

‘Engaging Diverse Communities’

With
Katie Donovan-Adekanmbi
&
Cheryl Morgan

Diversity Trust
Associates

Inclusion and Cohesion Specialist

- 10 yrs experience Building Sustainable Communities
- Designed and delivered Diversity & Inclusion (D&I) training for public sector organisations
- Designed and delivered the Anti-Hate Crime Ambassador Program in schools
- Acted as strategic D&I lead whilst in post as Sustainable Communities Manager
- Founder of BCohCo




**Katie
Donovan-
Adekanmbi**



Cheryl Morgan



- Heading up trans awareness training for The Diversity Trust since 2015
- Regular public speaker on trans history
- Former talk radio host on Ujima Radio



Diversity Trust are influencing social change

- Community Interest Company
- Established in 2012
- UK-wide research, training and consultancy
- Equalities led organisation
- Specialists in equality, diversity and inclusion
- Research and evidence based
- Partnership working including hate crime and discrimination, voice and influence and youth services

Privileged Fingers Activity.



 Listen Carefully...





What We Will Cover

- Equalities Law 2010 – Basics
- What is equality, diversity and inclusion?
- What are the Barriers?
- Unconscious bias
- What is Culture?
- Cultural Competence
- Equality, Diversity and Inclusion Principles
- 'Know How' for Change

Equalities Communities

We define equalities communities in relation to the protected characteristics in the Equality Act (2010), these include:

- Race
- Sex
- Disability
- Gender
- Reassignment
- Sexual Orientation
- Religion or belief
- Age
- Marriage and Civil Partnership
- Pregnancy and Maternity



Campaign / Organise / Assemble



Religion / Belief



Geographical / Neighborhood



Common Interest



Fitness / Sport / Well-Being

Build Relationship
with local
partners who can
signpost



Door Knock



Attend & Host
Local Events



**Engaging
Communities...**

Community
Profile



Social Media
Promotions



Advertise in local
and targeted
publications





Public Sector Equality Duty

Eliminate	Eliminate discrimination, harassment and victimisation
Advance	Advance equality of opportunity for people from protected groups - this means removing / minimising disadvantages and meeting the needs of different people
Foster	Foster good relations between people in protected groups – this means tackling prejudice and promoting understanding

Definitions

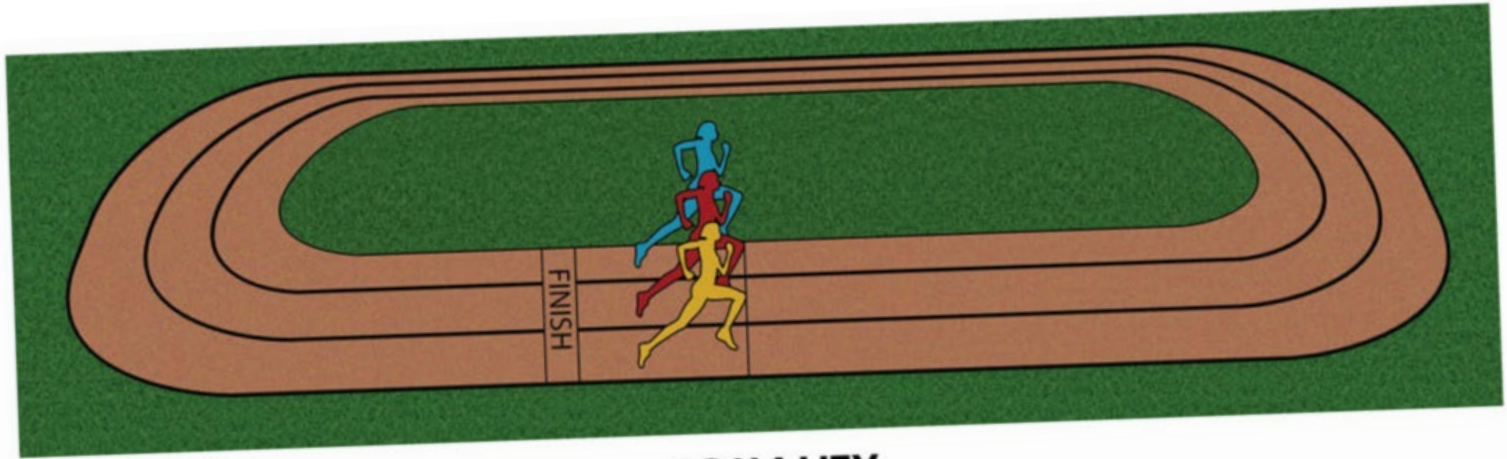
How do we define these terms...

- **Equality/Equity**
- **Diversity**
- **Inclusion**

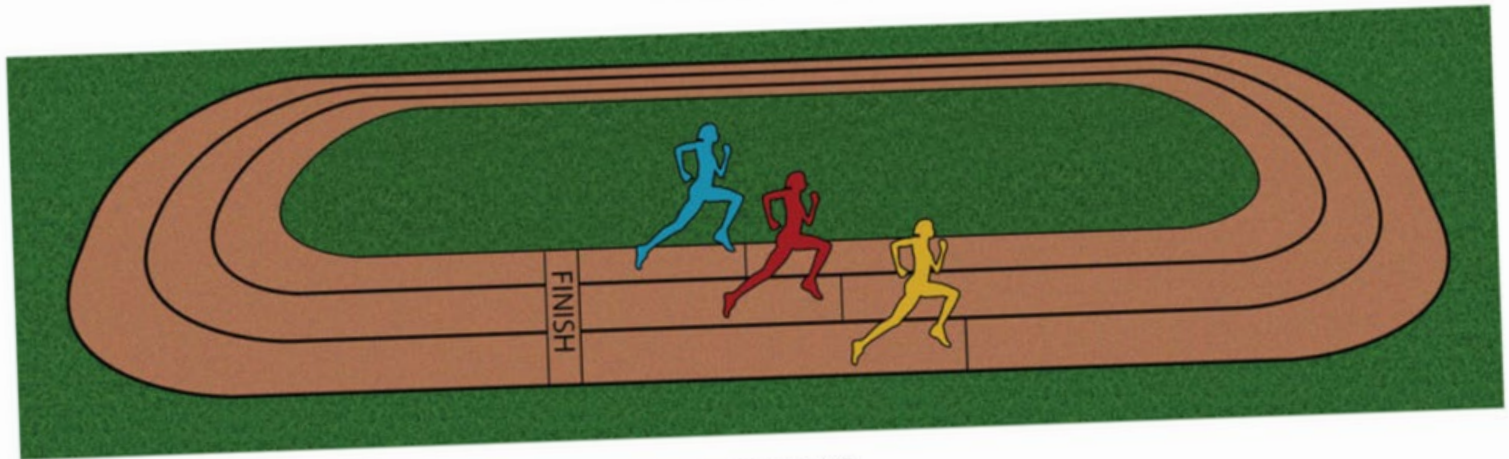


Equality

Equality is about promoting and fostering everybody's right to be different, about being free from discrimination, valued as an individual, and having choice and dignity with a right to your own beliefs and values...



EQUALITY



EQUITY

EQUALITY



EQUITY



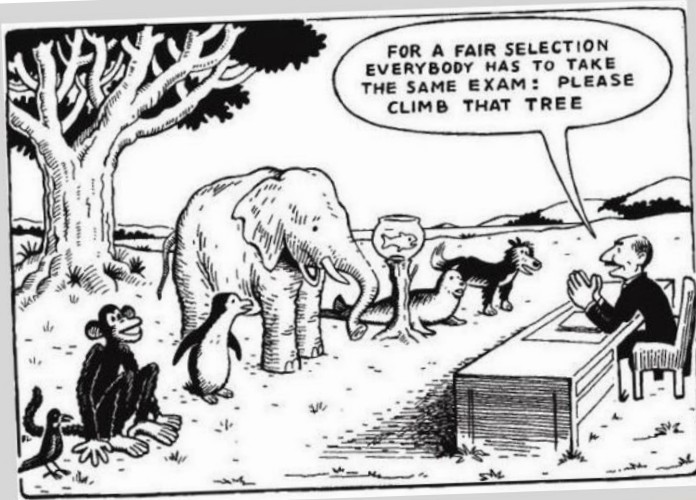
Diversity

Diversity is a word that means 'varied and different'

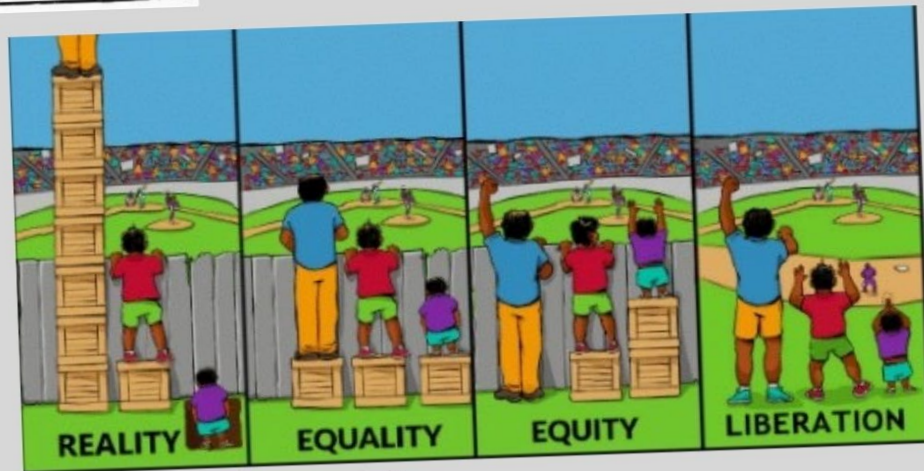
Diversity, therefore, is about more than equality. It's about creating a culture which values individual differences and variety for the benefit of society, individuals and organisations....

Inclusion

Inclusion is about giving everyone equal access and opportunities; removing barriers, discrimination and intolerance...



<https://mathcoachblog.com/2013/10/29/daywithrickwormelli/>



<https://me.me/i/reality-equality-equity-liberation-equity-in-education>



Unconscious Bias

Unconsciously, we tend to like people who look like us, think like us and come from backgrounds similar to ours. Humans have evolved to work in groups.

Beliefs and values gained from family, culture and a lifetime of experiences heavily influence how we view and evaluate both others and ourselves.



Imagine this.....

You are listening to the morning news on the radio.
They are talking about a nurse who has been awarded an OBE.

You get on a train and the driver announces that there will be a twenty minute delay to departure.

Did you think of.....

A female nurse?

A male train driver?

If so, this is an example of unconscious bias.

The Origins of Unconscious Bias

The presence of unconscious bias can be explained in three areas:



Evolutionary and Survival



Shortcuts and Processing



Socialisation and Perspective

The Origins of Unconscious Bias



Evolutionary and Survival

The unconscious brain is designed to use short-cuts to make quick judgements. This is a deep-rooted survival mechanism from when we had to make snap decisions about our environment.



= danger

The unconscious mind calls on our bank of personal experiences, memories and thoughts to look for patterns. It then groups this information together so that it can be accessed quickly.

A Natural Tendency

The human tendency to be biased is a natural resort of evolution and has developed over many thousands of years.

This natural tendency is reinforced through a process of continual socialisation.



The Origins of Unconscious Bias



Shortcuts and Processing

We can process around 200,000 times more information per second unconsciously than we can through conscious thought.

Most of the time this fast thinking unconscious process serves us well and frees up our conscious minds to concentrate on logical, rationale thought.

But sometimes the way our unconscious brain has grouped or categorised information can lead to biases that shape our thoughts before the conscious mind has had a chance to rationalise the information.

Categorising and Prototyping



When we are very young as we start to develop our understanding of the world, we make simple mistakes.

If you show a child a blue ball they may think that all balls are blue or that all round things are balls.

Although this happens as a child this process of prototyping continues all the way through adult life.



Without hesitation:

Think of a bird

Hold that image in your mind

Prototypical Birds

The chances are that you chose a 'prototypical' bird a bird that does everything that a bird can do.

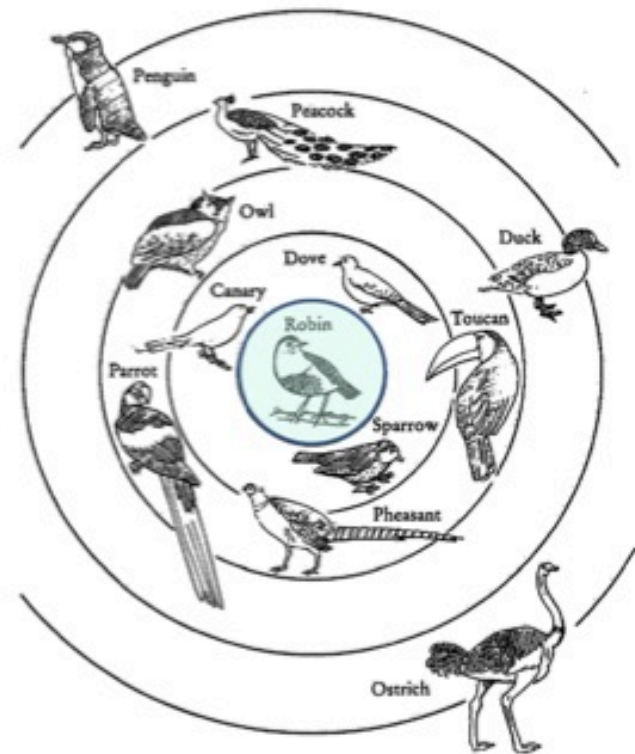
The most prototypical bird is the Robin and often you'll find that people choose this bird or similar birds.

As we start to give ourselves more time and to think more dynamically we start to think of the other types of birds that exist.



Prototypical Birds

Given time or in the odd case you may choose a non-prototypical bird like a penguin, puffin, a pelican or an ostrich.



The Origins of Unconscious Bias



Socialisation and Perspective

We are hard-wired to automatically categorise, but our hidden biases also reflect the lessons learned since birth as well as our experiences.

Unconscious bias is built through a 'Socialisation Cycle':

1. Born without bias and prejudice
2. Values, beliefs and expectations shaped by those closest to us
3. Reinforced through powerful messages from media and other institutions

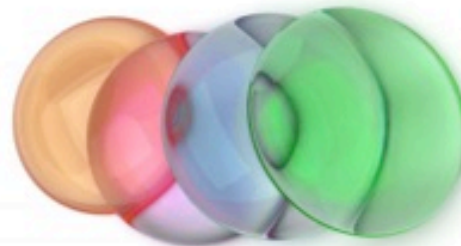
The Origins of Unconscious Bias



Socialisation and Perspective

As we go through life our surroundings, events and people continue to define who we are

We see the world through a unique lens and perspective coloured by our up-bringing and experiences.





Triggers

We may categorise people on obvious and visible physical characteristics:

Age

Skin colour

Piercings

Clothing

Body weight

Gender

Tattoos

Height

Hairstyle

Voice

Physical Disability

or on less visible/obvious ones:

Accent

Sexual orientation

Interests and hobbies

Nationality

Lifestyle

Social background

Job title

Friends

Religion/belief

What is the difference?

Prejudice

Discrimination

What is the difference?

Prejudice

A negative attitude or feeling towards certain groups based on faulty, inflexible generalisations.

Discrimination

Is the restrictive treatment of a person or group based on prejudiced assumptions of group characteristics, rather than individual judgment.

The Relationship between Prejudice and Discrimination

If Prejudice is an ATTITUDE and Discrimination is an ACTION.

IS IT POSSIBLE TO BE PREJUDICED AND NOT DISCRIMINATE



The Relationship between Prejudice and Discrimination

If Prejudice is an ATTITUDE and Discrimination is an ACTION.

IS IT POSSIBLE TO BE PREJUDICED AND NOT DISCRIMINATE

YES!



cultural intelligence
organisational culture mutually beneficial
cultural blindness culture equality understanding
privilege inclusion diversity
mutually beneficial
cultural competence
cross cultural cultural diversity change
journey
cultural awareness community
cultural proficiency reciprocal



CULTURE

‘We can’t really talk about cultural competence without first having a shared understanding of what culture is and what it is not’

Goode, T. 2018. Exeter University



CULTURE

Integrated pattern of human behaviour that includes thoughts, communications, actions, customs, beliefs, values and institutions of racial, ethnic, religious or social group.

Cross, T. L. et al. 1989

The Iceberg Model of Culture

Products - food, clothes,
art, symbols, buildings etc...

The diagram illustrates the Iceberg Model of Culture. It features a central iceberg shape with four horizontal layers. The top layer, above the water line, is labeled 'Products - food, clothes, art, symbols, buildings etc...'. The second layer, just below the water line, is labeled 'Behaviours & Decisions'. The third layer, further below, is labeled 'Values & Norms'. The bottom layer, which is the largest and deepest, is labeled 'Core Beliefs & Assumptions'. Three horizontal dashed white lines separate these four layers. The background is a gradient of blue, with the top part being lighter and the bottom part being darker, representing the water surface and depth respectively.

Behaviours & Decisions

Values & Norms

Core Beliefs & Assumptions

Cultural Diversity

Describes differences and factors that distinguish one group from another.

It can include:

- Ethnicity or race
- Nationality
- Language
- Age
- Gender
- Sexual orientation
- Gender identity or expression
- Social class, education
- Religion, spirituality
- Abilities
- Personal appearance





Cultural Awareness

- Culture is complex and simplistic approaches lead to misunderstandings and poor practice.
- People will usually not be fully aware of their own culture.
- Culture will always include issues of values and power relationships between individuals and groups.
- ‘Cultural awareness’ on its own is not sufficient to tackle institutional racism – you have to look at power relationships and structural inequalities as well.



OUT-GROUP

SEXISM
INSIDER
BEINGS
FASCISM
COALITION
ESSENTIALISM
NARCISSISM IDENTIFIER
RELIGION
ELITISM
EFFECT
PSYCHOLOGY
PREJUDICE
THEORY
IDENTITY
FASCISM
THINICITY
INSIDER
AUTARKY
EFFECT
NUMBER
SHIBBOLETH
CERMONISM
PREJUDICE
NUMBER
SEXISM
THEORY
SHIBBOLETH
PREJUDICE
SEXISM
ENDOGAMY
RACISM
BEINGS
SEXISM
SOCIAL
IDENTITY
THEORY
PARADIGM
THEORY
NUMBER
THEORY
SHIBBOLETH
THEORY
SEXISM
PREJUDICE
ENDOGAMY
RACISM
BEINGS
SEXISM
SOCIAL
IDENTITY
THEORY
PARADIGM
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THEORY
SHIBBOLETH
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ENDOGAMY
RACISM
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SEXISM
SOCIAL
IDENTITY
THEORY
PARADIGM
THEORY
NUMBER
THEORY
SHIBBOLETH
THEORY
SEXISM
PREJUDICE
ENDOGAMY
RACISM
BEINGS
SEXISM

ORIENTATION
MICROCULTURE
RACISM
BEINGS
RACISM
RACISM
FUNDAMENTALISM
FAVORITISM
SUBCULTURE
SOCIAL
HOMOGENEITY
GENETICS
AUTARKY
THEORY
CULTURE
NEPOTISM
THEORY
PARADIGM
THEORY
NUMBER
THEORY
SHIBBOLETH
THEORY
SEXISM
PREJUDICE
ENDOGAMY
RACISM
BEINGS
SEXISM

SOCIOLOGY
HOMOGENEITY
EFFECT
GENDER

Identity Groups

What are the variety of connections, relationships, themes or tensions between different identity groups?

- Race
- Religion or belief
- Gender
- Sexual orientation
- Age
- Disability
- Gender Reassignment



Who might feel
included and excluded
from this group?
Discuss.



In what way is our organisation inclusive?

In what ways is our organisation exclusive?

Exclusion

Passive ways to exclude

- Not challenging racism/sexism or other attitudes
- Giving the cold shoulder
- Not making an effort to communicate (active listening and compromise)
- Does nothing

Active ways to exclude

- Stereotyping
- Intimidation (gestures, words, actions)
- Isolate or ignore people
- Refusing children to play with others.
- Believing one's culture to be superior

Exclusive Communication



- Request that everyone must speak English at all times
- Doesn't inform people about services on offer – keep all information in English
- Doesn't make any provision for cultural difference or dietary needs
- Doesn't go out of your way to speak to anyone who's different
- Offering services to suit 'English speakers' only
- No translation or interpreter services
- Hold meetings in hostile environment
- Talk quickly in your own language, use jargon



Exclusive meetings

- Does not attend their events and encourage others not to attend
- Does not show any interest in others culture
- Makes sweeping assumptions and generalisations about all minority ethnic communities or other communities.
- Hold meetings in unacceptable places/at inappropriate times.
- Does not actively invite people
- Complex membership forms
- Use only white images in your information and resources

Forms of inclusion towards better community engagement

Personal

- What can I do when I want to engage with others? Am I aware of my own stereotyping, bias, culture?

Organisational

- What can we do to make our space welcoming? Are checking with those who are currently excluded to make sure they understand the benefits of engaging with us?



Inclusive organisations:

- Be adventurous, try different and proactive approaches to target minority ethnic communities
- Leave your own comfort zone at meetings and go and speak to people you don't know
- Implement Equal Opportunity policies and procedures
- Inclusion of all – meet reps from as many groups as possible to promote services to suit every group – make your services and activities suitable for all
- Make an effort to find out who and where they are.
- Find out what the groups are doing and what support they may need.
- Make contact with minority ethnic networks, use their expertise and knowledge. Give them freedom to challenge and inform your process.
- Dedicate resources, money, personnel to doing this work.

Cultural Competence

Commitment and Communication

- Demonstrating a Desire (Driving and shaping change)
- Listening and Connecting (Openness and Response to feedback)

Mapping and Gapping

- Knowledge and Awareness
- Targeting and Achieving

Engagement and Representation

- Opportunities for Participation and Influence
- Access and Resources

Cultural Competence: Individual/Staff/Team Level

Express	Acknowledge & identify	Seek and use	Demonstrate	Embed
<p>Express genuine interest and commitment</p>	<p>Acknowledge & identify areas of professional growth</p>	<p>Seek and use cultural knowledge effectively</p>	<p>Demonstrate a willingness and capacity to address the dynamics of difference</p>	<p>Embed concepts of cultural competence in:</p> <ul style="list-style-type: none">•Policies and processes•Training and development•Mentoring•Community engagement



Conscious Competence Learning Matrix

UNCONSCIOUS INCOMPETENCE

You are unaware of the skill and your lack of proficiency

UNCONSCIOUS COMPETENCE

Performing the skill becomes automatic

CONSCIOUS INCOMPETENCE

You are aware of the skill but not yet proficient

CONSCIOUS COMPETENCE

You are able to use the skill, but only with effort



Unconscious Cultural Competence

An organisation or sector's approaches can often mean that EDI is embedded in practices. There is often a strong value base, reflective and respectfully inquisitive approaches, ethical considerations and inclusive practices that help to reduce bias, prejudice and discrimination and improve outcomes.

However, this can often be an 'unconscious competence' and we may find it difficult to unpick the knowledge and sensitivity we have acquired and apply.

The Diversity Trust have coined the term '**Unconscious Cultural Competence**' to describe this process.



Our Training Programmes

- **New** Unconscious Bias
- Achieving Cultural Competence
- Domestic Violence and Abuse in LGBTQ and Same-Sex Relationships
- Equality, Diversity & Inclusion
- Gender – achieving gender equality
- Gender Identity – working with the transgender community
- Hate crime awareness training (SARI)
- LGBTQ+ - Diversity in Practice
- Safeguarding – LGBTQ young people and adults at risk
- Substance Misuse in the LGBTQ Community
- Understanding Domestic Violence and Abuse

Diversity Trust

Phone 0844 800 4425

info@diversitytrust.org.uk

www.diversitytrust.org.uk

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