Embedding Context, Identity, and EDI in Training:
Guidance for Provision, Design and Delivery

Traditionally, mainstream training has neither formally nor consistently embedded consideration of access, accessibility, or contextual understanding (e.g., social identities, embodiment, resource constraints, and lived-in culture) and their implications from both normative and diverse perspectives. As a result, these aspects have often been addressed through separate, secondary, deprioritised, or add-on learning (e.g., cultural or trauma-informed approaches, training focused on specific social identities, mind–body differences, diverse gender and sexualities, or EDI training). Furthermore, normativity (within family, work, social contexts, wider society, and identities) is often excluded as a cultural identity and habitus, along with its associated stressors, cultural values, inter group relationship, and expectations.

Although specialised topics have intrinsic value, treating them separately rather than embedding them into *all* mainstream training reduces the completeness and inclusiveness of knowledge and learning experiences (e.g., access needs, knowledge, self-development, concepts, lived experiences, conceptualisation, skills). As well as the risk of damage to provider reputation, this separation increases the likelihood of

neglect, unequal opportunity, underrepresentation, and harm, particularly for attendees, students, or clients who are vulnerable, different, or in (super)marginalised positions. Further, since everyone is contextual, lives within a context (culture, resource) and has aspects of various self-contexts that may be considered normative (e.g., men, middle class, individualised family culture), different, or diverse, it makes sense to formally adopt a more whole embedded approach as standard with less reliance on separate add-ons or adaptations.

Therefore, the overarching guidance is:

All training, whether delivered as a whole program, as submodules (e.g., grief, substance abuse), or focused on specific topics (e.g., erotic transference, anger, shame) including CPD/Conferences, must be provisioned, designed and delivered with careful consideration to embed context, access*, accessibility, drawing on (usually a multiplicity of) of both normative and different contextual perspectives.

*Training access considerations must consider the impact on underrepresentated and underserved intersecting groups. This includes socially (super-)marginalised populations, vulnerable, as well as the underrepresentation of male (inclusive of diverse identities) and their marginal intersections.

To support a whole-solution approach to training, this document provides overarching self-assessment guidance with additional resources to support whole embedded training provision, design, and delivery. This approach aligns with ethical practice (see Ref [4]) such as fairness and justice, and SCoPEd competencies which mandate the embedding of context, difference, and diversity throughout training and practice as well as worldviews, culture, power considerations, in an anti-oppressive manner (see References [5]).

Reader notes

1. *This guidance is not a replacement for embodied self-development or formal training.*
2. *Contextual considerations do not override client autonomy, beneficence, or the focus on client experience as central; rather, they interact with both intrapersonal and interpersonal factors.*
3. *Examples provided are not comprehensive but are intended to illustrate the overarching guidelines and their meaning. A detailed list of individual considerations can be found in the resources section.*
4. *The term 'trainer' is used as standard in this document, but it may actually refer to a training provider, tutor, organiser, designer, or planner, depending on the context.*

5. *The term relationship refers to whole contextually embedded relationships (not only person to person) – see Whole solution approach section and Reference [1]. The revised relational scope of the relationships is essential for an embedded approach.*

6. *A whole embedded approach retains the integrity of mainstream modality theory by focusing on the relationship and practice.*

Quick start and structure

> **Quick-start:** *Unless already familiar, readers should consult the "**Wholeness solution approach**" section before reading this document for a quick-start primer on the wholeness approach, its relational model, language, and additional resources.*

This document is organised into the following sections:

- **Introduction:** This section highlights the rationale and need for an embedded approach to context, identity, and EDI.

- **Guidelines:** The core guidelines are split into the following subsections:

  - **Summary checklist:** A quick-reference tool for assessing focus areas and considerations.

  - **Positionality and self-development:** Guidance for trainer self-development, including positionality and group relational facilitation.

  - **Training provision:** Guidance for providing training, whether as a tutor, training organisation, host, or organiser.

  - **Training design:** Guidance on creating an effective teaching, learning, and, where relevant, assessment experience.

  - **Training delivery (including assessment):** Guidance on running training so that learning outcomes, aims, and objectives are achieved in a relationally safe manner without compromising challenge.

  - **Training assessment:** Guidance on assessing participants.

  - **Continuous improvement:** Guidance on collecting and using training feedback for ongoing improvement.

- **Whole solution approach:** A prerequisite primer on the whole solution approach and key artefacts. Read first if you are not familiar with the Wholeness Solution.

- **References:** used in this document.