



Training for Regenerative Leadership

Module 1

From Sustainability to Regeneration: Strategic Reorientation of Organisations

Developed by University of Aveiro | 2026

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1. From Sustainability to Regeneration: Strategic Reorientation of Organisations

Understanding the difference between sustainability and regeneration and deriving concrete strategic implications for organisations.

by University of Aveiro

1.1 Introduction

Topics and Key Concepts

Module 1 introduces participants to the evolution of the concept of sustainability toward a regenerative approach, highlighting the need for a strategic reorientation of organizations in the face of current social and organizational challenges. Throughout the module, participants will be invited to reflect on their own organizations, analyzing existing practices and identifying opportunities to integrate regenerative and inclusive principles into their strategies and operations. The goal is to foster a shift in mindset, encouraging leaders to act as agents of change toward more just, inclusive, and sustainable organizations.

Topic of the Module: This module addresses the transition from sustainability to regeneration, integrating diversity, equity, and inclusion (DEI) as central elements of organizations' strategic reorientation. Thus, this module addresses the transition of organizational paradigms: from "Sustainability" (focused on reducing negative impacts and maintaining balance) to "Regeneration" (focused on creating positive impacts and restoring social and human systems). In the context of the Fit For The Future project, the focus is on understanding how inclusion and diversity shift from being legal obligations or HR metrics to becoming drivers of resilience and innovation in organizations and Vocational Education and Training (VET) institutions. The relevance lies in the need to prepare leaders and educators for a market that demands "living" organizations, capable of adapting and thriving by valuing difference. The relevance of this topic lies in the fact that global challenges—such as social inequalities, exclusion, and lack of representation—cannot be resolved without a profound transformation of organizations. Integrating DEI into strategy is not only an ethical issue but also a critical factor for innovation, resilience, and sustainable performance.

Key Concepts:

- **Organizational Sustainability:** An organization's ability to operate without compromising the resources of future generations, focusing on a balance between economic, social, and environmental considerations.
- **Regenerative Management:** An approach based on systems thinking that seeks not only to conserve but to improve and renew the systems in which the organization operates, promoting human flourishing.
- **Systemic Inclusion:** The process of integrating diversity at all levels and into all processes of the organization, recognizing that each individual contributes to the health of the whole.
- **Diversity as an Asset:** The shift from viewing diversity as a challenge to seeing it as a necessary source of creativity and adaptability.
- **Diversity:** The presence of differences among individuals within an organization (e.g., gender, culture, experience, age, abilities, perspectives).
- **Equity:** A principle that ensures fair conditions tailored to each person's needs, recognizing that different individuals require different types of support to have equal opportunities.

- **Inclusion:** Creating an environment where all people feel valued, respected, and able to actively participate in decisions and processes.
- **Organizations as living systems:** A perspective that views organizations as dynamic entities, interdependent with their social and human contexts, capable of learning and evolving.
- **Inclusive innovation:** Developing more effective solutions by integrating multiple perspectives and diverse experiences.
- **Inclusive regenerative impact:** An organization's ability to generate economic value while promoting inclusion, reducing inequalities, and strengthening collective well-being.

Overall Goals

By the end of this module, participants should be able to:

- Understand the difference between sustainability and regeneration in an organizational context.
- Recognize the strategic role of diversity, equity, and inclusion in regeneration.
- Identify organizational practices that promote or limit inclusion.
- Critically reflect on the social impact of their organizations.
- Identify opportunities to integrate regenerative and inclusive principles into their professional practices.
- Develop a systemic view of the impact of inclusion in the workplace.

Learning Objectives

Upon completing this module, participants will be able to:

Knowledge (Knowing):

- Clearly distinguish between sustainability and regeneration.
- Define the fundamental concepts of diversity, equity, and inclusion.
- Explain the relationship between organizational regeneration and social justice.
- Recognize the role of organizations as systems interconnected with the social context.
- Understand the basic indicators of a regenerative organizational culture.

Skills (Know-how):

- Evaluate organizational practices regarding their level of sustainability, inclusion, and regeneration.
- Identify barriers to inclusion and equity in the workplace.
- Reformulate existing practices to promote greater regenerative and inclusive impact.
- Apply a systemic perspective in the analysis of organizational problems.

Attitudes (Attitudes):

- Demonstrate openness to diverse perspectives and experiences.
- Develop critical awareness of inequalities and exclusion.
- Value inclusion as a driver of innovation and transformation.
- Take personal responsibility for promoting positive change in the professional context

Resources

Aoustin, E. (2023). Regenerative leadership: what it takes to transform business into a force for good. Field Actions Science Reports. The Journal of Field Actions, (Special Issue 25), 92-97.

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Chordiya, R., & Sabharwal, M. (2024). Managing diversity, equity, and inclusion in public service organizations: A liberatory justice approach. Routledge.

Denktaş, S., de Bruin, G., & van den Ring-Bax, J. (Eds.). (2025). Turning DEI Goals into Reality: A Practical Guide to an Inclusive Workplace. Taylor & Francis.

Polman, P., & Winston, A. S. (2022). Net positive. Profit Editorial.

Hahn, T., & Tampe, M. (2021). Strategies for regenerative business. Strategic Organization, 19(3), 456-477.

Hutchins, G. (2019). Regenerative leadership. eBook Partnership.

Hunt, V., Layton, D., & Prince, S. (2015). Diversity matters. McKinsey & Company, 1(1), 15-29.

Tulshyan, R. (2020). Do your employees know why you believe in diversity. Harvard Business Review. <https://hbr.org/2020/06/do-your-employees-know-why-you-believe-in-diversity>.

Luthra, P., & Muhr, SL (2023). Leading Through Bias. Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-38571-1>.

Malhotra, R. T. (2024). Inclusion on Purpose, with a new preface and readers' guide: An Intersectional Approach to Creating a Culture of Belonging at Work. MIT Press.

TED Talk – The Power of Inclusion. Available at: https://www.ted.com/talks/venus_rekow_the_power_of_inclusion

1.2 Activities

Activity 1: Icebreaker - “Diversity in Motion”

Learning Objectives:

- Promote interaction among participants.
- Make the diversity present in the group visible.
- Introduce the topic of diversity, equity, and inclusion (DEI) in the regenerative context.

Procedure and methods:

Procedure	Group format	Materials	Time
Setting up the space (before the session begins) • The facilitator arranges the room to allow for free movement • Defines two opposite points in the room (or a line on the floor): - o One side represents “Yes / I Agree” - o The other represents “No / I Disagree” • Explains that there are no right or wrong answers	Plenary session	• Ample space in the room • (Optional) adhesive tape to mark the line	2 minutes
Introduction to the activity • The facilitator briefly explains the objective: “We’re going to explore the diversity within the group through physical movement and quick reflection.” • The facilitator emphasizes that participation is voluntary and that the environment should be safe and respectful	Plenary session	None	2 minutes
Positioning exercise • The facilitator reads a series of statements related to experiences, perceptions, and inclusion • After each statement, participants position themselves along the line according to their level of agreement Examples of statements:	Plenary session	List of statements prepared in advance	6 minutes



• “I have worked in diverse teams” • “I feel that my opinion is heard in my professional context” • “I have felt excluded at work” • “Diversity improves decision-making” • “My organization actively promotes inclusion” • The facilitator can encourage intermediate positions (not just extremes)			
Brief sharing • After 2–3 statements, the facilitator invites a few participants (volunteers) to share: - o Why they chose that position - o What experiences influenced their response • The facilitator ensures: - o Active listening - o Respect for different perspectives - o Balanced participation time	Plenary session	None	5 minutes
Introduction to the module topic • The facilitator provides a brief summary, highlighting: - o The diversity of experiences within the group - o The existence of different perceptions of inclusion - o The importance of these differences for learning and innovation • Connects to the module: “As we’ve seen here, diversity and inclusion are not abstract concepts—they are experienced differently by each person. In the context of regeneration, these differences are essential for creating stronger, fairer, and more resilient organizations.”	Plenary session	None	2 minutes



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Activity 1

Icebreaker

“Diversity in Motion”

Time: 17 minutes

1 Preparing the space

Setting up the space:

Arrange the room to allow participants to move around freely.

- Mark out two opposite points in the room (or a line on the floor):

One side represents “Yes / I agree”

The other represents “No / I disagree”

- Explain that there are no right or wrong answers

2 Introduction to the activity

Briefly explain the aim of the activity:

“We’re going to explore the diversity within the group through physical movement and quick reflection.”

Explain that participation is voluntary and that the environment should be safe and respectful.

3 Positioning exercise

Read out the list of statements relating to experiences, perceptions and inclusion.

(Choose the most relevant statements)

1 Level 1 – Low sensitivity (warm-up)

- I have worked in teams with people who are different from me
- Diversity improves the quality of decisions
- Diverse teams are more innovative
- I have learnt something important from someone with a different perspective
- Diversity is an advantage for organisations

2 Level 2 – Moderate sensitivity (reflection)

- I feel that my opinion is heard in my professional context
- I feel that people are treated with respect regardless of their differences
- My organisation promotes an inclusive environment
- I believe that different perspectives are valued in decision-making
- Some people face more obstacles than others at work.

3 Level 3 – High sensitivity (personal experience)

- I have felt excluded or ignored at work.
- I have had to adapt my behavior to "fit in" with the organization.
- Not all voices are represented in my organization's decisions.
- I have witnessed situations of exclusion in the workplace.
- Not everyone has the same opportunities in my organization.

4 Level 4 – Very high sensitivity (critical and systemic awareness)

- My organization still faces significant challenges in terms of inclusion.
- I have reflected on privileges or inequalities in my professional context.
- Inclusion and diversity are essential for regenerative organizations.
- Organizations have an active responsibility in reducing social inequalities.
- Organizational regeneration depends on the inclusion of different voices.



Activity 1

Icebreaker

“Diversity in Motion”

4 Brief sharing

After 2 to 3 statements, invite some participants (volunteers) to share:
Why did they choose this position?
What experiences influenced their answer?

Ensure during the activity:

Active listening, respect for different perspectives, and a balanced participation time.

5 Introduction to the module topic

Provide a brief summary of the activity, highlighting:

- The diversity of experiences within the group,
- The existence of different perceptions of inclusion.
- The importance of these differences for learning and innovation.

Connects to the module:

"As we have seen here, diversity and inclusion are not abstract concepts – they are experienced differently by each person. In the context of regeneration, these differences are essential for creating stronger, fairer, and more resilient organizations."



Activity 2: “From Sustainability to Inclusive Regeneration”

Learning Objectives:

- Distinguish between sustainable practices and inclusive regenerative practices.
- Integrate diversity, equity, and inclusion (DEI) into strategic analysis.
- Develop critical thinking applied to real organizational contexts.

Procedure and methods:

Procedure	Group format	Materials	Time
Introduction to the activity • The facilitator briefly reviews the key concepts: - o Sustainability vs. regeneration - o The role of DEI in regenerative organizations • Explains the objective of the activity: “We will analyze real organizational practices and reflect on how they can evolve from sustainable to regenerative and inclusive.” • Divides participants into groups of 3–5 people	Plenary session	Materials to explain the key concepts of the activity (Distribute among the participants)	10-15 minutes
Case Assignment • Each group receives 1–2 practical cases (in worksheet format), for example: - o A recruitment policy based on “equal opportunity” - o Workplace wellness initiatives - o Innovation or leadership strategies • Each case should include a brief description of the organizational practice	Plenary session	Practical cases in worksheet format	5 minutes
Each group analyzes the cases in three steps: <u>Step 1</u> – Understanding the practice • Read and discuss the case between the group • Ensure that everyone understands the context	Group work	• Worksheets with organizational case studies • Worksheet for analysis and reformulation • Flipchart or A3 sheets	10 minutes

Step 2 – Classification Classify the practice as: • Sustainable (reduces negative impacts) • Regenerative (generates positive impact) • Regenerative and inclusive (generates positive impact and promotes DEI) Step 3 – Justification Discuss and record: - o Why they classified the practice in this way - o What elements are present or missing (especially regarding inclusion and equity)		• Markers	
Reformulation of the practice • Each group chooses one of the analyzed practices • Task: transform it into a regenerative and inclusive practice Groups should answer guiding questions: • How can this practice generate a positive impact? • Who is currently excluded or underrepresented? • How can different voices be included in the design and implementation? • What concrete changes would be necessary? • The groups record the new version of the practice	Group work	None	12 minutes
Preparation for the discussion • Each group prepares a brief presentation (1–2 minutes), including: - o Background information on the case - o Key limitations identified - o A regenerative and inclusive proposal	Group work	None	10 minutes
Presentation and plenary discussion • Each group presents its work • The facilitator may ask questions such as: - o “What makes this practice truly inclusive?” - o “What systemic impact could this change generate?”	Plenary session	None	10 minutes



• Encourage brief comments from other participants			
Summary and connection to the module • The facilitator highlights: - o The importance of integrating DEI from the outset of strategies - o The role of diversity in the quality of solutions • Key conclusion: “Organizational regeneration is only possible when different perspectives are included and when practices are designed to benefit both people and the systems in which they operate.”	Plenary session	None	3 minutes



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Activity 2

From Sustainability to Inclusive Regeneration

Time: 50 minutes

1 Introduction to the activity:

Briefly explain the key concepts:

- Sustainability, Regeneration, and Inclusive Regeneration.
- What does DEI mean?
- The role of DEI in regenerative organizations.

(Distribute the material to the participants)

Explain the objective of the activity:

“We will analyze real organizational practices and reflect on how they can evolve from sustainable to regenerative and inclusive.”

Divide the participants into groups of 3 to 5 people.

2 Case Assignment

Each group receives 1–2 practical cases (in worksheet format), for example:

- A recruitment policy based on “equal opportunity”
- Workplace wellness initiatives
- Innovation or leadership strategies

(Distribute the case studies among the teams).

Each case should include a brief description of the organizational practice

3 Each group analyzes the cases in three steps:

Step 1:

Understanding the practice:

- Read and discuss the case between the group
- Ensure that everyone understands the context

Step 3:

Justification:

- Discuss and record:
 - o Why they classified the practice in this way
 - o What elements are present or missing (especially regarding inclusion and equity)

Step 2:

Classification:

Classify the practice as:

- Sustainable (reduces negative impacts)
- Regenerative (generates positive impact)
- Regenerative and inclusive (generates positive impact and promotes DEI)





Activity 2

From Sustainability to Inclusive Regeneration

Time: 50 minutes

4 Reformulation of the practice

- Each group chooses one of the analyzed practices
 - Task: transform it into a regenerative and inclusive practice
- Groups should answer guiding questions:
- How can this practice generate a positive impact?
 - Who is currently excluded or underrepresented?
 - How can different voices be included in the design and implementation?
 - What concrete changes would be necessary?
 - The groups record the new version of the practice

5 Preparation for the discussion

- Each group prepares a brief presentation (1–2 minutes), including:
- Background information on the case
 - Key limitations identified
 - A regenerative and inclusive proposal

6 Presentation and plenary discussion

- Each group presents its work
The facilitator may ask questions such as:
- “What makes this practice truly inclusive?”
 - “What systemic impact could this change generate?”

Encourage brief comments from other participants

7 Summary and connection to the module

- The facilitator highlights:
- The importance of integrating DEI from the outset of strategies
 - The role of diversity in the quality of solutions

Key conclusion:

“Organizational regeneration is only possible when different perspectives are included and when practices are designed to benefit both people and the systems in which they operate.”



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Activity 2

1 PRACTICAL CASES

Case 1 – “Equal for All” Recruitment

Description



A company uses a standardized recruitment process for all positions. All applications are evaluated in the same way.

Observed Challenges



- Low diversity in teams
- Low representation in leadership positions
- Difficulty in attracting candidates from different social backgrounds

Question for analysis



Is this practice sustainable, regenerative, or inclusively regenerative?



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Activity 2

1 PRACTICAL CASES

Case 2 – Workplace Wellness Program

Description



The organization offers yoga classes and mindfulness sessions after work hours.

Observed Challenges



- Shift workers are unable to participate.
- Some people do not identify with the proposed activities.
- Reduced participation.

Question for analysis



How to make this initiative more inclusive and regenerative?



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Activity 2

1 PRACTICAL CASES

Case 3 – Hybrid Work Policy

Description



The company implemented hybrid work for all administrative employees.

Observed Challenges



- Some employees do not have adequate conditions at home.
- Operational functions were excluded from the policy.
- Perception of inequality between teams.

Question for analysis



How to apply greater equity in this practice?



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Activity 2

1 PRACTICAL CASES

Case 4 – Diversity Training

Description



The organization conducts mandatory annual training on diversity and inclusion.

Observed Challenges



- Low engagement;
- Training viewed only as an obligation;
- Little practical change after training

Question for analysis



How to transform this initiative into a regenerative practice?



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Activity 2

1 PRACTICAL CASES

Case 5 – Environmental Sustainability Program

Description



The company reduced plastic and implemented internal recycling.

Observed Challenges



- Low employee involvement;
- Decisions made solely by management;
- No connection to social impact

Question for analysis



How to integrate inclusion and participation?



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Activity 2

1 PRACTICAL CASES

Case 6 – Internal Promotion Process

Description



Promotions are awarded based on performance and availability for overtime.

Observed Challenges



- Low representation of women in leadership positions.
- Employees with family responsibilities are disadvantaged.

Question for analysis



Is this practice truly equitable?



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Activity 2

1 PRACTICAL CASES

Case 7 – Internal Communication

Description



All official communication is done only in digital format and in English.

Observed Challenges



- Some employees have language difficulties.
- Operational workers have limited access to digital communication.

Question for analysis



Who is being excluded from this practice?



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Activity 2

1 PRACTICAL CASES

Case 8 – Innovation Team

Description



The innovation team is composed solely of senior managers.

Observed Challenges



- Lack of diverse perspectives
- Solutions poorly aligned with real needs

Question for analysis



How to promote inclusive innovation?



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Activity 2

1 PRACTICAL CASES

Case 9 – Meeting Process

Description



Decisions are usually made by the people who speak the most in meetings.

Observed Challenges



- Unequal participation
- Some voices are rarely heard

Question for analysis



How to make the processes more inclusive?



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Activity 2

1 PRACTICAL CASES

Case 10 – Celebrating Diversity

Description



The company organizes a “Diversity Day” once a year.

Observed Challenges



- The initiative is symbolic.
- There are no structural inclusion policies.

Question for analysis



How to move from symbolic actions to regenerative impact?



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Activity 2

1 PRACTICAL CASES

Case 11 – Mentoring Program

Description



The organization created a mentoring program for young talent.

Observed Challenges



- Only well-positioned employees participate.
- There is a lack of transparency in the selection criteria.

Question for analysis



How to ensure equitable access?



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Activity 2

1 PRACTICAL CASES

Case 12 – Performance Evaluation

Description



Employees are primarily evaluated based on individual productivity.

Observed Challenges



- Low emphasis on collaboration and inclusion.
- Competitive and uncollaborative environments.

Question for analysis



What regenerative indicators could be included?



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Activity 2

1 PRACTICAL CASES

Case 13 – Organizational Leadership

Description



Strategic decisions are made solely by top management.

Observed Challenges



- Low employee participation
- Resistance to change

Question for analysis



How to integrate participatory practices?



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Activity 2

1 PRACTICAL CASES

Case 14 – Onboarding New Employees

Description



The onboarding process is the same for everyone.

Observed Challenges



- Different cultural and personal needs are not considered.
- Some employees experience difficulty integrating.

Question for analysis



How to apply a more inclusive and human approach?



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Activity 2

1 PRACTICAL CASES

Case 15 – Corporate Social Responsibility

Description



The company makes annual donations to local social institutions.

Observed Challenges



- The community does not participate in the decisions.
- The actions are not linked to the organizational strategy.

Question for analysis



How to transform this practice into social regeneration?

CRITICAL ANALYSIS OF A PRACTICAL CASE

ACTIVITY 2 – FROM SUSTAINABILITY TO INCLUSIVE REGENERATION

Let's transform practices into positive, inclusive and regenerative impact!



GROUP:	CASE ANALYZED:	PARTICIPANTS:	DATE:
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1 STEP 1 – UNDERSTANDING THE PRACTICE

1.1 Read and understand the case

What is the organizational practice described?

What is the main objective of this practice?

What challenges or problems have been identified in the case?

2 STEP 2 – CLASSIFICATION

How does the group classify this practice?

☐ **SUSTAINABLE**
(Reduces negative impacts)

☐ **REGENERATIVE**
(Generates positive impact)

☐ **REGENERATIVE & INCLUSIVE**
(Generates positive impact and promotes Diversity, Equity and Inclusion)

3 STEP 3 – JUSTIFICATION

3.1 Why did you classify the practice this way?

3.2 What positive elements are present?

3.3 What elements are missing / need improvement?

(Especially regarding diversity, equity and inclusion)

4 STEP 4 – REFORMULATION OF THE PRACTICE

TRANSFORM IT INTO A REGENERATIVE AND INCLUSIVE APPROACH

4.1 HOW CAN THIS PRACTICE GENERATE POSITIVE IMPACT?

4.2 WHO IS CURRENTLY EXCLUDED OR UNDER-REPRESENTED?

4.3 HOW CAN WE INCLUDE DIFFERENT VOICES IN PLANNING?

4.4 WHAT CONCRETE CHANGES WOULD BE NECESSARY?

4.5 NEW VERSION OF THE PRACTICE:

5 STEP 5 – EXPECTED IMPACT

6 STEP 6 – PREPARATION FOR PRESENTATION

What positive impact could this new approach generate?

How does this proposal promote greater inclusion and equity?

INITIAL
CLASSIFICATION:

MAIN LIMITATION:

Our new regenerative and inclusive proposal:

REMEMBER AS A GROUP: // Listen to all voices // Be critical and creative // Think about positive impact
// Do not forget inclusion!

FROM SUSTAINABILITY TO INCLUSIVE REGENERATION

Organizations that create positive social impact, with all people, for a better future.



1. SUSTAINABILITY



- Reduces social harm
- Protects workers' rights and dignity
- Prevents child labor and exploitation
- Promotes fair pay and safe conditions
- "Do less harm"

2. REGENERATION



- Creates positive social impact
- Restores opportunity and well-being
- Rebuilds trust, skills, and community support
- Expands access to decent work, learning, and care
- "Do more good"

3. INCLUSIVE REGENERATION



- Creates positive value with everyone
- Includes older adults and people with disabilities
- Removes barriers to participation and access
- Promotes equity, co-design, and belonging
- Strengthens resilience and innovation

DEI – WHAT DOES IT MEAN?

DIVERSITY



The presence of differences that enrich us (background, gender, culture, age, experiences, skills, perspectives).

EQUITY



Fairness by providing different support according to each person's needs to ensure equal opportunities.

INCLUSION

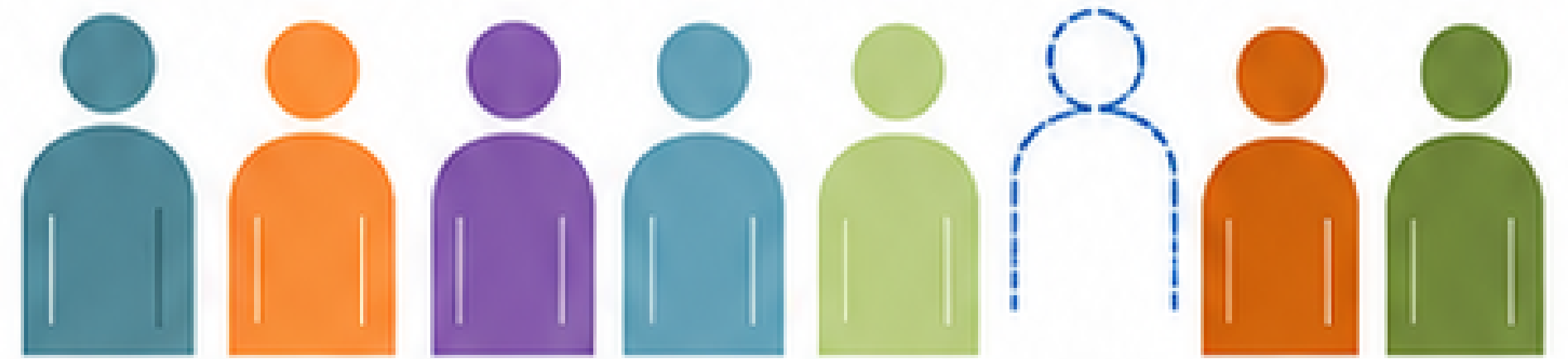


A culture where everyone feels valued, respected and able to participate and contribute.

KEY QUESTION



Who is **included**... and who is **left out**?



HOW TO ANALYZE A PRACTICE?



1. Does it reduce harm or create positive value?



2. Who benefits from it?



3. Who is excluded or not visible?



4. Are diverse perspectives considered?



5. How can it become more inclusive?

TRANSFORMATION

FROM

- ✗ Isolated practices
- ✗ Top-down decisions
- ✗ Focus on results only
- ✗ Low inclusion and participation
- ✗ Limited impact



TO

- ✓ Integrated and systemic practices
- ✓ Focus on positive impact
- ✓ Participatory decisions
- ✓ Diversity, equity and inclusion
- ✓ Regenerative and lasting impact



KEY IDEA



It is not enough to **sustain** the system, we must **regenerate** it with **all voices**.



ACTIVITY OBJECTIVE



Transform and practices



Make them more inclusive and fair



Generate more regenerative and meaningful impact



Activity 3: “Inclusion and Impact Assessment”

Learning Objectives:

- Evaluate organizational practices through the lens of diversity, equity, and inclusion (DEI).
- Identify inequalities, exclusions, and asymmetries in the organizational context.
- Develop critical awareness of the social impact of organizational practices.
- Identify opportunities for regenerative and inclusive evolution.

Procedure and methods:

Procedure	Group format	Materials	Time
Introduction to the activity: • The facilitator introduces the activity by explaining: “Let’s take a critical look at our organizations, seeking to understand who is included, who is excluded, and what impacts we are creating.” • The facilitator emphasizes: - o This is not about judging, but about reflecting and learning - o Confidentiality and respect are essential	Plenary session	None	3–5 minutes
Introduction to the exercise: • The facilitator presents the diagnostic framework (worksheet), which includes three dimensions: 1. Inclusion and participation 2. Equity and access to opportunities 3. Organizational impact (social and human) • Explains that participants can analyze: - o Their own organization - o Or another organization they know well	Plenary session	Worksheet with three dimensions	3 minutes
Guided individual reflection: Each participant completes the diagnostic worksheet based on guiding questions:	Individual work	Diagnostic worksheet	15 minutes

Dimension 1 – Inclusion and participation • Are all voices represented in the organization’s decision-making processes? • Are there underrepresented groups? • Are different perspectives valued? Dimension 2 – Equity • Does everyone have access to the same opportunities (promotion, training, visibility)? • Are there barriers (explicit or implicit)? • Are policies equal or equitable (tailored to needs)? Dimension 3 – Organizational Impact • What impact does the organization have on employees and the community? • Does it promote well-being, safety, and development? • Does it reinforce or reduce inequalities? Individual Summary • Key strengths • Key gaps • Opportunities for improvement (with a regenerative and inclusive focus)			
Pair Sharing: • Participants form pairs 1. Each participant shares their analysis (5 minutes each) 2. The partner: - o Asks probing questions - o Helps identify blind spots - o Suggests new perspectives • Encourage active listening and constructive dialogue • Each participant, individually, identifies: - o 1–2 concrete actions that could improve inclusion and equity - o 1 regenerative opportunity (broader positive impact) • Record in a simple way (e.g., short sentences)	Pair work	Diagnostic worksheet	12 minutes
Share in a group discussion: • The facilitator invites some participants to share insights or discoveries	Plenary session	None	5 minutes



• Focus on: - o Common patterns - o Surprises - o Inspiring ideas			
Summary and connection to the module: • The facilitator highlights: - o The importance of “making the invisible visible” (inequalities and exclusions) - o The link between inclusion and organizational regeneration - o The role of leadership in creating equitable environments • Key message: “Regeneration begins with awareness. We can only transform what we can see and understand.”	Plenary session	None	3 minutes





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Activity 3

Inclusion and Impact Assessment

Time: 40 minutes

1 Introduction to the activity:

The facilitator introduces the activity by explaining:

“Let’s take a critical look at our organizations, seeking to understand who is included, who is excluded, and what impacts we are creating.”

The facilitator emphasizes:

- This is not about judging, but about reflecting and learning.
- Confidentiality and respect are essential

2 Introduction to the exercise:

The facilitator presents the diagnostic framework (worksheet), which includes three dimensions:

1. Inclusion and participation
2. Equity and access to opportunities
3. Organizational impact (social and human)

Explains that participants can analyze:

- Their own organization
- Or another organization they know well

3 Guided individual reflection:

Each participant completes the diagnostic worksheet based on guiding questions:

Dimension 1 – Inclusion and participation

- Are all voices represented in the organization’s decision-making processes?
- Are there underrepresented groups?
- Are different perspectives valued?

Dimension 2 – Equity

- Does everyone have access to the same opportunities (promotion, training, visibility)?
- Are there barriers (explicit or implicit)?
- Are policies equal or equitable (tailored to needs)?

Dimension 3 – Organizational Impact

- What impact does the organization have on employees and the community?
- Does it promote well-being, safety, and development?
- Does it reinforce or reduce inequalities?

Individual Summary

- Key strengths
- Key gaps
- Opportunities for improvement (with a regenerative and inclusive focus)



MODULE 1 | FROM SUSTAINABILITY TO REGENERATION: STRATEGIC REORIENTATION OF ORGANISATIONS



Activity 3

Inclusion and Impact Assessment

Time: 40 minutes

4 Pair Sharing:

Participants form pairs:

1. Each participant shares their analysis (5 minutes each)
2. The partner:
 - Asks probing questions
 - Helps identify blind spots
 - Suggests new perspectives

Encourage active listening and constructive dialogue

Each participant, individually, identifies:

- 1–2 concrete actions that could improve inclusion and equity
- 1 regenerative opportunity (broader positive impact)

Record in a simple way (e.g., short sentences)

5 Share in a group discussion:

The facilitator invites some participants to share insights or discoveries

Focus on:

- Common patterns
- Surprises
- Inspiring ideas

6 Summary and connection to the module:

The facilitator highlights:

- The importance of “making the invisible visible” (inequalities and exclusions)
- The link between inclusion and organizational regeneration
- The role of leadership in creating equitable environments

Key message:

“Regeneration begins with awareness. We can only transform what we can see and understand.”



INCLUSION AND IMPACT ASSESSMENT

ACTIVITY 3 – DIAGNOSTIC FRAMEWORK – WORKSHEET

Scale: 4 - Strongly agree/Always | 3 - Agree/Often | 2 - Partially/Sometimes | 1 - Disagree/Rarely | 0 - Strongly disagree/Never



FIT4FUTURE

NAME:	DATE:	ORGANIZATION / TEAM:
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DIMENSION	GUIDING QUESTIONS	YOUR ASSESSMENT	NOTES / EXAMPLES
1 INCLUSION AND PARTICIPATION	1. Are all voices represented in the organization's decision-making processes?	0 1 2 3 4	
	2. Are there under-represented groups?	0 1 2 3 4	
	3. Are different perspectives valued?	0 1 2 3 4	
2 EQUITY AND ACCESS TO OPPORTUNITIES	1. Do all people have access to the same opportunities (promotion, training, visibility)?	0 1 2 3 4	
	2. Are there barriers (explicit or implicit)?	0 1 2 3 4	
	3. Are policies equal or equitable (adapted to needs)?	0 1 2 3 4	
3 ORGANIZATIONAL IMPACT	1. The organization creates a positive impact on employees and the wider community.	0 1 2 3 4	
	2. The organization promotes employees' well-being, health, safety, and professional development.	0 1 2 3 4	
	3. The organization's policies and practices reduce inequalities and promote inclusion.	0 1 2 3 4	
	4. The organization considers the social impact of its decisions on different stakeholder groups.	0 1 2 3 4	
	5. The organization contributes to creating an inclusive and regenerative workplace culture.	0 1 2 3 4	

4 INDIVIDUAL SUMMARY

KEY STRENGTHS	KEY GAPS	OPPORTUNITIES
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5 PEER EXCHANGE & ACTION PLANNING

1-2 CONCRETE ACTIONS	REGENERATIVE OPPORTUNITY & NEXT STEPS
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Activity 4: Closing Reflection

Learning Objectives:

- Summarize the key insights and lessons from the module.
- Identify concrete actions they can take personally in their mindset, behaviour, or daily work.
- Recognize opportunities to initiate or contribute to changes at team or organisational level.

Procedure and methods:

Procedure	Group format	Materials	Time
The trainer hands out the worksheet and explains it to the participants. Participants fill out the worksheet.	Individual work	Worksheet: Reflection	10 minutes

REFLECTION



Name:

Module:

- **Key Takeaways**

What are the main insights or lessons you gained from this module?

- **Immediate Personal Actions**

Which concrete changes can you start making in your own behaviour, mindset or way of working within your organisation?

- **Structural or Long-Term Actions**

Which changes could you initiate or contribute to in your team, department or organisation over time to create lasting impact?

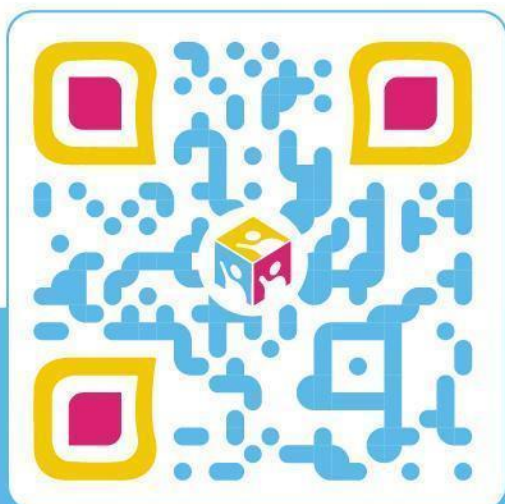


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