

development through

# diversity




a step by step toolkit for community organisations


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 Winchester House, 11 Cranmer Road, London, SW9 6EJ

 020 7735 1075

 020 7735 0840

 [info@bassac.org.uk](mailto:info@bassac.org.uk)

 [www.bassac.org.uk](http://www.bassac.org.uk)

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Please feel free to photocopy and distribute the Development the Diveristy toolkit to anyone who might find it useful.

## **Acknowledgements**

This toolkit was commissioned by **bassac** - British Association of Settlements and Social Action Centres. **bassac** is a networking organisation driven by a desire to find local solutions to national problems. It values innovation in neighbourhood action and a focus on people rather than problems. Because people and communities have many needs, **bassac** supports and promotes a multi-purpose approach to community development.

The toolkit was developed and produced by Groundswell and Sparkleweb. Groundswell is a charity supporting projects that involve homeless and excluded people in tackling homelessness throughout the UK. Groundswell has been promoting practical solutions that see homeless people as part of the solution rather than 'the problem' since 1996. Sparkleweb specialises in developing accessible resource packs both on and offline.

The toolkit is based on the experiences of **bassac**'s Development Through Diversity grants programme funded by the Nationwide Foundation. The programme funded ten pilot projects for one year to look at different, integrating ways of working that encourage diversity and tackle discrimination. It also includes the experiences of members of the Groundswell UK network, and Homeless International's overseas partners and Oxfam's UK Poverty Programme.

Each project took a very different approach to tackling diversity with a wide range of stakeholders. But they all welcomed the opportunity to develop cultures and ways of working that celebrate difference and inclusivity.

The toolkit is directly based on the experiences of:

Bankside Open Spaces Trust; **bassac**; Bradford Speakout, Burley Lodge, Bramley and Rodley Community Action and Cardigan Centre (BARCA-Leeds); Cricklewood Homeless Concern; Gellideg Foundation; Groundswell UK; Hanley Crouch Community Association; Markfield Project; National Slum Dwellers Federation of India; Peel Institute; People off the Streets (POTS); Praxis; Shiney Advice and Resource Project (ShARP); St Hilda's East Community Centre; Tenants in Control; Time and Talents Association.

We are grateful for their contributions to the toolkit.

### **Also available online at:**

 [www.bassac.org.uk](http://www.bassac.org.uk)

 [www.groundswell.org.uk](http://www.groundswell.org.uk)

Welcome to **bassac**'s Development through Diversity step by step toolkit...

**Ben Hughes, Chief Executive**  
bassac

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## Development through diversity

### a step by step toolkit for community organisations

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## **How do you use it?**

Welcome to Development Through Diversity toolkit designed to be used by community organisations interested in developing diversity effectively within their organisation.

This toolkit aims to be a practical guide to provide managers, staff and anyone who wants to get involved with basic information, useful tips, quotes and checklists to help develop a truly diverse organisation. It is based on people's experience of what works and problems to be overcome.

We have split the Development Through Diversity toolkit into following steps, from getting a good understanding, to putting diversity on the agenda, to making a plan right through to assessing how successful you've been.

When considering each stage, the toolkit can help you along the way with a bit of theory, other people's insights, notes and checklists.

However, this doesn't mean it's a prescriptive process that you have to follow step by step. It can be used to dip in and out of the guide as you consider different approaches and address different aspects of developing diversity. You'll find yourself at different state at different times. Just refer to it whenever you feel the need.

The guide is a starting point to help you think about the process of developing diversity. We have included contact details of organisations, publications, websites and other resources to help you develop your own diversity plans.

Where you end up will depend on many factors and differences but understanding and implementing the principles will lead you to find your own unique solutions and approaches to the challenges and opportunities of developing diversity.

And finally, let us know what you think - we'd love to have your ideas, feedback and lessons to share with others.

## Step 1: Diversity and you - getting a good understanding.



Diversity is the condition of being different or having differences.

### What is diversity?

Diversity is simply being different or having differences. A lot of people interpret that as simply about race or disability. These differences aren't just about race. They can be about:

- ★ Age
- ★ Disability
- ★ Ethnicity
- ★ Nationality
- ★ Religion
- ★ Gender
- ★ Sexuality
- ★ Culture
- ★ Lifestyle

Developing diversity is about developing variety, and valuing and respecting our differences. Most importantly, it's about us representing and reflecting the differences within the communities we work in.

So diversity is not only about combating discrimination, but developing cultures and ways of working that celebrate difference and inclusiveness.

### on record

*"A diverse organisation is one which values difference. It is one which recognises that people with different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions. Diverse organisations encourage and harness those differences to make their services relevant and approachable. A diverse organisation draws upon the widest possible range of views and experiences, so it can listen to, and meet, the changing needs of its users, staff, volunteers, partners and supporters."*

National Centre for Volunteering

It's about recognising and valuing that difference, and remembering that there are positive values in the things we don't have in common. The greater our range of perspectives and experiences, the more creative and diverse the possible solutions are.

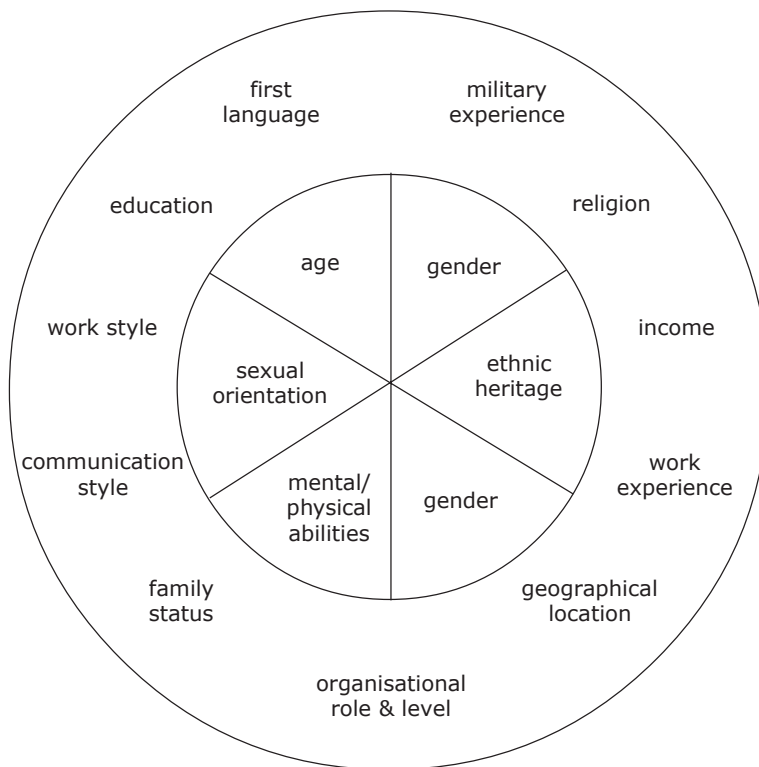
We also need to consider the idea of divergence, meaning a wider range of perspectives and, therefore, more understanding.

It's important to appreciate that the ideas around diversity are not about language. They are about core principles. It's not about saying 'yes' to everyone. All organisations operate to their own values and standards. Developing diversity doesn't necessarily mean those values have to change. But it does mean that the organisation and people in it have to be prepared to question their values and standards to ensure that they are not deliberately or unwittingly discriminating against people because of their differences. Diversity is not about political correctness or about believing that everyone's views are acceptable. People sometimes have views that must be challenged so it's important that every organisation has its own definition.

Developing diversity is not about blindly following a step by step process – it's a much more involved strategic process. And, with that in mind, it needs to be given the appropriate time and energy to do it effectively.

**A bit of theory...**

**The diversity wheel** - this identifies the many dimensions of diversity.



Taken from *Implementing Diversity* by Marilyn Loden, 1996

**on record**

*"The Government wants a public service which values and uses the differences that people bring to it... The public sector must also be a part of the society it serves. It must reflect the full diversity of that society if it is to deliver the policies and services required."*

Modernising Government White Paper, June 1999

**What does diversity mean in a community organisation?**

- ★ Workers and clients reflect the local community's diverse population.
- ★ Differences of culture, background, preferences and values are recognised and understood and those differences are acknowledged and valued.
- ★ It is everyone's concern (staff at all levels, board members, volunteers and users) not just managers.
- ★ There is flexibility for employees and users to do things their own way.
- ★ Individual talents are harnessed, not suppressed.
- ★ Employees and users are consulted, listened to and feel involved.
- ★ There is a culture of synergy and interdependence within and around the organisation.

**on record**

*"We define diversity as the inclusion of any individual from the wider community into our services."*

Hanley Crouch Community Association

on record

*"We at the DTA define diversity as achieving true representation of the community you work in."*

Development Trusts Association, The Community Challenge, September 2002

## Seeing beyond stereotypes

Throughout this toolkit we've drawn on the experiences of **bassac's** Diversity Through Diversity projects (see appendix 1) along with other organisations that have also been involved in documenting their own diversity processes.

We can't emphasise enough that diversity is not just about race. Or even race and disability. It's about difference - all differences. The areas of diversity addressed by the ten 'Development Through Diversity' projects were:

- ★ People with disabilities
- ★ Gender
- ★ Ethnicity – African, Bangladeshi; black, minority and ethnic organisations; exiles from Latin America, Rwanda and Somalia
- ★ Age – young people; older people
- ★ Homeless people - asylum seekers and refugees; homeless people
- ★ Sexuality [am trying to get Stonewall C21 grant recipient to include]

It's also important to distinguish between diversity, equality and anti-racism and anti-sexism. Within this toolkit we strive to get beyond the work place definitions that restrict the focus to an internal one for organisations and their employees.

We are consistently talking about diversity in its broadest sense, including users, partners and the whole community.



photo:



## Step 2: Diversity and equal opportunities - what's the difference?

### What's the difference between diversity and equal opportunities?

Diversity is different from equality. Obviously they are closely related but diversity goes much wider. Equality focuses on fairness, on tackling discrimination and ensuring everyone is treated fairly. Diversity is about valuing and respecting differences, and not just fitting into the dominant culture.

#### A bit of theory...

Equal opportunities and managing diversity - the models compared

| Equal opportunities (EO)<br>- the old approach  | Managing diversity (MD)<br>- the new approach   |
|---|---|
| Externally driven <ul style="list-style-type: none"> <li>★ Rests on moral and legal arguments</li> <li>★ Perceives EO as a cost</li> </ul>  | Internally driven <ul style="list-style-type: none"> <li>★ It makes good business sense</li> <li>★ Perceives MD as an investment</li> </ul>   |
| Operational <ul style="list-style-type: none"> <li>★ Concerned with process</li> <li>★ Rational organisational model</li> <li>★ Externally imposed on managers</li> </ul>   | Strategic <ul style="list-style-type: none"> <li>★ Concerned with outcomes</li> <li>★ Internalised by managers and employees</li> <li>★ Appreciation of organisational culture</li> </ul>   |
| Difference perceived as other/problematical <ul style="list-style-type: none"> <li>★ Deficit model</li> <li>★ Ethnocentric, heterosexist</li> <li>★ Assimilation advocated</li> <li>★ Discrimination focus</li> <li>★ Harassment seen as an individual issue</li> </ul> | Difference perceived as asset/richness <ul style="list-style-type: none"> <li>★ Model of plenty</li> <li>★ Celebrates difference</li> <li>★ Mainstream adaptation advocated</li> <li>★ Development focus</li> <li>★ Harassment seen as an organisational climate issue</li> </ul> |
| Group focused <ul style="list-style-type: none"> <li>★ Group initiatives</li> <li>★ Family friendly policies</li> </ul>   | Individual focused <ul style="list-style-type: none"> <li>★ Universal initiatives</li> <li>★ Individual development</li> <li>★ Employee friendly policies</li> </ul>  |
| Supported by narrow positivist knowledge base   | Supported by wider pluralistic knowledge base   |

Taken from Wilson and Iles (1996) *Managing diversity: evaluation of an emerging paradigm*, Proceedings of the British Academy of Management Annual Conference, Aston



**note!**

Diversity is not a replacement for equal opportunity - the two are interdependent. A diversity approach, which does not involve equality practices, will fail to generate measures to combat discrimination against the most vulnerable groups.

**on record**

*"Managing diversity is essentially an effort that recognises the increasing presence of people in the society and in workplaces and markets who are of differing cultural, ethnic, racial and gender backgrounds with overlays of differences in religions, nationalities, ages, physical abilities and disabilities et al. Its objectives are to help lower traditional and historical barriers and eliminate the prejudices that tend to alienate people on the basis of such differences so as to maximise corporate and organisational productivity, profitability, and access to new markets in an increasingly diverse society, and in an increasingly competitive and global economy."*  
John W Work, Drucker Foundation 1994 Annual Conference

While diversity and equal opportunities are both about making the idea of equality real in your organisation, diversity and equal opportunities are not the same thing.

Equality of opportunity is being equal especially in status, rights and opportunities. It is a set of strategies designed to:

- ★ get rid of discrimination and discriminatory practices
- ★ introduce targeted measures (e.g. positive action training, mentoring, bursary schemes) to enable previously disadvantaged groups to compete equally in employment
- ★ be implemented by everyone and monitored by equal opportunity officers.

So, according to Wilson and Iles, while equal opportunities is a legal requirement and seen as a cost, diversity needs to be dealt with proactively and seen as an investment. Where equal opportunities aims to neutralise differences, diversity respects them and focuses on developing all individuals. Finally, equal opportunities is seen as the responsibility of only a few people, while diversity needs to be everyone's responsibility.

**What are the similarities between diversity and equal opportunities?**

- ★ enabling people to get involved and feel involved and removing barriers to participation.
- ★ equal opportunities does acknowledge the difference, even if the response is different to diversity.



Developing diversity is more than just focusing internally - with staff, trustees and board. It's also about developing diversity within the community you aim to support. For more information see step 4 on page 14.

**Diversity needs to be from the centre to the edges!**

Managing diversity has moved from being a human resources and recruitment issue (staff, board members, volunteers) to one which is fundamental to the success of an organisation - where diversity is integrated through all policies and strategies.

This means that everybody in the organisation needs to be aware from the outset of the possible different effects of developing diversity, and to take action wherever possible to eliminate or minimise adverse consequences.

And, as we've already mentioned, developing diversity has also shifted from an internal issue to something much broader - to users, partner organisations, funders and to anyone else involved with your community organisation.

We don't have, and shouldn't have, all the answers. The process must be inclusive - it's so important to involve people. Diversity means more views, opinions, perspectives and ideas for solutions. TAKE ADVANTAGE OF THIS!!!



Diversity is not just about representation. An individual refugee on the board does not mean they are able to represent all refugees, or all members of their community.



Refugee Lifeline in Sheffield has a management committee of twelve, eight of whom are drawn from different cultures that make up the refugee communities in the city, and echo the staff body that delivers services on the ground.

**A bit of theory...**

Here are some key issues about managing diversity from Rajvinder Kandola and Johanna Fullerton.

- ★ Managing diversity has the starting point that valuing people and enabling them to work to their full potential will make the workplace more inviting to a wider range of people and will benefit the long-term viability of the organisation.
- ★ Managing diversity is about empowering everyone to realise their full potential and, as such, all members of the organisation should have the opportunity to develop and become fully productive. Diversity takes individuals, not groups, as the primary focus.
- ★ Managing diversity promotes a strong link with organisational culture and meeting strategic objectives. It is about high-quality human resource processes to enable people to perform to their highest potential.

Taken from *Managing the Mosaic: diversity in action*, Chartered Institute of Personnel.



*"For us, diversity means recognising that homeless people have differences, capacities, cultures and more importantly have an ability and right to be included within the community."*  
 Danny Maher, Cricklewood Homeless Concern

## Step 3: The benefits of diversity - make your case.

on record

*"Many older people's groups work with a specific group or community... We pride ourselves on the fact that we can reach out and accommodate people from any background and of any ability. It is important for us to reflect the needs of the community and meet the challenges of an inner city community."*  
Hanley Crouch Community Association

on record

*"...On an inclusive board, individual board directors contribute an array of talents, skills and interests that result from their own experiences and origins. Collectively, the board is enriched by diversity as individuals take advantage of their differences to work successfully together on behalf of the organisation..."*  
Jennifer M Rutledge in *Building Board Diversity*

### Why does developing diversity matter?

Developing diversity isn't just about it being 'the right thing to do'. There are wide ranging impacts - in fact many organisations set out to make a business case for developing diversity as a way of getting everyone on board. It actually improves how your organisation operates. So let's have a quick look at the possible economic, social, cultural and political benefits of developing diversity within your organisation.

- ★ It can enhance your organisational performance.
- ★ It maintains and strengthens the well-being of the staff, volunteers and users.
- ★ It has a positive effect for recruitment and retention of staff, board members and volunteers.
- ★ Developing diversity reinforces the moral and ethical values of the organisation.
- ★ It can improve communication and reduce conflict which results in good morale with workers and clients.
- ★ It can enhance your organisation's reputation.
- ★ It improves good practice and promotes you as a service-provider of choice.
- ★ Your organisation will present a more welcoming face to volunteers, clients and the general public.
- ★ Your organisation will be more representative of and responsive to the wider community.
- ★ The organisation will benefit from the new ideas and fresh approaches being generated by people from different backgrounds, cultures, genders, ages and outlooks.
- ★ Developing diversity will have a positive impact on motivation, commitment and creativity from workers and clients.
- ★ Workers will have a greater understanding of clients' values and needs.
- ★ Funders require it.
- ★ It makes better use of resources, improving efficiency and effectiveness.
- ★ The sense of ownership is increased.
- ★ It helps to establish a partnership and shared vision between different stakeholders.
- ★ It breaks down barriers and challenges misconceptions.

### How does a diverse board of management contribute to the overall effectiveness of your organisation?

- ★ Being more responsive - closing the gap between the governors and the governed and involving people from different backgrounds and with diverse skills and experience.
- ★ Setting an example - positions of power are often the last to change, so proactively addressing diversity at board level sets the standard for the rest of the organisation.
- ★ Challenging the board - the process of developing diversity will challenge boards to be more accountable to their users and more effective in their roles.



*'We set out to develop new ways of recognising and accepting diversity and find ways of working together more effectively. This is the first chance in Brent for single homeless people to influence the way homelessness is viewed in the Borough and consider how services can be provided to maximise the abilities of homeless people to find better ways of managing their lives.'*

Danny Maher, Cricklewood Homeless Concern

#### Case study: Groundswell UK

Groundswell aimed to ensure the board reflected the diversity of the network and included different experiences.

The organisation recruited six trustees with personal experience of different types of homelessness to enhance the board's ability to support the organisation strategically.

It's worth noting that this was not a replacement for listening or being accountable to the network as a whole. It is an enhancement, not a replacement.



Making a commitment to developing diversity in your organisation will have an impact on resources, particularly on time and money. You do need to allow for this in advance.

## Step 4: Who do you involve? Think as broadly as possible.

on record

*'Managing diversity is based on the concept that people should be valued as individuals for reasons related to business interests, as well as for moral and social reasons. It recognises that people from different backgrounds can bring fresh ideas and perceptions which can make the way work is done more efficient and products and services better. Managing diversity successfully will help organisations to nurture creativity and innovation and thereby tap hidden capacity for growth and improved competitiveness.'*

Chartered Institute of  
Personnel & Development

### Who do you involve in developing diversity within your community organisation?

A lot of diversity work is internal - working with employees, the management committee and volunteers. This is a vital area to focus on but it mustn't be the only area you concentrate on. Many publications don't go beyond the internal audience but it's vital to think beyond that if you are to develop a truly diverse organisation. It's important to communicate both internally and externally.

#### Internal

Involve everyone from the beginning. Invite them to an initial meeting so that you can work out, as a group, how to make plans and take them forward. Include:

- ★ Staff at all levels.
- ★ Management committee members.
- ★ Volunteers.
- ★ Users.

#### External

To develop diversity it's important to broaden your definition of your audience. By thinking externally, you are thinking about how you interact with the local community. Include:

- ★ Local people and the local community.
- ★ Other local projects engaged in similar issues.
- ★ Voluntary and community sector at large.
- ★ Supporters.
- ★ Funders.
- ★ Other sectors - health, police, education.

Developing diversity within, and throughout, your organisation will help you define and differentiate yourself through your organisation's individual ethos, special character and area(s) of specialist expertise.

This will reflect the diverse needs and aspirations of your clients. It recognises that community-based organisations must be responsive and dynamic if you are to meet the challenges of local, regional and national change.

Don't be too daunted! To develop your organisation to meet such a wide range of needs can seem like a huge task. To help you as you go along, always think about these three issues:

- ★ What you are trying to say.
- ★ Listening and responding.
- ★ Demonstrating progress - telling people what's happened.

### Case study: Bankside Open Spaces Trust

Bankside Open Spaces Trust (BOST) works to engage people from all sections of the community in improving the outdoor environment on their doorstep. The Trust has set up special projects targeted at marginalised groups including young people and people with disabilities.

So who was involved in their 'Development Through Diversity' project?

- ★ Approximately 30 Begali women, their children and some of their husbands, were empowered to share their ideas, information, recipes, singing voices, gardening skills, cooking and embroidery. Many of these are still in touch with BOST, providing catering at events and asking us to develop vegetable growing space for their needs.
- ★ Nearly 20 African women and their relatives were able to produce pottery, do performances, cooking and develop their window boxes.
- ★ 1780 people from the Bankside area attended parks events with a cross cultural theme. Many of these people were affected by the beautiful performances, delicious new food and striking images of people from other cultures they had not considered. Others took the opportunity to reminisce over holidays to regions represented and to improve their knowledge on the area's culture.
- ★ All the staff and half of the trustees were involved in diversity training.



*"I think people decided to get involved because of our message that involvement can be beneficial. Once we got away from what can be the usual negative and depressing attitudes often brought about as a result of exclusion, members got into the spirit of it."*

Danny Maher, Cricklewood Homeless Concern



Diversity is a two way street. Organisational issues will never overcome distrust or inertia unless individuals take risks and engage energy in changing things themselves. Diversity and empowerment are closely linked and one serves to support the other.

So if you're going to develop diversity, it's not just about your staff. But why involve users?

- ★ Some clients already have dependencies (like alcohol, drugs). The last thing they need is to be solely dependent on providers, however well meaning they are.
- ★ Clients often know what is needed in a service, as only they can know what their individual needs are.
- ★ Clients can provide invaluable support to other residents.
- ★ Providers need to remember that staff who haven't experienced issues that users are facing may not have the same perspectives as those who have.
- ★ Trust between clients can be built on and developed, and the positive effects of partnerships between staff and clients.
- ★ The level of independence, self-respect and confidence that clients get by being able to 'give something back' is very important.
- ★ Clients are able to deal with conflict or pressure from peers in a more positive, confident way.
- ★ A provider that listens to and really includes their clients will be a provider that clients will really want to use.
- ★ A provider that treats its clients as equals can also instil public confidence and that of funders, who are now interested in seeing user involvement reflected in funding applications.

on record

*"To recruit a diversity of people, you need to build an organisation-wide commitment to changing the culture of your organisation by involving trustees, staff and users."*  
Rob Hamilton, The Peel Institute

#### Participation good practice checklist

- A commitment to participation that can be communicated – it may be through developing a policy and procedure, but pieces of paper alone will not improve participation.
- A vision or aim for participation, developed by consensus.
- Opportunities for clients to express their views (in a variety of ways).
- Scope for clients and staff to work in partnership together on specific projects.
- A commitment of adequate resources (or to work towards securing them) to participation.
- Transparency of the process and the boundaries and limits to it.
- Constant communication, feedback and information on progress (or the lack of it) being made.
- Appropriate skills and training for staff and clients in order to participate fully in the process and support user involvement



### How involved?

Would you like your service to be entirely controlled by your existing or former clients? Or would partnership be a more realistic aim? You don't have to decide now where you want to be in five years, but it helps to have an idea. Once you have thought this through, the next step is to get started. This also helps you to be clear about what you're aiming for and limits to involvement (helping to manage expectations)

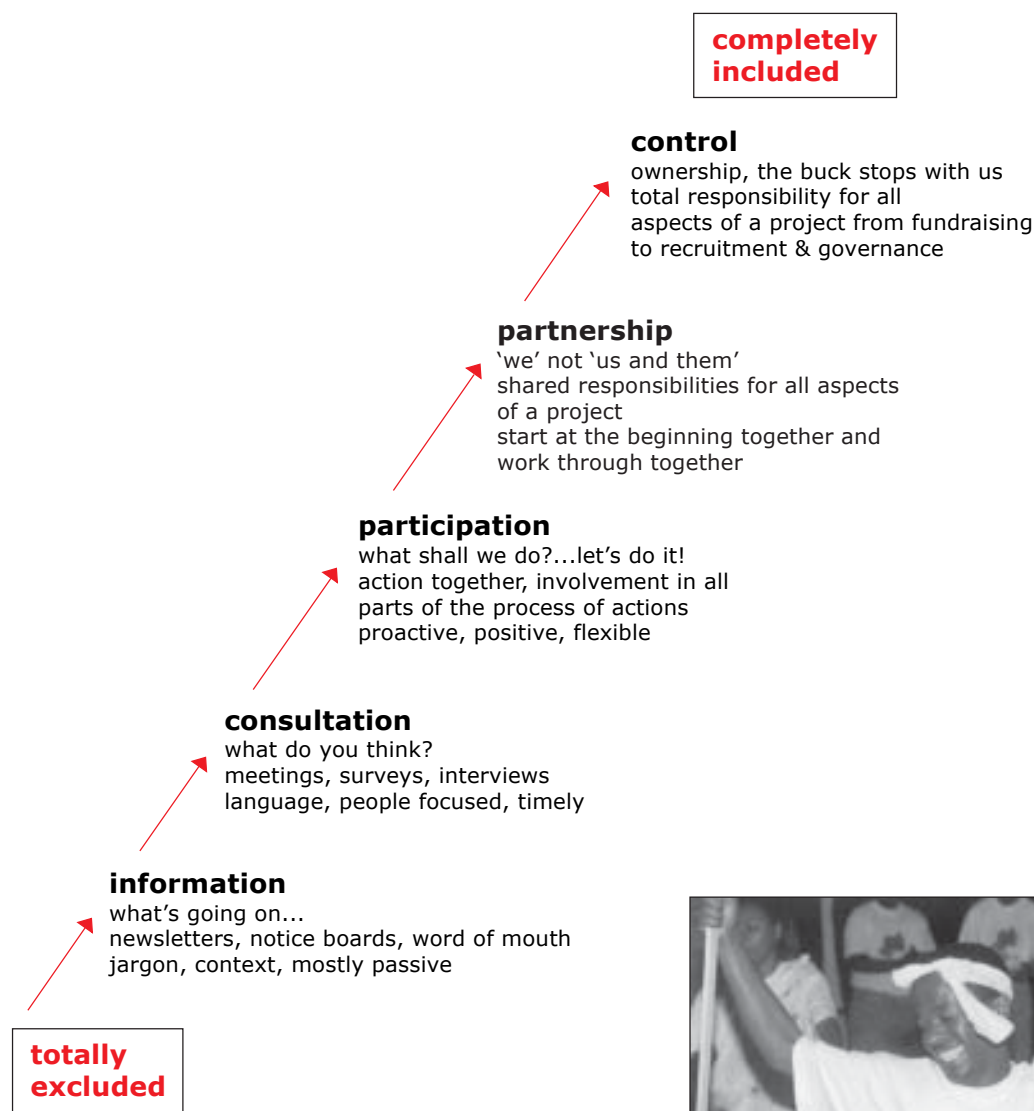


Empowerment is a twin process of learning and organising. It only works if they can go hand-in-hand.

It is possible to think of the level of participation on a spectrum ranging from no control to control.

### Continuum of involvement

The full continuum of involvement looks like this:



Adapted by Groundswell from....

## Partnership

Developing partnership involves clients, staff and other stakeholders working together on an equal footing for mutual benefits. It means recognising users and workers as both having something to contribute and not seeing things in terms of 'us' and 'them'. Unlike participation, it means working together with clients from beginning to end – making the decisions together and doing it together.

Organisations achieving partnership will have a culture of inclusion that exists throughout their projects. Although each service will have to find their own mechanisms that work for them, there are certain techniques that can be successfully employed to support a partnership based approach to service user involvement. These include:

- ★ clients involved in planning how services are delivered.
- ★ involving clients in day to day decision-making like how resources for social activities are allocated, as well as planning them; activities that meet needs of particular groups (ethnic minorities, older people, refugees); activities that address other needs.
- ★ clients undertake certain tasks around the project like running specific meetings, being involved in training, co-ordinating events and activities.
- ★ organising events like 'speakouts' or other events aimed at hearing people's voices and involving people.
- ★ client groups and forums having a degree of autonomy with their own budget and helping to make policies.
- ★ involvement in things at every level from strategic decisions (funding, organisational direction) right down to the day to day running. This means contributing ideas, developing them and implementing them, all together.

Acting together may involve short-term collaboration or forming more permanent partnerships with other interests. Acting together in partnership involves both deciding together and then acting together. This means having a common language, a shared vision of what's wanted and the means to carry it out.



Effective partnerships take a long time to develop. Each partner, and this must include staff at every level, needs to feel they have an appropriate stake in the partnership and a fair say in what happens.

## Step 5: Get everyone together - putting diversity on the agenda.

### How do you develop your organisation's diversity?

[intro]

Analysing your own culture, systems and processes.

Take a long hard look at the way you do things.

What networks people find out about you through

Where you advertise/market yourselves.

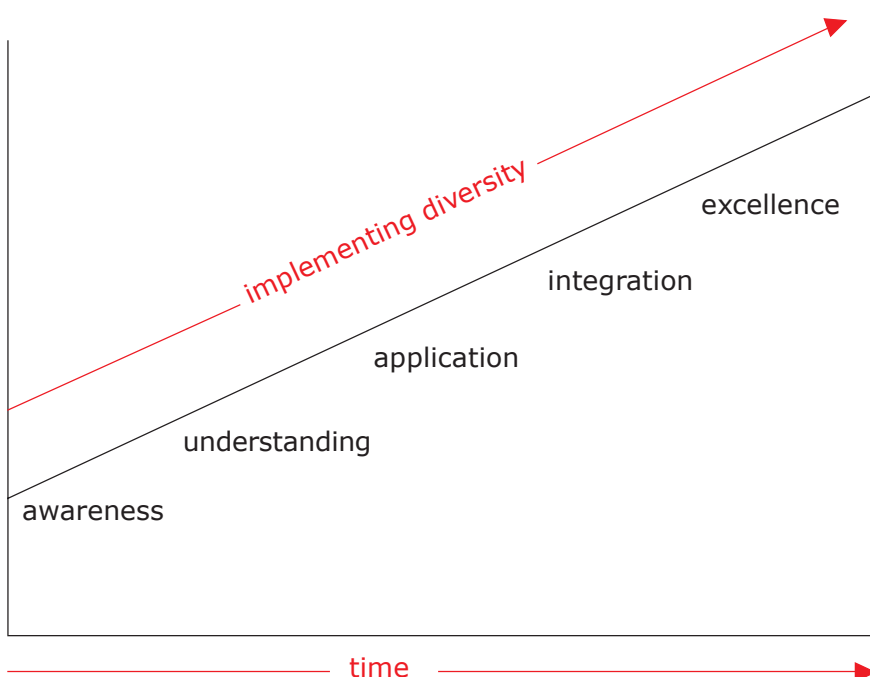
Does the way/place/manner in which you meet inadvertently put people off?

list suggestions and page number them

- ★ meetings
- ★ planning processes/strategy
- ★ communicating internally and externally
- ★ recruitment
- ★ training and support
- ★ policies and practices
- ★ obstacles (childcare, travel expenses, timing)

### Where are you now?

Where is your organisation on the implementing diversity continuum? Are you aware of the importance of diversity but not doing anything about developing it? Are you starting to manage diversity or are you already achieving good practice or even excellence?



Taken from the *Diversity Excellence Model™* by the Centre for Management and Policy Studies

There are many tools for helping you to think about developing diversity within your organisation.

This group exercises is a good way of everyone getting familiar with the idea of diversity and why it's important.



**'Analyse your diversity' exercise**

This exercise begins with the whole group coming up with a list of 'categories' or ways in which the group is different (e.g. gender, race, nationality, age, background, experience etc). The group then chooses one of the criteria, writes down the different options (in the case of gender this would be men and women) and splits into groups accordingly. In pairs, members of each group work together to fill in the following blanks:

*What's important to me about being a*

.....

*is* .....

*As a* .....

*I bring to this group* .....

.....

*What I like about others who are*

.....

*is* .....

Next you might want to think about a more detailed set of questions (see the Diversity checklist on page 22).

You will need to put a lot of thought into getting everyone together and getting their individual issues and concerns raised. One way to do this is through a Speakout (see the box on the next page). A Speakout is a way for users to get their voices heard - direct to you as people who make decisions that affect them. Or you could try the fishbowl technique (page x) which helps explore differences of opinion and reach consensus and understanding.

## Speakout

Speakout gives people a voice and a platform directly to decision makers about issues and matters of concern to them - about what is meaningful in their lives. It's a way of bringing very diverse people together from all walks of life. And it's a practical way of working with decision makers to achieve positive change.

A Speakout can be a good starting point for getting people together, talking to each other and forming a foundation for moving forward.

### Case study: Bradford Speakout

On 7 September 2001, a pan-Bradford Speakout was held by Artworks, the Assisi House Project, Bradford Cyrenians, Bradford Day Shelter, the City Centre Project, Community Grants Unit, Fairweather Project, Shipley Women's Aid, Stepping Stones and Vicar Lane Housing Scheme. Over 100 people attended the Speakout with decision makers including Elaine Appleby, Director of Bradford's Health Action Zone; Alison Richards, Bradford Drugs and Alcohol Team; as well as representatives from Bradford City Housing Department and a local councillor.

### What questions were asked?

- ★ 'Why do you put drug users and alcoholics in the same accommodation as mothers with young children?'
- ★ 'How come you've got signs in the hostel that say 'no drug users' but when you go into the toilets there's sharps bins?'
- ★ 'I'd like some advice on getting a job because it's impossible to work when living in a hostel. If you work, you've got to pay £130 a week to live in a grim hostel.'
- ★ 'Why am I not allowed to live with my partner? Why are there no hostels in Bradford that will take couples?'
- ★ 'Why is there no support in the evenings where I live? As soon as it's evening, the workers are out of there and we feel vulnerable.'



Groundswell has produced a speakout recipe book with more detailed information on how to plan and run a speakout. Contact details on page xx.)





### Diversity checklist

Ask everyone to fill in their own copy of this diversity checklist. Once the questions have been answered, they can be compared and shared and a consensus can be developed.

#### Diversity checklist

##### Do you know what diversity means for your organisation?

- ★ Yes/No
- ★ Need to ask [name of person] for more information
- ★ Need to persuade [name of person] to do this
- ★ What I need to do
- ★ By when?

##### Do you know what the benefits of diversity are?

- ★ Yes/No
- ★ Need to ask [name of person] for more information
- ★ Need to persuade [name of person] to do this
- ★ What I need to do
- ★ By when?

##### Can you think of any other benefits for your organisation?

- ★ Yes/No
- ★ Need to ask [name of person] for more information
- ★ Need to persuade [name of person] to do this
- ★ What I need to do



Try not to exclude anyone. Remember to help people who can't read and write.

- ★ By when?

**Does diversity mean your mission statement has to change?**

- ★ Yes/No
- ★ Need to ask [name of person] for more information
- ★ Need to persuade [name of person] to do this
- ★ What I need to do
- ★ By when?

**Do you need to change any of your existing equality/ diversity policies, strategies and action plans?**

- ★ Yes/No
- ★ Need to ask [name of person] for more information
- ★ Need to persuade [name of person] to do this
- ★ What I need to do
- ★ By when?

**Additional notes**

Taken from *Making Diversity Happen! A Guide for Voluntary and Community Organisations*



**note!**

Remember, you may not have the power to make your organisation recruit more diverse people but you know that your HR manager does and you may have to persuade them to focus on a strategy.

## Step 6: Where are you now? do a diversity audit.



An audit will establish what changes need to be made and what resources may be needed.

### Do a diversity audit

#### Preparing the ground

To assess where your organisation currently stands on all the key equality and diversity issues, you need to do an audit. Bring together all your important documents, policies and procedures – recruitment policies, training programmes and records, promotional literature including the website, business plans and leaflets, current staff, trustees and volunteer profiles.

These sources of evidence may already point out areas that you want to think more about. You might find that the documents don't give a full diversity breakdown of the staff or that trustees are not included in the monitoring. Keep a record of the questions that strike you and make sure you return to it when you write the audit report.

Next you need to bring the whole organisation with you. In some cases that will mean raising an audit with your line manager, at a team meeting or directly with the trustees. It will mean explaining clearly and simply what you mean by diversity in your organisation and how you plan to develop an action plan to improve things. You will be asked about how the organisation will afford the work and who is going to do it. If you are planning something small and easy first time round, the resources will be limited.

Think about how to get all your peers and colleagues to take the audit seriously. Share your enthusiasm in the right ways and at the right times. Give them a simple written outline of your idea. Focus on the way it will help your work to be more effective and how it will be practical and useful to everyone.

#### Devising a questionnaire

Asking questions of other people is always a bit daunting, but good preparation can make it feel much easier. Keep the questions to a maximum of ten and try to put them in an order that would make sense to the person being interviewed.



A diversity strategy like this is short term – about a year or so – and limited in resources. It will not turn round an organisation but it may highlight key areas that are needing investment to make changes happen. This is a first step, not the answer to creating a diverse organisation.

Consider testing the questionnaire on a few people first. Take on board their feedback and tweak it before asking everyone else.



## bassac diversity audit questionnaire

We are attempting to improve our approach to diversity in and through **bassac**. As one way of making a start, we are inviting the views of a range of stakeholders about all aspects of our diversity profile. We have devised this short questionnaire to assist us in developing a comprehensive picture of how we are doing now and what we might see as priorities for action. As a result of this exercise, we hope to produce a short report for the **bassac** Board summarising the feedback received and outlining the key areas of a diversity plan for 2003-04.

| Name of interviewee | Role | Date |
|---------------------|------|------|
|---------------------|------|------|

- ★ Please would you give your honest response to the two words – **bassac** and diversity. What is your initial reaction? How do these two words together strike you?
- ★ I hope you have seen a copy of our document *Towards Some Diversity Principles*. Would you give me your reaction to this draft? How does it feel alongside what you know of **bassac**? How might we improve the document or make it more user friendly?
- ★ We believe that the mission of **bassac** can only be enhanced by embracing effective diversity measures. How do you think it will help **bassac** achieve its goals? How will it make us better at doing what we do?
- ★ Considering what you know of the vision and values of **bassac**, do you think we express our commitment to diversity effectively? How might we make our active promotion of diversity more concrete and better understood? How would you like to see this expressed?
- ★ Thinking of **bassac**'s publications – our website, newsletter, annual review, events flyers and so forth, how well does **bassac** express its commitment to diversity? Are there things missing? Aspects that could be improved? Where would you like to see the emphasis changed?
- ★ We are considering creating a diversity benchmarking relationship with another agency in the sector. Do you think this a good idea? Are there any organisations you would suggest to us as candidates with best practice in this field?
- ★ What do you see as the critical barriers or resistance to **bassac** making the most of diversity in its message, its network and internally? How might these be addressed or overcome?
- ★ What skills, experience or knowledge do you think **bassac** will most need to implement its diversity strategy? How and where might these best be gained?
- ★ Do you know of any resources that might help **bassac** develop a more effective diversity strategy? Can you point us to organisations, publications, websites, individuals or other resources to assist our development?
- ★ Are there any further comments, ideas or thoughts you would like to share with us around **bassac** and diversity?



You may want to ask interviewees to think about and acknowledge successes and achievements. It's important not to get hung up on failures.



To make a strategy work you will need consistent leadership. You need an advocate or champion for diversity - one person (or a small group) who takes on the responsibility of making the change happen. It is best if they have the support of the chief officer or co-ordinator.

Ask the interviewers to record the answers as three bullet points under each question heading. That way you can keep your report short and simple, picking out the important or striking ideas rather than to get bogged down in the detail of people's replies.

The results of the questionnaire are not intended to provide watertight proof of the diversity profile. They are expected to point out the key directions for action. The perception of outsiders may differ from the view from inside. You are unlikely to have picked up everything. All you can do is try to hear what others think about diversity and your organisation. You might be pleasantly surprised!

### Interviews

Decide who you want to hear from – funders, partner agencies, staff, board, diversity specialists. You might decide you only wanted to hear from users (and potential users) in the first instance or only from other local agencies. It's up to you but it will make a difference to the way you approach the questionnaire and interviews. Look for at least two or three people to approach in each category – people who know you reasonably well but who will be honest with you. Internally, interview the whole team and board.

Identify one or two people to do the interviews, preferably in person. Use the questions as a structure but do try to pick up on important things people say. Stay flexible - it's a guide, not a straitjacket.

### Report

Read all the records through in one sitting and note the major issues. Next, read all the answers to the each question in turn and make notes. Be open to new information to make sure the report summary truly reflects the interviews. It is also vital to keep an eye on areas where two or three interviewees pointed to the same thing. The last section of the report needs to pick up those aspects of your diversity profile that seem critical and recommend action to build on strength or support an area of learning and development. A good strategy will try to tackle the more difficult areas whilst making sure the stronger areas continue to flourish. Keep the recommendations to a few – four or five should be plenty.

### Follow up and implementation

If the audit has thrown up key areas for action, make sure that the summary and recommendations goes to the right level in the organisation. A policy discussion will need to be reflected in the work of the management committee or board. Of course, the full involvement of the board in diversity is critical. It will only have the strategic, long-term impact necessary if the board adopt some of the recommendations. It is also important to retain the full engagement of the staff and volunteers. Keeping them informed about progress and involving them in discussion will help.



It's useful to include questions with a scale for that interviewee can use to rate their answers. For example, 'On a scale of 1 to 10, how important is...'

If the recommendations are short and simple, they will help the work on diversity to remain focused. If possible, make recommendations with a timeframe attached.

## Step 7: Where do you want to be? do some visioning.

### Visioning tools

Visioning is a technique to help people in organisation in developing a shared vision of the future. It can be used to:

- ★ **Plan activities** - what will the end result of the activity be? How will the organisation, and people's lives, be improved as a result of it?
- ★ **Help an organisation change** - what kind of organisation do we want? How will it be structured? What will its core values and ways of working be? How will effectiveness be improved?

Visioning is a useful tool. If it's used properly, it can result in a shared commitment to a future vision and an energised team focused on what needs to be done to achieve that vision.

Here are a couple of different ways of establishing or refining your vision...

#### 1. Picture sequencing

This is a tool designed to help people look at how things are and paint a picture of how they would like them to be. They then need to work out how to get there, based on a general picture or a specific theme.

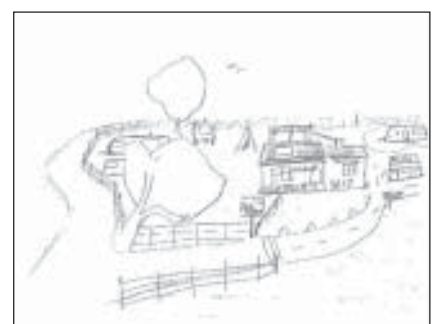
Start by getting together and drawing a simple picture that represents 'the present' (ie the situation as it stands now, with all the problems). Then as a group you should put together a second drawing, one to represent 'the future'. This drawing should show the same situation once the problems have been overcome, or the improvements made. Make sure you incorporate everyone's ideas of what you hope to achieve!

These two pictures represent the beginning and end of a story - where things are now, and where you would like them to be. The only thing that needs sorting out now is the middle bit - what we need to do to create the change.

Once you've drawn a picture of the present and a vision of the future, put them where everyone can see them with a space between them. They try and ask yourselves how you're going to get from the first picture to the second one. What needs to happen to get there? How could it be achieved?

Use the answers to these questions to make your own 'middle bit' between the present and the future.

Now you have your vision and have gone some way to working out your action plan too.





## 2. Miracle questioning

Sam is an individual living in a hostel in Birmingham, who wants to set up a new project for single women who are living in hostels in Birmingham – she has been living in this hostel for about a year now, and has seen first hand some things she really wished she hadn't – women getting involved in prostitution, women developing drug habits where they hadn't had them before, women being sexually harassed by hostel residents, etc.

Sam figures the best way to tackle the problem is for women living in the hostel (and maybe some women from other hostels too) to get together and form a support group. She has some ideas of what this group might do, and has been talking to a few other female residents about the idea. Andrea is really keen to have some social activities and Karen just wants to earn some money and get out of the hostel.

They're all keen, but Sam realised she hasn't any idea how to actually make it happen – she has approached her keyworker already, who told her the hostel cant really help out with money or anything like that, but they can offer a room for the group to meet in.

### The 'miracle' question

If you went to bed one night and a miracle occurred and all the problems were solved and all the issues disappear, but you didn't know because you were asleep, what would you see when you woke up that would tell you that the miracle had occurred? How would you know that it's sorted permanently? What would it feel like? What would it look like?

## Step 8: What is working in your favour? Do a diversity SWOT analysis

### Do a diversity SWOT analysis

A SWOT (strengths, weaknesses, opportunities, threats) analysis is a framework for considering your current internal strengths and weaknesses, and the external opportunities and threats you face. This will help you to focus on your strengths, minimise weaknesses, and take the greatest possible advantage of opportunities available.



Carrying out an analysis using the SWOT framework helps you to focus your activities into areas where your organisation is strong and where the greatest opportunities of involvement lie.



### How to use tool

To carry out a SWOT analysis write down answers to the following questions. Where appropriate, use similar questions:

#### Strengths

- ★ What advantages do you have?
- ★ What do you do well?
- ★ What relevant resources do you have access to?
- ★ What do other people see as your strengths?

Consider this from your own point of view and from the point of view of the people you deal with. Don't be modest. Be realistic. If you are having any difficulty with this, try writing down a list of your characteristics. Some of these will hopefully be strengths!

#### Weaknesses

- ★ What could you improve?
- ★ What do you do badly?
- ★ What should you avoid?
- ★ What do you do that others are doing just as well or better?

Again, consider this from an internal and external basis. Do other people seem to perceive weaknesses that you do not see? Are other organisations doing any better than you? It is best to be realistic now, and face any unpleasant truths as soon as possible.

#### Opportunities:

- ★ Where are the good opportunities facing you?
- ★ What are the interesting trends you are aware of?

Remember you are doing a SWOT analysis about diversity. Consider your organisation's strengths, weaknesses, opportunities and threats in relation to developing diversity.

Useful opportunities can come from such things as:

- ★ Changes in technology and markets on both a broad and narrow scale.
- ★ Changes in government policy related to your field.
- ★ Changes in social patterns, population profiles, lifestyle changes.
- ★ Local events.
- ★ People who like you.

A useful approach to looking at opportunities is to look at your strengths and ask yourself whether these open up any opportunities. Alternatively, look at your weaknesses and ask yourself whether you could open up opportunities by eliminating them.

### **Threats:**

- ★ What obstacles do you face?
- ★ What are others doing?
- ★ Are the required specifications for your job, products or services changing?
- ★ Is changing technology threatening your position?
- ★ Do you have bad debt or cash-flow problems?
- ★ Could any of your weaknesses seriously threaten your organisation?

Doing a SWOT analysis on your approach to diversity might throw up some surprises - by pointing out what needs to be done, and in putting problems into perspective.



**Example SWOT analysis : the Peel Institute**Strengths

- ★ Diversity of experience and skills within the staff and members.
- ★ Broad representation of local minority communities.
- ★ Growing community and voluntary involvement, commitment and support.
- ★ Successful operation of pilot projects.
- ★ Strong shared vision on the part of the consortium.
- ★ Commitment to diversity and equal opportunities.
- ★ Contact and involvement with many networks.
- ★ Sharing of established policies, procedures and strategic planning.
- ★ Record of Peel Centre as a successful delivery agent.

Weaknesses

- ★ Received individual small project funding.
- ★ Lack of organisational skills among partner organisations.
- ★ Staff insecurity from short term funding.
- ★ Shortage of time.
- ★ Lack of employment knowledge, event planning and financial expertise within organisations.

Opportunities

- ★ Increased profile from growing record of success.
- ★ Breadth of funding opportunities.
- ★ Access to key players.
- ★ Projects based within Health Action Zone, Education Action Zone, HiMP, New Deal and Neighbourhood Renewal area.

Threats

- ★ Time related and project related funding not covering core costs
- ★ Huge weight of expectation from partners



## Step 9: Look at methods of developing diversity - how might you do it?

In this section we draw heavily on the experiences of **bassac's** Development Through diversity project. First we focus on the different specific methods and approaches that have been, and can be, used to develop diversity. This is how some organisations have done it.

- ★ Training
- ★ Events and social activities
- ★ Setting up representative groups
- ★ Collating information
- ★ Staff appointments
- ★ Educating and informing

We then look at the barriers different organisations faced and how they might do it differently next time. We have identified some of the approaches to successfully overcome or avoid these barriers. They include:

- ★ Putting the users' agenda first
- ★ Developing safe creative environments for change
- ★ Creating toolkits and models
- ★ Working in partnership
- ★ Identifying common ground
- ★ Finding your own approaches

### A bit of theory...

A starting point for developing diversity, as identified in a Cabinet report by Centre for Management and Policy Studies, is to focus on people, relationships, performance and 'appropriate diversity'. To do this you need to include board of management, staff, volunteers, users, partner organisations, funders and other stakeholders.

The report highlights diversity 'success factors' as:

- ★ Leadership.
- ★ Organisational values used as vehicle to integrate diversity.
- ★ Ongoing support, particularly training, to spread ownership and encourage diversity to all partners.
- ★ Fullscale integration produces better outcome than piecemeal measures.

on record

*"Bringing groups together into a dialogue over parks, gardening and cultural significance was amazing... The project delivered some brilliant images of cross-cultural gardening."*  
Bankside Open Spaces Trust



## Training

Most of the projects in **bassac**'s Development Through Diversity programme were involved in some form of training internally (staff, management committee members, volunteers and users) and externally (local people and other local projects engaged in similar issues). While training alone will not develop a truly diverse organisation, it is an excellent starting point.

### **Case study: Shiney Advice and Resource Project (ShARP)**

This community development project is based in ex-coalfield area in Shiney Row near Durham. Recently, the number of asylum seekers and refugees has significantly risen. The project aimed to work internally and externally to address this group's welfare and support needs in a sensitive and appropriate manner, in partnership with a key local agency.

ShARP organised a training programme which aimed to equip staff, volunteers, management committee and other professional partners with all the information they needed to advise asylum seekers and refugees on the day-to-day problems they may encounter.



Some of the projects initially held informal sessions to agree the best way forward to encourage diversity within their organisations. This led to more structured and formal training.

### **Case study: Time and Talents Association**

Time and Talents is a voluntary organisation involved with a network of organisations working in Southwark, London. Through their partnership, they produced a practical strategy to promote diversity and improve representation within Time and Talents Association's own projects, groups and organisation.

It seemed, from initial discussions with staff and users, that tackling racist attitudes was something that people wanted to do but lacked the confidence and skills and so practical training was high on the agenda.



Workshops are a popular medium to explore relevant issues. Here's how one group did it.



on record

*"The young people were able to work and play in equal proportion and, as the day progressed, they learnt to listen to each other and offer their opinions in a constructive way."*

Markfield Project

### Case study: Markfield Project

The Markfield Project, based in the London borough of Haringey, aims to meet the diverse needs of disabled children, young people, adults, their families and friends.

To help develop diversity and participation within the project, Markfield held an away day to find out more about young people's views. The day included listening skills activities - which helped the group become calmer and more attentive - and a meal out which made them feel valued.

Markfield also held monthly 'M-Power' meetings with the young people, away from the project. Here they got involved in different things including countdown games and planning a garden revamp.

The young people also devised and led a 90 minute workshop on 'effective consultation with young people' at 2003 European Network of School-Age Childcare (ENSAC) conference.

There are some excellent tools around to help you get the most out of workshops. Here's a great one for dealing with difficult issues that may be appropriate to use when bringing staff and users together for the first time.



### Fishbowl technique

#### What's it for?

The fishbowl exercise is a technique for discussing difficult and controversial issues between two groups of people who may be in disagreement. It overcomes barriers to communication such as pressure to conform from peers, 'professional detachment' and intimidation.

#### Who can use it?

The fishbowl can be used by staff and users that wish to communicate in depth. No special skills are necessary, but there are some general guidelines and principles that will enhance and improve results.

#### How to use it

The fishbowl can be used for between 10 and 20 people. A circle of chairs is arranged in the centre of a room with other chairs arranged around the outside. A facilitator, (someone fairly neutral if possible), splits the group into two roughly equal 'teams' that apparently share the same views or are recognisable as 'peers' (e.g. clients, staff). One 'team' sits in the centre (inside the fishbowl) and one team around the outside. The people in the fishbowl will be involved in the discussion and cannot involve anybody around the outside in the discussion (though they may, of

course, refer to them).

The people around the outside are 'privileged listeners' looking into the fishbowl. The people around the outside cannot speak until they are invited into the middle by the facilitator. The facilitator starts the discussion by providing a contentious statement, or the issue for getting together, for the 'fishbowl' to comment on. The statement will relate to a subject of concern for the group for example:

'They treat us like children...'  
 'Why shouldn't we have visitors after 10.00pm?'  
 'They don't respect our space...'

As an alternative, the statement can be a subject of current concern for society, one which is likely to polarise the 'fishbowl', for example:

'Smoking should be banned everywhere...'  
 'Beggars should be locked up...'  
 'Refugees are stealing our jobs...'

The discussion continues until it appears that nothing new is being said. The facilitator may interject from time to time to stir up the discussion and involve everybody but, in general, less intervention the better.

Then the inner circle of talkers swap places with those looking into the 'fish bowl' and the discussion continues, adding their views to the discussion. The teams may swap half a dozen or more times until the subject is exhausted.

An alternative method is to bring individuals into the 'fish bowl' who then sum up the discussion so far as they see it. The discussion then continues with the new participant.

The facilitator helps to identify where views are common and helps break down misconceptions and draws out what can be learnt.

For example, in Boxwater day centre, there's a 'no dogs' policy, although there are a reasonable number of clients who have dogs. Staff and clients used the fishbowl technique to explore the issue and, the following points come out through the discussion:

- ★ Dogs used to be allowed into the day centre but it got very messy and they ran all over the place, and that was before the day centre was decorated.
- ★ Having to leave dogs outside the day centre is frustrating for many clients and leads to problems - one dog disappeared when he was left outside.
- ★ Staff at Boxwater day centre like dogs.
- ★ Clients would really value being able to leave dogs at the day centre whilst they went to the benefits agency.
- ★ A couple of the dog owners were carpenters.

Each side started to have a better understanding of what the other people were thinking. As a result they managed to decide that the clients would build a small kennel area around the side of the hostel where up to four dogs could be left at a time.

**on record**

"We used the fishbowl technique in one of our workshops. It was a great way of breaking down misconceptions and misunderstanding and developed a shared sense of purpose."

Danny Maher, Cricklewood Homeless Concern



### Events and social activities

Events are an ideal way of bringing together people of different backgrounds or in different positions. It can be a way of learning about each other's cultures or interests or it may be about all doing something new together.

Within **bassac's** Development Through Diversity initiative it was a popular activity used by many projects, including Time and Talents Association and Hanley Crouch Community Association, as an enjoyable and positive way to involve everyone as well as promote and celebrate diversity in the local community.



*'It began as a means of informing people about the area and has grown into a way of bringing people together and raising awareness of the diverse communities among Rotherhithe's 30,000 residents.'*

Time and Talents Association

#### Case study: Time and Talents Association, Rotherhithe Festival

The Rotherhithe festival proved to be a truly multi-cultural event with activities such as Indian dance performance, martial arts demonstration, rickshaw rides, South American dance, Chinese calligraphy and African story telling, multi-cultural bread making and an English tea garden.

Time and Talents proactively promoted participation and involvement in the event from minority communities and also promoted positive images of diversity within their local community.



**note!**

Organising an event means thinking about a whole range of things: setting the date, venue, volunteers, timetable, entertainment, delegation, security, publicity, budget, gifts and services in kind, equipment, people's commitment, handling complaints etc. You'll need to start to planning well in advance.

### Case study: Hanley Crouch Community Association

The group's visits to places of interest included the Museum of Jewish Life in Camden, Bhaktivadanta Mandir in Watford, Neasden Temple and a visit to two temples in Leicester. They visited Great Yarmouth, Lowestoft and Southwold in Suffolk, Kew Gardens, Abney Park Cemetery in Stoke Newington, Eastbourne and Margate in Kent. The Asian ladies in the group prepared a vegetarian lunch and they all shared and picnicked on the beach and sang Indian folk songs.

Activities that Hanley Crouch Community Association have got planned for next month...

|              |   |
|--------------|---|
| Friday 5:    | Lunch, local history project              |
| Sunday 6:    | Trip to St Albans                         |
| Sunday 7:    | Thames Path Walk                          |
| Friday 12:   | Reminiscence & Sing-a-long                |
|              | Lunch, local history project              |
| Saturday 13: | Lunch & discussion group                  |
| Sunday 14:   | Trip to Lowestoft                         |
| Friday 19:   | Massage, lunch & quiz                     |
| Saturday 20: | Trip to British Museum,                   |
| Friday 26:   | Health talk, lunch, local history project |
| Saturday 27: | Easter tea dance & bonnet parade          |

**case study****case study**

*'We found that our fundraising workshops weren't very successful. The groups had very high expectations about the outcomes of the funding applications. It also led to a much bigger workload monitoring and evaluating the new projects.'*  
Rob Hamilton, The Peel Institute



### Case study - Bankside Open Spaces Trust, 'Cultural Celebrations'

Bankside Open Spaces Trust (BOST) works to engage people from all sections of the community in improving the outdoor environment on their doorstep.

'Cultural Celebrations' was a year long series of events designed to bring together different communities, particularly by promoting African and Bangladeshi cultures in park events and gardening literature. The project culminated in a photography exhibition. Here's what they did...

- ★ In Little Dorrit Park 300 children took part in a chocolate egg hunt in March. In July 200 people, including children from local schools, enjoyed African drummers and dancers.
- ★ A picnic for 30 people in Christchurch with catering from an African organisation included a focus group to discuss the park's development.
- ★ 50 people gave their views on development of the Red Cross garden with many Bangladeshi people involved.
- ★ At Mint Street, 700 people enjoyed a mini beach, donkey rides, ice cream and other traditional English entertainment.
- ★ There was an early evening film event at St George's which attracted 300 people.
- ★ Photo exhibition to celebrate the year's work.
- ★ Two postcard designs chosen to illustrate the range of personalities behind multi-cultural gardening
- ★ African gardening newsheet and Bengali gardening newsheet as a way to value and share gardening and associated knowledge of women from two land-based cultures.
- ★ Arts and crafts projects producing some amazing pottery, embroidery, recipes, food and traditional vegetable dyes.
- ★ 30 planting days where different people talked about the relevance of plants to their home life and culture.

on record

*"Southwark-by-the-Sea was a fabulous event enjoyed by all sectors of our local community."*  
Bankside Open Spaces Trust

on record

*'We found that the most successful events were the smaller activities where people could learn from each other. These activities allowed individuals to explore their backgrounds and share their experiences with other people without feeling threatened.'*  
Hanley Crouch Community Association

## Setting up representative groups

If your organisation is going to be effectively diverse, you need to involve others in the decisions and plans you make. The more diverse the membership of your decision making groups, the more effective your plans and actions will be. The Peel Institute and St Hilda's East Community Centre both set up representative groups to help improve their services and support.

### Case study: Peel Institute

The Peel Institute is one of the oldest voluntary groups in Kings Cross, London. Their diversity project aimed to provide organisational development support to ethnic minority community partners to facilitate delivery of joint projects and to contribute to and secure community benefit for black and minority and ethnic communities in the area.

They set up a group with representatives from a broad range of neighbourhood and ethnic minority communities. The aims of the consortium were:

- ★ To develop or improve the services for ethnic minority communities by promoting various activities, events or services, with an emphasis on those at particular disadvantage.
- ★ To increase the capacity of the partner community groups and organisations to deliver integrated services to local ethnic minority communities.
- ★ To influence mainstream service providers to address the needs of the ethnic minorities communities.



*"The consortium is the best way of promoting joint working with other groups and disseminating information between groups."*

Rob Hamilton, The Peel Institute



**Case study: St Hilda's**

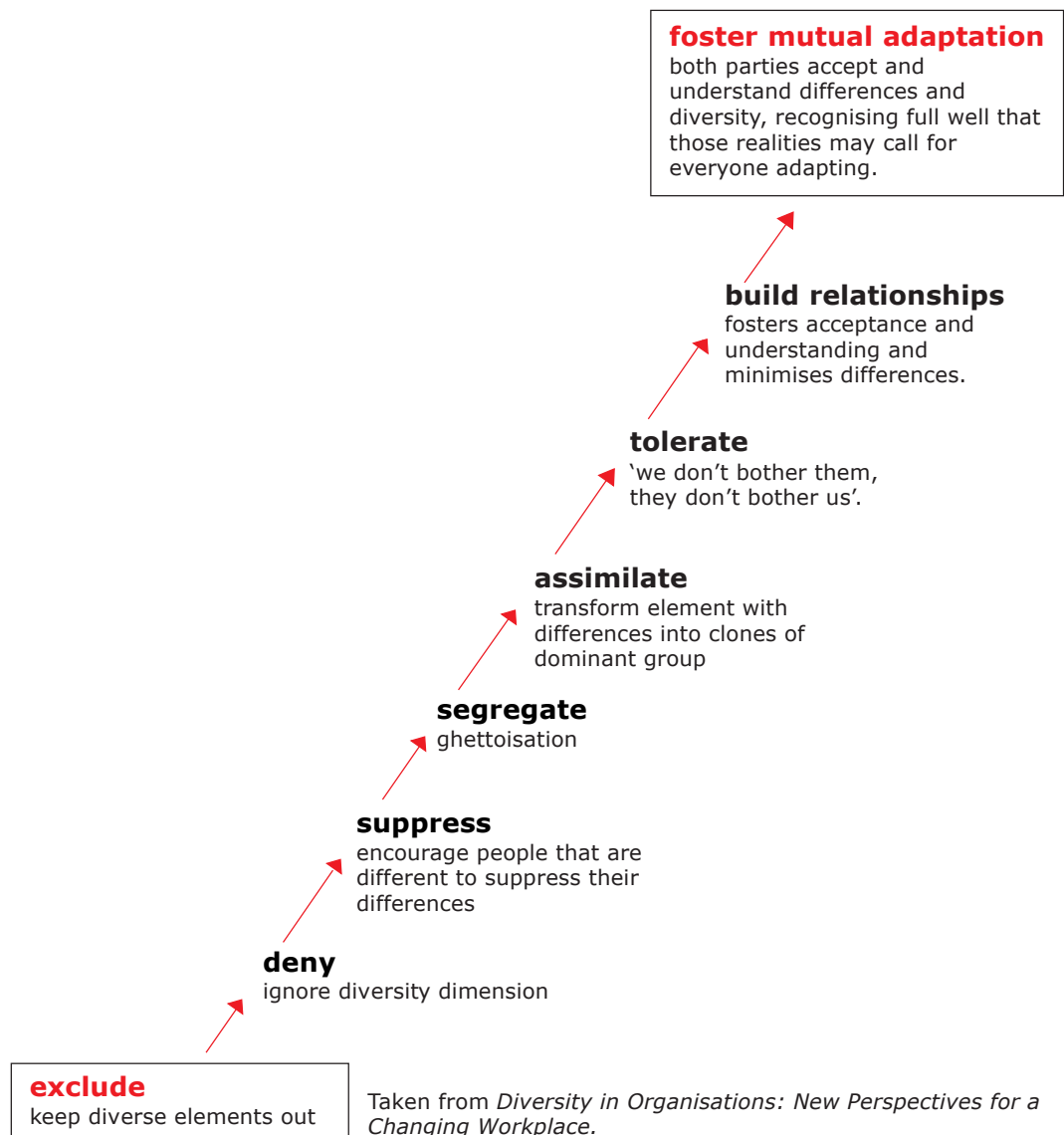
St Hilda's East Community Centre is based on a housing estate in Tower Hamlets, London. The centre works to address issues of anti-discrimination in social care and service provision. Their project was designed to bring older people from different cultures together through a Pensioners Forum and an event.

They developed a steering group which comprised...

It was used as a vehicle for bringing representatives of different sections together and it established the embryo of a future pensioners action group.

**A bit of theory...**

Here is a continuum of how managers respond to diversity.





## Information collating

Collecting information from the community you are aiming to support is a really useful way of getting a more accurate picture of who they are, what they want, what they don't want, what influences them, what interests them and what's important to them.

By doing research, gathering opinions or even getting involved community enumerations, you will be able to understand the situation better. And it's a great way to bring people into the process and get people involved in your efforts.

### Case study: Bankside Open Spaces Trust (BOST)

As part of the trust's year-long survey into local people's views about the parks and gardens in Bankside, BOST held a focus group. It discussed key issues around the parks for the different groups represented. The women from the BME groups voiced fear of racial attack. The Bengali group voiced the view that there should be many more flowers in the parks as beauty in itself can raise spirits.



### Case study: Peel Institute

The Institute identified that there was need to build capacity among BME organisations. They needed regular ongoing assistance for day-to-day tasks to manage projects, develop policies, fundraise and meet the requirements of the community.

The Peel Institute also ran management surgeries. They were were run by their development officer and were geared around providing advice and information on specific topics requested by the groups including constitutions, policy development, training and finance. They sometimes sought specialist advice and got other colleagues to come in and talk to the groups, for example, grant officers from grant making bodies.



*'Our most successful method of developing diversity was the management surgeries. They gave communities a direct involvement. Their problems were identified and solutions developed on an individual basis with a lot of support and encouragement.'*

Rob Hamilton, The Peel Institute



### Self enumeration

If information is power, then collecting your own information makes you powerful. Community research organisations train researchers and work with homeless people and users of other services to do their own community research and shown that it's an important way to get information. As well as providing accurate information, self-enumeration also empowers those who take part, and provides a chance to learn useful skills through collecting, analysing and interpreting data; mapping local services, problems and resources; and provides communities with ideas, information and materials for projects and campaigns – both existing and new.



As SPARC (Society for the Promotion of Area Resource Centres) in India puts it...

Effective planning necessitates having accurate information. The government can't effectively work out how much money and resources to devote to helping people without having some idea how many there are. Of course, this works two ways – if the street count numbers are lower than the true figure, then not enough money and resources will be allocated to finding solutions. This was exactly the fear of pavement dwellers in India.

Their solution was to count themselves in a self-enumeration project. Usually it is professionals and outsiders who undertake this. However, since the first pavement dweller census undertaken by SPARC in 1985, the value of this has been appreciated by the federations of rough sleepers and shanty town dwellers. Now SPARC helps local shanty town communities and households undertake their own census, enabling them to plan for themselves more effectively, and campaign on the basis of more accurate information.



[www.sparcindia.org](http://www.sparcindia.org)

### on record

Last year People Off The Streets (POTS) on the Isle of Wight conducted two of their own rough sleepers counts in May and October.

*"The official RSU account was 0, but we counted 61, because our remit was 'all of those bedded down in open air or other places not designed for habitation which meant we could count people in cars, on beaches, in caves, in woods, which we couldn't have under the RSU guidelines. The Council don't dispute our figures, but they have to publicly go along with the RSU figures, although eventually we got the council to agree officially to 10 rough sleepers."*

Etty McKinley, POTS



## Staff appointments

You may decide to employ somebody in a role that specifically relates to the way that you chose to develop diversity within your organisation. You might decide to recruit an outreach or project worker to better support particular community groups (like St Hilda's), or a staff member to run a particular initiative that aims to develop your organisation (like Hanley Crouch Community Organisation).

### Case study: Hanley Crouch Community Organisation

Hanley Crouch Community Organisation appointed a cook and café manager to develop a multi-cultural healthy living café. The café originally ran with the help of volunteers who continue to help out. The appointment improved the running of the café, promoting healthy eating, and developing training programmes for volunteers on health and safety and food handling.



### Case study: St Hilda's

An existing member of St Hilda's staff with community development experience was redeployed as part time project worker. The worker is bi-lingual, speaking English, Bengali and Sylheti, and able to better support the needs of St Hilda's pensioners.





**Case study: Tenants In Control or Alcohol Recovery Project**

Involving young homeless people in recruitment  
[to come]

## Having a diversity statement

A diversity statement is just that - a document that defines your organisation's definition, view and commitment to diversity. Here is one organisation's interpretation of what it means to them...

### Case study: bassac diversity statement

#### STATEMENT

**bassac** celebrates diversity.

#### COMMITMENT

**bassac** will actively promote community cohesion and equality of opportunity between people from different cultural and social groups; and for those facing barriers, discrimination and exclusion. This commitment will underpin everything the organisation does.

#### ACTION 2004

**bassac** will take a leadership role within its network to promote diversity, working with member organisations to develop action plans to raise participation and further engage people facing barriers, discrimination and exclusion.

**bassac** will seek out agencies with specific knowledge and skills of the barriers, discrimination and inequality faced by excluded groups, and will work in partnership with those agencies to test and promote new means of combating discrimination and inequality.

**bassac** will also seek out agencies with specific knowledge and skills of the barriers faced by people with disabilities, and will work in partnership with those agencies to overcome barriers and combat inequality.

**bassac** will make effective use of the funds it has available to develop new ways of engaging with excluded groups.

**bassac** will actively promote models of good practice across the network and the sector.

In recruiting and selecting staff, volunteers and Board members **bassac** will act to implement this policy, recruiting to reflect the diversity of communities.

**bassac** will provide training for staff, volunteers and members to promote community cohesion.

In planning events, seminars and conferences, **bassac** will ensure the programme is relevant to diverse communities, and will act to remove barriers to participation.

At its Residential Meeting in July 2004, and again at the end of the year, the **bassac** Board will monitor progress towards achieving the principles stated in this policy and evaluate its impact on our work.

In 2004 **bassac** will mark and celebrate positive steps within the organisation and its network that make progress toward achieving greater equality for excluded people.



## Using quality standards tools

Quality standards tools and organisational development frameworks can be used to help develop your entire diversity strategy. They are designed to help you think about every aspect of your organisation and its work and take action to improve it. Tools like the Diversity Excellence Model, PQASSO and the Big Picture can be useful ways of identifying areas to develop, motivate people to get involved and help focus resources on the areas that will have the biggest impact in the shortest time.

Unlike other frameworks, the Diversity Excellence Model specifically focuses on developing your organisation with a commitment to developing a culture where diversity is central to everything.



### Diversity excellence model

The Centre for Management and Policy Studies (CMPS) has linked diversity to the EFQM Excellence Model as a way of addressing and measuring diversity and organisational effectiveness.

The Diversity Excellence Model has been developed to help organisations self-assess their own 'reality' and measure their progress by assessing their ability to manage diversity.

With their assessment tool you should be able to:

- ★ Raise awareness of diversity issues
- ★ Drive changes
- ★ Identify weaknesses and strengths
- ★ Benchmarking tool
- ★ Achieve credibility of the tool itself
- ★ Selling benefits of the assessment
- ★ Best practice across different parts of the organisation

### How to use The Diversity Excellence Model

The Diversity Excellence Model consists of a guide and an assessment tool. The guide explains the adaptation of the EFQM model criteria into diversity excellence. The assessment tool is the detailed questionnaire which enables assessors to find out what their organisation is and is not doing in respect of equality and diversity and whether they are at the stage of getting started, best practice or excellence.



*"The advantage of using the Diversity Excellence Model is that, unlike a "tick box" benchmark, it gets teams to work through a process which links diversity to the business of the organisation. In this way diversity came alive and staff understand its relevance for their day to day work."*

Rohan Collier, Head of Equality and Diversity Unit, Crown Prosecution Service

The Diversity Excellence Model™ is in four parts:

1. The criterion e.g. leadership – The EFQM Excellence Model® definition of each criterion.
2. Diversity Excellence – The EFQM Excellence Model® definition adapted and made specific to the management of diversity.
3. The sub-criteria adapted specifically to address management of diversity.
4. Takes the sub-criteria, identifies 2-4 questions which will inform the process and allows assessment to be made against three categories: (See Fig 2 for example)

| 1. Leadership   | 2. Diversity excellence  |
|---|--|
| How leaders develop and facilitate the achievement of the mission and vision, develop values required for long term success and implement these via appropriate actions and behaviours, and are personally involved in ensuring that the organisation’s management system is developed and implemented. | Leadership at all levels is active inside and outside the organisation in promoting diversity. Diversity is demonstrably part of the organisational culture and philosophy. There is clear and unequivocal evidence of leadership leading to success in diversity. |

3.

1a. Leaders develop the mission, vision and values and are role models of a culture of excellence in the management of diversity.

Fig 1 – Progression of definitions

| Main elements  | Getting started  | Good practice  | Excellence   | Score |
|--|--|--|--|-------|
| 1.a.i How organisational Directors and Board Members demonstrate strategic leadership of diversity | Strategic issues in Diversity are briefed to staff either directly or by managerial cascade. | Leadership reinforces diversity vision by: <ul style="list-style-type: none"> <li>* Acting as role models</li> <li>* Being accessible.</li> <li>* Giving and receiving training</li> </ul> | Diversity is a compelling and desired vision of all staff and includes strong commitment to improvement. |       |

Evidence: How the organisation meets the minimum standards or demonstrates good/excellent practice.

Fig 2 – Standards

Assessors address each question to assess if the organisation is getting started, achieving good practice or achieving excellence in managing diversity. The next stage is for the assessor to gather information on the organisation’s strengths and areas for improvement.

## Step 10: What is stopping you? Be aware of the barriers to diversity.



Developing diversity within your organisation is not all rosy. Don't expect not to encounter problems.

### Barriers to developing diversity

It helps to be aware of potential barriers to developing diversity within your organisation. Firstly it will help you be realistic about what you do and, secondly, you may be able to avoid some of the challenges if you are aware of them in advance.

#### The theory...

Barriers to developing diversity, as identified in the Cabinet report by the Centre for Management and Policy Studies:

- ★ Organisational culture.
- ★ Attitude of managers and the board.
- ★ Business pressures.
- ★ Ignorance of senior managers.

Here is a selection of the actual barriers and challenges faced by some of the organisations in **bassac's** Development Through Diversity project

#### ★ **Agenda clash – users, funders**

*"Interestingly, we faced some inertia from provider agencies to take part in the project."*

Danny Maher, Cricklewood Homeless Concern

#### ★ **Limited time and capacity**

*'Our biggest headache was trying to meet the needs of each and every individual. Often the requests are bigger than a project can deliver and are requested by those who shout the loudest. We aim to give everyone the opportunity to participate and have now modified many areas of activity to cycles in season and cultural calendars. We now have a suggestion book for requests and an annual survey to identify customer satisfaction. The majority of members are able to raise issues through the steering group and can use our complaints system.'*

Hanley Crouch Community Association

#### ★ **Managing expectations**

*'We had the problem of excessive expectations of delivery by community groups in terms of time scales.'*

Rob Hamilton, The Peel Institute

#### ★ **Sustaining momentum and interest**

*'Our difficulty was getting the people to come to workshops consistently because it was difficult for the facilitators to work with different people each time. Continuity was very important in enabling the production of a play.'*

Ana Mae Contreras-Ramirez, Praxis





on record

"A strong working group with strong leadership kept us on course."  
Danny Maher, Cricklewood Homeless Concern

### ★ Partnerships

*'Three different organisations working together threw up some important lessons. There were problems with the level of buy-in differing in organisations arising from budgeting and management responsibilities.'*

Charlotte Stannard, **bassac**

### ★ Personal conflict – internal and external discrimination

*'We had a few incidents with individuals in the group using negative or derogatory language that upset others. We have now established mechanisms for challenging negative behaviour. We get individuals to try new things and have discussion groups where we often invite speakers or other agencies to run sessions. We also have a set of rules laid out by the steering group that each member agrees to stick to.'*

Hanley Crouch Community Association

### ★ Working with consultants

*'The selection of and issues around working with consultants were a particular problem.'*

Charlotte Stannard, **bassac**

### ★ Leadership

*"The project suffered in that the person in overall charge of delivery changed towards the end of the project."*

Bankside Open Spaces Trust

*'Our experience raised the issue of leadership (and a lack of it) being an important factor in success. There were problems relating to working together (eg who's responsible for what) and the need to clearly drive things forward, around a clear vision'.*

Charlotte Stannard, **bassac**

on record

### ★ Funding

*'Securing longer term funding was a difficulty for us.'*

Rob Hamilton, The Peel Institute

*'A lot more funding would have been helpful. There was a feeling that we were working on a shoe string budget with limited resources.'*

Danny Maher, Cricklewood Homeless Concern

*'We learnt a great deal that we would use in the future about event organising and looking after very large groups of relatively vulnerable people.'*  
St Hilda's East Community Centre



### Case study: Praxis

Praxis, based in Bethnal Green in East London, works mainly with exiles from Latin America, Rwanda and Somalia. Their diversity project used workshops and theatre to enable marginalized groups to express themselves and reflect on their experiences of exile.

From the workshops we were able to identify more clearly what issues have hindered the development of individuals and their organisations due to diversity. They are:

- ★ lack of English language skill (both oral and written) - this hindered people being able to engage in important debates about issues that affect their lives in exile. Many felt that if they had better language skills they could network and build more successful partnerships.
- ★ lack of confidence (often resulting from poor language skills and a limited knowledge of the British system). Many people tend not to mix with members of other communities, despite a rich tradition of engaging in their wider communities.

## Ways of avoiding these challenges

### Putting the users' agenda first

Focusing on the users' needs can be one of the most important aspects of successfully developing a diverse organisation. For this to be effective it might mean developing an outreach service, and real participation and involvement.

#### **Case study: Cricklewood Homeless Concern**

Cricklewood organised workshops with between 20 and 30 people each, of which approximately half were homeless people and half were staff and volunteers. The purpose was:

- ★ To establish a set of shared principles and vision.
- ★ To bring together a wide range of stakeholders to begin working together to achieve mutually beneficial change.
- ★ Further involvement of homeless and excluded people in community life, service provision and in decisions that affect their lives.





### Creating a safe environment for change

This can be done in a variety of ways. It can mean creating gardens, taking part in theatre or dance, making and sharing food, performing or listening to music.



on record

*"The sessions highlighted people's hidden talents and skills as well as a wealth of knowledge very rarely expressed because of language limitations... There was a greater sense of solidarity among those who interacted during the workshops and it has been a very positive experience for all. The majority felt that they know more about each other than they did before."*

Ana Mae Contreras-Ramirez, Praxis

#### Case study: Praxis

The Latin American Women's Group and Vamos Juntos (Prison Visiting Group) both showed great interest in using storytelling and theatre as a means to express their views and ideas about differences in cultures, traditions, beliefs, age, gender and other backgrounds. The Latin American Women's Group wanted to look at personal histories and present day experiences as women in exile. They chose dance as a medium of expression. Some women wanted to do mime acting. Both methods don't rely on words to understand, making it easy for the women who have difficulty with the English language. The members of Vamos Juntos explored oppression and violence as themes. These were expressed in images that they created in small group performances.

## Creating toolkits and models

Throughout this toolkit we've included a lot of tools. Some are 'stand alone' techniques to help develop a certain part of the process, like the Action Learning Set (on the next page) or fishbowl technique (page xx). Some are designed to take you through the entire process of developing diversity, like the Diversity Excellence Model (page xx).

## Identifying common ground

Once you've identified common ground, focus on working in it, making clear agreements of what can and will be done.

### **Case study: St Hilda's**

There is a common theme among all of the groups consulted from across the community - clubs and organisations were under resourced. In response to a questionnaire, pensioners consulted thought they can 'meet other groups' and 'older people from different backgrounds will be on one platform'. This response revealed real potential for the project, bringing older people together to 'share differences'.





### Action Learning Set

Action learning is based on the idea that there's no learning without action and no action without learning.

We all know that talking to a friend, family member, colleague or someone else who'll listen can be really helpful in working things out, helping you make your mind up and generally feel better. The Action Learning Set (ALS) builds on that basic experience we've all had.

Action Learning Set is a tool that will help you:

- ★ support each other
- ★ develop listening skills
- ★ discuss difficult issues or problems
- ★ take action to deal with them

As you go through the session you'll need to think about:

- ★ what you have been doing lately and the challenges facing you
- ★ how you might approach them differently as a result of learning from the session
- ★ things that you think will be particularly difficult to deal with or sort out
- ★ successes you've had and things you're proud of

The other members of the group are there to ask questions and be challenging but supportive to help you:

- ★ become clear(er) in your thinking
- ★ be clearer in what action you are going to take

Some common sorts of questions that might be used in an ALS are:

- ★ what's making you think that?
- ★ what is blocking you from doing what you want to?
- ★ what can you do to get over or around those blocks?

Very often people observing us will see things we don't and be able to help us by (supportively) encouraging us to examine them. Since we, as human beings, don't always do what we say we can often learn something through this process.

### How it works

You'll need:

- ★ 3-6 people either with or without a facilitator (maybe easier with to start with, until you get the hang of it).
- ★ A quiet, undisturbed room where you can focus on each other and be able to talk openly.
- ★ About 30-45 minutes for each person in the group.

Start by planning the time you have and decide how much time each person will have. Remember that the absolute minimum is about 20 minutes with 30-45 minutes being about right and make sure to stick to the timings you've set. One person at a time will have 'their air time' whilst the other members of the group become listeners and questioners.

### Asking questions

What you are really trying to do with your questions is getting them to think about action they might be resisting or not considering properly. Also look out for contradictions between what they are saying and what they are doing. It's important to be both supportive and challenging, which can be tricky, so you'll have to try hard!

You might find yourself wanting to give advice 'I'd do this' or 'try that' but you need to resist that (natural) feeling. Action Learning isn't about giving advice, save it for afterwards if you feel you need to. You can give the person feedback on how you see them behaving and the effect this has on others around them.

When someone is asking questions let them follow it up and take the discussion into different directions/areas, before you ask your question.

After you've all had a chance to ask questions then the person having 'their air time' should take a couple of minutes to reflect on the session and summarise the action they are committed to. Make sure to write down the action plan as at the next meeting you'll need to report on how you've got on.



For more information about action learning sets contact Action Learning for Managers. Contact details are on page x.

### Other PLA techniques

There is often a need for more forums and interest groups involving users and services providers. Effective tools and techniques needed to facilitate these sorts of sessions can be drawn from a set of tools in development commonly known as Participatory Learning and Action. Participatory approaches to group work and forums are not just fun, they are also effective ways of ensuring that everyone gets involved.



For more information about participatory learning techniques contact Groundswell, IIED or Oxfam GB. Contact details are on page x.

## Working in partnership

Working in partnership is a broad definition that covers working together at many levels. Internally, it may mean staff members and board members working together, users and staff. Externally it can mean working with other community organisations, local authorities, funders and supporters.



### Case study: The Gellideg Foundation Group

Gellideg is a housing estate with approximately 1,200 households that lies to the north of Merthyr Tydfil town centre. The Gellideg Foundation Group is a community organisation staffed and managed by local people and located on the housing estate that it serves.

Set up in 1998, the group first came together when mothers living in the area felt frustrated by the lack of opportunities available to their children, and the rising levels of drug dependency in the area.

An estate-wide questionnaire established that the rest of the 3,500 people living there felt that the best thing about Gellideg was 'the road out', with youth nuisance, crime, the dilapidated state of the area and a lack of community spirit being the major sources of concern.

The Foundation set to work – a series of fundraising activities took place; there were negotiations with local authority officers to hand over empty flats for the Foundation's premises; and more support from local residents was sought to ensure that the men and women of Gellideg took part in the development and growth of their own community group.

At first the Foundation relied heavily on the support of the local voluntary sector. Partnership applications were made for European funding for physical improvements to the central shopping area.

It soon became apparent that what the majority of residents wanted was activities for young people. Gellideg has a high proportion of youth; at one point on one street alone there were 100 children living with parents or grandparents, but there were no youth clubs, community halls, cafés, or other entertainments or distraction – apart from taking drugs and throwing stones at cars as they passed.

The group's first priority was to employ two youth workers to work with the local young people, to set up their own youth club and committee and to determine their own activities. Two years later, the Foundation's youth project has been nominated for an award of excellence given by the Welsh Youth Agency. Colette, the Foundation's co-ordinator, noted: 'Now nearly every child on the estate is involved in

on record

*"At first it was difficult to get people to believe that things could change. But now people are starting to believe something can be done."*

Colette, Gellideg Foundation



the Foundation's youth activities. We've got teams in football and netball for under 18s, under 16s, under 10s...Even a game of football can make a big difference to people.'

The Foundation also responded to the residents' requests for improved security and Council services on the estate, negotiating with the Local Authority, getting a housing officer based in the community flats to respond to tenants' queries, and two community officers to be seen to have a presence and interest in the estate. Sub-groups were formed to develop the local football team, the local tenants' groups and to support the older people's group.

The Foundation has made a successful application to transform the derelict heart of the estate into a multi-purpose sports area, and another successful application for an after-school club.

Through negotiating and demanding recognition and respect from local voluntary sector organisations and in particular the Local Authority's Regeneration Team, the Gellideg Foundation Group is also forcing these bodies to change the manner of their relationships with local community groups.

Taken from *Fifty voices are better than one - combating social exclusion and gender stereotyping in Gellideg in the South Wales Valleys*, Gellideg Foundation Group and Oxfam UK.



Be realistic about your timescales, particularly if you are involving partner groups or organisations.

[Charlotte Flower is providing Gellideg photo]



*"We thought the Foundation would just be a flash in the pan, but it's getting better all the time. Now people are seeing that something can be done. Fifty voices are better than one."*

Karen, Gellideg Housing Estate resident

on record

*"Our most successful outcome was a 'compact' agreed by users and service providers to improve relations between the two parties and focused on recognising and respecting diversity."*

Danny Maher, Cricklewood Homeless Concern

## Find your own approaches

### Case study: Cricklewood Homeless Concern

Cricklewood's answer to developing diversity was the Brent Homeless Compact...

#### Brent Homeless Compact

*As an individual I will:*

- ★ *Aim to get more involved in groups – both social and working*
- ★ *Aim to promote joint working between homeless people and service providers*
- ★ *Aim to consult homeless people more*
- ★ *Aim to challenge discrimination where I see it*
- ★ *Aim to be a better listener*
- ★ *Aim to be supportive to fellow homeless people*
- ★ *Aim to speak up*
- ★ *Aim to be more constructive and positive towards service providers and local government*
- ★ *Aim to ensure the needs of non-priority homeless people are not ignored within strategies and action plans*
- ★ *Aim to treat homeless people as individuals and with respect*

*As an organisation, we will:*

- ★ *Aim to share resources with other organisations for the benefit of the Brent community*
- ★ *Aim to signpost homeless people to other services where appropriate*
- ★ *Aim to co-ordinate and liaise with other agencies in Brent to ensure gaps in services are filled*
- ★ *Aim to integrate a user evaluation into our regular monitoring*
- ★ *Aim to inform services users about what's going on in our services*
- ★ *Aim to ensure there is up to date and accessible information available to homeless people*
- ★ *Aim to improve service user representation and consultation*
- ★ *Aim to improve training for staff and homeless people to get involved*
- ★ *Aim to set up a sustainable user group*
- ★ *Aim to set realistic expectations and only make commitments we can keep*
- ★ *Aim to reconsider rules when they might be perceived as arbitrary or unfair*
- ★ *Aim to think creatively and positively about problem solving*

*As a borough, we will seek to work together to:*

- ★ *Set up a voluntary sector/independent homelessness forum*
- ★ *Create better communication between the council, the voluntary sector and homeless people*
- ★ *Ensure there is a regular forum for the council to hear directly from homeless people*
- ★ *Aim to ensure there is better support for people once they have taken up tenancies*
- ★ *Ensure that there is clear accessible information available for homeless people*

### Checklist for successful working with consultants

- Be clear about what you want and don't want.
- Make sure you have adequate resources - you need to appoint the best, not the cheapest.
- Develop and build a relationship - it takes time!
- Work out what you're looking for in a consultant. Promote and recruit widely.
- Identify who is managing the consultant, and how.
- Trust them - or don't bother starting.



For more information on working with consultants contact NACVS - contact details on page x.



Remember that for the users, there may be the issue of separating personal issues and problems from the project agenda. Users might want a conference to air their own problems rather than sticking to the agenda.



Thinking about barriers or potential barriers in advance enables you to understand which barriers you can tackle and which are outside your control.

Force field analysis is an effective way of getting a fuller understanding of the challenges you face or may face and helping you work through how best you approach them.



### **Force Field Analysis - Understanding the pressures for and against change**

#### **How to use the tool**

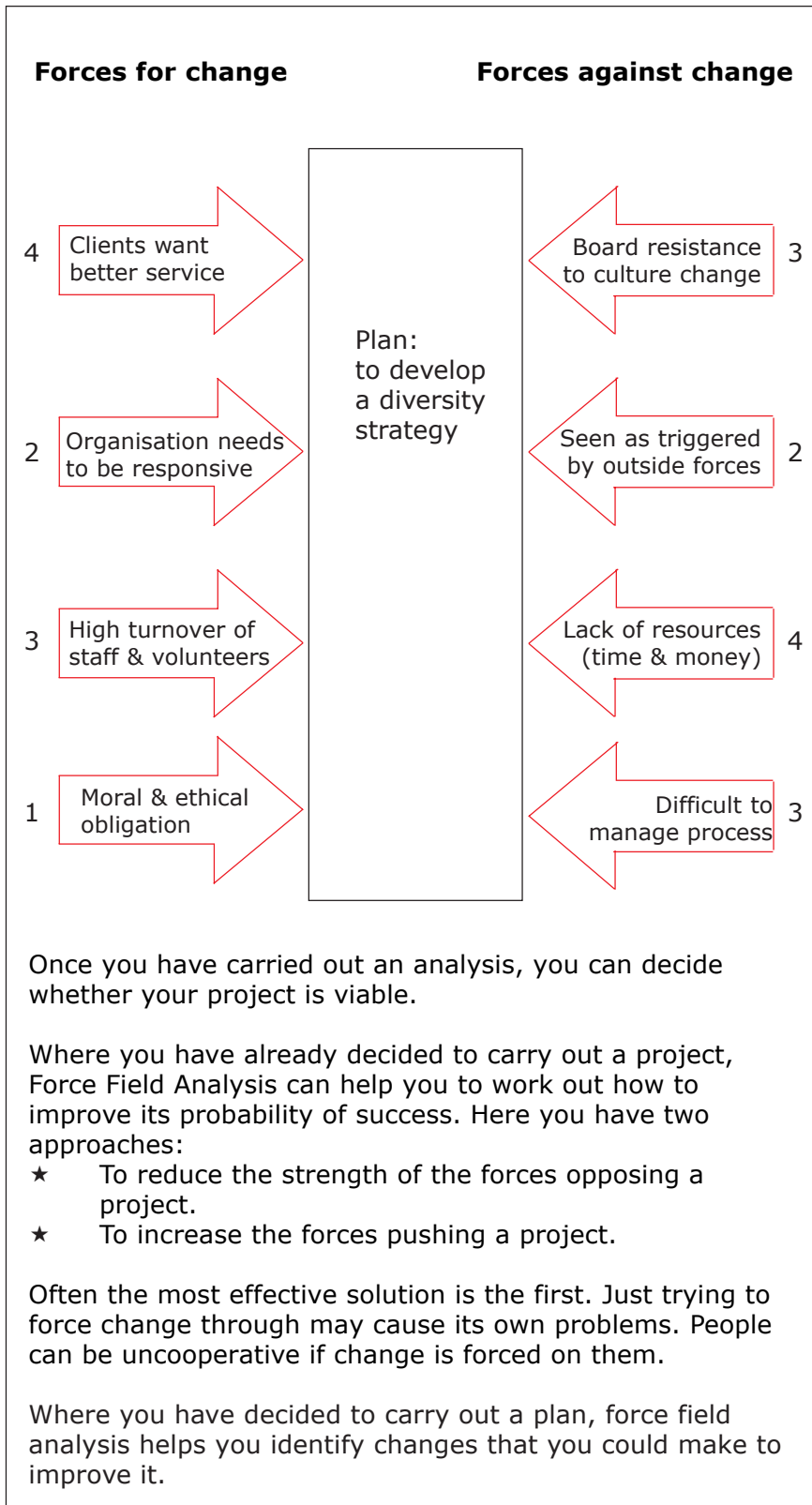
Force field analysis is a useful technique for looking at all the forces for and against a plan. It helps you to weigh the importance of these factors and decide whether a plan is worth implementing.

By carrying out the analysis you can plan to strengthen the forces supporting a decision, and reduce the impact of opposition to it.

To carry out a force field analysis, follow these steps:

- ★ List all forces for change in one column, and all forces against change in another column.
- ★ Give a score to each force, from 1 (weak) to 5 (strong).
- ★ Draw a diagram showing the forces for and against change. Show the size of each force as a number next to it.

So if you are a manager deciding to develop a diversity strategy for your organisations, you might draw up a force field analysis like this:



**note!**

The idea behind force field analysis is that you can achieve more by reducing the forces against than simply pressing harder - which may simply increase the resistance.

## Step 11: How are other people doing it? Find out first hand.

Remember, you don't have to have all the answers yourself. Other organisations will be going through or already been through similar processes to you, so why not take some lessons from people that have already been there and done it. There can be huge benefits to taking time out from your normal routine and meeting with other groups to exchange information, ideas and experiences. It can help you gain new perspectives and fresh approaches. And remember to get as many perspectives as possible, involve staff, volunteers, trustees and users in your information exchange.



### Horizontal exchange

#### What is it?

Horizontal exchange is about linking with other groups and people who have similar (or different!) aims and values and learning about the ways that they approach a problem or issue. Exchange is a tool that can be used formally or informally to enable links to be built, experiences shared and skills and ideas learnt. Visiting other places and seeing what other people are doing in their local area is inspiring, and participants come away with new ideas and solutions which they can develop in their own projects and groups. Once you have decided what you want to do, exchange is an excellent way to build up your toolkit and learn about solutions that other groups are applying to obstacles that you might be facing as well.

A number of agencies in the UK support exchanges in similar and different ways, including Groundswell, the Quest Trust and the Shell Better Britain Campaign.

#### Who can use it?

Exchanges work well on a local level, where services users and service providers can visit other organisations and form strong local links while learning about other approaches and share experiences. It might also be helpful for a local group to exchange with groups from other parts of the UK to get a broader picture.

#### Outcomes

- ★ Greater knowledge of how different groups operate.
- ★ Increase the skills and knowledge of participants.
- ★ Increase formal and informal partnerships and support networks.

#### Long term benefits

- ★ Faster response to problems.
- ★ Higher quality of services.
- ★ Possible reduction in need for services.
- ★ Creativity and new approaches.

### Case study: Groundswell's exchange to India

In January 2001, 10 members of the Groundswell network visited Mumbai (formerly Bombay) to look at how the people living in unofficial settlements and on the streets are organising to improve their situation and taking control of their housing options. Here is an extract from Kara Carter's exchange diary...

**"Day 2** - Work really began in the morning. We set out to visit a transit camp where railway slum dwellers had been resettled following the demolition of their homes along the railway tracks. The transit camp had been designed by the Slum Dwellers and consisted of one storey brick buildings forming community spaces, with open areas built in for congregating and meeting. After one or two years they hope to be given permission from the local municipal authorities to build permanent homes there.

Next we visited our first set of permanent flats, which were built by the local authorities rather than designed by the slum dwellers themselves. The flats were occupied by former railway slum dwellers who have been relocated there as their homes had been demolished as part of the railway authorities clearance programme. It was interesting to contrast these with the resettlement projects that the Slum Dwellers were involved in designing which we saw later in the week.

**Day 3** - In the morning, we split into two groups to visit settlements along the railways. One group participated in an enumeration, rather like a census, this is the process by which slum dwellers count themselves and produce statistics about their communities. They can then use this information to counter inaccurate government figures, and in negotiation with government and NGOs. In this case, the enumeration was being done to count how many people were living in along a stretch of the railway which was scheduled for demolition. The information, about who lived in which houses, the size and characteristics of the houses, and the employment and education levels of the families, will be used to relocate families after a 10 metre clearance of the slums along the railway...

...**Day 10** - This afternoon we had our final session which presented us with an opportunity to discuss our feelings and thoughts about the exchange with the slum dwellers, and for them to tell us about what they had learned from us. All around, everyone agreed that the trip had been a life-changing experience. For the UK group, the work of the NSDF and Mahila Milan had been extremely inspiring, and it was surprising and exciting for participants both from the UK and India to discover that they shared many common experiences. Although the problems and challenges of homelessness and poverty might be different, the process for involving homeless people in creating the solutions could be very similar indeed. We learned not only about the NSDF and Mahila Milan, but also about ourselves and our strengths and to have confidence in our own ability to lead by example."



on record

*"I thought an exchange was going to be like a three day beano for the troops to visit London, do a bit of sightseeing have a giggle and mosey on back to wherever they came from. It turned out to be far from that."*

Tony von Hanbury,  
Eastend Groundswell,  
London



## Step 12: So how are you going put your ideas in action? Make a plan



*"We identified what we already had in place and set up small focus groups with existing members. Through this we were able to identify the needs of individuals and to identify unmet needs. We focused on targeting specific community groups and set about gaining their involvement in the project. We followed the original plan very closely. We were able to focus on the objectives as the project was very new and needed to develop in stages."*

Hanley Crouch Community Association

### Planning

Planning how your community organisation will develop diversity means working through the steps we've come up with. This will help you develop an action plan identifying methods, tools, resources, timing and how you will evaluate it.

The process will naturally progress from developing a shared commitment to an emerging vision to then getting down to the very practical steps.

### Develop a plan

- ★ Encourage staff, board members and volunteers to take diversity on board.
- ★ Conduct a survey or audit of key people who are your stakeholders.
- ★ What's your vision? Work out what you're aiming for
- ★ Consult your stakeholders.
- ★ Set up a diversity working group.
- ★ Improve ongoing communication internally and externally.
- ★ Develop a diversity statement or policy which sets out your vision.
- ★ Review your work in light of your commitment to diversity.
- ★ Increase the diversity of your management committee or trustees.
- ★ Increase the diversity of your volunteers.
- ★ Review and evaluate regularly.
- ★ Make it fun, accessible and meaningful for people - or why bother?
- ★ Don't give up - keep going.
- ★ Recognise, celebrate and build on your successes along the way.

Taken from [www.diversitychallenge.org](http://www.diversitychallenge.org)



### Defining your outcomes

You should think about outcomes when you are planning the project. Identifying the outcomes you want to bring about will help you decide what work you should do and what events and activities you need resources for.

**Outcomes** - there are all the changes and effects that happen as a result of your work. The term 'outcomes' is often confused with other terms used during project planning such as inputs, outputs and impact.

**Inputs** - these are the resources you put into your project to deliver its outputs. Inputs include time, money and premises.

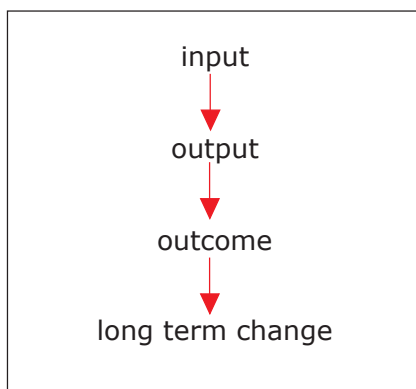
**Outputs** - the services and facilities you deliver. Outputs include training courses, support sessions and publications.

**Impact** - whereas an outcome is a change resulting from project outputs, impacts refers to broader, longer-term change and relate to your overall aim.



**note!**

The words objective, goal and aim are often used when we mean the same thing - what do we want to achieve? It doesn't matter too much what they're called. But what does matter is the time scale involved.



There are many kinds of outcomes – for individuals, organisations and communities. But outcomes may also happen elsewhere, for example, in the environment or bringing about a shift in government policy or the law.

Individual outcomes can apply to staff, volunteers and users. They might include skills or ability, knowledge, attitude, confidence, self-esteem, relationships, behaviour, circumstances and health.

The range of outcomes in communities will depend on the work of the project. Outcomes may come about in your own organisation (eg staff and volunteers with a better understanding of different cultures, more clients directly benefiting from your service). As a result of your activities, outcomes may also come about for other organisations working in your area (eg setting up cross-organisational working groups).

### Outcomes in policy

Some projects may try to change local or national policy, for example, government programmes have more focus on the needs of BME communities.

Information on outcomes can help make your work more effective. It can help identify what works well and what you could change or improve. If you don't achieve the outcomes you expected, you may need to think about changing your services. Or you may have to think again about what your project outcomes should be. Using information on outcomes will give you evidence to help you plan. This will help you develop services and activities based on what you actually know works to meet your clients needs or diversify your client base rather than what you think will work.

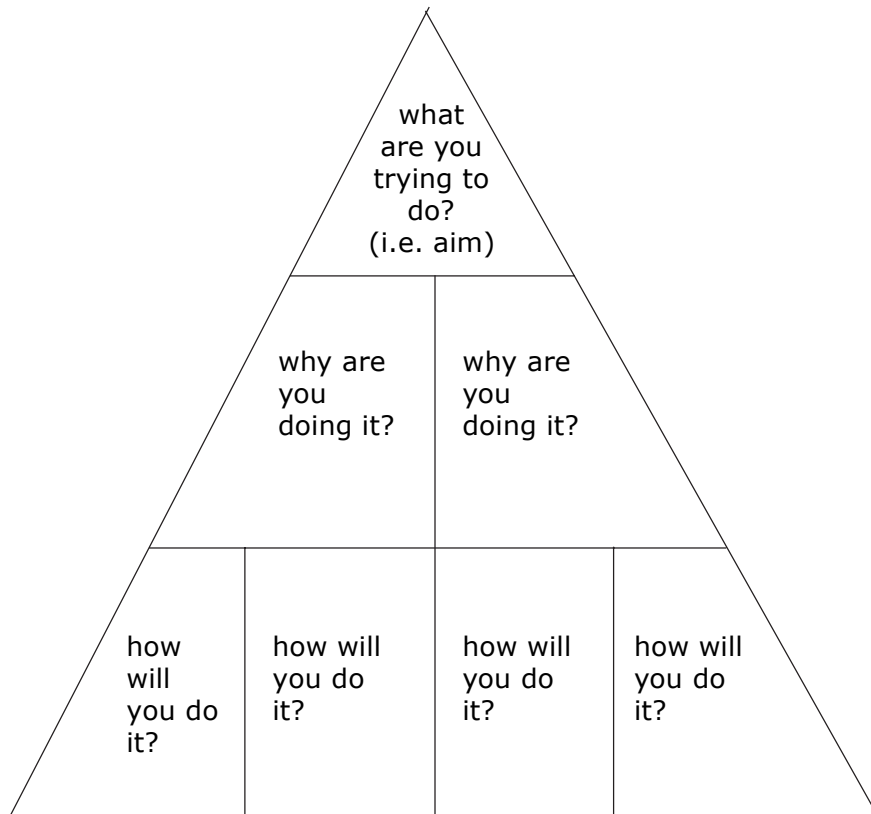
### **Involve other people**

People with an interest in your project may include staff, volunteers, management committee, members, clients or funders. They may all think differently about which outcomes are important. You might find it helpful to consult them all before deciding which outcomes you will monitor. Think about what outcomes you can achieve in the lifetime of the project.

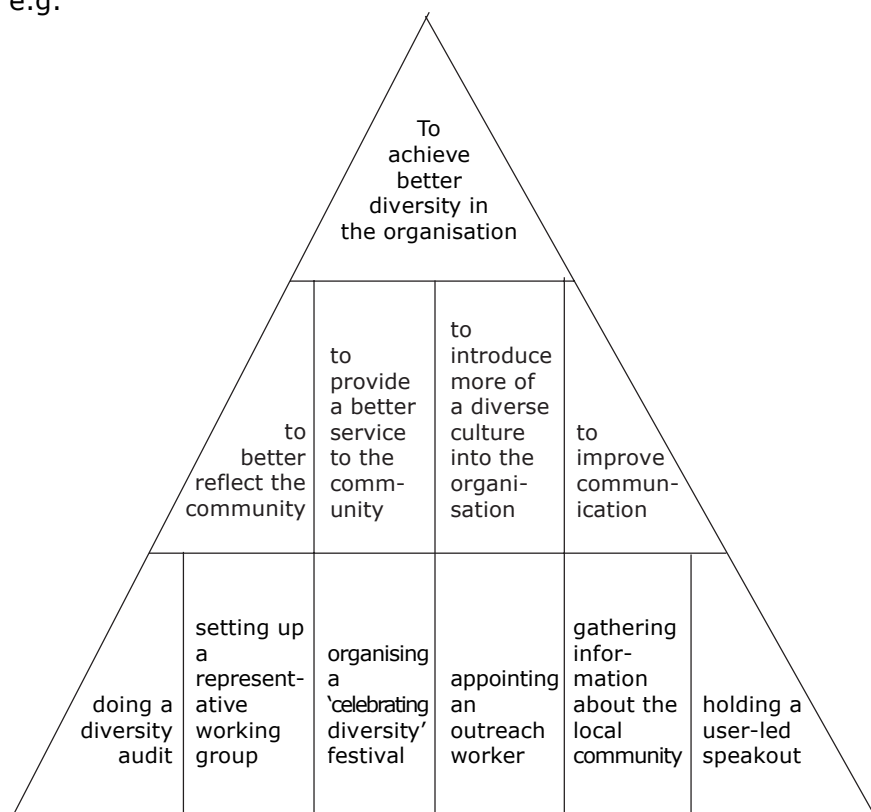
Developing outcomes - Think about the changes you'd like to see. Ask yourself what changes would make you think 'We've been successful and become more diverse'?

### Weavers' triangle

This is a simple but effective tool that can be used for any planning. It also helps you to establish simple but effective monitoring and evaluation.



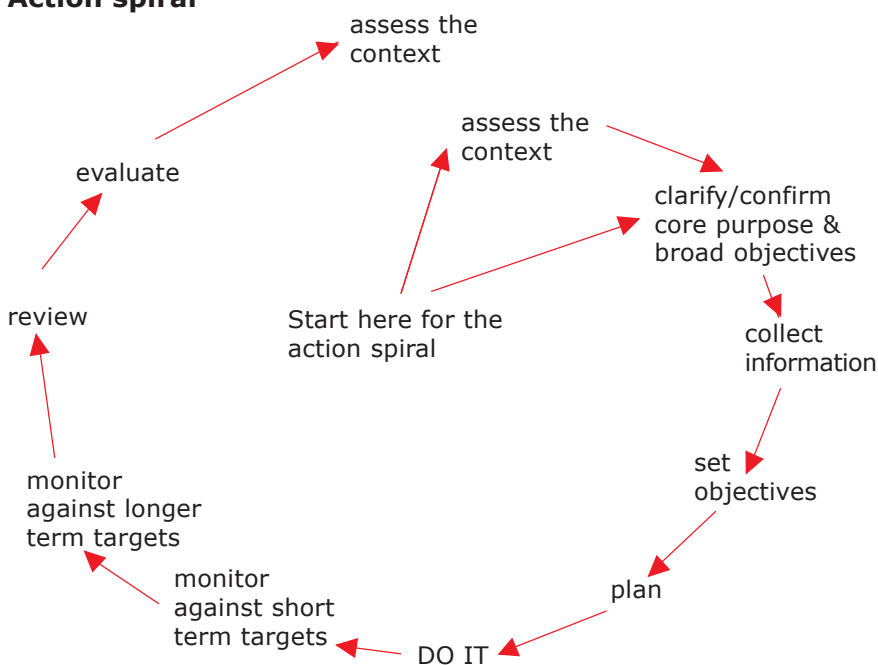
e.g.



# Step 13: DO IT!!!!

Now, and only now, is the time to implement your plan. The action spiral might help you work out how you actually do it. It's worth pointing out that it's helpful to have some 'outcomes' in mind in advance so that you can see whether any action you take is making a difference to your organisation and to the community you work within. Only after setting objectives and planning should you start the activity.

### Action spiral



An aim is an overall objective or goal - what the organisation would achieve if it was totally successful. It's why the group exists in the first place.

Objectives are what you want to achieve within certain periods of time. It's important to remember that all the group's objectives (long, medium, short term) and all the activities should fit in with the overall aim.

Taken from

## Step 14: Keeping up the momentum

### Keeping up the momentum

Starting to develop a project or activity, or setting up a steering group is one thing. Keeping it going over a period of months or years is quite another. Initial setbacks may dishearten people who initially had a lot of energy and ideas to contribute. And if your users are in vulnerable situations (homeless, ill health, asylum seekers) they may not be able to commit to regular involvement.

It helps to be aware of possible barriers in advance. And, of course, different approaches work better with different organisations. One method that has worked well for Hanley Crouch Community Association is to develop a whole range of methods that each require a different level of involvement.

#### **Case study: Hanley Crouch Community Association**

Hanley Crouch's Over 50s Weekend Project has already completed a full programme of visits – Hindu temples in Watford, Neasden and Leicester; the Museum of Jewish Life in Camden and a number of exhibitions at the Victoria and Albert Museum and the British Museum. We've also set up a local history group which, at the moment, is looking at the arrival of our communities in Islington, Hackney and Haringey. We publicise our events to our partners in all three boroughs and have leafleted over 2000 homes in the area.

Our steering group represents older people from all ethnic groups – it meets quarterly to discuss issues, look at complaints, suggestions and ideas and it also plans new activities. The group is developing its skills so that it can manage the project better - it can already run small areas of the project by itself.

We have also set up a self-supporting multi-cultural healthy eating café on Fridays and Saturdays. It was first run by volunteers but, in August 2002, we recruited a cook and café manager. It's a great way of helping us look at the wider issues of diversity and how we intergrate older people from the community.

The Celebration of Diversity event was organised by a working party of volunteers and members of the over 50s club. We met once a month to organise it and, on the day, had over 80 older people that came along.

Hanley Crouch is aiming to become a centre of excellence for older people. One that provides services that local people want, allows everyone to be heard and treats people with dignity and respect.

We are working towards providing information and advice services to older people that reflects their individual needs. We are also going to produce information leaflets in a number of different languages and to train volunteers to become translators. We still have a busy programme of monthly activities and know it will continue for some time to come.

## Step 15: How are you doing? Evaluate your diversity approaches

### Evaluating diversity approaches

#### What is evaluation?

Evaluation means using the information you have gathered as part of an assessment of your project's success. How do you judge your success? Well, this will depend on the aims and objectives of your diversity initiative within your organisation (see page xx). If you are developing something physical (a newsletter, report, café), then look at the final 'product'. If, however, you are aiming to bring about a change in people's skills, behaviour, knowledge or attitudes, then you will need to assess whether, and to what degree, this has been achieved.

When you undertake an evaluation, you are looking for a link between what had been put into your diversity project and what has come out of it.

You need to look at:

- ★ the process - how you are delivering your project
- ★ the product - what you have physically done and the wider consequences of these efforts.

Although an evaluation often comes about in response to a request by funders on how a project has performed, it is also a tool for good management. Only by knowing how effective your project is will you know if any changes are needed. The process of monitoring and evaluation should also identify what those changes are.

Monitoring and evaluation should ideally be done on an ongoing basis. There should be continual monitoring and, in between this, there should be an evaluation, say every year or two. The advantage of making it a continuing process is that your group can think about what changes could benefit your project as you develop.



*'Feedback forms were completed after each event. An evaluation meeting, with interpreting support, was held following the festival - participants included the Sundial Centre and St Hilda's Day Centre staff and users. The feedback at this meeting was extremely positive, and the overwhelming response was 'When's the next one?''*

St Hilda's East Community Centre

## Methods of evaluating

- ★ Steering group discussion, with regular report from staff.
- ★ Feedback from people participating in the project, using workshops and questionnaires.
- ★ Feedback from other relevant organisations using a pro-forma questionnaire and interviews with key staff and users.
- ★ Discussions and meetings amongst staff and volunteers.



*'We evaluated our Development Through Diversity project by keeping records throughout the year and made reports back to **bassac** every six months. We also analysed a survey taken at the end of the year.'*  
Hanley Crouch Community Association

## Project evaluated in relation to

- ★ The range and number of users represented on the steering group and the development and planning process.
- ★ The range and number of users involved in the project and events.
- ★ The internal outcome within the organisation - ie what impact the project has in changing the culture of the organisation, encouraging diversity among different projects and services, users and staff.
- ★ The external outcome in the wider local community - ie what impact the project has on sharing diversity among the local community.

### Tips for doing an evaluation

- ★ Decide who the evaluation is for. Remember, different people view success differently and you should present your results appropriately.
- ★ Establish what the end product will be - a formal report? For internal or external use?
- ★ Decide who is going to carry out the evaluation - you? other people in a similar group? an external consultant?
- ★ Decide on the scope of your evaluation. Don't be too ambitious - just try to do whatever is feasible in the circumstances.
- ★ Determine the level of evaluation appropriate to your project, taking account of the resources you have.



### **The look back move forward (Ibmf) kit**

Taking the time to step back from your diversity project and review how far you've come, to consider what went well and what didn't go so well and to learn from the experience can transform the way you work. This kit provides a simple way of helping groups to do that.

'look back move forward' is a collaboration between the New Economics Foundation and the Shell Better Britain Campaign. It's a kit containing everything you need to review your project, examine what the impacts were and use this learning to plan for the future. The kit is designed to be used by groups and organisations of any size without a facilitator.

#### **How long does it take?**

It takes two to three hours to use the kit. Exactly how long it takes depends on the size of the group and how much detail you go into. It is flexible so it can be used over several meetings, fitted into a normal meeting or used at a special gathering.

#### **Who should take part?**

Whoever is involved in the project – staff, volunteers, board members and users will all get a lot out of it. Groups may want to invite a wider range of people to discuss the project than normally come to their meetings. That way they could get a wider range of views can be gathered.

#### **Is it complicated?**

There does need to be an organiser and they will probably have to read through the rest of the instructions two or three times. If the organiser is not used to techniques like this they may seem complicated at first, but it should feel easier as they read them again.

#### **How does it work?**

The kit contains the following items:  
1 poster in three parts, a total of 40 post it notes (made up of 5 different colours), 15 white labels with a spade icon, 15 white labels with a house icon, 15 white labels with a people icon, 15 white labels with an arrow icon and a set of instructions. The first thing a group does is put the poster up on a convenient wall or spread it out on the floor.

The group decides on the time period they will be covering and writes the start and end date on the poster.

The meeting is divided into four groups. This might be just a random division of those present or groups might be obviously self-selecting (volunteers, staff, board members, users etc.). A fifth group is also identified on 'who is not here' that is to say, people who are not represented at the meeting but have an interest in the project.



Each group comes up with two high points and two low points from the project. They discuss what made them high or low. They write each high or low on a post-it note and use the icon labels to expand on why they were high or low.

Then each group in turn sticks the post-its onto the poster. They put the highs and lows roughly where it occurred along the time line. Its distance from the line depends on how extreme the high or low was. Collectively the group decides what highs and lows those who are not present might have come up with and they add those to the poster.

The group discusses the highs and lows looking for any connections, similarities or differences between the suggestions from different groups.

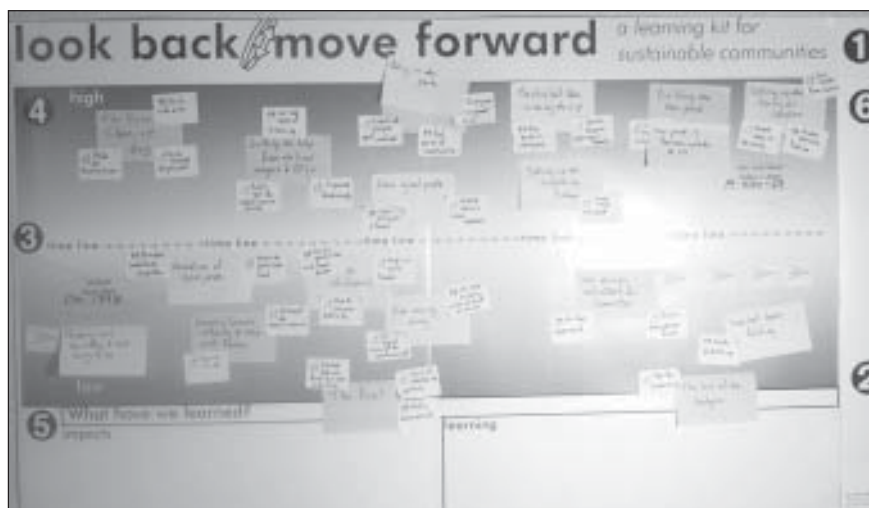
Next the meeting considers what difference they have made by doing this project and whether there have been any spin-off effects. Then they give thought to what they would have done differently if they knew then what they know now. This information is recorded on the poster.

Finally the meeting is encouraged to think about the future. The last segment of the poster asks 'What do we want to achieve next?' and 'What do we need to do to achieve it?'

A simple framework document is included which allows the information on the poster to be turned into a simple report, which could be distributed to partner organisations.



For more information on the Looking back, moving forward kit contact the Shell Better Britain Campaign. Contact details are on page x.



## Step 16: What have you learnt? Passing your experiences on.

### Passing your experiences on...

By now we all know that there is no one set way of effectively developing diversity within a community organisation. The methods you chose may or may not work for you and only you know why. Going through the process will have taught you a huge amount about your organisation, your stakeholders and your activities.

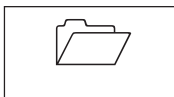
But don't keep the lessons you have learnt to yourself. Document the process the you've gone through and pass it on. Other people would love to know more about what has worked and, more importantly, what has not worked for you. And just by telling other people what you're doing or have done will help you as an organisation clarify what's happened.

And remember, developing diversity is an ongoing process so carry on being open to what you might learn yourself from elsewhere.



#### Case study: M-Power

Markfield staff worked with a group of disabled children and their siblings to develop a team of consultants. The aim of the M-Power project is to develop young people's skills so that they are able to advise Markfield first, and later other service providers, on how best to meet the needs of disabled children and their families. The young people did a presentation of their work at the European Network for School-aged Children (ENSAC) annual conference, including a video featuring a young person unable to attend, on the M-Power project and how Markfield has responded to their ideas.



*"We have publicised our work through our website, newsletter, publications and networking activities locally, nationally and even internationally."*

Ana Mae Contreras-Ramirez, Praxis

## Step 17: Where to go for more information? Organisations, websites, publications

### Organisations

#### 1990 Trust

12 Winchester House,  
Cranmer Road, London,  
SW9 6EJ  
020 7582 1990  
www.blink.org.uk

#### Action with Communities in Rural England

Somerford Court, Somerford  
Road, Cirencester, GL7 1TW  
01285 653477  
01285 654537  
acre@acre.org.uk  
www.acre.org.uk

#### The Advisory, Conciliation and Arbitration Service (ACAS)

ACAS Reader Ltd, PO Box 16,  
Earl Shilton, Leicester,  
LE9 8ZZ  
01455 852225  
Advisory line: 020 7210 3000

#### Action Learning for Managers

NACVS, Arundel Court,  
177 Arundel Street, Sheffield,  
S1 2NU  
0114 278 6636 ext 134  
0114 278 7004  
alm@alm-vol.org.uk  
www.alm-vol.org.uk

#### Age Concern England

Astral House, 1268 London  
Road, London, SW16 4ER  
020 8765 7200  
www.ace.org.uk

#### Age Concern Cymru

Transport House, 1 Cathedral  
Road, Cardiff, CF1 9SD  
01222 371 566  
www.accymru.org.uk

#### Age Concern Scotland

113 Rose Street, Edinburgh,  
EH2 3DT  
0131 220 3345

#### Age Concern Northern Ireland

3 Lower Crescent, Belfast,  
BT7 1NR  
028 90 245 729  
www.btinternet.com/  
~ageconcern.ni

#### Ahmed Iqbal Ullah Race Relations Archive

University of Manchester,  
Manchester, M13 9PL  
0161 275 2920  
rrarchive@man.ac.uk  
http://les1.man.ac.uk/  
rrarchive

#### Bankside Open Spaces Trust

5 King James Street, London,  
SE1 ORU  
020 7261 1009  
helen@bost.org.uk  
www.bost.org.uk

#### Basic Skills Agency

Commonwealth House, 1-19  
New Oxford Street, London,  
WC1A 1NU  
020 7405 4017  
020 7440 6626  
enquiries@basic-skills.co.uk  
www.basic-skills.co.uk

#### bassac

Winchester House,  
11 Cranmer Road, London,  
SW9 6EJ  
020 7735 1075  
020 7735 0840  
info@bassac.org.uk  
www.bassac.org.uk

#### Black Information Network

www.blink.org.uk

#### Black Training and Enterprise Group (BTEG)

Regents Wharf, 8 All Saints  
Street, London, N1 9RL  
020 7713 6161  
020 7837 0269  
info@bteg.co.uk  
www.bteg.co.uk

**Bramley and Rodley  
Community Action**

277 Upper Town Street,  
Bramley, Leeds, LS13 2ER  
0113 255 9582  
mark@barca-leeds.org

**BT Community Connections**

PO Box 30775, London, WC1B  
4QE  
btcommunityconnections@  
leaevents.co.uk  
www.btcommunity  
connections.com

**Burley Lodge Centre**

42-46 Burley Lodge Road,  
Burley, Leeds, LS6 1QF  
0113 275 4142  
taira.kayani.blc@dial.pipex.com

**Business in the Community**

137 Shepherdess Walk,  
London, N1 7RQ  
0870 600 2482  
information@bitc.org.uk  
www.bitc.org.uk

**Campaign Against Racism  
and Fascism (CARF)**

BM Box 8784, London,  
WC1N 3XX  
020 7837 1450  
info@carf.demon.co.uk  
www.carf.demon.co.uk

**Cardigan Centre**

145-149 Cardigan Road,  
Leeds, LS6 1LJ  
0113 275 9282  
cardigancentre@btinternet.com

**Centre for Management  
and Policy Studies (CMPS)**

Civil Service College  
Directorate, Sunningdale Park,  
Ascot, SL5 0QE  
01344 634200  
jane.nokes@college-  
cmeps.gsi.gov.uk  
www.college-cmeps.gsi.gov.uk

**Commission for Racial  
Equality**

10-12 Allington Street,  
London, SW1E 5EH  
020 7828 7022  
www.cre.gov.uk

**Commission for Racial  
Equality Scotland**

The Tun, 12 Jackson's Entry,  
off Holyrood Road, Edinburgh,  
EH8 8PJ  
0131 524 2000  
0131 524 2001  
scotland@cre.gov.uk

**Commission for Racial  
Equality Wales**

3<sup>rd</sup> floor, Capital Tower,  
Greyfriars Road, Cardiff,  
CF1 3AG  
02920 729200  
02920 719220

**Commission for Racial  
Equality, the Stephen  
Lawrence Inquiry**

www.cre.gov.uk/gdpract/  
cj\_sli.html

**Commission for Racial  
Equality, the Race  
Relations (Amendment)  
Act 2000**

www.cre.gov.uk/legaladv/  
rra.html

**Community Development  
Xchange (CDX)**

Floor 4, Furnival House,  
48 Furnival Gate, Sheffield,  
S1 4QP  
0114 270 1718  
admin@cdx.org.uk  
www.cdx.org.uk

**Community Matters**

12-20 Baron Street, London,  
N1 9LL  
020 7837 7887  
020 7278 9253  
communitymatters@  
communitymatters.org.uk  
www.communitymatters.org.uk

**Council for Ethnic Minority  
Voluntary Sector  
Organisations (CEMVO)**

Boardman House, 64  
Broadway, Stratford, London,  
E51 1NG  
020 8432 0307  
www.emf-cemvo.co.uk

**Cricklewood Homeless Concern**

60 Ashford Road, London,  
NW2 6TU  
020 8208 1608  
020 8830 5637  
The.Director@cricklewood  
homelessconcern.co.uk  
www.cricklewood  
homelessconcern.co.uk

**Crosspoint online resources**

www.magenta.nl/crosspoint/  
uk.html

**CSV (Community Service Volunteers)**

237 Pentonville Road, London,  
N1 9NJ  
0800 374 991  
www.csv.org.uk

**Development Trusts Association**

1st Floor, Red Lion Court,  
London, EC4A 3EF  
0845 458 8336  
0845 458 8337  
info@dta.org.uk  
www.dta.org.uk

**Development Trusts Association London**

Ground Floor, 9 Red Lion  
Court, London EC4A 3EF  
0845 458 8138  
0845 458 8139  
london@dta.org.uk  
www.dtalondon.org.uk

**Employers Forum on Age**

020 7981 0341  
020 7981 0342

**The Equal Opportunities Commission**

Overseas House, Quay Street,  
Manchester, M3 3HN  
0161 833 9244

**Equality Direct**

0845 600 3444  
Equality North East  
www.equality-ne.co.uk  
Equality North West  
www.equality.org.uk  
South East Equality  
www.seequality.org.uk  
Yorkshire & Humberside  
www.biznet.org.uk

**Federation for Community Development Learning**

4th Floor, Furnival House,  
48 Furnival Gate,  
Sheffield, S1 4QP  
0114 273 9391  
info@fcdl.org.uk  
www.fcdl.org.uk

**Gay and Lesbian Legal Advice (GLAD)**

c/o Central Station, 37  
Wharfdale Road, London,  
N1 9SE  
020 7837 5212

**Gay Youth UK**

www.gayyouthuk.com

**Global Diversity Network**

c/o Schneider Ross,  
Manor Courtyard Offices,  
Quarley Manor, Grateley,  
Andover, SP11 8LE  
01264 882400  
01264 882401  
email@schneider-  
ross.com  
www.globaldiversity  
network.co.uk

**Groundswell**

Elmfield House, 5  
Stockwell Mews, London,  
SW9 9GX  
020 7737 5500  
info@groundswell.org.uk  
www.groundswell.org.uk

**Hanley Crouch Community Association**

The Laundry, Sparsholt  
Road, London, N19 4EL  
020 7263 6953  
hccax@tiscali.co.uk

**Help the Aged**

207/221 Pentonville Road,  
London, N1 9UZ  
020 7278 1114  
www.helptheaged.org.uk

**Help the Aged Wales**

CSV House, Williams Way,  
Cardiff, CF10 5DY  
02920 415 700  
csvtw@hotmail.com

**Help the Aged Northern  
Ireland**

Ascot House, Shaftesbury  
Square, Belfast, BT2 7DB  
02890 230666

**Institute of Race Relations**

2-6 Leeke Street, King's Cross  
Road, London WC1X 9HS  
020 7833 2010  
info@irr.org.uk  
www.homebeats.co.uk

**InterChange Training**

InterChange Studios,  
Hampstead Town Hall Centre,  
213 Haverstock Hill, London,  
NW3 4QP  
020 7692 5866  
training@interchange.org.uk  
www.interchange.org.uk/  
training

**International Institute for  
Environment and  
Development (IIED)**

3 Endsleigh Street, London,  
WC1H 0DD  
020 7388 2117  
020 7388 2826  
info@iied.org  
www.iied.org

**Leader to Leader Institute  
(formerly the Drucker  
Foundation)**

320 Park Avenue, 3rd Floor,  
New York, NY 10022 USA  
info@leadertoleader.org  
www.leadertoleader.org

**Learn Direct**

PO Box 900, Manchester,  
M60 3LE  
0800 100 900  
www.learndirect-advice.co.uk

**Learning and Skills Council**

Cheylesmore House, Quinton  
Road, Coventry, CV1 2WT  
0845 019 4170  
info@lsc.gov.uk  
www.lsc.gov.uk

**Lesbian and Gay  
Employment Rights  
(LAGER)**

Unit 1G, Leroy House, 436  
Essex Road, London, N1 3QP  
020 7704 6066 (men)  
020 7704 8066 (women)

**Lesbian Gay and Bisexual  
Voluntary Sector  
Consortium (LGBVSC)**

322 Upper Street, London,  
N1 2XQ  
020 7354 8848  
lgbvsc@talk21.com

**London Voluntary Service  
Council**

356 Holloway Road, London,  
N7 6PA  
020 7700 8107  
information@lvsc.org.uk  
www.lvsc.org.uk

**Markfield Project**

Markfield Road, Tottenham,  
London, N15 4RB  
020 8800 4134  
020 8880 1495

**Minority Rights Group  
International (MRG)**

379 Brixton Road, London  
SW9 7DE  
020 7978 9498  
minority.rights@mrgmail.org  
www.minorityrights.org

**National Association for  
Councils for Voluntary  
Service (NACVS)**

177 Arundel Street, Sheffield,  
S1 2NU  
0114 278 6636  
nacvs@nacvs.org.uk  
www.nacvs.org.uk

**National Centre for Volunteering**

Regents Wharf, 8 All Saints Street, London, N1 9RL  
020 7520 8900  
Volunteering@thecentre.org.uk  
www.volunteering.org.uk

**National Coalition for Black Volunteering**

020 7723 5328  
www.blink.org.uk/organ/nvbv.htm

**National Council for Voluntary Organisations (NCVO)**

Regent's Wharf, 8 All Saints Street, London, N1 9RL  
020 7713 6161  
ncvo@ncvo-vol.org.uk  
www.ncvo-vol.org.uk

**New Economics Foundation**

3 Jonathan Street, London, SE11 5NH  
020 7820 6300  
www.neweconomics.org

**Northern Ireland Gay Rights Association (NIGRA)**

PO Box 44, Belfast, BT1 1SH  
028 90 665257

**Oxfam Cymru**

Fifth Floor, Market Buildings, 5/7 St Mary Street, Cardiff, CF10 1AT  
0870 010 9007  
02920 803290  
oxfam@oxfamcymru.org.uk  
www.oxfamcymru.org.uk

**Oxfam GB**

UK Poverty Programme, 274 Banbury Road, Oxford, OX2 7DZ  
01865 313184  
01865 313101  
ukpp@oxfam.org.uk  
www.oxfamgb.org

**Oxfam in Scotland**

207 Bath Street, Glasgow, G2 4HZ  
0845 900 5678  
0845 900 2233  
scotland@oxfam.org.uk  
www.oxfam.org.uk/about\_us/scotland/upp.htm

**Peel Institute**

Percy Circus, London, WC1X 9EY  
020 7837 7535  
020 7278 3855  
director@peelinstitute.easynet.co.uk

**Praxis Community Projects**

Pott Street, London, E2 0EF  
020 7749 7607  
020 7729 0134  
anamae@praxis.org.uk  
www.praxis.org.uk

**Press Complaints Commission**

1 Salisbury Square, London, EC4Y 8JB  
020 7353 3732  
pcc@pcc.org.uk  
www.pcc.org.uk

**The Quest Trust**

1 Belmont, Lansdown Road, Bath, BA1 5DZ  
01225 466222  
01225 315904  
richard@quest-net.org  
www.quest-net.org

**REACH**

89 Albert Embankment, London, SE1 7TP  
020 7582 6543  
020 7582 2423  
info@reach-online.org.uk  
www.volwork.org.uk

**Refugee Council**

Bondway House, 3-9 Bondway House, Bondway, London, SW8 1SJ  
020 7820 3000  
www.gn.apc.org/brcslproject

**Refugee Women's Association**

Print House, 18 Ashwin Street, London, E8 3DL  
020 7923 2412  
feride@refugeewomen.org  
www.refugeewomen.org.uk

**Retired & Senior Volunteer Programme**

CSV, 237 Pentonville Road, London, N1 9NJ  
020 7643 1385  
www.csv-rsvp.org.uk

**Runnymede Trust**

Suite 106, The London Fruit & Wool Exchange, Brushfield Street, London, E1 6EP  
020 7377 9222  
info@runnymedetrust.org  
www.runnymedetrust.org

**St Hilda's East Community Centre**

18 Club Row, Shoreditch, London, E2 7EY  
020 7739 8066  
rupertw.sthildas@btconnect.com

**The Scarman Trust**

Kemp House, 152- 160 City Road, London, EC1V 2NP  
020 7689 6366  
020 7689 6125  
info@thescarmantrust.org  
www.thescarmantrust.org

**Scope**

6 Market Road, London, N7 9PW  
020 7619 7100  
www.scope.org.uk

**Scope Cymru**

The Whars, Schooner Way, Cardiff, CF10 9SS  
02920 461703

**Shell Better Britain Campaign**

King Edward House, 135a New Street, Birmingham B2 4QJ  
0121 248 5903  
www.sbbc.co.uk/lbmf

**Society for the Promotion of Area Resource Centres (SPARC)**

PO Box 9389, Mumbai 400026, India  
00 91 22 386 5053  
admin@sparcindia.org  
www.sparcindia.org

**Stonewall**

46 Grosvenor Gardens, London, SW1W 0EB  
020 7881 9440  
info@stonewall.org.uk  
www.stonewall.org.uk

**Time & Talents Association**

The Old Mortuary, St Marychurch Street, Rotherhithe, London, SE16 4JE  
020 7231 7845  
janguoodfellow@timeandtalents.org.uk  
www.timeandtalents.org.uk

**Women and Equality Unit**

35 Great Smith Street, London, SW1P 3BQ  
0845 001 0029  
info-womenandequalityunit@dti.gsi.gov.uk  
www.womenandequalityunit.gov.uk



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### **Disability now**

[www.disabilitynow.org.uk](http://www.disabilitynow.org.uk)

### **Diversity challenge**

[www.diversitychallenge.org/](http://www.diversitychallenge.org/)

### **The diversity directory**

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### **Diversity now**

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### **Diversity-online**

Run for the International Media Working Group Against Racism and Xenophobia (IMRAX).

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### **Our partnership**

[www.ourpartnership.org.uk](http://www.ourpartnership.org.uk)

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The National Center for Cultural Competence at Georgetown University increases the capacity of health care and mental health programs to design, implement and evaluate culturally and linguistically competent service delivery systems.

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Culture Matters is a cross-cultural training workbook developed by the Peace Corps to help new volunteers acquire the knowledge and skills to work successfully and respectfully in other cultures.

[www.bphc.hrsa.gov/culturalcompetence/Default.htm](http://www.bphc.hrsa.gov/culturalcompetence/Default.htm)

"Cultural Competence: A Journey," a publication from the U.S. Department of Health and Human Services, presents examples of five essential elements that contribute to a system's, institution's or agency's ability to become more culturally competent.

[www.has.vcu.edu/psy/iam/compendium\\_intro.htm](http://www.has.vcu.edu/psy/iam/compendium_intro.htm)

A thorough compendium of best practices in cultural competence training and education is made available through Virginia Commonwealth University Institute for African-American Mental Health.

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The Multicultural Pavilion offers resources and dialogue for educators, students and activists on all aspects of multicultural education.

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The International & Cross-Cultural Evaluation Topical Interest Group, an organization that is affiliated with the American Evaluation Association, provides evaluators who are interested in cross-cultural issues with opportunities for professional development.

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The Center for Culturally and Linguistically Appropriate Services collects and describes early childhood/early intervention resources and serves as point of exchange for users.

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Information on different  
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Jennifer M Rutledge,  
BoardSource USA  
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**Business case for age diversity**

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www.cmps.gov.uk/diversity

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Written by Martin Chemers,  
Mark Constanzo, Stuart Oskamp  
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Khahil Rehman, UCL  
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Laura Turney, Ian Law & Debbie Phillips  
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Rajvinder Kandola and Johanna Fullerton  
Chartered Institute of Personnel and Development

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Engage East Midlands with Voice  
[engage@engage-em.org.uk](mailto:engage@engage-em.org.uk)

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[www.communitymatters.org.uk](http://www.communitymatters.org.uk)

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Tesse Akepti, NCVO  
[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)

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[s.windor-richard@intrac.org](mailto:s.windor-richard@intrac.org)  
[www.intrac.org](http://www.intrac.org)

**Speakout Recipe Book**

Groundswell  
[www.groundswell.org.uk](http://www.groundswell.org.uk)

**The Status Quo is Not Enough! a guide to Good Practice for a non-discriminatory access to services provided by NGOs**

Solidar  
[www.solidar.org/doclist.asp](http://www.solidar.org/doclist.asp)

**Toolkit against institutional racism**

ROTA, Actionlink, ALG  
[www.rota.org.uk/downloads/toolkit.pdf](http://www.rota.org.uk/downloads/toolkit.pdf)  
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**Toolkit for Change - the Groundswell self help manual**

Groundswell  
[www.groundswell.org.uk](http://www.groundswell.org.uk)

**Toolkit for developing and implementing equal opportunities policies**

NACVS  
[www.nacvs.org.uk/resources/equalopps](http://www.nacvs.org.uk/resources/equalopps)

## Index

## Profiles of Development Through Diversity projects

### ★ **Bankside Open Spaces Trust (BOST)**

Established to work with all sections of the community in Southwark, London and ensure an improved environment and quality parks for all. The project will focus on developing explicitly the involvement and usability of black, minority and ethnic organisations in this area. The aim is to do this through arts and garden-based projects and to ensure that diversity issues are at the forefront of community development.

### ★ **Burley Lodge, Bramley and Rodley Community Action and Cardigan Centre (BARCA-Leeds)**

Working in partnership, these organisations work in an area of Leeds where the population is highly transient and has seen a recent rise in asylum seekers and refugees. The changes in the areas population make identifying need difficult. The group proposes to run a project which assesses need, with the aim of exploring and addressing the key issues and barriers to achieving diversity within this area.

### ★ **Cricklewood Homeless Project**

Works with homeless community in Brent, London. It aims to mobilise representatives from various stakeholder groups, including homeless people, to agree a way to promote diversity and combat discrimination Works with homeless community in Brent, London.

### ★ **Hanley Crouch Community Association**

Based in North London this organisation aims to improve the quality of life for the local community by promoting and advancing education, social welfare and recreation activities. They aim to develop their Based Based in North London this organisation aims to improve the quality of life for the local community by promoting and advancing education, social welfare and recreation activities. They aim to develop their weekender club for older people as a multi-cultural project celebrating the diversity of its membership.

### ★ **St Hilda's East Community Centre**

Situated on a housing estate in Tower Hamlets, London, the centre works to address issues of anti-discrimination in the areas of social care and service provision. The project is designed to bring older people from different cultures together through a Pensioners Forum and a key event, and to build partnership working with local organisations to ensure that there is an increase in respect, understanding and involvement of this target group.

### ★ **Markfield Project**

Works predominately in the borough of Haringey, London, to meet diverse needs of disabled children, young people, adults, their families and friends. Aim to experiment with ways of including young people in the planning and management of Markfield Project and local statutory services concerned with disability.

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★ **Peel Institute**

One of the oldest voluntary groups in Kings Cross, London, their diversity project aims to provide organisational development support to ethnic minority community partners to facilitate delivery of joint projects and to contribute to and secure community benefit for black and minority and ethnic communities in this area.

★ **Praxis**

Based in Bethnal Green, East London, Praxis works mainly with exiles from Latin America, Rwanda and Somalia. The diversity project will use the forum of theatre to enable marginalized groups to express themselves and reflect on their experiences of exile.

★ **Shiney Advice and Resource Project (ShARP)**

This is a community development project based in ex-coalfield area in Shiney Row near Durham, Sunderland. It provides wider resources for its community development approach to a broad range of issues. Recently the number of asylum seekers and refugees has risen significantly and this diversity project aims to work internally and externally to address this group's welfare and support needs in a sensitive and appropriate manner, in partnership with a key local agency.

★ **Time & Talents Association**

This is a lead voluntary sector agency in a network of organisations working in Southwark, London. This project aims, through this partnership, to produce a practical strategy to promote diversity and improve representation within Time & Talents Association's own projects, groups and organisation. It will also establish a framework of information, contacts and events that will build capacity of ethnic and other minority groups.



**Price: £10**



development through  
**diversity**

a toolkit for community organisations



**bassac**

-  Winchester House, 11 Cranmer Road, London, SW9 6EJ
-  020 7735 1075
-  020 7735 0840
-  [info@bassac.org.uk](mailto:info@bassac.org.uk)
-  [www.bassac.org.uk](http://www.bassac.org.uk)

**Groundswell UK**

-  Elmfield House, 5 Stockwell Mews, London, SW9 9GX
-  020 7737 5500
-  020 7733 1305
-  [info@groundswell.org.uk](mailto:info@groundswell.org.uk)
-  [www.www.groundswell.org.uk](http://www.www.groundswell.org.uk)