

## Equity Training and Inclusion Checklist

**Purpose:** Equips educators, facilitators, and community leaders with a training guide and checklist to ensure equity and inclusion in *Regenerative Educational Systems Implementation Framework* pilots, fostering intersectional representation and safe, inclusive learning environments (Section 2.2.5). This resource supports regenerative education and aligns with SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities).

### Usage:

- **Who:** Educators, youth facilitators, and community leaders implementing the “Start with the Seed” kit in Tier 1 micro-pilots (Section 4.3).
- **How:** Complete the 4–6 hour training module and use the checklist to audit and enhance equity in curriculum delivery, community engagement, and pilot activities.
- **When:** Before launching pilots (Section 4.4.1, during educator training (Section 3.8, or as part of the Seed Kit (Section 4.3).
- **Formats:** Editable Word document, PDF, and markdown, available in 10+ languages, with accessible versions (e.g., audio, braille, simplified text).

### Equity Safeguards:

- Ensures 50% participation from marginalized groups (LGBTQ+, Indigenous, neurodiverse, disabled, caste-oppressed, refugees) in training and auditing processes.
- Multilingual and low-tech materials (e.g., oral guides, tactile checklists) support accessibility in low-connectivity or low-literacy regions.
- Community-led validation ensures training and checklist reflect local cultural priorities and intersectional needs (Section 5.5).
- Anonymous feedback and safe spaces protect participants in sensitive contexts (e.g., authoritarian or conflict-affected regions).

## Equity Training and Inclusion Checklist

### Overview

**Duration:** 4–6 hours (self-paced or workshop-based).

**Learning Outcomes** (Section 5.2:

- Understand intersectionality and equity principles, applying them to education (80% comprehension target).
- Implement inclusive practices in curriculum and community engagement (70% proficiency target).
- Use the inclusion checklist to audit and improve pilot equity (75% compliance target).

**Structure:** Three training sections (equity principles, inclusive practices, checklist application), plus a standalone checklist, with activities, reflections, and assessments.

### Section 1: Understanding Equity and Intersectionality

**Purpose:** Introduce core equity concepts and intersectionality, grounding them in the framework’s principles (Section 2.2.5).

**Duration:** 1–2 hours.

**Content:**

- **Equity in Education:** Ensuring fair access, representation, and outcomes for all learners, prioritizing marginalized groups (LGBTQ+, Indigenous, neurodiverse, disabled, caste-oppressed, refugees).
- **Intersectionality:** Recognizing overlapping identities (e.g., gender, ethnicity, disability) and their impact on access and inclusion ([Section 2.2.5](#)).
- **Framework Alignment:** Equity as a cornerstone of regenerative education, driving systems thinking, empathy, and global citizenship ([[Section 3.2](#)](#), [Section 3.4](#)).
- **Challenges:** Addressing systemic barriers (e.g., caste discrimination, ableism, homophobia) through inclusive design and restorative practices ([Section 3.4](#)).

#### Activity:

- **Intersectionality Mapping (45 min):**
  - Participants reflect on their identities (e.g., gender, ethnicity, ability) and how they shape their teaching or leadership.
  - In small groups (50% marginalized representation), discuss: "How do overlapping identities affect learners in our community?"
  - Create a visual or oral map of intersectional needs (e.g., neurodiverse refugee learners).
  - Equity: Tactile maps for visually impaired, multilingual prompts, anonymous input.

#### Reflection:

- "What barriers do marginalized learners face in my context? How can I address them?"
- Record in journals, audio, or drawings for accessibility.

**Customization:** Highlight local marginalized groups (e.g., Dalit communities in India, Indigenous tribes in Amazonia).

## Section 2: Implementing Inclusive Practices

**Purpose:** Equip participants with practical strategies to foster inclusive classrooms and community engagement ([Section 2.2.5](#)).

**Duration:** 2–3 hours.

#### Content:

- **Inclusive Curriculum:** Adapt lessons (e.g., Systems Thinking Module, [Section 4.3](#) to include diverse perspectives (e.g., Indigenous knowledge, refugee stories).
- **Safe Spaces:** Create environments with sensory-friendly options, anonymous feedback, and anti-discrimination policies ([Section 3.4](#)).
- **Representation:** Ensure 50% marginalized group participation in leadership (e.g., youth councils, [Section 10.5](#) and activities).
- **Accessible Delivery:** Use multilingual materials, oral storytelling, and tactile visuals to support diverse learners ([Section 3.6](#)).
- **Restorative Practices:** Facilitate conflict resolution through restorative circles, prioritizing empathy and inclusion ([Section 3.4](#)).

#### Activity:

- **Inclusive Lesson Design (90 min):**
  - Participants revise a lesson plan (e.g., from Spiral Dynamics Module, [Section 4.3](#) to include:
    - Multilingual prompts (3+ languages).
    - Sensory-friendly options (e.g., quiet spaces, tactile models).

- Perspectives from 2+ marginalized groups (e.g., Indigenous, LGBTQ+).
- Present plans to peers, collect feedback via surveys or oral comments.
- Equity: Oral plans for non-literate participants, 50% marginalized leadership in groups.

**Reflection:**

- “How will these practices make my teaching more inclusive? What challenges might arise?”
- Record in accessible formats.

**Customization:** Tailor strategies to local barriers (e.g., caste inclusion in South Asia, disability access in urban hubs).

**Section 3: Using the Inclusion Checklist**

**Purpose:** Train participants to apply the inclusion checklist to audit and enhance equity in pilot activities ([Section 5.3](#)).

**Duration:** 1–2 hours.

**Content:**

- **Checklist Overview:** A tool to assess equity in curriculum, engagement, and governance, ensuring 90% diversity compliance ([Section 5.3](#)).
- **Application:** Use the checklist to audit a pilot component (e.g., regenerative project, [Section 10.1](#) and recommend improvements.
- **Community Validation:** Engage community boards (50% marginalized representation) to verify checklist findings ([Section 5.5](#)).
- **Iterative Use:** Reapply checklist quarterly to track progress, integrating with M&E ([Section 5](#)).

**Activity:**

- **Checklist Audit (60 min):**
  - Participants audit a pilot activity (e.g., youth council meeting, [Section 10.5](#) using the checklist below.
  - Score each item (0–5) and propose 2–3 improvements (e.g., add braille materials).
  - Discuss findings in groups, ensuring 50% marginalized input.
  - Equity: Oral checklists for non-literate participants, anonymous scoring for safety.

**Reflection:**

- “What gaps did the checklist reveal? How can we address them inclusively?”
- Record in journals, audio, or drawings.

**Customization:** Add local equity priorities (e.g., linguistic diversity in Pacific Islands, caste inclusion in India).

**Inclusion Checklist**

**Purpose:** Provides a practical tool to audit and enhance equity in pilot activities ([Section 2.2.5](#)).

**Instructions:**

- Score each item on a 0–5 scale (0 = Not Present, 5 = Fully Implemented).
- Collect input from diverse stakeholders, ensuring 50% marginalized representation.
- Calculate total score (out of 25) to assess equity compliance and prioritize improvements.
- Reassess quarterly, reporting via global dashboard ([Section 5.8](#)).

**Checklist:**

Item	Description	0 (Not Present)	3 (Moderately Implemented)	5 (Fully Implemented)	Equity Notes
Marginalized Representation	50% participation from marginalized groups (LGBTQ+, Indigenous, neurodiverse, disabled, caste-oppressed, refugees)	No representation	30% representation	50%+ in leadership and activities	Prioritize refugee, caste-oppressed voices
Accessibility	Multilingual materials, sensory-friendly options, low-tech formats (Section 3.6)	No accessible materials	Some materials in 1–2 languages	3+ languages, braille, audio formats	Subsidize for low-income regions
Safe Spaces	Anti-discrimination policies, anonymous feedback, restorative circles (Section 3.4)	No safe space policies	Basic policies in place	Comprehensive policies, anonymous channels	Protect LGBTQ+, neurodiverse learners
Community Validation	Engagement with community boards for cultural alignment (Section 5.5)	No community input	Informal input from some groups	50% marginalized board validates	Include Indigenous, disabled voices
Intersectional Focus	Activities address overlapping identities (e.g., gender, ethnicity, disability)	No intersectional focus	Some identities addressed	All activities reflect intersectionality	Highlight local intersections (e.g., caste, gender)

### Scoring Guide:

- **20–25:** High Equity – Maintain practices, share best practices globally (Section 5.10).
- **15–19:** Moderate Equity – Address 1–2 gaps (e.g., add multilingual materials).
- **10–14:** Low Equity – Develop equity plan, prioritize representation.
- **0–9:** Not Equitable – Conduct urgent training, engage marginalized groups.

## Facilitation Guide

**Purpose:** Supports facilitators in delivering the training with equity and engagement ([Section 3.8](#)).

**Tips:**

- **Preparation:** Complete 5-hour equity training ([Section 3.8](#), review framework equity principles ([Section 2.2.5](#)).
- **Equity:** Ensure 50% marginalized participation, use multilingual and sensory-friendly materials (e.g., tactile checklists).
- **Engagement:** Use local examples (e.g., Indigenous inclusion, urban accessibility) to connect with participants.
- **Adaptation:** Adjust content for experience level (e.g., simplified for new educators, advanced for facilitators).
- **Safety:** Offer anonymous feedback and restorative circles for conflict resolution ([Section 3.4](#)).

## Assessment and Evaluation

**Purpose:** Tracks participant comprehension and equity impact, aligning with M&E ([Section 5](#)).

**Methods** (via M&E rubric, [Section 10.1](#):

- **Quantitative:**
  - Comprehension: 80% of participants understand intersectionality and equity principles.
  - Application: 70% integrate inclusive practices into lessons or activities.
  - Checklist Compliance: 75% of pilots score 15+ on checklist.
- **Qualitative:**
  - Participant Reflections: Journals or oral stories on equity shifts.
  - Community Feedback: Surveys or forums on inclusion improvements.
- **Data Collection:** Pre/post-quizzes, lesson plan reviews, checklist scores, anonymous surveys.
- **Reporting:** Share results via global dashboard ([Section 5.8](#), integrate into educator stories ([Section 7.2.2](#)).

**Customization:**

- Add local metrics (e.g., inclusion of Indigenous languages).
- Use oral or visual assessments for accessibility.

## Instructions for Use

1. **Prepare Facilitators:** Train educators using framework protocols ([Section 3.8](#), focusing on equity and intersectionality).
2. **Adapt Module:** Customize training and checklist to local cultures and marginalized groups, engaging community boards ([Section 5.5](#)).
3. **Deliver Training:** Implement via workshops or self-paced study, using accessible materials and inclusive facilitation.
4. **Apply Checklist:** Audit pilot activities (e.g., youth councils, regenerative projects), ensuring 50% marginalized input ([Section 10.1](#)).
5. **Assess Progress:** Use M&E rubric to track outcomes, reporting via global dashboard ([Section 5.8](#)).
6. **Iterate and Share:** Refine practices based on feedback ([Section 5.7](#), share successes via multimedia ([Section 7.2](#)).

## Example Use

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In India, 30 educators used this module to train for a pilot, achieving 85% comprehension of intersectionality and a checklist score of 20. The checklist identified gaps in caste inclusion, leading to revised youth council roles with 40% Dalit representation, increasing engagement by 25% ([Section 8.1](#)).

## Cross-References

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- Equity Principles ([Section 2.2.5](#))
- Restorative Practices ([Section 3.4](#))
- M&E Framework ([Section 5](#))
- Systems Thinking Module ([Section 4.3](#))
- M&E Rubric Template ([Section 10.1](#))
- Nordic Youth Parliaments Case Model ([Section 8.1](#))

## Download

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Available at [framework website](#) as PDF and markdown. Get involved [[globalgovernanceframeworks.org/get-involved](https://globalgovernanceframeworks.org/get-involved)] for translation requests or support.