, embarrassing, or hurtful?
- **Q12:** Have I witnessed or heard about discrimination based on aspects of identity?
- **Q13:** Have I been a victim of discrimination based on aspects of my identity?

Safety of expression and inclusive materials:

- **Q15:** When I speak in collective settings at the Learning Planet Institute, do I feel I can share my opinion safely, even if it's contrary to the majority?
- **Q16:** Is the educational material shared during collective moments at the Learning Planet Institute inclusive?

Personal development and participation efforts:

- **Q17:** Do personal characteristics constitute an obstacle to career and learning development at the Learning Planet Institute?

Q9: If I experience or witness inappropriate behavior or discrimination, do I know where to find internal reporting protocols?

- **Q18:** Does participating fully in the Learning Planet Institute activities require significant effort or adjustments on my part?

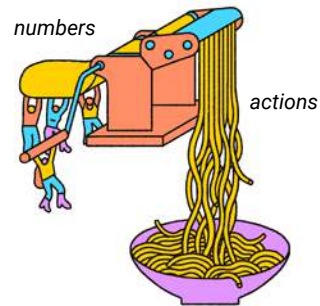
Protocols and feedback:

- **Q19:** Do I know where to find protocols for requesting accommodations when needed?
- **Q20:** Do I have comments or feedback on the accessibility and inclusivity of learning and working conditions at the Learning Planet Institute?

Results

Our findings provided a comprehensive view of our community's experiences and perceptions. The results were shared with the board of directors, various teams, managers, the employee representative committee, HR department, program directors, and student life coordinators. The findings and the iN&Di program received a favourable acceptance.

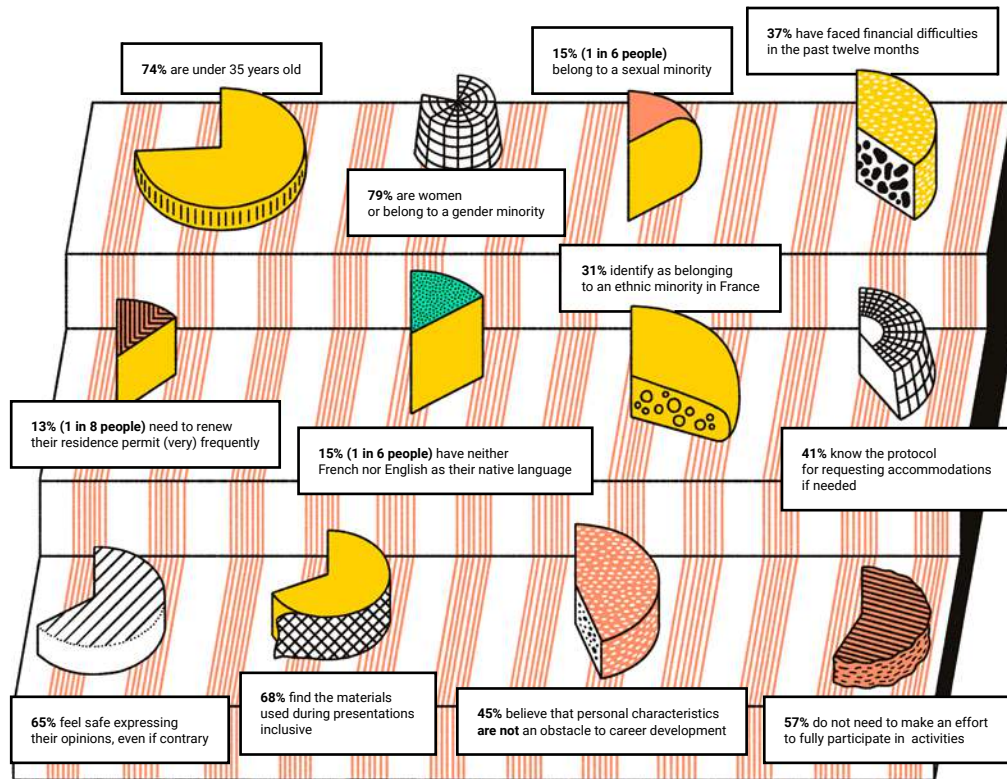
In conclusion, while the survey results were promising and illuminated areas of progress, they also highlighted the ongoing challenge of ensuring widespread engagement and addressing diverse needs within our community. The feedback not only informed our strategies but also reinforced the importance of continuing to refine and adapt our approach to foster a truly inclusive environment.



When analyzing a survey, it's not a bad idea to turn abstract numbers into concrete actions.

Measurement of the feeling of inclusion at the Learning Planet Institute (2023 Survey)

Among the 56 staff respondents...



What we can be happy about

- There seems to be a shared sense of community among the employees.
- Overall, respondents were satisfied with inclusion and accessibility at (particularly the campus).
- Several measures implemented over the past few months aligned with the feedback from the survey.
- The community was engaged but still had room for numerous and specific points of improvement, offering concrete suggestions to enhance inclusivity at the Learning Plant Institute.

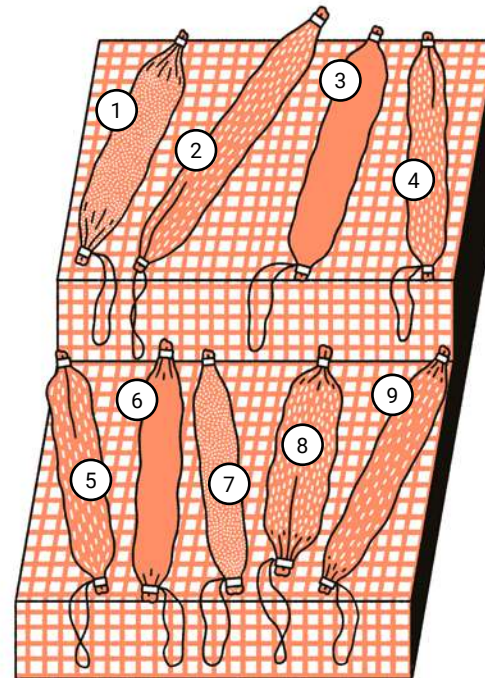
What we can work on

- Certain sociodemographic characteristics were overrepresented among those who did not feel included in the community.
- The values and code of conduct of seemed well-known, much less so the reporting protocols especially among students

A base for future work

The survey had spotlighted key working areas for our community, such as:

1. Privilege
2. Bias
3. Communication and microaggressions
4. Accessibility and ableism
5. Racism
6. Interculturality
7. Sexism
8. LGBTQIA+ phobia
9. Mental health





The Big Plan

Crafting the iN&Di program

Designing a lineup of themes and topics that mattered most to our community, from accessibility to privilege, and setting it all to a monthly rhythm.

In January 2023 the iN&Di program was officially launched as we know it today. Turning our 2022 survey insights into something concrete and impactful was like turning a recipe of abstract ideas into a full-course meal. The survey had spotlighted key working areas for our community, such as privilege and bias, communication and microaggressions¹⁵, accessibility and ableism¹⁶, racism and interculturality¹⁷, sexism and LGBTQIA+ phobia, and mental health¹⁸.

Fine-tuning and organizing

To refine these themes, **we hosted a focus group during our winter seminar.** It was a vibrant opportunity

We also drew inspiration from other institutions, learning from their inclusivity strategies, which helped us spot gaps and opportunities in our approach.

for everyone to weigh in on our initial agenda.

Listening to diverse perspectives helped us shape the program into something that felt both comprehensive and relevant. We also drew inspiration from other institutions, learning from their inclusivity strategies, which helped us spot gaps and opportunities in our approach.

We structured our calendar to flow naturally and progressively. Our initial workshops aimed to raise awareness about personal identities, social positions and associated privileges, and understand how biases keep systems of domination in place. With this solid base, each month we spotlighted a different theme. We timed our themes to coincide with cultural moments—like how “Pink October” fits perfectly with discussions on sexism, given that breast cancer predominantly affects women, for example. It’s about keeping things relevant and timely.

Our pilot year

2023 was our pilot year, filled with both triumphs and challenges. For example, our focus on “Racism” was originally slated for June but had to be moved to September. That month also saw us tackling interculturality and holding a live podcast from [Colouring Paris](#)¹⁹—proving that flexibility is key, even when juggling multiple themes.

As we translated insights from our pilot year into action, our goal was to create educational materials



Like with kimchi, some processes require not only the right ingredients, but also time.

Our calendar was quite intensive, with events taking place from February to December (except during the traditional summer break).



that would resonate across the institution. This wasn't just about running workshops, it was about laying the groundwork for real, everyday inclusive practices. We put in the effort to develop tools and resources that were practical and engaging, though **the process wasn't always simple.**

We encountered resistance and skepticism from some corners of the community, and it took a lot of patience and perseverance to stay motivated and make the case for why inclusion and diversity matter. At times, it felt like we were trying to bake a soufflé in a campfire.

Collaboration was the secret sauce. Working with universities, research institutions, and local networks brought valuable perspectives, but it also meant navigating a maze of ideas and feedback. The challenge

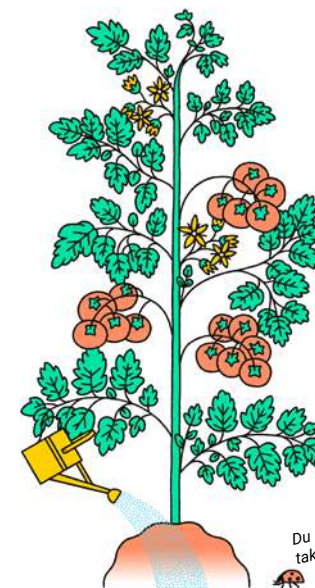
was integrating all of this input while keeping our core mission clear.

As we moved into implementing training sessions and workshops, we initially decided to focus on staff. **By September 2023, we had expanded our target audience to include students.** The creation of the student club Alliance InÉDi was a game-changer, helping us tailor the workshops for students and spreading the word.

Our vision for the iN&Di program goes beyond just hosting workshops. We see it as a dynamic model—a living laboratory we hope to share with other educational institutions. To support this vision, we added a reflective element to assess impact and created this guide to help others replicate our efforts.

Good communication

Last but not least, let's not forget the power of communication. We knew we had to get as many people involved as possible, so we enlisted the help of a talented graphic designer. She helped us design a cohesive style for our calendars and posters. These eye-catching posters soon became the recognizable face of the iN&Di programme. They weren't just pretty—they were pivotal. They introduced the project and captured the interest of students, researchers, and staff, drawing them into our workshops. More than just promoting events, our communication strategy played



2023 was like planting the seeds of a tomato plant.

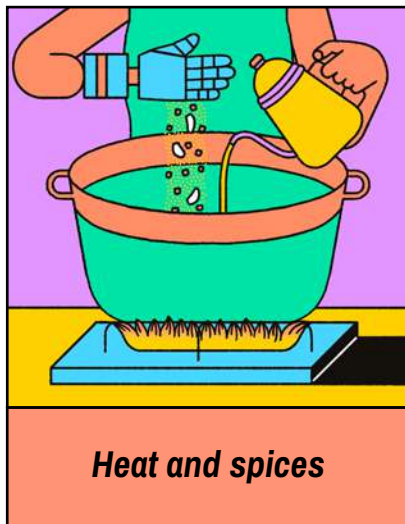


Our posters were made of flat colors and bold letters. There's nothing better for catching your attention.

an educational role, raising awareness about inclusion and diversity.

We kept our messages clear and accessible, with each workshop having its own poster and a QR code for easy sign-ups. We also sent out emails and listed events on the institution's calendar. It might seem like a lot of hassle, but keeping the project visible each month was key to attracting participants to our workshops.

Looking back, our pilot year with the iN&Di program proved to be a journey of adaptation, learning and growth. We navigated unexpected challenges but our commitment to fostering an inclusive culture remained steadfast. By creatively engaging our community through workshops, events and effective communication, we transformed ideas into action.



iN&Di workshops for staff

Let's talk about it

From understanding privilege to navigating tricky conversations, these workshops helped staff connect, learn, and grow together.

Yes! The moment you've all been eagerly waiting for. We're finally ready to unveil the inclusion and diversity workshops we crafted during the iN&Di program. But before we dive headfirst into the fun stuff, there's a little ritual we followed that we think you'll appreciate.

First up, we always kicked things off by sharing the workshop's objectives and agenda—because let's be honest, nobody likes surprises (unless it's cake). This way, participants knew exactly what they were getting into, what to expect, and how long they'd be hanging out with us.

Secondly, we made sure to establish a consensus on a working framework—basically, we laid down the

rules of engagement, in the nicest way possible. Given that our program dives into some sensitive topics and sparks lively discussions, we thought it was crucial to have a set of agreements. Think of it as our 'code of honor'. For example: active listening, respect, being fully present, speaking only for one's self, confidentiality (what happens in the workshop, stays in the workshop), co-responsibility, and more. Don't hesitate to sprinkle in some humor when explaining each rule, share examples and make sure everyone's nodding in agreement. For this part, we took a page from the French organization "Fertiles," known for crafting resources that promote kind and respectful facilitation (because, let's face it, we could all use a bit more kindness these days). Among their treasure trove of tools, we found the "[Freedom Space](#)" kit—also known as the "Safe Space²⁰" kit—particularly helpful for this workshop.

Thirdly, we made it crystal clear that while we're not exactly gurus and experts on the subject, our workshops are grounded in solid research and resources. And when we could, we teamed up with actual experts who gave us the thumbs-up. Feel free to name-drop some researchers or share the treasure trove of articles you found (bonus points if you pronounce the tricky ones right!).

General precautions

To run these workshops successfully, it's essential to establish a framework that promotes respect, accessibility, and open communication. By



The work of Fertiles has become an important ingredient in our workshops.

implementing a few key precautions, we can create an environment where participants feel comfortable engaging in meaningful discussions and learning from one another. These guidelines are designed to minimize potential challenges and ensure the workshops are effective for everyone involved. With this foundation, the workshops can foster genuine dialogue and growth, contributing to a more inclusive and diverse community.

- Your facilitators have to know their stuff. Themes like mental health, racism, etc., can be sensitive so ensure your facilitators are skilled at handling emotional topics. They don't need to be therapists but should know how to guide people to resources or know how to effectively mediate these situations when things get heavy.
- If possible, provide an outlet for participants to vent when they need to. Alternatively, you can put in place a solid exit strategy for those who may be triggered and want to leave.
- To be sure all participants are on equal footing, it is important to present pertinent information like definitions, theories and general background information on why each workshop or activity is important.

Alright, enough chit-chat! Let's jump into each workshop. Enjoy the read!

With this foundation, the workshops can foster genuine dialogue and growth, contributing to a more inclusive and diverse community.

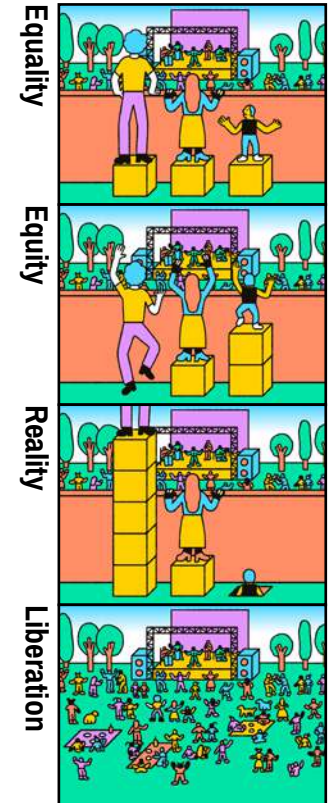
1

“Where am I speaking from?”

The workshop on privileges

The workshop on privileges kicked off our iN&Di program with a bang. We figured that if we were going to dive into something this deep, we might as well start by showing why it's not just a nice-to-have but a need-to-have. So, we adapted the famous Privilege Walk created by Dr. Peggy McIntosh—an American feminist, anti-racism activist, and all-around trailblazer. Her work on privilege and oppression is legendary, but we tweaked the exercise to avoid the “walk of shame” that some people have criticized. Our goal? To help participants explore the concept of privilege without making anyone feel like they're on trial.

The Privilege Walk is more than just a walk—it's a journey through self-awareness. By physically moving around and reflecting on their own experiences, participants start to see how privilege isn't just a word people throw around on social media, but a real, tangible thing that shapes lives. By the end of this workshop, participants would not only understand what privilege is but be able to explain it to others without breaking a sweat. We wanted them to see the big picture—how race, socioeconomic status²¹, gender, and other factors come together in a messy, complicated way to shape our experiences.



You may already know the original illustration by Angus Maguire²³ and its countless variations.

Setup

To achieve this, we designed a 45-minute workshop divided into three parts:

1. Theoretical segment: explaining the concepts of privilege and intersectionality²², and introduces the Wheel of Privilege.

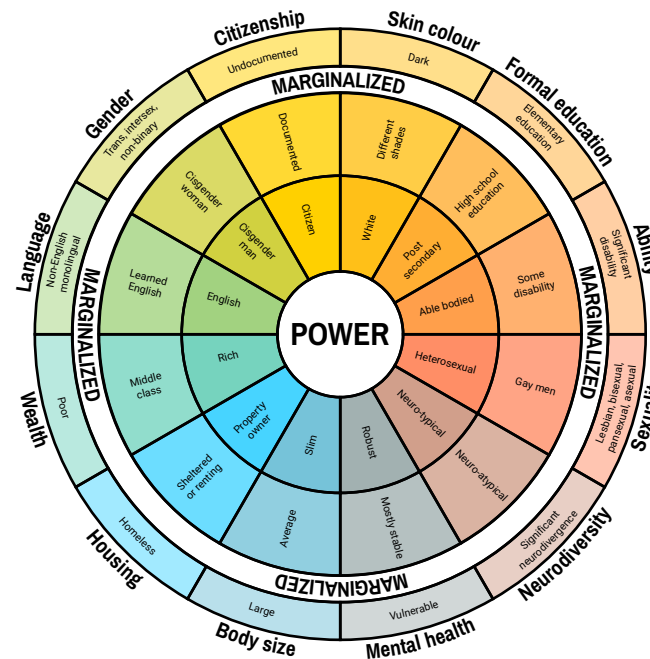
2. Practical segment: this is where the magic happens—the Privilege Walk itself. We tailored the exercise with statements that hit close to home, making it relevant and, we hope, eye-opening.

3. Debriefing segment: finally, we bring it all together. Participants pair up or form small groups to discuss their experiences. For those who are feeling extra brave, they can share their thoughts with the larger group—no pressure though!

The Wheel of Privilege

Think of the Wheel of Privilege as a dynamic and ever-changing circle. Each slice of the wheel represents a different aspect of our identities, such as race, gender, socioeconomic status, and language. This tool helps us understand how these pieces come together to influence our experiences of privilege and disadvantage. By exploring how various aspects of our identities intersect, we can see how certain social structures benefit or hinder individuals in different ways, sparking meaningful conversations about our collective experiences and challenges.

In the Wheel of Privilege, the closer you are to the center, the more privilege you have. Remember that identity can be dynamic (your position on the wheel may change over time) and that these categories can be different in another context. Intersectionality is a broad concept, and this tool is only a beginning point.



The Privilege Walk

In this exercise, participants add or subtract points based on their personal experiences related to statements read by the facilitator (e.g., “if you have ever been afraid to hold your partner’s hand in public, subtract one point”). After tallying their points, participants line up in a straight line according to their total score: those with more points position themselves at the front of the line, while those with fewer points move progressively towards the back. Once in line, each participant crumples their point total into a paper ball and attempts to throw it into



The people closest to the box (those with more points) had a higher chance of landing their shot.

a box or container held by the facilitator. This visual exercise illustrates how those at the front of the line, who have more points, find it easier to make their shot, symbolizing how privilege can provide an advantage in reaching goals and opportunities.

Alternatively, participants can start on the same line and move forward or backward based on the statements. This version is less private and can be a bit awkward, so we need to be careful with the statements we choose to avoid putting anyone on the spot.

Precautions before the activity

Before starting the Privilege Walk activity, ensure everyone is comfortable moving around the space. If not everyone can participate physically, limit the activity to the first part. Establish a non-judgmental environment and remind participants not to comment on others' positions from the start.

Reflecting on our experience with the Privilege Walk, we noticed some challenges:

Emotional impact: Despite our best efforts to keep it chill, the exercise can stir up some strong emotions like guilt, shame, or defensiveness. These feelings

can sometimes get in the way of having a meaningful conversation.

Superficial understanding: The exercise can simplify complex social dynamics, offering a somewhat shallow view of privilege and oppression.

However, it serves as a valuable starting point for discussions.

Reinforcement of hierarchies: The Privilege Walk can unintentionally reinforce hierarchies by visually separating participants based on their privilege, potentially creating a sense of division rather than fostering solidarity and a shared commitment to addressing inequality.

Learnings from this workshop

After running this workshop a few times, we learned a thing or two. It's quick to set up and works well as an introduction to other themes. But, as we discovered during the first run, the debriefing

session is crucial. Skipping it can leave participants, especially those at the intersection of multiple oppressions, feeling more lost than enlightened. It's a step that helps everyone process the experience, which can be pretty intense.

2

“How can we identify our biases and make them visible?”

The Diversity fresco

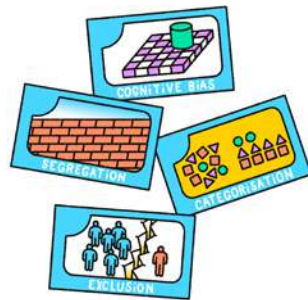
After getting everyone on board with the concept of privilege, we took a deep dive into something that's quietly sabotaging our daily decision-making process: cognitive biases²⁴. You know, those sneaky little mental shortcuts that help us make decisions quickly but can also lead us straight into the jaws of discrimination. Thanks to the *Codex of Cognitive Biases* by John Manoogian III and Buster Benson, we had the perfect backdrop for our second workshop.

The goal of this workshop was to build a solid understanding of diversity, inclusion, and discrimination by examining how these concepts

interconnect and influence one another. By establishing a shared vocabulary and defining key terms, participants can communicate about these issues with clarity and empathy²⁵. The session also highlights the prevalence and systemic nature of discrimination, encouraging participants to see beyond individual acts and recognize how structural inequalities impact marginalized groups. This approach sets the stage for meaningful, informed discussions that promote inclusivity and awareness.

For this, we brought out the big guns: [The Diversity Fresco](#) by ESSEC Business School in a 3-hour workshop for the Learning Planet Institute community. This workshop allows participants to experience the cognitive mechanisms behind discrimination, uncover ways to reduce biases, and foster constructive dialogue for a more inclusive society. In this workshop, participants didn't just learn about cognitive biases—they experienced them in real time through concept cards, mini-games, and facilitator-led epiphanies.

We managed to cover the costs with our iN&Di program budget—lucky for us, ESSEC offers a special rate for educational institutions, which made our budget stretch a little further. After the workshop, participants got access to additional resources that were like the cherry on top of an already insightful experience.



The Diversity Fresco cards allow you to raise awareness about issues of discrimination and inclusion in an entertaining way.

Setup

This is a 3-hour workshop. To prepare, you'll need a room with a large table in the center. Each facilitator can work with a group of 8 to 16 participants. Adjust the number of rooms and tables according to the total number of participants attending the workshop.

Precautions before the activity

To begin this workshop, it is important to have a few things in mind. We have gone through this so you don't have to. Three hours is a long time, but you would be surprised how quickly it passes when the conversation is animated enough. It is important to keep an eye on the clock to make sure each segment has enough time, and also to break the content into shorter segments or include scheduled breaks, as three hours may be too long for sustained engagement.

Learnings from this workshop

Looking back, we've learned a few lessons:

Resource demands: The workshop's interactive elements and physical materials require quite a bit of resources—time, space, and money. For some organizations, especially smaller ones or those with tight budgets, this can be a real challenge. We understand how the need for these resources might make it difficult for everyone to implement the workshop effectively.

3

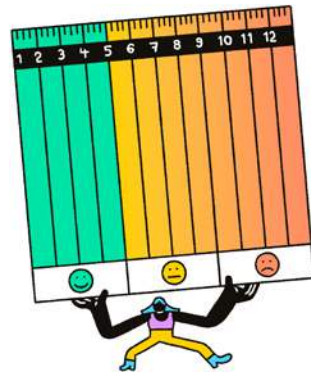
“How to communicate without discriminating?”

A workshop to co-create our “Acceptometer”

Next up, we wanted to tackle the big one: discriminatory communication. After the workshop on biases, we brainstormed a new challenge: how do we communicate without accidentally offending half the room? And so, inspired by [The Violentometer](#), which was originally designed to raise awareness among women about domestic violence, we birthed our own “Acceptometer”—our DIY tool to measure the acceptability of statements people make.

This colorful ruler, much like the Violentometer, works with a scale and it uses different statements and a color gradient—green for “Enjoy,” yellow and orange for “Be careful, say stop!,” and red for “Protect yourself, seek help”—to indicate whether a relationship is healthy or dangerous.

In our community, we collected real-life statements of things people have heard or have been told and found problematic or borderline offensive. **The goal? To show people that what might seem like a harmless comment to one person can really sting someone else.**



The Violentometer and the Acceptometer are tools that function in the same way.

Setup

1. We kicked off with a framework for respect while also sharing the workshop’s objectives and agenda. We made sure participants knew we would only take 1 hour and 30 minutes of their time for this experience—short, efficient, and hopefully impactful.

2. Next, we dove headfirst into defining key concepts, including Gordon Allport’s famous Scale of Prejudice. Who’s Gordon, and why should you care? Well, in 1954, psychologist Gordon Allport came up with a handy scale to measure how prejudice²⁶ shows up in society, from subtle bias to outright discrimination. It helped us break down why it’s crucial to be mindful of our communication—because let’s be honest, no one wants to be *that* person unknowingly dishing out microaggressions. This is exactly why being an active participant in this workshop isn’t just a nice-to-have, it’s a must-do!

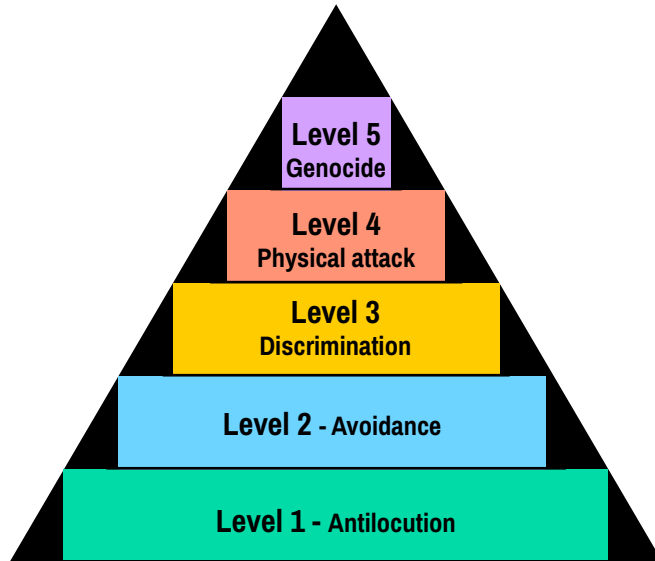
3. Continuing with the concepts and definitions, we quickly touched on the impact²⁷ microaggressions can have. It turns out that everyday stress from discrimination-related factors, including micro-aggressions, has been consistently

linked to negative effects on both physical and emotional health. Numerous studies have shown a strong connection between experiencing micro-aggressions and higher levels of depression, anxiety, PTSD, diminished psychological well-being, and lower self-esteem. So, it’s not just about being polite—it’s about protecting our mental health (shoutout to M.T. Williams et al., 2021 for their work on this). Next came the Violentometer and its cousin, the Acceptometer.

4. In groups, participants sorted statements into categories: red for “Faux pas”, yellow for “Borderline” and green for “Okay”, and had lively discussions about what was acceptable and what was not.

5. Finally, they shared their thoughts and feelings in smaller groups, because processing emotions is a key part of this journey. We asked participants the following questions

- How did you feel during the activity?
- What would be your takeaway(s) of this workshop?
- Is there anything you would like to add or remove?



Allport's Scale of prejudice

Level 1: Verbal abuse, using derogatory language, name calling, and stereotyping.

Level 2: Withdrawal, avoiding contact, making people invisible, acting on prejudice.

Level 3: Using any power to hand, to control who gets what. E.g. withholding crucial information, excluding people from jobs, education and/or housing.

Level 4: Graffiti, property damage, harassment, physical bullying, rape.

Level 5: Ethnic cleansing, murder, suicide.

4

“How to improve accessibility and mobility?”

A workshop on access needs and accommodating them

In 2022, we initiated a challenge within the community to brainstorm ways to make our campus more accessible. Despite our best efforts to reach out to relevant associations, we were unable to secure contact with those who could contribute directly to our cause. The theme of accessibility and disabilities is broad, and we found it difficult to cover every aspect in depth. To give it our best shot, a working group was formed consisting of students, staff, and members of the Institut des Défis. Together, we designed a workshop to tackle this critical issue. Our primary goal was to raise awareness about the different types of disabilities and their impact in the workplace. We aimed to shed light on the prejudices that people with disabilities often face, whether in professional environments or in daily life.

Moreover, we sought to demystify the process of interacting with disabled colleagues. We wanted to create a space where any preconceived notions or biases in such interactions would be left at the door,

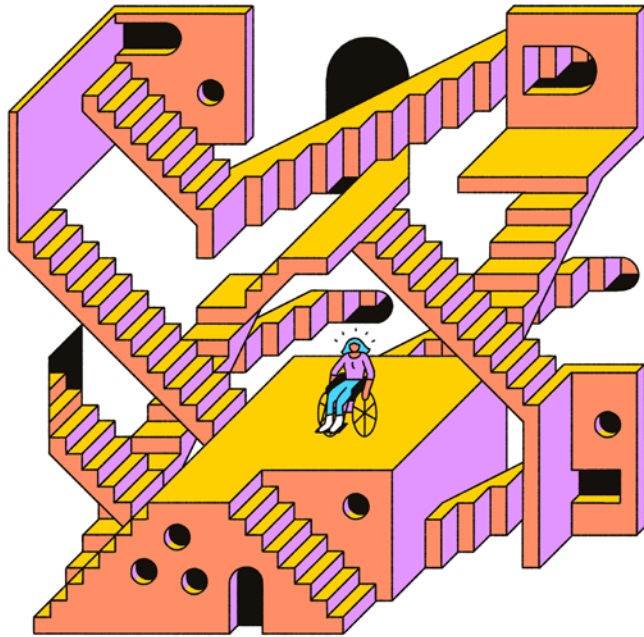
Precautions before the activity

The conception of offensiveness and acceptability differ among cultures.

The key to mediating this is to first of all do the work of including culturally relevant statements in the exercise. Secondly, it would be great to deduce the bottomline similarities that bring everyone together and leverage them. For example, a significant portion of the statements included in the activity revolved around educational settings, congruent with our context.

Learnings from this workshop

One lesson stood out: when we let people form their own groups, they tended to gravitate toward familiar faces, limiting the diversity of perspectives. From then on, **we mixed things up ourselves to ensure richer discussions**. Pro tip: always stir the pot!



Lack of attention to accessibility and mobility puts certain members of the communities in a tough spot.

encouraging a more inclusive, respectful, and confident approach. Our hope was that by opening up these conversations, we would foster an environment of mutual understanding and support, where all individuals, regardless of ability, could feel valued and included.

Setup

1. Our one-hour workshop kicked off with a crash course on accessibility. We broke down key concepts into five categories: "Handicap and Society", "Motor Handicaps", "Sensory Handicaps", "Mental/Cognitive/Psychological Handicaps", and "Chronic Illnesses".

2. Participants selected a topic, delved into the

resources, and shared their newfound wisdom with the group.

3. We used a giant board for sticky notes—think of it as our very own brainstorming playground, where ideas were organized into the following categories:

- **What organizations can do to help:** This section focused on the larger structural changes that could be made within institutions or companies. It allowed participants to reflect on practical steps that organizations could take to become more inclusive, such as improving physical accessibility, offering flexible work environments, or providing disability-specific resources. Ideas ranged from policy changes to developing more inclusive hiring practices. The collective feedback created a roadmap for tangible actions that could influence organizational culture.
- **What individuals can do:** This part of the board was dedicated to personal actions and behaviors. We encouraged participants

to consider their own role in promoting accessibility and inclusivity. The sticky notes filled up with ideas like being mindful of language, offering assistance when needed, and educating themselves on different types of disabilities. We also highlighted the importance of empathy and understanding, encouraging individuals to actively challenge their biases and prejudices in their everyday interactions.

- **What needs to NOT be done:** In this final section, we tackled the misconceptions and behaviors that hinder inclusivity. This was crucial to the success of the workshop, as it allowed participants to call out harmful practices, such as making assumptions about a person's abilities or speaking for someone with a disability. We also highlighted the importance of avoiding patronizing attitudes or "heng" in a way that could disempower others. It was important to create a space where people could recognize actions

that might inadvertently perpetuate stigmas, and through discussion, work to eliminate those from everyday interactions.

By organizing the board this way, we created a dynamic and interactive experience where everyone could see how ideas and actions from different angles fit together. The sticky notes, as simple as they were, became a powerful visual representation of how we, both as individuals and as an organization, could contribute to a more accessible and inclusive environment. Participants left the workshop with a stronger sense of responsibility, knowing what concrete actions they could take—and what pitfalls to avoid—to foster a truly inclusive community.

Precautions before the activity

Advertising the workshop in advance is key, we had to learn this the hard way. Because a lot of people do not feel directly concerned when it comes to accessibility, it was one of our least attended interventions.

Prep materials in accessible formats. Any visuals, handouts, or slides? Make sure they're accessible—think large fonts, high-contrast colors, and captions for videos.

Learnings from this workshop

Unlike brioche bread which is perfect, everything can benefit from a bit of critical assessment for improvement.

Tool trouble: Relying on basic presentation tools without a comprehensive manual was like trying to navigate a maze with a map made of spaghetti. It led to some uneven delivery, and we realized that a bit more preparation could smooth out the process.

Reflection overload: While deep self-reflection is valuable, without a structured framework, it felt a bit like

trying to build a house with just a pile of bricks. Participants found it tricky to convert their insights into actionable steps, highlighting the need for a bit more guidance.

Balancing act: We learned that a discussion-heavy approach sometimes left us short on practical strategies.

It's clear that we need to strike a better balance between meaningful dialogue and concrete, actionable solutions.

In essence, while our workshop was a solid start, there's always room for a little extra seasoning to make it truly perfect.

5

“How could we enhance interculturality?”

Fostering intercultural cooperation through D-Days at the the Learning Planet Institute

Every academic year, the Learning Planet Institute hosts a special day dedicated to welcoming new members—students, teachers, staff, and anyone else who's newly joined the community. We call it D-Days, a day packed with activities, workshops, and a fair amount of coffee. In September 2023, we decided to infuse D-Days with the theme of “Interculturality.” It was our chance to throw a big cultural fiesta, full of activities designed to celebrate and explore our diverse backgrounds.

We did this with the belief that acknowledging interculturality is a crucial first step towards onboarding because it fosters a sense of belonging and mutual respect among a diverse group of students and staff. This focus helps establish a community where individuals from different cultural backgrounds feel welcomed and valued. It is also essential for easing the transition to a new social and academic setting. Engaging in activities that celebrate intercultural understanding creates a shared foundation for communication, reduces cultural misunderstandings, and supports individuals in building supportive networks. Additionally, for an institute committed to preparing global citizens, focusing on interculturality demonstrates a commitment to inclusive values and prepares participants to thrive in diverse, multicultural contexts both inside and outside the institution.

Setup

Over the course of the day, beginning at 9am and ending at 5pm, a handful of activities were organized for both students and staff ranging from presentations by the various departments, units and teams, to social activities to create and reinforce networks and collaborations. Among these activities, we included three built around the theme of interculturality. Two of these were gamified, leaning into the theory of gamification and applying elements of game design and mechanics to non-game contexts to enhance

engagement, motivation, and participation. So in this section, we will provide a bit more context under each activity as appropriate.

Activity 1: Who Wants to Be a (Intercultural) Millionaire?

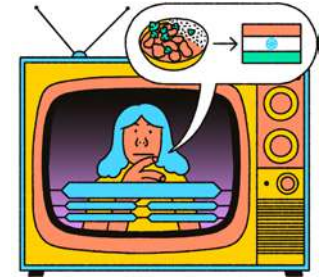
Picture a quiz show where instead of winning a million bucks, you're winning a deeper appreciation for global cultures. Teams battled it out with 40 seconds to answer questions from around the world. The stakes? Points! The lifelines? "Call a relative," "50-50," and "ask the internet" (which, let's face it, we all use anyway). It was a race to the bell and an opportunity to break stereotypes while having a blast.

What you need:

- Extensive research on cultures represented in the institution
- Further research into little known and interesting facts about these cultures
- Prepare your questions
- Get buzzers for the teams or people participating
- Prepare a prize for the winning team / individual

Activity 2: Cultural Charades (Pick and Guess)

We took a dive into our melting pot of cultures with a game where teams drew slips of paper with names of countries and cultures. Points were awarded for



"Are you sure *chicken tikka masala* comes from India? Is that your final answer?"



As everyone knows, the Հայոց այբուբեն is used in Հայաստան.

interesting facts about each one—like the official language or a popular dish. It was all about sharing cultural tidbits without the aid of notes, fostering a fun and interactive learning experience.

What you need:

- Pieces of paper
- Pens / pencils to write with
- A bowl or container for the papers

Activity 3: Round table

To wrap up the day, we hosted a live podcast-style round table on intercultural issues and mental health challenges faced by international students in Paris. Our panel included international students, a representative from [NightLine](#)²⁸ France, and the Vice President of [Cop1](#)²⁹. With discussions in both English and French, and live translation, everyone could stay in the loop. It was an open conversation aiming to offer insights and practical advice for integrating into a new culture and feeling more at home.



Round tables allow you to gain different insights into any topic.

Precautions before the activity

All of these activities were spread over an 8-hour work day and may not necessarily be feasible for every kind of organization. With this in mind, it would be easier to spread the activities over a few days or gatherings, like open forums

or seminars where they can be a fun and educative way of breaking the ice.

If handled improperly, some of these activities may serve to reinforce preexisting beliefs and misconceptions. It is important to be vigilant during the preparation to avoid any ambiguities, negatives or any other similar pitfalls.

Learnings from this workshop

Incorporating fun, games, and creative scenarios into pedagogy is a transformative approach to making learning both engaging and effective, and learners absorb concepts more naturally and develop critical thinking skills in an enjoyable setting. This approach taps into intrinsic motivation and curiosity, turning complex theories

into accessible, practical experiences.

Inclusion and diversity are essential in every context, and our workshops showed ways to actively incorporate diverse voices, from using inclusive language to ensuring varied representation in learning materials. These practices not only reflect the realities of a globalized world but also create a safe environment where individuals feel valued and respected.

6

“How can we talk about Race?”
A workshop on the conception and evolution of Race and its role in society

As highlighted before, conversations about race and ethnic origins are very sensitive in French society. The term “race” itself sparks debates hotter than a summer day in Paris. Often, people will put the emphasis on “unity” sometimes at the expense of celebrating the rich tapestry of backgrounds that make our lives more interesting. Still, France’s cosmopolitan vibe makes

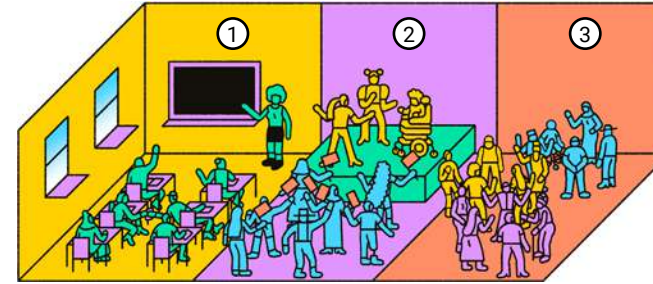
it a fertile ground for exploring diverse cultures and identities. Our mission was to provoke conversations around the conception of race and its legacy, create a space where these conversations could be handled with care and openness, and equip participants to identify and deal with this in their day to day activities.

With these goals in mind, we divided the intervention into two separate yet complimentary parts; an educational exhibit and an accompanying workshop.

Educational exhibit

To achieve this, **we decided to install an educational exhibit** where we set up various stations that featured important and impactful statistics on racial discrimination in our society. We also celebrated the efforts and achievements in the fight against racism, provided literature and various resources, and offered practical guides on how to identify microaggressions and what to do if we are victims or witnesses.

To share and understand how the concept of racism was born and has evolved throughout history and across different global contexts, we set up a large timeline, highlighting key moments. The timeline was divided into four major periods: Pre-colonial, Colonial, Post-colonial, and Today. This approach allowed us to illustrate how the concept of race was birthed in small steps on a global scale and how it reflects and influences many of the social contexts we experience today.



Our “Race Your Flag” workshop was divided into three parts: an introduction to the key concepts, an activity, and a group discussion.

Race Your Flag workshop

The exhibit ran for a month, during which we hosted five workshops. Our goal was to help participants grasp the concept of race, recognize the impact of racism, and learn how to identify microaggressions. With guidance from experts such as Aude Rabaud, Senior Lecturer in Sociology (specializing in race) at the Université Paris Cité and member of the Urmis laboratory, and Fatima Khemilat, PhD in Political Science, we aimed to create a safe and supportive learning environment.

Setup

We divided the workshop into three main parts for 25 participants:

1. Introduction of key concepts: We started by defining essential terms such as “Race”, “Racism”, “Systemic Racism”, and microaggressions, explaining the three types of microaggressions with clear examples.

2. Activity: We performed a short skit involving three characters in an educational institution on their first day at work. It was a fun and engaging experience.

Participants were given small red paper flags and instructed to raise them whenever they identified a microaggression during the skit.

3. Group discussion: Participants were split into groups of five and given the script from the skit to identify and discuss microaggressions. They debated and reflected on how they might respond in similar situations. The workshop ended with a sharing session where everyone could ask questions and discuss their insights.

Precautions before the activity

In order to make the most impact with this activity, it is important to set a non-antagonising tone so everyone feels welcome and included. This may include repeating consistently that you are not accusing anyone of wrongdoing, by making reference to the key events highlighted in the exhibition and the role they played or even explaining the current state of society as a legacy of past actions by people long gone that we all need to work together to dismantle.

It is also important to involve experts or more knowledgeable parties in preparing this activity as there are a few legalities around discussing race

in France, and also to make sure that whatever information that is being shared is relevant and useful for participants.

Learnings from this workshop

Addressing race and racism is like trying to juggle flaming torches—intense and potentially hazardous. We found that the content could stir up strong emotions like guilt or defensiveness, which can stall productive discussions. Some participants found the material overwhelming, especially without prior knowledge. We've learned that resorting to well-prepared facilitators is crucial for managing these emotions and steering the conversation effectively. Also, we

were careful to avoid the workshop being seen as a mere token gesture without a genuine commitment to tackling racism.

To assist participants in handling microaggressions, **we provided**

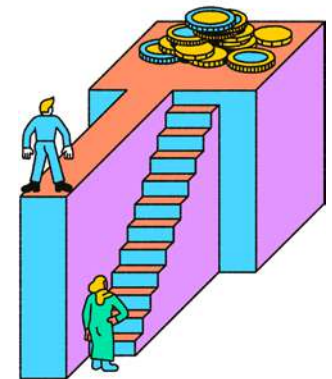
resources and guides, and clarified our institution's procedures for resolving such issues. Think of it as handing out maps in a labyrinth—guidance is always appreciated.

7

“How to identify and address everyday sexism?”

Preventive trainings

Our survey and participant testimonies revealed that everyday sexism often operates as an “unsung villain” in many spaces. It is frequently invisible to those who don't experience it directly—predominantly men—while being all too present in the lives of many women and marginalized groups. To tackle this discrepancy in awareness, we divided the activity into two parts: first, we focused on introducing participants to the subtleties of everyday sexism, and then we moved into strategies for recognizing and addressing it effectively in diverse settings, as these were the goals of this intervention.



The gender pay gap is one of the many examples of everyday sexism.

Setup

1. First, we organized a dynamic educational intervention during a general assembly where nearly all the staff was present, in collaboration with the HR department and the Employee representative committee. This 30-minute session was designed to share key concepts and definitions, offered concrete examples of everyday sexism in the workplace, and presented striking statistics about the situation in France.

2. We held a fun quiz where all participants could answer "true" or "false" by gesturing with their arms. We created questions based on concepts and information covered in the first part of the workshop. For example: "One in three women has experienced sexual harassment or assault at work?" True! After each answer, we shared references and bibliography. For instance, this one is from: "Caroline de Haas, *Ending Gender-Based and Sexual Violence*, 2022, p.36".

3. We also provided practical tools for combating everyday sexism within our institution and in France. Caroline de

Hass's book, *En finir avec les violences sexistes et sexuelles*, was our secret ingredient for this intervention.

Intervention of Synergies Theatre³⁰

Secondly, we invited a theater company specializing in inclusion and diversity to work with us. They conducted a Forum Theater with staff members, researchers, and students from our institution. The Forum Theater format is an interactive experience that helps participants learn to identify problematic behaviors and respond assertively. It was like a dress rehearsal for a real-life scenario, where participants acted out situations and practiced responses in a supportive environment.

Precautions before the activity

Not surprisingly, most of the participants of this activity are women who have been disproportionately shown to be victims.

Learnings from this workshop

Despite the overwhelming evidence of everyday sexism, some people insisted it was as rare as a unicorn in their institutions. Presenting local statistics helped to shatter this myth and made it easier to address the issue. Once

the reality of everyday sexism was acknowledged, we were able to focus on raising awareness and combating it. We recommend this approach for tackling similar issues—sometimes, you need to shine a light on the elephant in the room to make real progress.

8

“How to take care of our mental health and others’?”

An open discussion

Including an event on mental health in our intersectional inclusion and diversity program was not just the right decision—it was essential. A truly inclusive environment doesn't simply welcome people with different backgrounds; it also cares about the well-being of everyone involved. This workshop was the first step toward an ongoing conversation about mental health, offering participants practical strategies to

navigate the unique challenges they may face. The goal was more than just awareness; we wanted to lay the foundation for a healthier, more connected community where everyone could genuinely thrive.

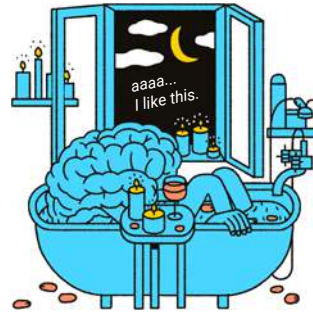
We aimed to enhance participants' well-being by not only providing valuable resources but also creating a space where people could talk openly, free from judgment. It was about reducing the stigma around mental health issues, fostering an environment where asking for help is seen as a strength, not a weakness. After all, even the strongest among us need a hand sometimes.

We also wanted to explore how mental health intersects with personal identities—whether shaped by culture, socioeconomic status, or nationality. Mental health is not a “one-size-fits-all” issue, and we emphasized the importance of tailored support that reflects the diverse experiences within our community.

Setup

1. To ensure the conversation was guided by expertise, we partnered with mental health professionals from [NightLine](#) and [DragonFly](#)³¹—because some topics deserve more than just good intentions; they need proper guidance.

2. There was an activity section where participants were guided to reflect on the things that bring them the most pleasure, and to identify how these can be prioritized to help them deal with stress.



You have to take care of your brain sometimes.

3. Sharing session and sharing of emergency numbers and resources.

Precautions before the activity

Hosting a mental health workshop can be super rewarding—but it's essential to create a safe and supportive vibe. Here's your no-stress checklist to make sure everything goes smoothly:

Offer an escape plan: Let everyone know they can step out if things get overwhelming. A quiet “chill zone” can help anyone who needs a breather to reset. Or have consistent breaks in between segments where participants can leave without drawing attention or rest from discussing the heavy stuff.

Collaborate with already existing initiatives and doublecheck resources to be shared with participants.

Learnings from this workshop

One of the key takeaways from this experience was the realization that mental health can be deeply affected by one's identity. For many, discussing mental well-being remains a taboo subject, buried under layers of social expectations or personal discomfort. However, creating a space for dialogue allowed us to chip away at those barriers, encouraging a more open and engaged approach to mental health.



Alliance InÉDi

Students join the mission

How our student club, Alliance InÉDi, got rolling with events, discussions, and even potlucks to bring diversity and inclusion front and center.

It all started when the success of the iN&Di project led us to thinking “Let’s get the students involved!” After getting the green light from the student life coordination, we kicked off the Alliance InÉDi club, specifically designed to focus on inclusion and diversity issues for the student body. What set this club apart from the plethora of other student clubs operating on campus was that the goal was to draw from the themes from the staff-focused Inclusion and Diversity project but tweak them for students. Genius, right? The club wasn’t just about meetings—it was about events, workshops, and activities that brought students together to discuss tough topics and share experiences. Taking into account the yearly scheduling

It all started when the success of the In&Di project led us to thinking “Let’s get the students involved!”

of the students, which is 6 months on campus and another 6 on internship off campus, here’s a quick rundown of how it happened.

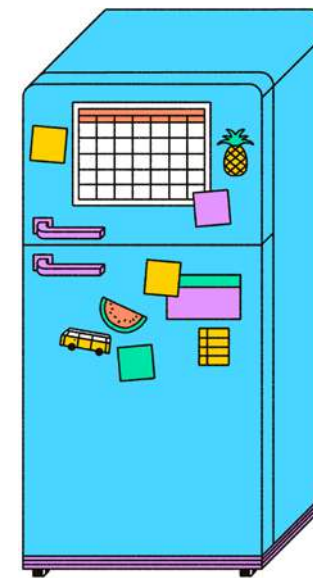
Our calendar step by step

September: For the first month of the academic year, we focused on recruiting students that would be interested in such themes and making a change. Having a student as part of our team gave us an entry point into student events and circles where we were able to get our message across and drum up some excitement for the project.

October: In the second month, we had amassed a core membership of 14 students ranging from first year undergrad students to second year masters students. To begin, they shared what inclusion and diversity meant to them, while brainstorming ideas for future events. There were also planning sessions for their first event, a potluck! Roles were assigned, and excitement started building.

November: The Potluck Event went live! Despite a scheduling clash with another event, an impressive number of students came together for food, fun, and conversation about inclusion. This served as a great way to introduce the entire student community to the club, creating a safe space for connection and networking.

December: Due to exams and end of semester commitments, the month of December was



Are you the kind of person who keeps a calendar stuck to your fridge as well?

dedicated to making plans for the next event—Mental Health Awareness. Arrangements were made with organizations Nightline and Dragonfly to secure facilitators for the workshop. And to give students some breathing room over the holidays, we organized a christmas dinner for those who could not go home to be with their families.

January: Mental Health Intervention with Nightline and Dragonfly. It was an intimate affair, but the discussions were deep and meaningful. This is discussed further in Chapter 4.

February: By now, the club was back with another engaging session—this time, a workshop on how to talk about sensitive issues. This is discussed further in Chapter 7. It was all about fostering empathy and understanding while encouraging open and respectful dialogue.

March: Looking ahead to March, the club planned a special event—a guided tour of the Museum of Immigration in Paris. This tour was designed to give students a deeper understanding of the historical context of immigration in France and how it has shaped the country's culture and social fabric. The museum visit was an exciting addition to the club's activities, providing an educational and immersive experience that tied back into the club's core themes of inclusion and diversity. With discussions led by museum guides and reflections after the tour, students were able to connect historical immigration patterns to

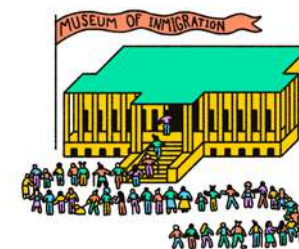
current issues like refugee integration and the global migrant crisis. This event was not just about learning—it was about connecting the dots between the past and the present, offering students a broader perspective on inclusion beyond the university setting.

June: For the month of June, we had two interventions; a pride party and a discussion space.

- Because this project was a living, breathing and adaptive endeavor we decided to include an intervention after the European elections of June 9th 2024. This was because of the widespread panic about the domination of extremist ideologies and the implications for foreigners, a demographic which makes up a huge percentage of our community. We held a sharing space, prepared information (papers, videos, documentaries, legislations, news articles) to better inform our community on french politics and policies.
- As June is pride month, we organized a pride party where all members of our community who identified with the LGBTQIAP+ movement came together to celebrate pride and discuss pertinent issues.

What's next ?

The success of Alliance InÉDi didn't just stop with club members and events. By the end of the 2023/2024 academic year, the program had gained significant



To get a clearer sense of the state of immigration in France, we paid a visit to the Museum of immigration.

This event helped the students connect historical immigration patterns to current issues like refugee integration and the global migrant crisis.

traction within the Learning Planet Institute's academic circles. In a groundbreaking decision, the Masters Programme at the Learning Planet Institute adopted Alliance InÉDi as a mandatory component for all students. The goal was to ensure that every student, regardless of their field of study, would engage with the topics of inclusion and diversity.

This meant that future students would participate in workshops, attend events like the museum tour, and contribute to ongoing discussions on these crucial topics. It marked a turning point for the Learning Planet Institute, ensuring that the next generation of leaders would leave the institution with a deep understanding of what it means to foster inclusive environments, not just academically but also in their personal and professional lives.

Learnings from this experience

Here's what stood out after months of meetings and events:

- **Planning matters:** The potluck was a hit, but timing clashes can be tricky. Double-checking schedules with venue coordinators is key.
- **Smaller groups = deeper conversations:** Some events didn't have massive turnouts, but that allowed for more personal and impactful discussions.
- **Inclusion is a team effort:** From the very beginning, club members took ownership of tasks, making sure everyone had a role to play.



Taking action on campus

Changes you can see

Taking meaningful steps toward inclusivity: from gender-neutral bathrooms to integrating pronouns and preferred names—transforming our campus with intention!

Creating an inclusive environment on campus is no small feat; it's a journey that demands patience, dedication, and a lot of teamwork. At the heart of this transformation are the decision-makers and students, whose leadership is crucial in pinpointing what needs to be done to foster inclusion and diversity. This endeavor is a blend of ongoing education, patience, and endless conversations. We found that leaning on reputable resources and expert advice is essential. In our case, we identified four key actions to complement our iN&Di awareness program.

Four important actions

First up was crafting a **Code of Conduct**. This wasn't just about putting together a bunch of rules; it was about defining the behaviors we expect from everyone in our community, identifying what's unacceptable, and setting out clear procedures for addressing any breaches. After nearly a year of collaboration with our HR team, Employee representative committee members, institutional leaders, and enthusiastic volunteers, we rolled out a document that enforces a zero-tolerance policy for discrimination, plagiarism, harassment, and microaggressions. It's now available to everyone and is part of the onboarding process for new students and staff members.

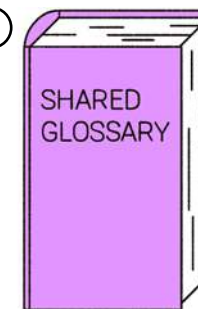
Next, we made resources more accessible by creating a **Shared Glossary** to define key inclusion and diversity concepts. This glossary was created to ensure that everyone would be provided with the same level of information and to facilitate mutual understanding. It serves as a way to harmonize our understanding of the concepts, making our conversations more coherent and audible. These weren't just any resources; they were developed with input from associations and experts to ensure they're reliable and fit our specific needs.

We also worked with the Digital Ecosystems hub and communication teams to add **options for pronouns and preferred names on our internal platforms and email signatures** for students, staff, and

①



②



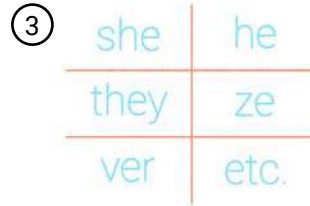
researchers. This new feature came with a user guide explaining why it's important and how to use pronouns respectfully. We even integrated this option into the platform for managing days off work and remote workdays, so it's available everywhere profiles are created.

Lastly, we installed four **gender-neutral bathrooms** across two floors on campus. This initiative was made possible thanks to the MakerLab's 3D printer, which helped us create new bathroom signs, and the maintenance team, who ensured they were installed correctly. Interestingly, French regulations require a certain number of binary bathrooms based on occupancy. Fortunately, with more than enough bathrooms at the Learning Planet Institute, we could add gender-neutral ones too. We also paired this with educational efforts to help our community understand the importance of these facilities.

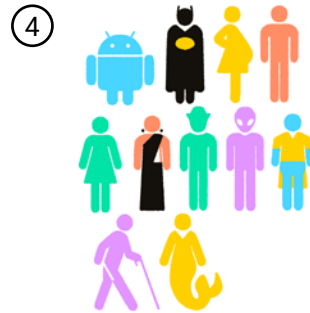
An ongoing process

So there you have it—our journey toward a more inclusive campus is well underway. We've laid down the groundwork with clear conduct guidelines, accessible resources, and practical features like pronoun options and gender-neutral bathrooms. It's been a mix of hard work, collaboration, and a few logistical puzzles. (Who knew bathroom signs could spark such a debate?)

But here's the thing: creating an inclusive environment isn't a "set it and forget it" kind of deal.



It's an ongoing process that requires everyone's involvement and a willingness to adapt. If we keep working together, learning from our experiences, we can make our campus a place where everyone feels welcome and valued.



But here's the thing: creating an inclusive environment is an ongoing process that requires everyone's involvement and a willingness to adapt.

7



Facilitating a workshop

How to talk about sensitive topics

A go-to guide for facilitators on creating engaging, inclusive workshops—covering everything from setting the vibe to managing sensitive conversations.

Thinking of incorporating some of these workshop ideas into your own context? Excellent choice! Getting started can seem like a complex puzzle, but with the support of our dedicated learning designers (yes, they are every bit as skilled as they sound), we've developed straightforward guides to make this process a breeze.

A few general tips

Begin by crafting an inviting atmosphere. Start with a clear introduction and a fun icebreaker to set a positive tone. As a facilitator, view yourself as a supportive guide rather than the center of attention. Your role is to help participants feel comfortable and engaged from the get-go.



One of the most important things when cooking is to be organized.

When tackling sensitive topics, approach them with care and thoughtfulness. Establish ground rules to foster respect and openness, and rely on solid resources and research to support your discussions. This not only enhances credibility but also helps participants connect deeply with the material.

Facilitating a workshop can differ greatly depending on whether it's online or in person, each presenting its unique challenges and opportunities. [Our online crash course](#) will walk you through these nuances, help you navigate both settings with ease. You'll learn to design a workshop that aligns with your objectives while ensuring your facilitation style is engaging and approachable.

Lastly, **no workshop is complete without feedback.** We'll guide you on how to gather it effectively, ensuring it is constructive rather than an unwelcome performance review. Our comprehensive guide, filled with resources, instructional videos, and expert tips, will arm you with everything you need in 30 minutes, transforming what may seem like an overwhelming task into a rewarding experience.

How to talk about sensitive topics in a multicultural context?

Facilitating a workshop is one thing, and as we've seen, it can be overwhelming, especially at the beginning. But what about facilitating a workshop on sensitive topics like racism, sexism or mental health? Scary,

As a facilitator, view yourself as a supportive guide rather than the center of attention.

right? After providing training and resources on how to facilitate a workshop, we felt like we could go a bit further and equip whoever would want to be equipped with knowledge on how to facilitate a discussion or a workshop on a sensitive topic. After all, we had some well established experiences to share here: a certain number of our workshops triggered emotional responses from participants which we had to deal with, leading us to realize that the exercise was not always so simple.

Discussing sensitive topics can feel like stepping into uncharted territory—emotions run high, and the stakes are personal. When we talk about sensitive issues, we refer to subjects that can trigger strong emotional reactions, whether they challenge someone’s identity, values, or beliefs. These are conversations that have the potential to open doors to deep understanding, but they can also create barriers if not handled with care.

Sensitive issues can range from diversity and inclusion to mental health, gender identity, political debates, and even environmental concerns. Each one taps into lived experiences and strong sets of beliefs, and it’s no surprise that emotional responses come to the surface. That’s not a bad thing—emotional engagement can be a powerful motivator for learning, but it can also pose a challenge if those emotions overwhelm the conversation. The goal, then, is not to avoid sensitive topics but to create a space where

these emotions can be acknowledged and explored constructively.

Choose your resources wisely

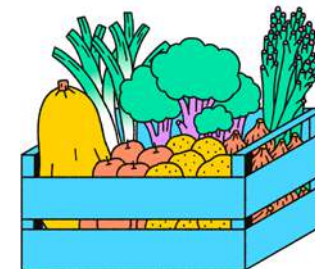
One of the most effective ways to do this is through thoughtful pedagogy and the use of well-chosen resources. Deepening participants’ understanding of key concepts can give them the tools they need to engage more thoughtfully. Incorporating research, referencing relevant studies, and drawing on established frameworks adds weight and clarity to the conversation. It helps participants not only express their personal experiences but also connect them to larger societal patterns. The more we can ground these discussions in concrete knowledge, the better equipped everyone will be to navigate the emotions that naturally arise.

Use all of your tools

Facilitators have a range of educational techniques to navigate these discussions effectively. Breaking down complex topics into manageable pieces, using case studies, or working through real-world examples can provide participants with a clearer framework for addressing sensitive issues with confidence. Remember, as a facilitator, you’re not expected to have all the answers—unless you’ve developed some secret superpowers. What’s crucial is guiding the conversation, supporting participants in their



Discussing sensitive topics can be intimidating.



Get the best possible ingredients: try to support your local farmer’s market.



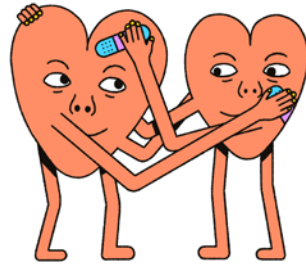
Have all your tools at hand!

learning journey, and drawing from credible sources to enrich the discussion. Bringing in research and expert perspectives doesn't just lend credibility; it helps ensure the conversation remains balanced and informed.

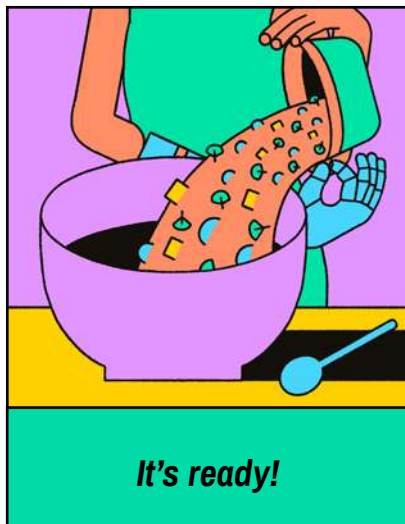
Take care of yourself

And let's not forget, facilitators are human too. No matter how passionate we are about the subjects we discuss, protecting our own mental health is essential. Facilitating discussions on sensitive topics can be emotionally taxing, so it's important to recognize when we need support. Working with a team can make all the difference—not only in managing the logistical and emotional aspects but also in maintaining a balanced perspective. Having colleagues who offer feedback, share the load, and provide encouragement ensures that you can continue this important work sustainably.

So, while engaging participants in meaningful and sometimes challenging conversations is crucial, taking care of yourself is just as important. Deepening knowledge, fostering empathy, and protecting your mental well-being aren't mutually exclusive—they're all part of what makes facilitating these discussions both effective and rewarding.



When tackling sensitive topics, approach them with care and thoughtfulness.



Feedback and impact

How'd we do?

Looking at feedback and survey results to see where we hit the mark, where we missed it, and what comes next for the iN&Di program.

At the heart of our project was a simple yet crucial goal: to test our program prototype, assess its impact, and refine our approach based on real-world feedback. Think of it as our “learning journey,” where we aim to gather insights, adjust our compass, and hopefully navigate towards a more inclusive and effective workshop experience. In addition to this survey, we received constant oral feedback from participants each time we conducted a workshop. This allowed us to fine-tune the workshops, incorporating their suggestions, resources, and experiences.

Constant oral feedback allowed us to fine-tune the workshops, incorporating their suggestions, resources, and experiences.

The questions that we asked

So, how did we evaluate our workshops? We asked the following questions to participants to gauge the impact of our iN&Di program:

- **Q23:** Did you gain new knowledge about inclusivity-related concepts?
- **Q24:** Do you feel equipped to recognize discriminatory situations?
- **Q25:** Do you feel prepared to react to discriminatory situations?
- **Q26:** Did you find a space to share your personal experiences?
- **Q27:** Do you consider inclusion and diversity issues more in your daily activities?

These questions were designed to measure the effectiveness of our workshops in promoting a more respectful and inclusive community, as envisioned when the program was created. Participants were unable to skip these questions, though they could indicate that they “already had the necessary resources” before joining the program.

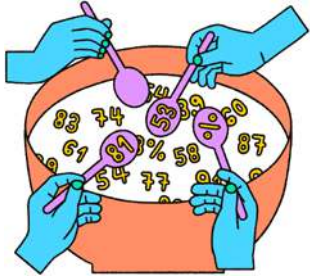
The answers that we got

Now, let's dive into the numbers:

- 81% of respondents reported gaining new knowledge during the workshop (87% among them declared they already had some resources).



The best way to test your recipe is to share and ask for feedback.



Nothing is better than analyzing the data in your morning cereal.

The challenge was to engage participants from various hierarchies and management levels, not just those already concerned.

- 77% felt better equipped to recognize discriminatory situations after the workshop (8% among them felt they already had some resources).
- 53% felt prepared to react to discriminatory situations (61% among them felt they already had some resources).
- 58% found the workshops to be a supportive space for sharing their experiences (60% among them felt they already had some resources).
- 74% reported taking inclusion and diversity issues more seriously in their daily activities (83% among them declared they already had some resources).

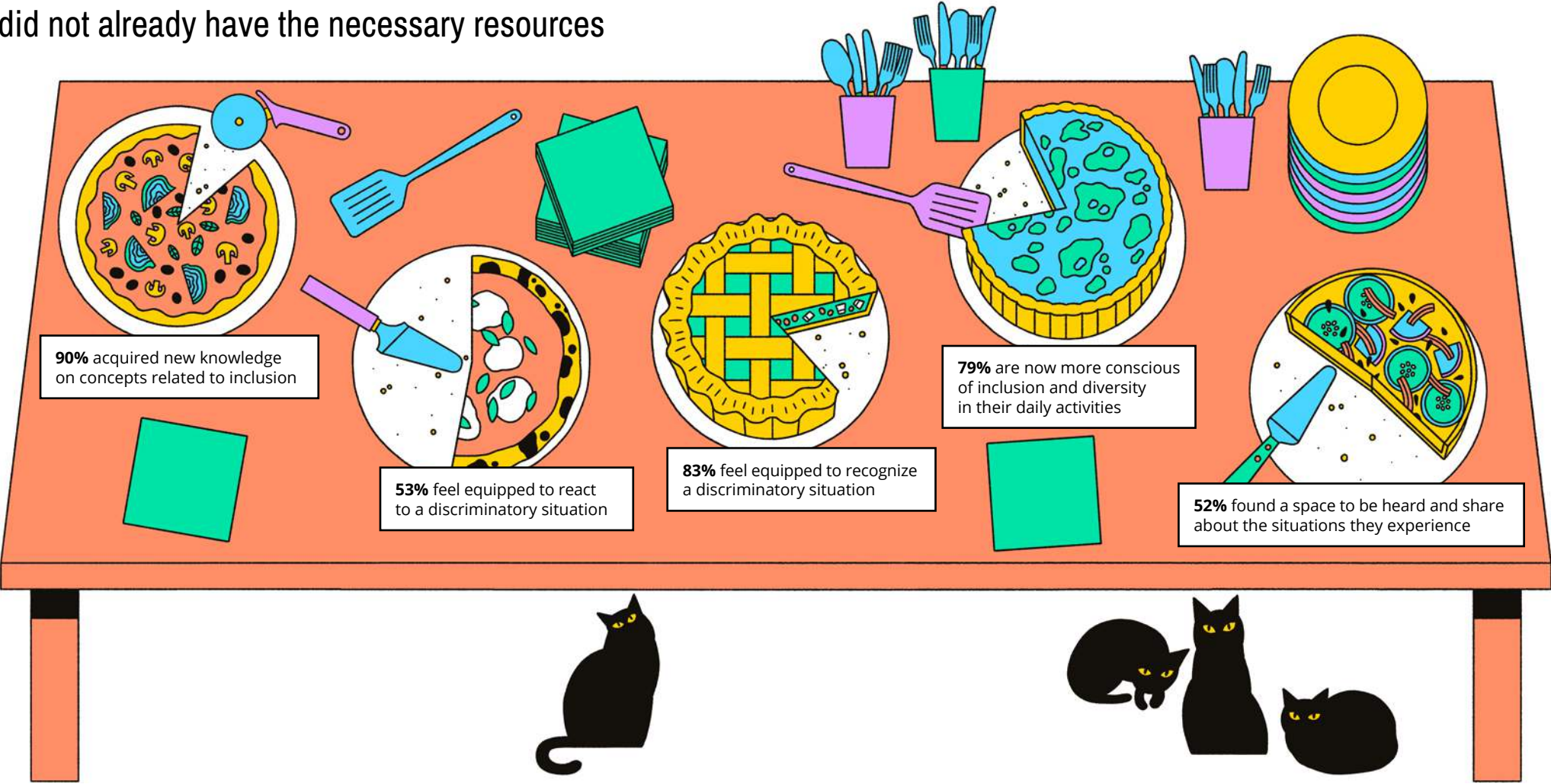
While these results are promising, we also noted that our workshops frequently saw the same faces—those who were already aware of these issues or were directly affected. The challenge, as always, was to engage participants from various hierarchies and management levels, not just those already concerned. To enhance engagement across the organization, we suggested making some workshops more widely accessible, like scheduling them during working hours, ensuring they don't run too late, or keeping them short and focused. However, this approach is still being considered.

Overall, we're pleased with the positive feedback and are eager to continue refining our approach.

Our journey is far from over, and we're committed to ensuring that our workshops resonate with and impact a wider audience. Inclusion and diversity efforts are a continuous endeavour, not a one-time event.

Among the staff respondents*...

*who participated in one or more IN&DI workshops and did not already have the necessary resources





Looking forward

The journey continues

Keeping up the momentum with new plans for inclusion and diversity at the Learning Planet Institute—because progress doesn't stop here!

As we come to the end of this guide, it's time to pause, reflect, and consider everything we've covered along the way. Throughout this journey, **one of the key pillars has been to keep a clear vision and have strategic planning.** Establishing a well-defined goal will serve as a guiding light, ensuring that all efforts are aligned and focused. By breaking down larger objectives into manageable tasks, teams can maintain momentum and foster a sense of accomplishment. This structured approach will not only enhance productivity but also encourage collaboration, as each member understands their role in the broader mission.

Another significant point is the value of stakeholder engagement. Actively involving team



Impactful change can only be achieved through teamwork.

members, partners, and the community fosters a sense of ownership and accountability that drives everyone forward. Regular communication and feedback loops will create an environment where ideas can flourish, and challenges can be solved quickly. This collaborative spirit will not only strengthen relationships but also lead to more innovative solutions, as diverse perspectives are integrated into the decision-making process.

Adaptability is also a crucial factor in navigating uncertainties. And in a diversity and inclusion project, you're going to confront a fair share of uncertainties. The ability to pivot in response to feedback or changing circumstances will allow you to remain resilient and effective. Embracing a mindset of continuous improvement encourages experimentation and learning from failures, turning obstacles into opportunities for growth. This agility is essential for staying relevant and impactful in a dynamic landscape.

And, of course, **we can't overstate the power of gratitude and recognition.** Acknowledging the contributions of individuals and groups fosters a positive culture and strengthens community bonds. Celebrating successes, both big and small, reinforces motivation and encourages continued commitment to the collective goals. By nurturing a supportive environment, teams can thrive and drive impactful change together.

As we come to the end of this guide, it's time to pause, reflect, and consider everything we've covered along the way.



We had barely finished the main course when we were already thinking about dessert.

Next steps: the road ahead for iN&Di

The goal of this project has always been to design, test, and refine a prototype for an inclusion and diversity program, with the intent of sharing it within and beyond our institution. Along the way, we discovered just how much context, timing, and audience shape every part of the program—from actions and concepts to workshops and outcomes. We quickly realized that a simple step-by-step toolkit couldn't capture the nuances of applying the iN&Di program in other institutions or contexts. Nor could we offer a “menu” of workshops that readers could mix and match with detailed, universally applicable instructions. Both strategies and impact measures change based on the audience.

With this in mind, we crafted this guide as a source of inspiration—a way to share our journey, with all its twists and turns, so that others might benefit from our experience. So, you might be wondering, “**What's next for the iN&Di program?**” Within the Learning Planet Institute and Université Paris Cité, many who contributed to this program are now equipped to carry its legacy forward and advocate for inclusion and diversity. The true impact of iN&Di lies not only in its content but in the institutional transformation it has fostered—embedding inclusion and diversity in the DNA of the institution. It has influenced not only policies and administration but also interpersonal relationships

and pedagogical frameworks. Each aspect has carried forward a part of this journey.

And beyond our walls? **This guide, along with its resources, illustrations, and shared experiences, aims to inspire others in building more inclusive, diverse, and equitable spaces.** One key lesson we've learned is that people's needs and perspectives evolve constantly, and we must keep pace. Continuous impact assessments will be essential, ensuring that this isn't just a one-time launch but an ongoing commitment to listening, gathering feedback, and refining our approach. We also know that effective communication will be crucial: expect more dynamic visuals and engaging content to help people fully understand the iN&Di mission.

Let's keep moving forward, sharing the message, and building a culture of inclusion that grows with us.

Who's got our back: heartfelt thanks

Let's be real—getting iN&Di to where it is today wasn't exactly smooth sailing. But with the help of some truly dedicated folks, we managed to make it work, even when the challenges kept coming. First, **we owe huge thanks to our Institut des Défis team**, who supported us through every hurdle, from planning to resourcing, making sure we had what we needed to get iN&Di off the ground. Looking back, we can't help but smile, remembering all the incredible people who've

With the help of some truly dedicated folks, we managed to make iN&Di work, even when the challenges kept coming.

been part of this team—people who came and went as the mission evolved, each leaving a unique mark. Some were there right from the start, help build the foundation; others contributed mid-journey, steering us through key phases; and still others joined in the later stages, bringing fresh energy to see the program through. This continuity and collective effort are what made iN&Di what it is today.

We're also deeply grateful for Alliance InÉDi, our student-led powerhouse of change! This isn't just any club—Alliance InÉDi has been the energy driving our inclusive events, setting up safe, open spaces for deep conversations on D&I. They've shown what it really means to take an active role in creating a welcoming and engaged community.

Our gratitude also extends to the Learning Planet Institute, especially to the HR and Employee representative committee teams, whose support behind the scenes has been crucial in bringing iN&Di's principles to life on campus. From the Code of Conduct to inclusive hiring practices and gender-neutral facilities, they've made inclusion tangible. And **a big thank you to Cité du Genre at Université Paris Cité**, who brought their expertise in research and surveys, help us truly understand our community and make iN&Di's efforts more impactful.

But the biggest and most heartfelt thanks go to our workshop participants—the ones who showed up, gave feedback, and encouraged us from day one.



An enormous thank you to all the future readers as well!

They reminded us why we were doing this and kept us motivated with their engagement and kind words. Every participant who returned for each workshop and event, sharing how iN&Di made a difference to them, truly became the heart of this project. Their insights and presence are what made our work meaningful, and they're the real heroes here.

Looking back, iN&Di's progress wouldn't have been possible without this incredible network of support. Here's to the future of iN&Di—evolving, expanding, and continuing to make inclusion a reality, one step at a time.

But the biggest and most heartfelt thanks go to our workshop participants—the ones who showed up, gave feedback, and encouraged us from day one.

Notes

1. **Inclusive language** is language that recognizes diversity, conveys respect, and promotes equality (Workhuman).
2. **Privilege** refers to unearned social power given by society's institutions to members of dominant groups (e.g., white or male privilege). Those who hold privilege often remain unaware of it, yet it places them at an advantage over those without it (Colors of Resistance Archive).
3. **Discrimination:** Unequal treatment of individuals based on race, gender, class, sexual orientation, disability, etc. (Institute for Democratic Renewal and Project Change Anti-Racism Initiative).
4. **Oppression:** Systemic disadvantage of one group by a more powerful group (Dismantling Racism Works).
5. **Racism** operates on three levels: individual (interpersonal interactions), institutional (within institutions), and structural (across societal institutions). This multi-level operation functions as an interconnected system of racial bias (Canadian Race Relations Foundation).
6. **Diversity** includes the different characteristics that make individuals or groups unique, such as race, ethnicity, gender, age, socioeconomic status, and more (UC Berkeley Center for Equity, Inclusion and Diversity).
7. **Inclusion** is a philosophy that values diversity and creates conditions for full participation in society (European Commission against Racism and Intolerance).
8. **Social Justice** advocates for the fair treatment of all individuals regardless of identity factors (San Diego Foundation).
9. **Teaching To Transgress Toolbox (TTTT)** is a no-credit collective research and study programme on critical pedagogy in the arts. Inspired by bell hooks' book *Teaching to Transgress*, they offer tools, methods, and reflections to foster critical, inclusive, and transformative educational practices. The toolbox provides educators with materials for creating learning environments that challenge oppressive structures and encourage freedom and critical thinking. The work, guidelines, workshops and pedagogical guidance material is shared on an open source publishing platform for others to adapt.
10. **Accessibility** means that individuals with disabilities can acquire information, engage in interactions, and access services as easily as those without disabilities (OCR).
11. **Preferred pronouns:** Pronouns an individual prefers to use, including gender-neutral options like "they/ them" (Heckin Unicorn).
12. **Stereotype:** a set idea, often incorrect, about what someone or something is like (Cambridge University Press).
13. **Cité du Genre** is an interdisciplinary institute at Université Paris Cité that focuses on gender studies. It supports research, education, and public engagement on gender issues by funding projects, organizing conferences, and publishing research. The network includes academics specialized in gender studies, aiming to understand gender's impact across different academic and social fields.
14. **Identity** relates to our perception of ourselves and how others perceive and label us (Facing History and Ourselves).
15. **Microaggressions** are everyday, subtle, and often unintentional insults or slights that communicate negative messages to marginalized group members (Sue, Derald Wing).

16. **Ableism** is the systemic advantage for non-disabled individuals over disabled individuals, reinforced through social structures and cultural norms (Adams et al, 304, 342).
17. **Interculturality** refers to equitable exchange and communication between cultural groups based on ethnicity, language, religion, or nationality (Soriano et al, pp 189-204).
18. **Mental health:** The state of well-being enabling people to manage stress, learn, and contribute to their community (World Health Organization).
19. **Colouring Paris** is a podcast hosted by five international students exploring life in Paris and sharing resources and advice that has helped them on their journeys.
20. **Safe space:** A place intended to be free of bias, conflict, or potentially threatening actions (Merriam-Webster).
21. **Socioeconomic status:** The social and economic standing of an individual or group, often measured by education, income, and occupation (American Psychological Association).
22. **Intersectionality:** Exposing one's multiple identities can clarify how a person experiences both privilege and oppression. For instance, a Black woman does not experience gender inequality in the same way as a white woman, nor racial oppression identical to that of a Black man, resulting in a distinct lived experience (Intergroup Resources).
23. In 2016, **Angus Maguire** published an illustration that shows the difference between 'equality' and 'equity' (terms that are often used interchangeably). The illustration became widely adopted in the social justice community, and many versions have been created since then.
24. **Cognitive bias** is a systematic thought process where the brain simplifies information processing through personal experience and preferences. While useful, these shortcuts can lead to errors in judgment (Alexander, S. Gillis, and Corinne Bernstein).
25. **Empathy:** The ability to understand and share another person's feelings (Merriam-Webster).
26. **Prejudice:** An unjustifiable, often negative, pre-judgment about an individual or group (Institute for Democratic Renewal and Project Change Anti-Racism Initiative, 2000).
27. **Impact of microaggressions:** The accumulated daily stress caused by factors related to discrimination, including microaggressions, has been consistently linked to negative effects on physical and emotional health. Numerous studies have highlighted significant associations between experiencing microaggressions and higher levels of depression, anxiety, post-traumatic stress disorder, impaired psychological well-being, and reduced self-esteem. (M. T. Williams et al.)
28. **Nightline France** is a mental health support service dedicated to students. It offers a confidential, anonymous helpline run by student volunteers who provide active listening and support to their peers. The organization also promotes mental health awareness and provides resources for students seeking help. Nightline operates in several cities across France and aims to break mental health stigma while encouraging a supportive campus culture.
29. **Cop1**, pronounced "Copain", is a French student solidarity association focused on supporting students in need by offering services like free food distributions, access to cultural and sports activities, workshops, and employment assistance. Cop1 also provides guidance on legal rights, housing, and psychological support. The organization operates in multiple cities across France, with the help of volunteers.
30. **Synergies Théâtre** is a French theater company that focuses on citizen action and personal development through artistic expression. They use theater techniques like forum theater, improvisation, and storytelling to address social issues such as gender equality, discrimination, and workplace harassment. The company operates in diverse settings, including schools, workplaces, and prisons, and offers various workshops, performances, and professional training.

31 **Dragonfly Mental Health** is a non-profit organization aimed at improving mental health in academic environments. It provides evidence-based workshops, consulting, and support programs to help students and professionals manage mental health challenges. With initiatives like the “Dragonfly Café” and tailored interventions, they work to reduce stigma and foster well-being across academic institutions globally.

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