

# UCPM Deployable Training

## Diversity and Inclusion Manual For Training and Course Staff

Version 1.0 (February 2026)



*\*This document is considered a living resource and will be reviewed, updated, and refined when required. It should be read in conjunction with the UCPM Diversity and Inclusion Handbook and the Participant Assessment & Evaluation framework.*

## Acknowledgements

The development of this manual has been undertaken by the following personnel Sean Moore, Allen Head, Han Pelster, Grazia Curalli, Erika Wichro and supported by the Diversity and Inclusion Working Group.

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## 1. How the D&I Handbook and D&I Manual for Training & Course Staff work together

The UCPM Diversity and Inclusion (D&I) Handbook<sup>1</sup> and the D&I Manual for Training & Course Staff<sup>2</sup> are designed as a complementary document set. Together, they ensure that D&I is understood, applied, observed, and reinforced consistently across all UCPM deployable training courses.

They serve different but interdependent functions; the Handbook sets out the D&I cross cutting competence requirements, while the Manual translates those requirements into practical guidance for day-to-day delivery and staff practice.

### 1.1 The Manual – Target Audience

The manual is written for everyone involved in delivering UCPM deployable training courses. It is primarily aimed at training staff<sup>3</sup> who set the D&I tone in both online and face to face course delivery. They also manage group dynamics, model inclusive behaviours, provide feedback, and intervene when necessary. It is also relevant to course staff who support the learning process, including role players, and support personnel. Their actions, communication, and decisions can either strengthen or undermine psychological safety and inclusion when delivering a training course.

Course directors are a further key audience for this manual, as they typically meet participants at the start of the course and remain engaged throughout both the online and face-to-face phases. They are well placed to set expectations early, communicate D&I standards, and ensure they are applied consistently across the full learning journey. While training staff use the guidance in real time during sessions and activities, course directors may use it to inform decisions, provide oversight, and take an escalation role, addressing repeated or serious issues and applying proportionate action when behaviour or conduct risks the integrity of the learning environment.

### 1.2 The Handbook – Framework and Standards

The Handbook provides the programme wide reference point for D&I within UCPM deployable training, ensuring alignment and consistency by:

- Defining what D&I means within the UCPM context
- Explaining why D&I is operationally critical in high-stress, multinational environments
- Aligning D&I with EU values, DG ECHO direction, and the UCPM legal framework
- Integrating D&I across all courses using the KSAB<sup>4</sup> model
- Establishing learning objectives, assessment logic, and evaluation principles
- Ensuring comparability and accountability across the full training pathway

The Handbook answers the questions: What is expected? Why does it matter? Where is it integrated? How is it assessed? It is a reference and alignment document, not a facilitation guide.

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<sup>1</sup> Referred to as “the Handbook”

<sup>2</sup> Referred to as “the Manual”

<sup>3</sup> The term ‘Training staff’ is a generic term in the manual and refers to trainers, facilitators and lecturers.

<sup>4</sup> KSAB refers to Knowledge, Skills, Abilities and Behaviours (See Handbook for detailed explanation)

### 1.3 The Manual – Application in Practice

The Manual translates the Handbook’s framework into trainer D&I practice, by focussing on:

- How training and course staff model inclusive behaviours
- How learning environments are made psychologically safe
- How group dynamics are actively managed
- How inappropriate or exclusionary behaviour is addressed
- How inclusive communication is applied in real time
- How D&I related observations are recorded and escalated
- How training staff intervene proportionately and professionally
- How learning is protected during simulations, discussions

### 1.4 The relationship between the Handbook and the Manual

The relationship and main differences can be summarised in the following table and bullet points:

Handbook	Training staff Manual
Sets D&I principles, definitions, and shared language	Translates those principles into inclusive facilitation and day-to-day trainer actions
Establishes the KSAB framework for inclusive competence	Focuses on observable inclusive behaviours and how to coach them
Defines inclusive learning objectives and expected standards	Supports training staff to enable equitable participation and achievement of those objectives
Sets fair assessment principles and expectations	Guides what training staff should notice, challenge, and reinforce to protect fairness and psychological safety
Explains escalation, reporting, and safeguarding routes	Shows when and how to intervene, de-escalate, record, and escalate D&I issues proportionately
Ensures programme-level alignment and consistency in D&I approach	Ensures consistent inclusive practice at session level, while adapting to learner needs appropriately

Both documents reinforce that:

- D&I is a cross-cutting professional competence
- Inclusive behaviour is expected from all participants and staff
- Training staff play a critical role in modelling, protecting, and reinforcing standards
- D&I behavioural observations feed into the Participant Assessment & Evaluation framework
- Early, proportionate intervention prevents escalation and protects psychological safety

Used together, the Handbook and Manual ensure that:

- D&I is not abstract or theoretical
- Expectations are clear and consistent
- Training staff are supported in difficult moments
- Participants experience inclusion as a live professional standard
- Training behaviours transfer into deployment behaviours

In summary, the Handbook provides the “why, what, and where,” the Manual provides the “how, when, and what to do.”

## 2. Purpose of the Manual

The UCPM Deployable Training Programme brings together participants from diverse national, cultural, organisational, and professional backgrounds. As a result, D&I is fundamental to effective course delivery and has a direct impact on learning quality, participant engagement, team dynamics, and professional standards. Inclusive training practices help create an environment in which participants feel respected, psychologically safe, and confident to contribute, thereby strengthening learning outcomes and reinforcing the professional behaviours and values, as defined in the Handbook and the course staff Code of Conduct.

While every effort is made to deliver courses in an inclusive and respectful manner, experience shows that D&I is not always fully understood or applied consistently across the different training contexts. This manual has therefore been developed to provide clear, practical advice to support inclusive trainer behaviours and decisions, regardless of course type or delivery format. The manual supports the consistent observation, and reinforcement of D&I related behaviours in line with the KSAB based Participant Assessment & Evaluation framework set out in the Handbook (sect 2.9.1).

## 3. D&I on UCPM Deployable Training Courses

Figure 1 outlines three core D&I pillars<sup>5</sup> for training staff behaviour and decision making, developed through reflection of recurring challenges observed across UCPM courses, and practical experience of what training staff require to deliver D&I consistently and proportionately.

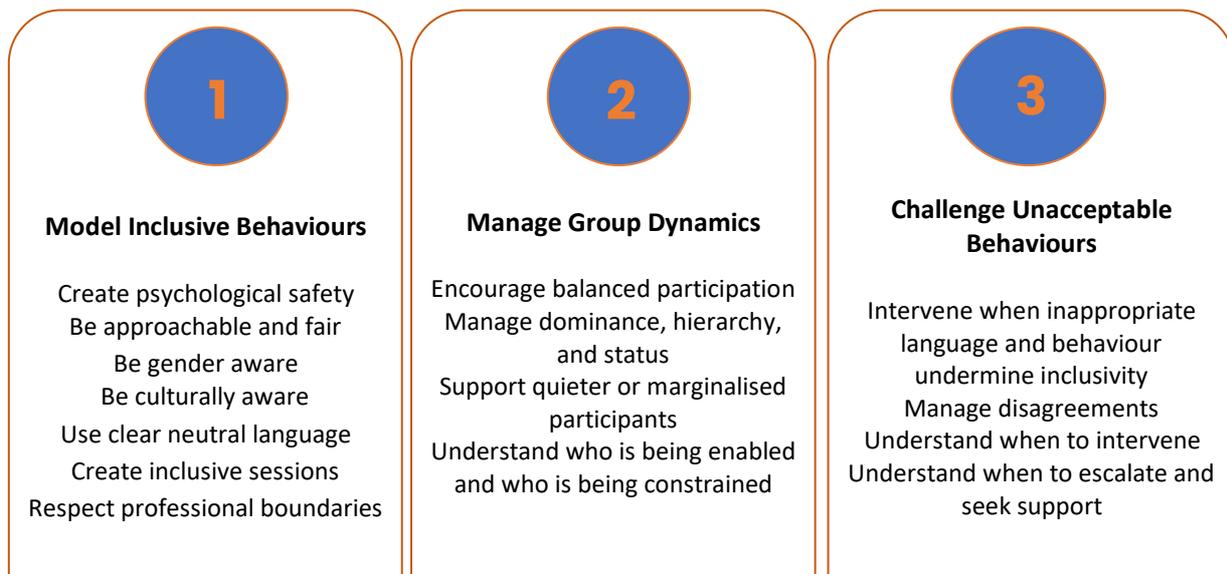


Figure 1 D&I core behaviour and decision-making pillars

Together, the pillars highlight how course directors and training staff influence setting the tone, model expected standards, and maintain an inclusive, psychologically safe learning environment throughout

<sup>5</sup> Pillar 4 is assessment of D&I behaviours and decisions which is included the Performance Assessment & Evaluation (PAE) framework, to avoid duplication.

the full learning journey, both in the online elements (where early expectations, accessibility, and engagement norms are set) and in the face-to-face components (where interaction, participation, and group dynamics are most visible).

This manual unpacks each pillar and turns it into usable guidance, with practical examples, prompts, and interventions to help training staff apply them consistently. In doing so, the pillars help create inclusive conditions that allow the full diversity of backgrounds, experiences, perspectives, and expertise within the group to emerge and be constructively used for learning.

### 3. Pillar 1 - Model Inclusive behaviours

Modelling and embedding D&I is achieved through consistent behaviours that demonstrate respect, fairness, professionalism, and through deliberate facilitation choices that create safe and inclusive learning environments. In doing so, training staff not only enhance learning quality and participant engagement, but also model the professional behaviours and cultural competence expected by all course staff. The following sections describe the key behaviours required:

#### 3.1 Creating a safe and respectful learning environment

The model shown in Figure 2 explains that learning performance is enhanced when psychologically safe and inclusive conditions are established first, placing inclusion before diversity, because diverse perspectives can only be expressed, valued, and leveraged once those foundations are in place, as described below.

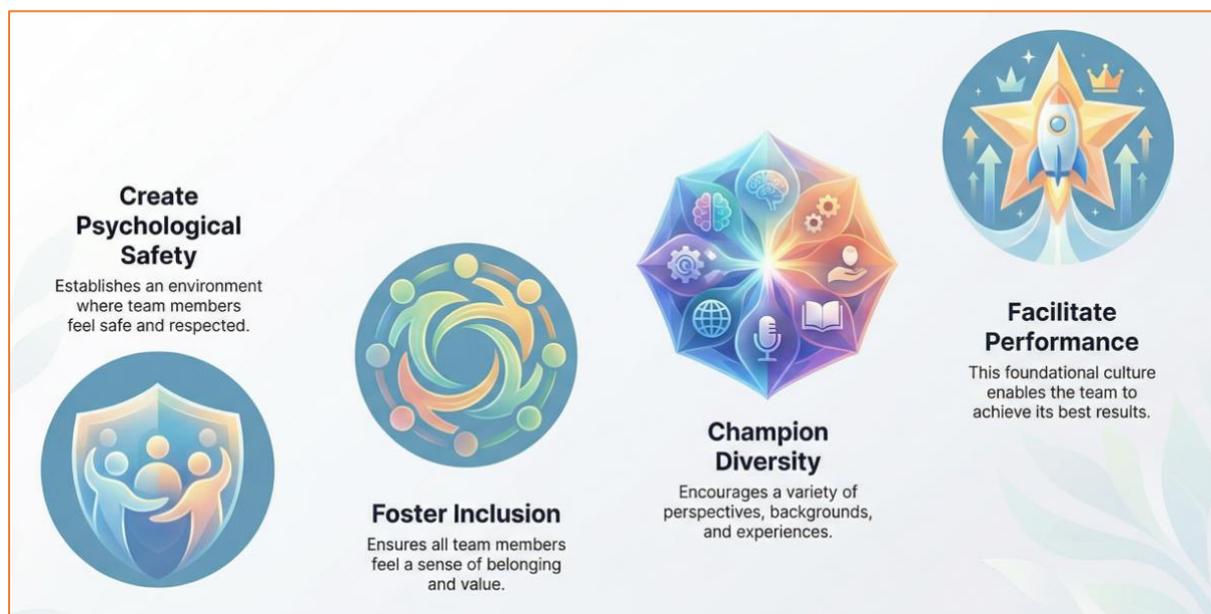


Figure 2(AI generated) D&I pathway to high performance based psychological safety model (Tom Geraghty)

### 3.1.1 Create Psychological Safety

Psychological safety enables participants to speak, question, and challenge openly without fear of ridicule, blame, or fear of making a mistake. It supports constructive discussion, effective learning, and alignment with UCPM professional standards.

Training staff are central to creating psychological safety by:

- Demonstrating consistent, transparent and fair facilitation of training sessions to build trust across diverse participants.
- Using respectful and inclusive communication ([see sect 3.5](#)).
- Setting clear expectations and ground rules that help establish a safe learning environment from the outset, such as:
  - Co-creating ground rules with the participants (e.g. “one voice at a time,” step up/step back, no interruptions, etc.)
  - Avoiding stereotypes, not using jokes/comments about gender, nationality, disability, or religion.
  - Confirming that it’s fine to ask for clarification, make mistakes or ask questions.
  - Agreeing arrangements for breaks, seating/room layout, permissions to stand/move.
  - Confirming confidentiality aspects (e.g. personal stories stay in the room; personal feedback will be private and constructive).
  - Explaining who participants can approach if they experience or witness exclusion, bias, or inappropriate conduct, and what will happen next.
- Delivering calm, and proportionate interventions that prevent negative behaviours
- Actively managing group dynamics that protects dignity and prevents dominance or exclusion.
- Using predictable feedback routines such as “what went well, what we need to improve” norms. Having a consistent debrief structure can reduce anxiety and any perceived unfairness.

#### Training Staff indicators for psychological safety awareness

During a training course, psychological safety rarely disappears suddenly, and it generally erodes gradually through small, observable behaviours. Training staff should remain alert to early signals that indicate participants may no longer feel safe to contribute, question, or challenge openly. Early recognition allows for light-touch interventions that protects learning before issues escalate. The following indicators are observable patterns that they should watch for:

- Repeated interruptions or talking over others
- Persistent silence from the same participants
- Side conversations or disengagement (discussions; use of phone; lack of attention)
- Use of humour that does not fit (discomforting participants)
- Visible discomfort during discussions (e.g. avoidance in eye contact; changes in posture; participants becoming quieter after particular remarks)
- Reluctance to take roles by avoiding being the spokesperson or taking the lead on tasks.
- Over-reliance on one person to speak or take decisions which may signal that other participants may not feel safe or valued.

### 3.1.2 Foster Inclusion

Inclusion ensures participants feel respected, heard, and able to contribute actively. Training staff can promote inclusion by:

- Actively managing group dynamics and preventing dominance, exclusion, or marginalisation.
- Encouraging balanced participation through varied facilitation methods, such as structured discussions, group working, and rotating participants.
- Deliberately inviting different perspectives and acknowledging the value of diverse backgrounds, experiences and viewpoints.
- Supporting quieter or less confident participants through inclusive questioning and alternative ways to contribute.
- Protecting dignity by intervening proportionately when behaviour undermines inclusion ([see sect 5.1](#)).
- Facilitating disagreements respectfully, with a focus on learning rather than individuals ([see sect 5.3](#)).

### 3.1.3 Champion Diversity

Embracing diversity is essential to effective UCPM training because it reflects the reality of international operations and strengthens both learning quality and operational performance. When training staff work deliberately with diversity, across culture, gender, language, professional background, experience, and ways of thinking, they create an environment where participants feel valued, heard, and confident to contribute. Diversity should be seen as a capability to harness through inclusive facilitation, respectful communication, and reflective practice. The points below highlight practical ways training staff can actively embed diversity into daily training delivery:

- Facilitation methods should be varied to accommodate different ways of contributing, including discussion groups, group working, and scenario based activities.
- Using different examples, case studies, and scenarios that reflect diverse operational contexts and avoiding culturally specific assumptions.
- Using language that is neutral, respectful, and culturally aware, avoiding stereotypes or informal bias.
- Acknowledging different perspectives and linking them to course learning objectives and where possible sharing experience of real life operational realities.
- Remaining alert to their own unconscious biases and reflecting on how their own behaviours, expectations, and facilitation choices may influence participants.

For training staff, working with diversity does not mean categorising participants, but creating inclusive conditions where different perspectives can safely contribute to collective learning and performance.

### 3.1.4 Facilitate Performance

High levels of participant performance are most consistently achieved in learning environments where individuals feel psychologically safe to engage, are treated with respect and inclusion, and where diverse perspectives are actively encouraged and valued. When participants trust that they can

contribute without fear of embarrassment, dismissal, or negative judgement, they are more likely to ask questions, admit to uncertainty, and learn from mistakes.

For training staff, this means that achieving high levels of performance includes more than observing outputs and correcting errors. It clearly involves actively shaping the conditions that enable people to perform.

**In summary, high level performance is the visible outcome of a learning environment where participants feel safe, included, and genuinely valued.**

### 3.2 Being approachable and fair

Being approachable and fair matters because course directors and training staff set the tone for the entire learning environment and directly influence whether participants feel safe and confident enough to engage. When participants perceive training staff as accessible, consistent, and impartial, they are more likely to ask questions, participate actively, and accept feedback.

Fairness also protects the integrity of the course by ensuring that expectations, opportunities, and feedback are applied consistently across diverse participants. Together, approachability and fairness strengthen psychological safety, and reinforce the professional standards expected during UCPM training courses. The following are suggested practical ways for training staff to demonstrate approachability and fairness:

- Reflecting on how their own assumptions and preferences may influence who they listen to, ask questions of, or give credit to, and taking deliberate steps to ensure all participants are treated fairly and consistently.
- At the start of each training session, explaining the session format, participation expectations, and how outputs/behaviours will be observed and debriefed (including whether this is linked to any form of assessment).
- Using welcoming behaviours i.e. maintaining a calm tone, open body language, and active listening techniques.
- Learning and pronouncing participants' names correctly, and modelling respectful forms of address consistently for everyone.
- Being visible and available and making it clear when/how participants can approach them (breaks, end-of-day, after exercises etc.).
- Checking understanding/progress proactively with individuals/groups, especially after demanding sessions or simulations.
- Being transparent about expectations and assessment criteria and applying them consistently.
- Balancing participation to ensure airtime and roles are shared, not dominated by confident participants or perceived seniority.
- Giving consistent feedback by being specific and objective.
- Applying reasonable adjustments fairly and discreetly to support equitable access to learning, without lowering course standards or assessment expectations. Communicating respectfully and privately where needed.

### 3.3 Being culturally aware

Being culturally aware is essential in UCPM training because participants bring different communication styles, expectations of authority, learning preferences, and levels of confidence shaped by their national and organisational cultures. If these differences are not anticipated and managed, they can lead to misunderstanding, uneven participation, and avoidable offence, which can reduce psychological safety and learning quality. Cultural awareness helps training staff create a fair and inclusive environment where everyone can contribute meaningfully, where examples and facilitation methods are accessible across languages and backgrounds, and where diverse perspectives can be used in a constructive way. The following are suggested practical ways for training staff to be culturally aware:

- When the course participant list is confirmed, undertaking a quick scan to identify cultures, nationalities, genders, potential language issues and any additional requirements.
- When teaching/facilitating using neutral, international examples and avoiding any culture specific references.
- Adapting communication for non-native English speakers by using short sentences, avoiding acronyms/jargon, avoiding phrases that don't translate well, summarising key points, checking understanding, and writing key terms on a flipchart/slide.
- Thinking about the structure of different groups to avoid national, organisational, gender specific clusters (if possible).
- Thinking about multiple ways to contribute to sessions by using break out groups, written inputs, structured turn taking, and rotating spokespersons.
- Being alert to hierarchy effects and ensuring that rank, seniority, or dominant personalities do not silence others by actively inviting a range of perspectives.
- Briefing role players on potential cultural sensitivities.
- Checking delivery materials to ensure that slides, scenarios, images, and role player names reflect diverse contexts and avoid stereotypes.
- Managing discreetly and respectfully any reasonable adjustments such as dietary needs, observance times, and accessibility considerations.
- Reflecting after sessions, noting what worked well or didn't work well for the session and adjusting facilitation methods accordingly.

### 3.4 Being gender aware

Gender awareness is included in this manual because, while D&I encompasses a wide range of visible and invisible dimensions (such as culture, language, disability, professional background, hierarchy, and experience), gender dynamics are one of the most common and consistently observable factors influencing participation, role allocation, and psychological safety in mixed groups. During UCPM courses, gender related assumptions, which are often unintended, can shape who speaks, who leads, who is listened to, and who is given technical or decision making roles and tasks. Addressing gender explicitly helps training staff notice and manage these patterns early and proportionately, ensuring that all participants have equitable opportunity to contribute and achieve the course learning objectives. Importantly, this focus does not reduce D&I to gender; it provides a practical lens that complements and reinforces the broader inclusive approach set out in this manual. The following practical steps can help training staff apply a gender aware approach:

- When the course participant list is confirmed, undertaking a quick scan to identify gender balance across the group, and considering any implications for group work, roles, and participation.
- Using inclusive language and avoiding gendered assumptions (e.g. men have better technical ability, or avoiding terms like “guys” to mean everyone (often used in UCPM training)).
- Checking delivery materials to ensure that presentations, scenarios, images, names and examples reflect diverse genders in a balanced way and avoid stereotypes.
- Structuring group work to support equitable participation by using mixed groups where possible, rotating spokespersons, and applying structured turn taking so airtime is shared fairly.
- Being alert to dominance, interruption, “talking over” or role allocation patterns that follow gender lines and intervening early and neutrally to rebalance contributions.
- Ensuring that tasks and responsibilities during practical activities are allocated based on skills and learning objectives, not gendered expectations.
- Briefing role players to avoid gender bias in their portrayal (e.g., who is taken seriously, who is challenged, how authority is expressed) unless bias is intentionally part of the learning objective and is safely managed.
- Making reasonable adjustments to support inclusion and dignity (e.g. privacy needs, facility arrangements, respectful handling of personal information).
- Addressing inappropriate comments or behaviour promptly by using agreed ground rules and course expectations, and re-establishing a respectful learning environment.
- Reflecting on participation patterns by gender (who spoke, who led, who was assigned which roles) and adjust facilitation methods to improve balance (if necessary) in the next session.

### 3.5 Communicating inclusively

Training staff should use neutral, inclusive, and professional language at all times. Equal attention should be given to tone, humour, and cultural or gender references. They should be conscious of what may feel informal or light hearted to one audience can be confusing, exclusionary, or offensive to another, particularly in multinational learning environments. Training staff should also avoid using sarcasm, idioms<sup>6</sup>, or culturally specific jokes that do not translate well.

Most course participants will be non-native English speakers; therefore, training staff should speak clearly, avoid unnecessary jargon, acronyms, or rapid delivery, and regularly check understanding without singling individuals out.

### 3.6 Creating accessible and inclusive learning conditions

There are many practical steps training staff can take to create inclusive learning conditions. Inclusion is not achieved through a single action, but through consistent, everyday choices in how sessions are planned, facilitated, and debriefed. It begins before participants arrive and should be maintained throughout the course delivery. The following list are recommendations for training staff to consider and implement:

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<sup>6</sup> An idiom is a phrase that has a meaning understood within a particular culture or language community, but the words don't mean that thing literally.

## Before the Session (Planning)

- Building an initial profile of the group by reviewing course applications and the participant list to identify nationalities, gender balance, likely language mix, role/seniority range, experience levels, accessibility needs, and any dietary or observance requirements.
- Consulting early with the course director and any colleagues who have already interacted with the group (online or face-to-face) to understand participant engagement, behaviours, interests, learning needs, and whether any individuals may require additional support or specific attention before they enter the classroom.
- Planning individual sessions, setting clear, inclusive goals, by defining objectives that are achievable for all participants.
- Designing accessible materials, that use plain language, clear layouts (headings, bullet points), visuals.
- Preparing varied ways to present the content, combining short inputs with discussions, group work, practical tasks, round-robin sessions etc.
- Checking venue accessibility and classroom layout for seating layout, sight lines, acoustics, lighting, break-out spaces, toilets, prayer/quiet spaces.
- Setting the ground rules and expectations for the course ([see sect 3.1.1](#)).
- Course directors should brief the training team prior to course commencement and agree intervention thresholds, consistent messaging, escalation routes etc.
- Reviewing SIMEX scenarios and role-play for D&I risks, i.e. use of stereotypes, neutral names/examples.
- Briefing role players on expectations for use of respectful language, cultural and gender sensitivity etc.
- Aligning accessibility and adjustment measures (including visual, hearing accessibility, neurodiversity and cognitive accessibility, mobility and fatigue, communication) with relevant host country organisational policies and legal requirements. These should be agreed with the participant in a way that protects dignity, privacy, and equal participation.

## During the Session (Delivery)

- Course directors and training staff should create a welcoming and inclusive environment for the participants by setting clear ground rules, using respectful and inclusive communication, and actively inviting all participants to contribute.
- Once participants are in the classroom environment, checking accessibility needs by asking early (and discreetly) about hearing/vision/mobility/learning needs and adapting accordingly.
- Creating multiple ways to contribute to sessions i.e. spoken, written (post it notes/chat rooms), Q&A sessions, anonymous Q&A, flipcharts, or use of voting/polls.
- Using a “plain English” approach, by defining acronyms, summarising key points, displaying key terms visually, allowing extra processing time for participants who maybe struggling with language, technical aspects or pace, and encouraging clarification questions.
- Thinking about the speed of delivery, slowing the pace, if necessary, pausing after complex content, recapping frequently, and checking for understanding at regular periods.
- Observing group work actively, by moving around, listening for interruptions or participants being ignored, and intervening with structured turn taking or role rotation.
- Managing dominance proactively by setting speaking limits, redirecting to other participants, and using structured facilitation rather than open floor discussion only ([see sect 5.1](#)).

- Building in reflection time using ‘time outs’ for quiet thinking or structured debrief questions to support different learning styles.
- Observing participants closely for stress and fatigue (especially during simulations).
- Delivering feedback using recognised models to ensure consistency.

### 3.7 Respecting professional boundaries

Training staff occupy a position of authority and trust and must exercise this role with integrity at all times, remaining mindful of the inherent power imbalance between them and participants, particularly where they act as facilitators, assessors, or both. They should avoid any behaviours that could be perceived as favouritism, advocacy for individual participants, or the informal use of influence. They also support inclusion by treating all participants with dignity and consistency and by maintaining clear, professional boundaries, avoiding inappropriate familiarity or behaviour that could be seen as biased, intrusive, or preferential, so that trust is protected, fairness is reinforced, and both they and participants are safeguarded.

**Key point: Training staff should consistently model inclusive behaviours throughout the course and actively reinforce a culture where D&I is embedded into everyday practice. This includes occasions outside formal sessions; during meals, coffee breaks, social activities, travel, and free time, where group dynamics and informal behaviours can strongly influence whether participants feel respected, safe, and fully included.**

## 4. Pillar 2 - Managing Group Dynamics



Group dynamics are shaped by both visible and less visible dimensions of diversity. Using the iceberg model, factors such as language, communication style, or confidence may be apparent, while culture, hierarchy, professional background, experience, values, bias, and prior exposure to international settings are often hidden. These underlying factors can strongly influence behaviour and interaction, so training staff should keep them in mind when observing and responding to participants.

Managing group dynamics is a core D&I responsibility for training staff. The way they facilitate discussion, balance participation, and respond to interpersonal dynamics directly affects psychological safety, learning quality, and engagement. They must actively observe, anticipate issues, and intervene when needed to ensure all participants can contribute meaningfully and respectfully during UCPM courses.

Figure 3 Diversity Iceberg model (Image AI generated)

## 4.1 Managing dominant participants

During group sessions dominant participant behaviour may appear as frequent interruptions, lengthy contributions, dismissive language, or an assumption of authority based on experience, language skills, age, rank, or nationality. Other reasons can be due to high confidence levels, extroverted communication style (they process by talking), strong subject matter expertise leading to “correcting” others or over contributing and anxiety or uncertainty driving them to fill silence or control discussions. Domineering participants in a group can have a negative impact on the wider group, and can lead to:

- Reduced psychological safety, with other participants becoming less willing to contribute, especially quieter ones who may disengage, withdraw, or stop contributing altogether.
- The session may start to feel “owned” by a dominant person(s), undermining trust in the training team and the overall delivery.
- Fewer perspectives are heard, misconceptions go unchallenged, and group reflection becomes shallow leading to weaker learning outcomes.
- Frustration can build, side conversations start, and the tone can become increasingly tense.
- The learning environment can start to feel disrespectful or unmanaged, resulting in a loss of professionalism.

If training staff recognise any of the above, they should intervene respectfully. Practical interventions can include:

- Setting clear ground rules at the start of the course or session, by inviting equal contributions, using all of the background/experiences in the group.
- Using structured turn-taking, limiting speaking time, or explicitly inviting alternative viewpoints e.g. *“Let’s hear from someone who hasn’t spoken yet”* or *“let’s have a different viewpoint,”*
- Using a ‘parking lot’ technique to capture additional points from a dominant participant without giving them more airtime e.g., *“That’s useful, let’s park it and return if we have time”*.
- Managing interruptions by intervening e.g., *“Let’s let him/her finish”, “Hold that thought”, “We’ll come back to you next”*.
- Acknowledging expertise without handing over control e.g., *“Thanks, clearly you have experience in this area; I’m going to bring others in, so we capture different perspectives”*.

If the domineering behaviour continues, training staff should adopt a clear progressive intervention approach:

1. Apply a gentle in-class redirection to discuss the behaviour and refocus on inclusive expectations.
2. If needed, address it privately and respectfully by taking the individual aside to explain what has been observed and its impact on others, and agreeing clear expectations for the next session.
3. Escalate the issue to the course director if the behaviour is repeated, becomes dismissive or disrespectful, or continues to undermine inclusion despite the training staff intervention.

## 4.2 Managing quieter participants

Supporting quieter or marginalised participants is equally as important and may also require active facilitation rather than passive observation. Some participants may be quieter due to language barriers, cultural norms, gender dynamics, hierarchy, confidence levels or previous experiences rather than a lack of interest or capability. Training staff can support inclusion by:

- Setting clear ground rules at the start of the course or session, by inviting equal contributions, using all of the background/experiences in the group.
- Thinking about the make-up of the grouping to prevent marginalisation and broaden connections.
- Rotating group roles, so quieter participants have structured opportunities to contribute.
- Asking low pressure questions, and inviting inputs first e.g., *“How is this done in your organisation/country?”*.
- Inviting contributions safely: *“Would you like to add anything?”* or *“what’s your view?”* or *“We haven’t heard from this table yet”, “would anyone like to add a different perspective?”*
- Actively acknowledging and reinforcing contributions, *“That’s a useful perspective, thank you,”* then build on it to encourage inclusion.
- Summarising and crediting ideas to encourage continued participation (without over-spotlighting).
- Discreetly asking during break times what would help them participate more and adjust facilitation accordingly.
- Supporting any language issues by slowing the pace, recapping key points etc.
- Avoiding gendered assumptions, by using inclusive language, monitoring participation and role allocation for imbalance, and intervening early to ensure equitable voice and opportunities for all genders.

**Key point: Training staff should be conscious of over-spotlighting, and not forcing participation in ways that create additional peer pressure or make participants feel unsafe.**

## 4.3 Ensuring balanced participation

Encouraging balanced participation means creating multiple pathways for engagement rather than relying on open discussion alone. Training staff should vary facilitation methods, such as breakout groups, rotating spokespersons, flipcharts, or scenario based tasks, to ensure that no single individual or subgroup dominates. Clear expectations around respectful listening and shared airtime should be reinforced throughout the course or session. Balanced participation should be framed as a collective responsibility that enhances learning for everyone, not as a corrective measure aimed at individuals.

## 5. Pillar 3 - Challenging Unacceptable Behaviours

Responding effectively to challenges is one of the most visible ways in which training staff can demonstrate inclusive practice. Instances of misunderstanding or inappropriate behaviour can quickly undermine psychological safety if left unaddressed, therefore, they must be prepared to intervene calmly, and proportionately, with the aim of protecting inclusive learning conditions and to ensure

that diverse participants and perspectives are treated with mutual respect and dignity. The following lists highlight the more common D&I challenges that training staff should be aware of:

#### **Communication and Interpersonal Issues:**

- Dominant or dismissive behaviour by participants.
- Lack of participation or unwillingness to contribute.
- Unprofessional interactions with other participants, such as subtle put-downs, jokes, stereotypes, eyerolling, mocking accents or language ability.
- Interrupting, speaking over others, or dismissing contributions.
- Gatekeeping information or excluding others from decisions, especially in group tasks or simulations.
- Superficial inclusion of individuals such as asking someone to speak for a nationality, culture, or group.
- Cliques forming around nationality/organisation which excludes other participants.
- Lack of inclusive listening such as ignoring quieter participants and only responding to a select few.

#### **Behavioural Concerns:**

- Resistance to learning, criticism, or constructive feedback.
- Blaming others, rather than reflecting on own performance.
- Lack of respect toward other participants, role players, and training staff.
- Ignoring gender and cultural sensitivities or behaving inappropriately in an international context.
- 'Us and them' attitudes regarding national superiority, dismissing other nations or other organisations ways of working.
- Defensiveness when challenged on language or behaviour and comments such as *"You're too sensitive"*. *"It's just a joke"*.
- Lack of empathy displayed when discussing affected populations or blaming communities/groups for outcomes.
- Failure to respect professional boundaries such as inappropriate familiarity, intrusive personal questions, or unwanted attention.

#### **Lack of Cultural Competence:**

- Disrespecting cultural or religious practices such as mocking observance needs or dismissing dietary requirements.
- Using culturally narrow examples or stereotypes in discussions, scenarios, or media interactions.
- Misgendering or using inappropriate terms (names, pronouns, disability language).
- Inappropriate humour or references that undermine inclusion.

#### **Conduct Concerns:**

- Aggressive or confrontational behaviour.
- Using discriminatory remarks; gender, nationality, culture, age, role, etc.
- Bullying, intimidation, or coercive behaviours.

- Sexual harassment or unwanted attention.
- Harassment, discriminatory remarks or behaviour related to gender, nationality, ethnicity, religion, age, disability, role, or seniority.

The following sections give more specific detail for three of the most common types of challenges encountered, and further action to be taken if necessary.

### 5.1 Intervening when participant behaviour undermines inclusivity

Training staff should be ready to intervene proportionately, using calm and respectful language to address the behaviour and its impact on the learning environment. The following are some techniques that may be considered:

#### During training sessions:

- Pausing and resetting the discussion: *“I’m going to pause us there for a moment. Let’s make sure everyone has space to contribute before we continue.”*
- Reinforcing group expectations: *“Just a reminder of our ground rules, let’s remember to use respectful language and allow others to finish their points.”*
- Addressing inappropriate humour calmly: *“I want to stop that there. Humour can be perceived differently in an international group, let’s keep our comments professional and inclusive.”*
- Challenging assumptions about competence: *“Let’s avoid assumptions about experience or capability. Everyone here brings valuable expertise from different backgrounds and experiences.”*

#### Trainer to participant conversations (outside the session):

When an observed behavior requires attention training staff should undertake a private one-to-one clarification conversation. The following is an example process that can be followed:

- Invite reflection before delivering your observations and judgement: *“Can you share what you were aiming to achieve with that comment?”*
- Acknowledging positive intent (without excusing the impact): *“I appreciate that your intention may have been to move the discussion forward, my concern is how it has impacted other participants in the group.”*
- Linking the behaviour to learning objectives: *“For this course to work, we need contributions from a wide range of perspectives. When people feel interrupted or dismissed, we lose that.”*
- Reinforcing shared responsibility: *“As experienced practitioners, we all have a responsibility to model the behaviours we expect to see during international operations.”*
- Clarifying expectations going forward: *“During future discussions, I’d like you to pause before responding, avoid interruptions, and actively invite others to speak.”*
- Offering practical alternatives: *“If you disagree with a point, try framing it as a question or linking it back to process rather than performance.”*
- Checking understanding and commitment: *“Does that make sense, and are you comfortable adjusting how you contribute in the next sessions?”*
- Providing reassurance: *“And to be clear that this isn’t about singling you out in any way, it’s about protecting the learning environment for everyone.”*

- Closing positively: *“I value your experience and input, and I’m confident you can contribute in a way that supports the whole group.”*

Following the conversation, training staff should inform the course director and other training staff so that behavior can be monitored throughout the rest of the course activities.

## 5.2 Addressing inappropriate language issues

Training staff should use professional judgement and act consistently when addressing inappropriate language, recognising that not all situations require the same response. Context, intent, and impact should always be considered. The following are practical training staff actions that can be used:

### Immediate interventions (for most situations)

- Acknowledging any discomfort if it arises: *“I want to pause here, that wording may not feel comfortable for everyone.”*
- Asking neutral clarifying questions, such as *“Can you clarify what you mean by that?”*
- Using a collective reminder such as *“Let’s keep our language professional and inclusive.”*
- Reinforcing expectations and referring back to the agreed ground rules or course conduct standards.
- Reminding participants that language standards apply equally to all staff and participants.
- Linking expectations to professional behaviour in international and multi-cultural contexts.

### Private follow-up (for repeated or more serious issues)

- Speaking with the participant on a one-to-one basis, away from the rest of the group.
- Focussing the conversation on observable language and its impact on other participants.
- Reinforcing expected professional standards for UCPM training.
- Agreeing clear expectations for future contributions.
- Informing the course director about the observed behaviour and any actions taken so far.

**Key point: When training staff intervene consistently and proportionately, they set clear standards and demonstrate the professional behaviours expected throughout UCPM training, exercising and international operations.**

## 5.3 Managing disagreements

Differences of opinion are normal in professional learning environments, particularly in international and operational contexts. The following are practical training staff interventions that may be used for managing differences of opinion:

- Maintaining respectful discussion by modelling calm, neutral, and professional language at all times, slowing the pace of discussion if voices rise or interruptions occur, and intervening promptly if the tone becomes dismissive, personal, or exclusionary.
- Acknowledging differing views openly by recognising that different perspectives are normal in international groups, validating the discussion without taking sides, and reinforcing that professional disagreement is expected in operational contexts.

- Redirecting discussion back to the learning objective by emphasising shared goals rather than individual positions and summarising key points neutrally to reduce polarisation
- Using disagreement as a learning opportunity by inviting comparison of approaches, encouraging discussion rather than opinion, and asking reflective questions.
- Managing dominant or escalating behaviour by pausing the discussion to reset expectations, inviting input from others to balance the discussions taking place.
- Addressing inappropriate behaviour by intervening promptly when it becomes personal or exclusionary, and reinforce agreed standards of conduct, and following up privately if the behaviour persists or escalates.

#### 5.4 Recording breaches of D&I appropriately

Recording potential breaches of D&I-related behaviours is an important part of maintaining professional standards on UCPM courses. To support consistent application, training staff should use the table below as a guide when documenting observations. Notes should be factual, objective, and based on observable behaviours, not assumptions about intent, attitude, or personal characteristics. Record what was seen or heard, the context and exact language used, and the impact on learning, participation, and group dynamics. Where relevant, also note any training staff intervention and the observed effect.

Accurate and proportionate recording supports consistency, enables appropriate escalation when required, protects all parties, and contributes to reflective learning and continuous improvement. All records should be handled confidentially, shared only on a need-to-know basis in line with course governance arrangements, and stored securely (if necessary) in accordance with applicable data protection requirements.

Record:	Do not record:
Observable behaviours	Assumptions about intent
Context & exact language used	Personality judgements
Impact on learning	Non-factual language
Observed impact on group dynamics	Conclusions beyond what was seen or heard
Active interventions	

#### 5.5 Escalating and seeking support

While many D&I related issues can be managed through training staff interventions, there are circumstances where escalation is necessary. Staff should be alert to serious, repeated, or escalating behaviours that undermine inclusion, dignity, or psychological safety, including persistent inappropriate language, discriminatory behaviour, harassment, or actions that negatively affect an individual's wellbeing or ability to be their authentic self.

Where informal correction has not led to improvement, or where behaviour crosses professional or ethical boundaries, training staff should not attempt to manage the situation alone. In such cases, they must report serious behaviour issues to the course director, who will then consider the following options:

- Taking immediate actions to stop the behaviours that undermine dignity, or inclusion.
- Assessing the severity of the behaviour and whether this breaches the course ground rules and the impact on other participants.
- Interviewing the individuals concerned to gather all facts.
- Safeguarding and supporting affected participants without placing any responsibility on them.
- Applying a range of course management measures, including issuing a formal warning, increasing monitoring and ultimately considering the removal of individuals from the course.
- In the event of a confirmed breach of the Code of Conduct, and taking into account any relevant mitigating factors, a participant may be withdrawn immediately from the course, in line with the expectations and consequences that would apply during a real-life deployment. Any such breach, and the subsequent decision to remove a participant, must be formally documented and communicated by the training consortium to the relevant National Training Coordinator (NTC) and the responsible European Commission Desk Officer, in accordance with established governance and reporting procedures.

## 6. Example D&I Checklists

This section includes three sample checklists drawn from practical, D&I-focused scenarios used during UCPM deployable training courses. They illustrate the types of participant activities where inclusion, respectful behaviour, and professional conduct are highly visible and can be observed in real time.

While it isn't possible to cover every scenario type, the examples focus on three common and high impact areas: team dynamics, media engagement, and stakeholder interaction. Training staff should apply these checklists with reference to the specific course learning objectives and intended outcomes, as the emphasis, expected behaviours, and level of detail may differ from course to course.

The intention is that training staff can use these checklists to help recognise key behaviours and actions, anticipate the potential impacts of positive and negative practice, and apply timely interventions that strengthen D&I outcomes for all participants. The examples are designed to be adapted to the course context and learning objectives, rather than applied rigidly. They support consistent observation and structured feedback, but they are not exhaustive and should be supplemented with trainer judgement, course ground rules, and the wider D&I guidance.

**Note: These checklists are intended as learning and facilitation aids only. They are not linked to, and do not form part of the Participant Assessment & Evaluation framework. They should not be used as scoring tools or as stand alone evidence for participant assessment decisions.**

### How to use the checklists

- Use them as a live observation tool during training sessions to track inclusion and respectful behaviours as they occur and focusing on observable behaviour, context, and impact.
- Adapt the checklist points to reflect the session design (e.g. plenary vs. small groups), group profile (language, experience, diversity), and any known sensitivities within the scenario.
- Use the after the meeting / debrief sections to help structure debrief/feedback conversations.
- Use them to prompt training staff interventions e.g. clarifying respectful language expectations, or resetting ground rules to protect psychological safety and learning quality.

## Trainer Checklist 1 – Creating an inclusive learning environment at the start of UCPM Courses (Team Dynamics)

### Scenario & context

Participants from diverse professional, cultural, and organisational backgrounds meet on a course for the first time during a team building session. The aim is to help them introduce themselves, clarify their roles, and begin forming an effective team that supports an inclusive learning environment.

Tick	Checklist item
<b>A. Before the session – preparation and inclusive planning</b>	
<input type="checkbox"/>	State the purpose of the session: To build trust, inclusion, psychological safety, and effective teamwork from day one.
<input type="checkbox"/>	Set ground rules (equal voice, respectful language, no interruptions, non-judgemental).
<input type="checkbox"/>	Explain the introduction structure and time limit (fairness and equal airtime).
<input type="checkbox"/>	Model the tone you would expect, calm, respectful, welcoming, professional.
<input type="checkbox"/>	Training staff observes preparation and uses a short micro-teaching intervention only if critical gaps are present (without undermining learning-by-doing).
<b>B. During the session – observe and manage inclusion</b>	
<input type="checkbox"/>	Introductions stay brief and within the agreed time.
<input type="checkbox"/>	Everyone receives equal airtime (no status speeches, repeated points, or monopolising attention).
<input type="checkbox"/>	Participants demonstrate active listening (no side conversations, phones, eye-rolling, or dismissive gestures).
<input type="checkbox"/>	Training staff use names correctly and encourage the group to do the same.
<input type="checkbox"/>	Participants use neutral, respectful language (no stereotypes, blame, superiority statements, or “we know best” tone).
<input type="checkbox"/>	Quieter participants are supported without pressure.
<input type="checkbox"/>	Dominant voices are managed early and politely to protect equal participation.
<b>C. Inclusion and psychological safety indicators</b>	
<input type="checkbox"/>	Participants show curiosity (asking respectful questions and acknowledging different experiences).
<input type="checkbox"/>	Diverse perspectives are welcomed (no “one right way” statements).
<input type="checkbox"/>	The group begins to align on shared goals and inclusive ways of working.
<b>D. Red flags that may require trainer intervention</b>	
<input type="checkbox"/>	Use of insensitive language, jokes, metaphors, stereotypes, or ‘othering’ descriptions of affected people.
<input type="checkbox"/>	Speculation or assumptions presented as facts; unclear boundaries about what is known.
<input type="checkbox"/>	One or two individuals dominate airtime.
<input type="checkbox"/>	Interrupting, talking over others, sarcasm, dismissive humour, or eye-rolling.
<input type="checkbox"/>	Stereotyping or generalisations (nationality, gender, role, organisation).
<input type="checkbox"/>	Status-based behaviour (rank used to shut down discussion).
<input type="checkbox"/>	Exclusion patterns (people repeatedly not invited to contribute or ignored).
<input type="checkbox"/>	Participants withdraw (silence, visible discomfort, disengagement).

<input type="checkbox"/>	Defensive reactions to feedback or to different viewpoints.
<b>E. Training staff interventions</b>	
Observe the session and observe participant behaviours and team dynamics (who leads, communication patterns, conflicts).	
Guide participants through activities, ensuring clear instructions and a positive environment.	
Manage quieter participants: “Who hasn’t spoken yet?” / “Whose perspective might we be missing?” Use a light redirect if required: “Let’s pause so we can hear from others.” Invite quieter voices: “We haven’t heard from X yet—anything you’d like to add?” (no pressure).	
Manage time by keeping activities focussed and brief.	
Use coaching for any issues (dominance, dismissiveness, inappropriate comments).	
<b>F. Session debrief guide (D&amp;I-focused)</b>	
Training staff facilitates a short, structured debrief to capture learning, strengthen team cohesion, and agree practical improvements.	
Reconfirm the aim of the team building sessions at the start of UCPM courses: To establish trust, psychological safety, and help participants to quickly understand each other’s background, experiences, communication preferences, and strengths, while creating an inclusive environment where everyone feels able to contribute.	
Ask: “What do you feel went well during the team building session?” “Did you all feel involved?”	
Ask: “What would you do differently next time to improve inclusion and teamwork?”	
Training staff gives feedback on observed positive/negative behaviours (specific and behaviour-based).	
Training staff close the session by thanking the participants for their honesty and commitment	

## Trainer Checklist 2 – Host Nation Press Conference (Press/VIP)

### Scenario & context

During a course SIMEX, participants take part in a host nation press conference and are informed that their sending organisations have given permissions to speak to the media. They deliver a brief statement covering their contribution, current challenges, priorities for the next 48 hours, and how cultural and religious sensitivities are being respected in their interventions. The aim is to assess their ability to communicate credibly to a global audience while integrating D&I considerations into international response messaging.

Tick	Checklist item
<b>A. Before the press conference – preparation and inclusive planning</b>	
<input type="checkbox"/>	Briefing given to participants reminding them that public messaging is a D&I competency (short, factual, respectful, needs-driven, aligned with UCPM values).
<input type="checkbox"/>	Team fully plans and prepares the statement in advance (key messages, UCPM visibility, likely audience interpretation).
<input type="checkbox"/>	Spokesperson(s) and roles agreed (speaker, note-taker, technical expert) with clear handover/backup plan.
<input type="checkbox"/>	Key messages are structured and prioritised (what we are doing, challenges, next 48 hours, coordination, inclusion).
<input type="checkbox"/>	An explicit ‘inclusion check’ is completed (who is visible in the message, who might be missing).
<input type="checkbox"/>	Concrete examples of cultural/religious sensitivity are prepared (e.g., consultations, language support, modesty, food, respectful handling of deceased).
<input type="checkbox"/>	Participants confirm they will use facts only and avoid assumptions/speculation.
<input type="checkbox"/>	Training staff observe preparation and uses a short micro-teaching intervention only if critical gaps are present (without undermining learning-by-doing).
<b>B. During the press conference – delivery and inclusive communication</b>	
<input type="checkbox"/>	Statement delivered clearly, calmly, and at an appropriate pace using short sentences and plain language.
<input type="checkbox"/>	Respectful presence: open posture, professional tone, culturally appropriate eye contact, attentive listening, acknowledges questions.
<input type="checkbox"/>	Empathy is visible: recognises impacts on affected people and communities.
<input type="checkbox"/>	Host-nation leadership and coordination structures are clearly acknowledged and reinforced.
<input type="checkbox"/>	Local responders, volunteers, and community groups are recognised respectfully (no ‘saviour’ framing).
<input type="checkbox"/>	Language is culturally neutral (no acronyms/jargon, humour, idioms, stereotypes, or metaphors likely to be misunderstood).
<input type="checkbox"/>	Information is accurate and bounded: uses known facts; clearly distinguishes what is confirmed vs. not yet verified.
<input type="checkbox"/>	Inclusion is made visible through at least one concrete example of cultural/religious sensitivity measures.
<input type="checkbox"/>	Priorities for the next 48 hours are stated (what happens next and why), including any needs-driven focus.
<input type="checkbox"/>	Closing thanks the host nation and signals continued cooperation and transparency.
<input type="checkbox"/>	Training staff do not interrupt; records inclusive strengths and improvement areas for debrief.

### C. Red flags to watch for – behaviours that can create D&I, trust, or reputational risk

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Impatience with questions, defensive tone, or dismissive body language (e.g., eye-rolling, smirking, crossed arms).    |
| <input type="checkbox"/> | Overconfidence or ‘we’ve taken over’ messaging that undermines host nation authority or local capability.              |
| <input type="checkbox"/> | Failure to acknowledge host nation leadership/local responders/communities (lack of local recognition and visibility). |
| <input type="checkbox"/> | Use of insensitive language, jokes, metaphors, stereotypes, or ‘othering’ descriptions of affected people.             |
| <input type="checkbox"/> | Speculation or assumptions presented as facts; unclear boundaries about what is known.                                 |
| <input type="checkbox"/> | No concrete reference to cultural or religious sensitivities (creates perception needs are not being considered).      |
| <input type="checkbox"/> | Technical language that excludes non-technical audiences or marginalises groups with language barriers.                |

### D. After the press conference – debrief and corrective coaching

Ask participants to reflect on what they thought went well and any areas they would improve for next time. This gives space for two-way feedback and ownership.

Feedback is framed around impact (not intent) and links to trust, dignity, inclusion, and operational cooperation.

Use targeted questions:

“Who was visible and who was not?”

“How accessible was your language?”

“Which concrete sensitivity examples did you provide?”,

“If a 10-second clip of your statement was shared online, what impression would it create?”

Trainer reinforces what worked well with specific evidence (e.g., empathy, pace, acknowledgement of host nation).

Trainer provides clear improvement actions for next time (e.g., remove acronyms, name partners, add one concrete inclusion action).

Role players/other training staff are used to validate observations and make learning tangible.

Ask each participant to state one personal commitment for the next media/VIP engagement.

Close by emphasising again the importance of being culturally aware and sensitive when standing in front of the press.

## Trainer Checklist 3 – Coordination meeting on alleged bias/unequal access to international support (Stakeholder Interactions)

### Scenario & context

During a course SIMEX, a coordination meeting takes place. A role player acting as a local official raises concern about the conduct of the international team. Complaints from community representatives and local responders allege that assistance appears biased: some communities receive support more quickly, while others feel unduly privileged or marginalised (particularly along ethnic, religious, and socio-economic lines). The scenario tests the team’s ability to engage with concerns in a culturally sensitive, non-defensive manner and implement corrective actions with host-nation partners to ensure equitable access and maintain community trust.

Tick	Checklist item
<b>A. Before the press conference – preparation and inclusive planning</b>	
<input type="checkbox"/>	Team demonstrates understanding of the host-nation context (key actors, sensitivities, decision-making structures).
<input type="checkbox"/>	Stakeholder information is considered (role/authority, community relationships, likely concerns).
<input type="checkbox"/>	Team can explain mandate and how prioritisation decisions are made (needs-based, impartial criteria).
<input type="checkbox"/>	Meeting roles are agreed (spokesperson, note-taker, technical adviser) with a clear approach for follow-up actions.
<input type="checkbox"/>	A short, respectful opening is prepared (purpose, time available, shared objective, invitation to explain concerns).
<b>B. During the meeting – D&amp;I behaviours to observe</b>	
<b>Tone, respect and professionalism</b>	
<input type="checkbox"/>	Team remains calm and respectful (steady voice, open posture, culturally appropriate eye contact).
<input type="checkbox"/>	No dismissive behaviours (no whispering/side conversations, eye-rolling, smirking, phone use).
<input type="checkbox"/>	Humility and professionalism are visible: acknowledges concerns without defensiveness.
<b>Listening, inclusion and non-defensive engagement</b>	
<input type="checkbox"/>	Local official is allowed to speak without interruption.
<input type="checkbox"/>	Active listening is used (acknowledgements, summarising key points, checking understanding).
<input type="checkbox"/>	Defensive reactions are avoided (no blame-shifting, immediate rebuttal, or minimising).
<input type="checkbox"/>	Clarifying questions establish facts (who/what/where/when/impact) before proposing solutions.
<b>Cultural sensitivity and impartiality signals</b>	
<input type="checkbox"/>	Political/social sensitivity is recognised; language remains culturally respectful and neutral.
<input type="checkbox"/>	Commitment to mandate and ethics is reinforced (integrity, independence, impartiality, needs-based decision-making).
<input type="checkbox"/>	No stereotyping or generalisations about communities, authorities, or groups.
<input type="checkbox"/>	Collaborative stance is maintained (invites joint problem-solving with host-nation partners).
<b>Accountability and next steps</b>	
<input type="checkbox"/>	Official is reassured concerns will be taken seriously; an evidence-based review will be conducted.

<input type="checkbox"/>	Review approach is explained clearly (what will be checked, who will be involved, how updates will be provided).
<input type="checkbox"/>	Meeting closes with a clear summary: agreed actions, owners, timelines, and how/when reporting back will occur.
<b>C. Red flags to watch for – behaviours that can create D&amp;I, trust, or reputational risk</b>	
<input type="checkbox"/>	Apologetic tone that implies guilt or admission before facts are verified.
<input type="checkbox"/>	Confrontational, dismissive, or patronising language (including blaming the stakeholder/community).
<input type="checkbox"/>	Defensive attitude (immediate denial, minimising the concern, or shifting blame).
<input type="checkbox"/>	Misreading the issue (treats it as logistics issue only, not discrimination/exclusion and perceived unfairness).
<input type="checkbox"/>	Disrespectful non-verbal cues or side conversations that signal disregard.
<input type="checkbox"/>	Failure to summarise/confirm understanding or to agree next steps.
<b>D. Training staff actions, debrief and corrective coaching</b>	
Training staff maintain an observational presence and intervenes only if necessary to protect inclusion or manage harmful behaviour.	
A factual written record is produced (key concerns, what was said, decisions, actions, owners, deadlines).	
Debrief is planned using recorded notes and (where possible) role-player/observer feedback.	
Training staff facilitate a structured debrief by firstly asking participants to reflect on what happened from a D&I perspective in order (opening → concerns raised → your responses → summary).	
Ask participants to reflect specifically around: <ul style="list-style-type: none"> <li>○ How did they show that they were hearing and understanding the concerns raised?</li> <li>○ How did those concerns make you feel?</li> <li>○ How do you think marginalised groups would feel in a real life situation, and what do you think the likely impact would be on trust concerning the international support?</li> </ul>	
Training staff give specific feedback on observed inclusivity behaviours and any decisions taken during the meeting.	
Training staff asks each participant to state one inclusive behaviour that they would repeat and one that they would change next time.	