

Equality, diversity and inclusion toolkit



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Introduction

It is my pleasure to introduce this revised Equality, diversity and inclusion toolkit.

The theme of 2023's Equality, Diversity and Inclusion (EDI) conference was power and privilege – two attributes that most of us possess to some degree, whether we perceive them or not. The benefits we attain from our privilege give us the power to influence our environment and make decisions that impact others, positively and negatively.

In the past few years, we've seen continuing emphasis being placed on enabling colleagues to be the best they can be by making workplaces as diverse, equitable and inclusive as possible. Most of us understand and promote this, but it is leaders and privileged groups that have the most power to make long-lasting improvements, transform policies that benefit select people and change the narrative on EDI.

We hope that by sharing this revised toolkit, we can empower colleagues and leaders alike to do more for those around them, by using their power and privilege for the greater good.

This is by no means the answer to all our workplace and societal issues, but a step in the journey of trying to achieve equality and inclusion for all.

Dr Sarah McMath
CEO, MOSL



In this toolkit

We have grouped the information to help guide the reader to relevant areas of interest.

Please see the key below:

 **Information/
descriptions**

 **Examples**

 **Advice**

 **Exercise**

 **Links to external
resources**



Diversity of diversity

It's easy to say the word "diversity" without actually really knowing what it means.

With only a general understanding of the word, it's likely that there are some types of diversity being overlooked. This section looks at a selection of the different types of diversity that exist, the legal perspective and why it's important for companies to recognise all forms of diversity.



Protected characteristics

People come in all shapes and sizes, from all walks of life. They may be young, old, single, married, and with or without a disability. There are nine characteristics and forms of diversity that are protected by law – [Equality Act 2010](#) – against discrimination. These are known as “Protected Characteristics”:



1 **Age:** a person belonging to an age or range of ages

2 **Disability:** a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

3 **Sex:** a man or a woman.

4 **Gender reassignment:** the process of transitioning from one sex to another.

5 **Sexual orientation:** whether a person’s sexual attraction is towards their own sex, the opposite sex or to both sexes.

6 **Marriage and civil partnership:** a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as ‘civil partnerships’.

7 **Pregnancy and maternity:** being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context.

8 **Race:** refers to colour, nationality (including citizenship), ethnic and racial groups, as well as national origin.

9 **Religion or belief:** refers to any religion, including a lack of it. Belief refers to any religious or philosophical belief and includes a lack of it.

Quiz

Test your knowledge in this [quiz](#).

Find out more about...

[Protected characteristics](#)

[Discrimination and your rights](#)

Neurodiversity

Neurodiversity describes the notion that people understand and relate with the world around them in various different ways.

There is no “correct” way of thinking, learning and behaving, and differences are not viewed as negatives. Neurodiversity speaks to the diversity of all people but is often used in the context of the Autism Spectrum

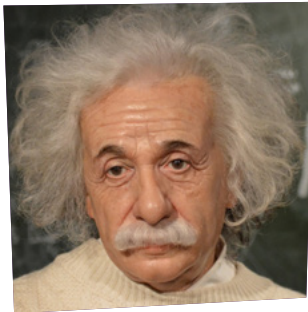
Disorder, as well as other neurological or developmental conditions. Supporters for neurodiversity encourage inclusive, non-judgmental language. Stigma, a lack of awareness, and a lack of suitable workplace policies can cause exclusion of people with neurodevelopmental differences. Understanding and embracing neurodiversity in workplaces and society in general can improve inclusivity for all people.

Famous neurodiverse individuals include:



Simone Biles

Attention Deficit Hyperactivity Disorder (ADHD)



Albert Einstein

Suspected autism



Susan Boyle

Asperger's Syndrome



“ Sometimes it is the people no one imagines anything of who do the things that no one can imagine. ”

Alan Turing

Suspected autism



Find out more about...

[Insights Discovery](#)

[Resources related to neurodiversity](#)

Other forms of diversity

Culture

Generally related to a person's ethnicity and usually the set of norms they get from the society they were raised in or their family's values.

Having different cultures in the workplace is more common in multinational companies.

Education

Refers to the education of a person, where and what they studied, as well as to what level. Learning theoretical knowledge or applied skills can often shape a person's life and working career.

Socioeconomic class

Refers to a group of people who possess the same socioeconomic status. Generally composed of three classes: upper, middle and working.

A person's socioeconomic class has wide-ranging effects. It can determine – amongst other things – the schools they're able to attend, their health and wellbeing, job opportunities available to them, their retirement age, whom they may marry and their treatment by police and the justice system.

Key messages

Recognise that "diversity" can relate to a range of different attributes, skillsets and mentalities

- Some attributes and characteristics are protected by law.
- Understand what discrimination is and be able to identify it in the workplace.
- Know that some characteristics, attributes and states of being are not obvious.
- Understand and embrace neurodiversity by fostering environments conducive to it.

“ Our ability to reach unity in diversity will be the beauty and the test of our civilisation. ”

Mahatma Gandhi



Importance of allyship

Allyship is complex and is very focused on constant learning.

The following section looks at this concept and outlines ways through which we can all become better allies.



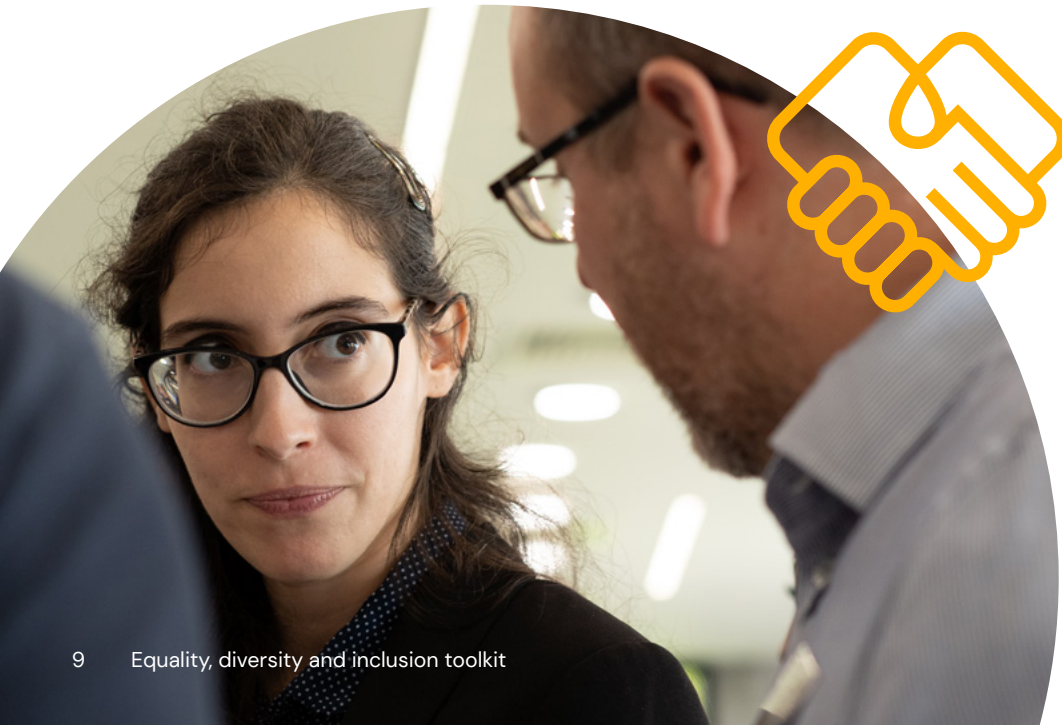
What is allyship?

Allyship is where people of power and privilege work in solidarity and partnership with a marginalized group of people to assist in taking down the systems that challenge that group's basic rights, opportunities, and ability to thrive in society.

Why is allyship important?

Being an ally every day is important and should also be taken to the workplace. Whether it's an employee, team leader, manager, or director – an ally needs to be there for those around them.

By better understanding the struggle and oppression that others face, the ally can learn, grow and actively attempt to make a change, so the oppression does not continue. By supporting people in the workplace, allies are instrumental in creating safer inclusive spaces.



Various forms of allyship

Allyship can come in various forms, depending on the nature of the workplace and environment. Outlined below are several different types.

Upstander

This type of ally acts as the opposite of a bystander. The Upstander is someone who sees wrongdoing – 'jokes', hurtful comments, offensive remarks – and pushes against it, even if no one is around that may have been offended or hurt by the wrongdoing.

Confidant

This type of ally creates safe spaces for members of underrepresented groups to express their fears, needs and frustrations. The ally listens to their stories and trusts in their honesty. In doing so, they create a layer of support and increase their understanding.

Sponsor

This type of ally openly supports colleagues from underrepresented groups in professional contexts within the workplace. They may recommend colleagues for projects and speak about their expertise and skill, thereby opening development and job opportunities.

Champion

This type of ally voluntarily defers to colleagues from underrepresented groups in meetings and public events. By doing so, they send a powerful message and elevate their colleague's voice. Champions may recommend others for speaking engagements.

Find out more about...

[A TED talk about allyship in the workplace](#)

[How 'allyship' can go wrong](#)

What can we do to be effective allies?

Educate ourselves

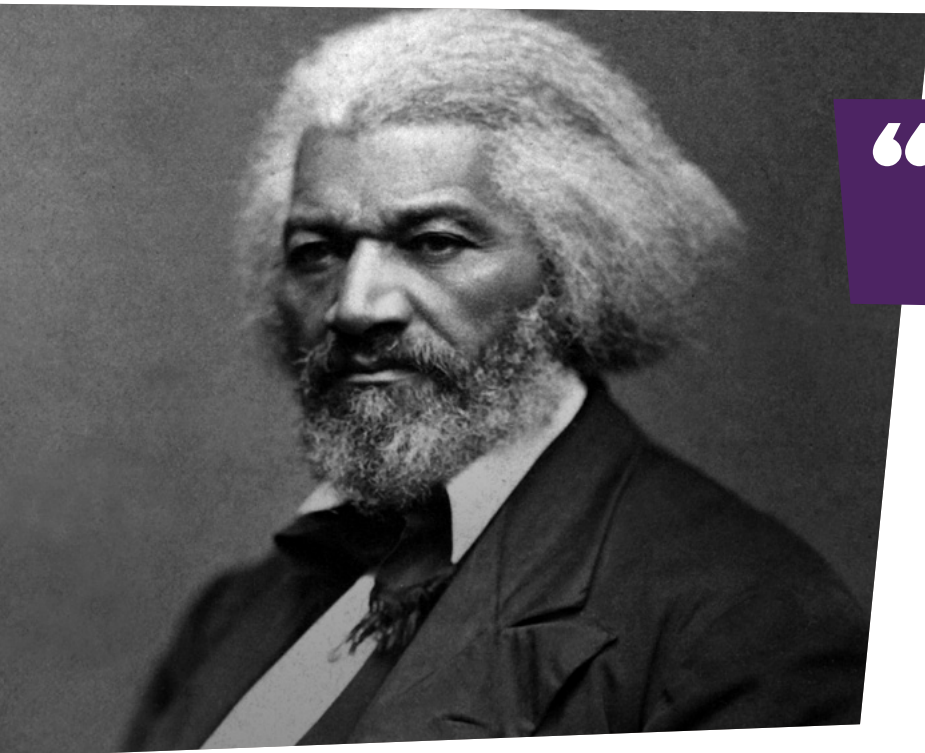
- Read books that address social justice and equity.
- Attend online trainings and webinars.
- Engage in critical self-reflection about our own biases.
- Be prepared to make mistakes, because we will.

Educate others

- Be courageous and address biases and microaggressions.
- Share insights and invite others to participate in conversations, training and webinars.
- Teach other people with our privileges how to practice better allyship.

Support & encourage

- Explore ways to support our colleagues from marginalized backgrounds.
- Support businesses companies engaged in equity work.
- Respect lived experience and understand that the experts on any form of oppression are generally the people most directly affected by it.



**“If there is no struggle,
there is no progress.”**
Frederick Douglass



**Find out
more about...**

[Becoming an ally](#)

[Wasim's story](#)

Danger of unconscious biases

As human beings, we are naturally conditioned to think and assume based on what we know, or what we think we know.

This can sometimes lead us to act with unconscious bias. This section explores the danger of biases and preconceptions.





What are unconscious biases?

Unconscious biases steer us to make assumptions about others.

These biases are often triggered by our brain making swift judgements and assessments of people and situations, influenced by our background, personal experiences, societal stereotypes and cultural environment.



Impacts of unconscious biases

Unconscious biases can affect personal conduct and decision-making at work. They can seep into decisions that affect hiring practices and workplace conduct in ways that can disadvantage certain groups of people. It can lead to:

- Treating colleagues and customers with prejudice
- Behave with discrimination or favouritism when it comes to performance reviews or promotions
- Miss out on retaining or hiring talented dedicated employees.

For those individuals at the receiving end of negative biased behaviour, it can lead to stress in the workplace, affecting productivity, performance and morale. A key cause of stress and mental ill-health at work is often down to poor treatment, including bias and discrimination.

Biases can also affect consumer confidence and change company reputation. Consumers are becoming more conscious of their buying behaviour and the consequential impacts on people and the environment. Therefore, customers are less likely to associate with businesses that have a poor reputation for biased behaviour or not treating everyone equally.



Unconscious biases in the workplace

Affinity bias:

Occurs when people are drawn to others who are similar to themselves, based on characteristics such as age, race and. This bias can present itself commonly in recruitment and interviews.

Confirmation bias:

Happens when a person wants to confirm ideas that they made prior to a situation, meaning that they're looking to feel like they are right, even if that means ignoring the truth or good ideas.

Conformity bias:

When a group's opinion can affect the opinion or decision-making of another person. Commonly found during meetings and team gatherings, which can affect the actions of the team as a whole.

Other biases:

People can have unconscious biases and preconceptions of others based on their characteristics – age, weight, name, height, accent, class etc. These may be positive or negative biases.



What do you see?

Take a look at the images and consider the questions

Question 1:

Does the way you feel about the person in this image change if you see them as:

- A younger lady?
- An older woman?
- A female?

Question 2:

Do these feelings change further when you consider:

- The way their head is pointed?
- The expression on their face?

Take a moment to consider why you're feeling the way you are!



Question 3:

Would you feel comfortable walking past a group of young black men in the street, or would you prefer they were more like the men in the second picture?



“Stupidity and unconscious bias often work more damage than venality.”

Bertrand Russell



Find out more about...

[Why this woman in America felt so threatened by a black man talking to her in the park that she called the police](#)

Combating unconscious biases in the workplace

The impacts of unconscious biases can be reduced by companies making conscious efforts to act fairly and encouraging fairness at all levels. Outlined below are some helpful tips on tackling unconscious bias in the workplace.

Set the tone across the business

Starting from the top, ensure that you are adopting zero tolerance to biased practices such as discrimination, prejudice and inequality, and promoting fairness and respect in the workplace. Having a code of conduct policy will ensure that you are driving the message across the business and aligning your employees with organisational values.

Challenge the stereotypes

Educate your employees with training programs on equality and diversity in the workplace. Empower individuals to seek out opportunities to interact with people outside their usual social circles. Positive experiences that contradict stereotypes are known to help override biases and potentially eliminate them.

Recognise and act

By becoming conscious of your biases, you can actively work at reducing them. The most important step is to recognise which areas of your business are exhibiting unconscious bias and act to change those behaviours. Develop a transparent and fair process for raising concerns and encourage staff to speak out confidentially.

Empathise with those around you

Treat others the way you would like to be treated. Consider how you would feel if someone made decisions about you based solely on preconceived notions and assumptions, without taking the time to interact with you and understand you.

Take the test

How much do you know about your own unconscious biases? [Take the Harvard implicit association test!](#)

Find out more about...

[Bias training exercises](#)



Power of reverse mentoring

People generally think that the more experienced you are, the less you need to learn.

However, junior team members, as well as staff from different backgrounds, often have valuable skills, a fresh perspective and expertise that can benefit their more established colleagues.

This section looks at how reverse mentoring can help bridge organisational hierarchies and grow colleagues' skillset.



What is reverse mentoring?

Traditional mentoring is focused on the development of junior colleagues. In reverse mentoring, both the mentor and mentee have an opportunity to learn from the other. The centre of reverse mentoring is to increase the mentee's inclusion competencies. Reverse mentoring encourages employees to form "professional friendships" – regardless of seniority – to exchange skills, knowledge, and understanding.

Benefits of reverse mentoring

Reverse mentoring can be instrumental in building genuine awareness of the barriers faced by employees from underrepresented communities and in understanding societal changes.

Workplaces and leaders can demonstrate their commitment to workplace inclusion by taking time to connect with employees they may otherwise have no interactions with. Reverse mentoring can challenge established hierarchies and foster a culture where all experiences, skills and ideas are leveraged. Successful implementation of reverse mentoring improves engagement with colleagues from underrepresented communities, as well as the overall experience and retention of all staff members.

Potential drawbacks of reverse mentoring

More senior team members may not believe that their younger mentors have valuable knowledge to share, and they may not be open to receiving feedback from people with less experience.

Junior or newer team members need to feel confident enough to share their opinions, and they may not be as willing to participate if giving feedback to more established colleagues has negative implications.

Employees may also be unwilling to dedicate time in their busy schedules to mentor or connect with a person they don't like or respect professionally.

Reverse mentoring can also place an emotionally taxing obligation on colleagues from diverse backgrounds to educate others on their experiences. As a lot of information is readily available online, some may feel it's not fair to put that pressure on junior colleagues.

Find out more about...

[A reverse mentoring scheme at Grayce](#)

[A reverse mentoring case study at Network Rail](#)



Creating a successful reverse mentoring partnership

1. Identify good potential partners

An effective mentoring relationship needs good chemistry between both participants. Ideal partners should have skills or knowledge that the other needs and would be willing to share. Building rapport is fundamental to a good mentoring relationship, as each participant would feel more comfortable and open in each other's company.

2. Set clear goals and expectations

Expectations for the mentoring relationship should be discussed upfront. Both partners should be committed with their goals aligned. The partners should consider what they can offer each other, what they'd like to gain from the other, when they'd like to meet and for how long, as well as ground rules for any discussions that do occur. Both partners should agree on the focus areas for subsequent sessions.

3. Work on communication and listening

Communicating with someone with vastly different experience or skills can be challenging. Some people feel more comfortable engaging with others by email or instant messaging, while others prefer to speak on the phone or meet in person. Partners should be sensitive to the other's communication preferences and understand how to listen to each other effectively.

4. Ask the 'right' questions

Asking the 'right' questions – i.e., questions that are useful for the partnership – is important. Both partners must be open to learning from the other and be respectful, even if the question is perceived as being 'dumb'. Partners may become easily frustrated if they don't understand the skills the other is trying to share, but good communication, ground rules and feedback will support understanding perspectives.

5. Measure progress

Partners in a mentoring relationship should check in regularly to ensure that they are both happy with the relationship, and that they're getting the information they need. If they are not, reviewing the objectives of the relationship, the structure and content of each session and the forward-looking plan may be necessary.



Find out more about...

[Managing expectations in a mentoring relationship](#)

[The five levels of listening](#)



World of communication



Language grows and changes continuously, evolving as we come up with better words and phrases that reflect our society and culture.

This section looks at the importance of good communication and understanding language shifts.



What's the difference?

Take a look at the images and consider the question

Question:

Is there a difference between these two phrases?



VS

person of color

NOUN

A person who is not white or of European parentage.

"the varied experiences of people of color"

Here are some of the offensive and highly problematic phrases that have made their way into everyday language, that need to be challenged and stopped.

The impacts of language

Language can be powerful, both positively and negatively. The words we use, spoken outright or subtly, can influence human subconscious thought, beliefs and behaviour.

The way we describe people and their identities can have a huge impact on how we perceive them. It also alters the experience of the audience that may either identify or disagree with the positions and descriptors that we use in our writing. Because of this, the importance and value of language has long been recognised as an important pillar of diversity and inclusion related work.

Low context culture vs high context culture

Different cultures around the world have different ways of communicating.

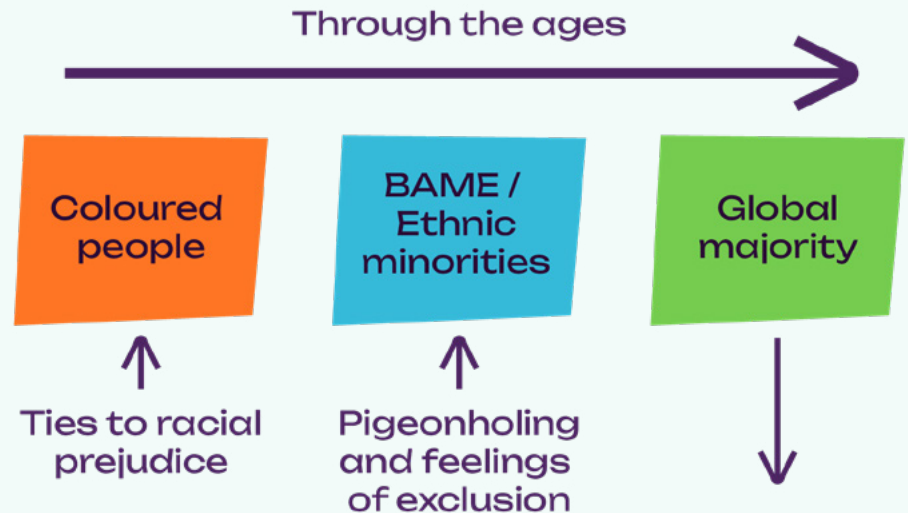
High context culture

Communication is indirect, implicit, subtle and nuanced. Non-verbal cues like tone of voice, eye movements, gestures and facial expressions carry a great deal of meaning. Focus is given on long-term relationships to derive meaning which makes explicitness unnecessary.

In a low context culture

Communication is concise, straight forward, explicit, simple and clear. Attention is given to the literal meanings of words than to the context surrounding them. The purpose and outcome of the communication can take precedence over interpersonal relationships.

How a certain group of people have been labelled throughout the ages



“Global Majority” is a collective term that speaks to and encourages these people to think of themselves as belonging to the majority on this planet.

It refers to people who are Black, African, Asian, Brown, dual-heritage, indigenous to south of the globe and or have been termed “ethnic minorities”. Globally these groups represent roughly 80% of the world’s population, making them overall the majority. Understanding that singular truth may permanently change the conversation on race, racial identity and inclusion. The purpose and outcome of the communication can take precedence over interpersonal relationships.

Find out more about...

[Low context and high context cultures](#)

[A lived experience of using the term “queer”](#)



What would you say?

Question:

We probably wouldn't say the first phrase. How about the others?

“He’s schiz in the head”

“I’m a bit OCD about this”

“The pleas for calm fell on deaf ears”

“That’s just how she is – she’s crippled”

Here are some of the offensive and highly problematic phrases that have made their way into everyday language, that need to be challenged and stopped.



Helpful guidelines for inclusive language

People first

Use person-first language. When describing others, start with the word “person” or “people.” For example, say “a person with diabetes” versus “a diabetic.” Adopting person-first language acknowledges the complexity of personal identity and recognizes that each person is more than any one of their identity descriptors.

Recognize the impact of mental health language

When everyday behaviours and personality characteristics are described using terms related to mental health diagnoses, we minimize the real impact these conditions have on people. Steer clear of derogatory terms that stem from the context of mental health such as schiz, spaz, paranoid, crazy, psycho etc.

Educate yourself on stereotypes

Although we may think we’re entirely aware of extreme stereotypes, often there are much more subtle assumptions we can make whilst writing that may go unnoticed by the uninitiated but will be picked up on by those affected. Avoid reinforcing them.



Find out more about...

[The URLRN’s diversity & inclusion glossary](#)

[The Guardian and Observer style guide](#)

[A TED talk on microaggressions](#)

Use universal phrases

Avoid cultural phrases that may not make sense to all people. For instance, the phrase “beat around the bush” is in English but may not translate well outside of the British culture. In a multi-cultural professional setting, phrases like these may impede effective communication and make people feel uncomfortable, embarrassed, confused, or excluded.

Interrogate and understand your positionality

Positionality is your own worldview and the position you take when setting out to write something. You may view the task from a unique social and political context, where any unconscious biases may cause blind spots in your writing. Understand your own beliefs and whether it is appropriate to bring this positionality into your writing or to remove it entirely and write from a neutral perspective.

Commit to evolving with the language of the present

Language is constantly changing, as those who are marginalized become more empowered to express what makes them uncomfortable, and influence what becomes inappropriate in language. Keep up-to-date with cultural and societal changes

“Communication is the sister of leadership.”

John Adair

Significance of privilege

Being able to navigate through life and seize opportunities is easy for some, but not for others.

Those with privilege are often unaware of the power and ability that it affords them.

This section looks at several different types of privilege, how its impacts manifest in the real world and how privilege can be used for the greater good.



What is privilege?

Privilege refers to certain social advantages, benefits, or points of prestige and respect that a person has by belonging to certain social identity groups.

This definition can be widened further to include benefits that a person acquires throughout their life, if their socio-economic situation changes. Those with the most privilege can do the most. Therefore, with great privilege comes great power. Those from underrepresented or marginalised groups face disadvantages that those with privilege may not be aware of or have even considered.

The existence of privilege is clear for those who don't have it, and often invisible to those who do. This is why it is important to understand what privilege is, even it involves feelings of discomfort.

Different forms of privilege

There are many different types of privilege – recognising them and how they afford people benefits is important. Outlined below are several different forms.

White or white passing privilege

This refers to advantages a person has because of their race or skin colour, as there is racial inequality and colourism in society. Due to colonisation, white privilege can impact people across the world, e.g., products in shops can be designed to suit only certain skin colours, certain types of history is favoured and taught in school curriculum, when a space is entered by a person who doesn't look white, security may be heightened etc.

Health and wellness privilege

To be able to navigate more freely due to fewer physical or mental issues is a privilege. Society is generally designed for those without these, putting those who have them at a distinct disadvantage. Those with this privilege may find it easier to exercise, keep healthy, travel or simply enjoy life.

Male privilege

This refers to disadvantage that is a result of patriarchy, a system which was designed for men to hold power. Men are generally in positions of power, and women can be systemically disempowered in many areas, such as employment, business, household dynamics and even perceived intelligence. Women may feel less safe travelling or being mistaken for certain roles within companies.

Nationality privilege

The society into which a person is born into can offer advantages over others from their very birth. Born into and being a citizen of developed country means better prospects with health, education, employment and housing than someone who is born into a developing country.

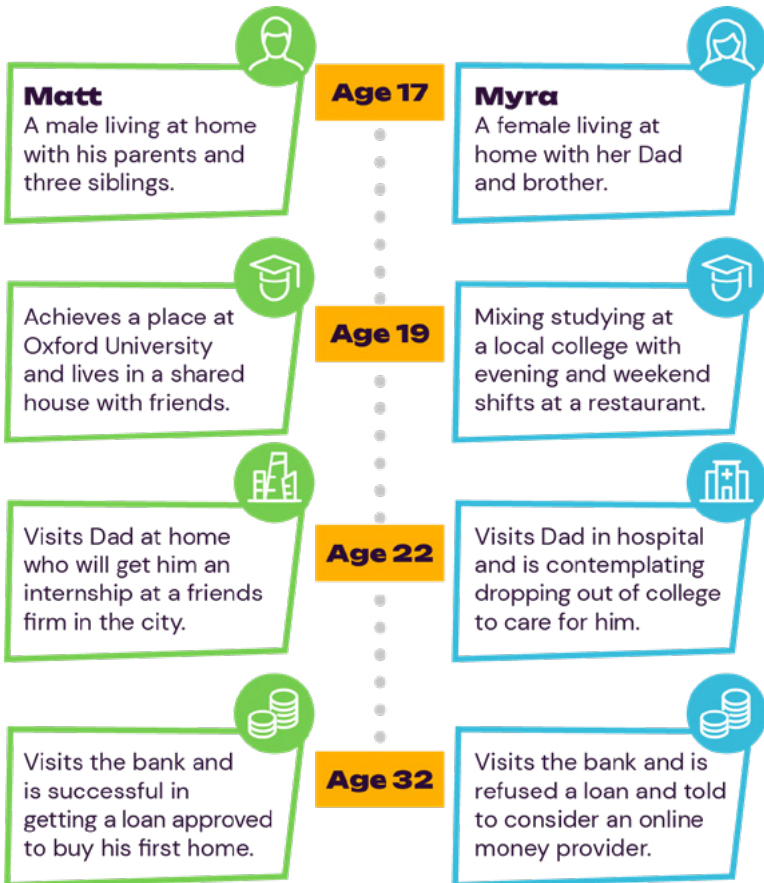
Heterosexual privilege

This refers to advantages people may have because of their sexual orientation. They may not need to worry about their safety in public, may see themselves represented more in media and may not need to defend or explain themselves.



How little differences can add up

Compare the two stories below.



Male privileged?

Take a look at the statements and consider whether you've benefitted from male privilege.



Using privilege for the greater good

Recognise your own privilege

Reflect on your daily life and the benefits you enjoy, whether given or earned. Even those from marginalised and underrepresented groups have some privilege in aspects of their identity. Being introspective and acknowledging one's privileges can enable a person to be empathetic, more understanding and more willing to support others.

Raise awareness

Some people may not have had the opportunity to think about privilege in this way. It is important to recognise that people are at different points in their inclusion journey. Raising awareness of privilege and its impacts can help people understand the purpose behind inclusion initiatives, in addition to learning about different societal barriers.

Share

Privilege can be shared, but it can only be shared by someone who already has it. Privilege cannot be thought into existence by someone who lacks it. To help others, make introductions and unlock networking avenues for them. Be a mentor and share your knowledge of the world and workplace, highlighting opportunities they never knew existed. Ensure they can participate equally in conversations and share their thoughts in discussions. Helping them being seen and heard – and attributing good ideas to them – will increase their confidence and power.



Take the test

How much do you know about your own privilege? [Take this test from Impact EDI](#)



Find out more about...

[A brief explanation of white privilege](#)

“ **The more privilege you have,
the more opportunity you have.
The more opportunity you have,
the more responsibility you have.** ”

Noam Chomsky



Harm of structural inequality

Although we may want to believe that all humans are created equal, it's a fact that certain traits such as race, gender and beliefs, combined with certain socially derived policies and attitudes, can heavily influence our chances of leading a good life.

This section looks at structural inequality, its impacts and some of the ways in which it can be tackled.



What is structural inequality?

Structural inequality is a system of privilege created by institutions – purposefully or unintentionally – which can include the law, business practices, governmental policies and can involve groups such as healthcare providers, the media, workplaces, religious bodies and other societal actors.

Attitudes and prejudices can combine with this to keep some groups of people from obtaining resources that would better their lives. These groups have a decreased chance of progressing through life, as systemic inequality limits the opportunities available to them and ultimately limits their potential growth.

How is this different to other forms of inequality?

People may think that all inequality is due to personal biases and or prejudices that an individual could eventually overcome. They may believe that inequality would disappear if people “stood up for themselves,” or if others stopped oppressing them.

Structural inequality can occur in most countries and societies because of the laws and policies that enable it. Those laws can regulate governmental contracts, bankruptcy, career development opportunities and property ownership. This type of embedded inequality creates advantages for some and disadvantages for others, whilst being a fabric of society.

Examples of structural inequality

Gender

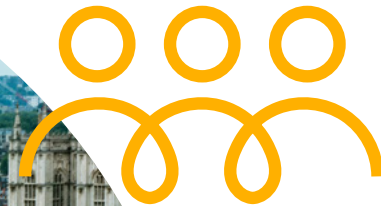
Women and men can be treated differently in how roles and responsibilities are assigned, with consequential differing levels of social rewards. For example: women are underrepresented in political activities and decision-making processes in most countries around the world.

“As of 1 January 2023, there are 31 countries where 34 women serve as Heads of State and/or Government. At the current rate, gender equality in the highest positions of power will not be reached for another 130 years.” – [UNWomen](#)

Housing

This produces inequality in several important ways. Differences in house prices across the UK limit where low-income families can live and thrive. Higher demand for houses in desirable areas push up prices in these locations, as they often have access to good schooling, good transport links, employment opportunities and healthy environments.

This means that the housing market “sorts” poorer families into areas with the worst pollution, schools, crime and employment. The financial impact is worsened where families must constantly rent, unable to become home-owners due to mortgage rates, deposit requirements etc.



Examples of structural inequality – race

Schools

[Government data](#) shows some children are disciplined much stricter than others. In the school year of 2018–19, the highest permanent exclusion rates were for white Gypsy and Roma pupils (18 exclusions per 10,000 pupils), and mixed white and black Caribbean pupils (12 per 10,000 pupils). All children can be disruptive in class so a disparity like this should be investigated. Some people wrongly attribute this to cultural or racial difference when often there are multiple factors at play, including systemic racism.

Youth justice system

Across the UK, black children were over [four times more likely](#) than white children to be arrested in the financial year 2018/19. Overall, stop-and-search rates between 2018 and 2019 show that black people are now nearly 10 times more likely to be stopped and searched by police than white people.

A [2020 YouGov poll](#) gathered data from 300 policing professionals where two in five (41%) agreed with the statement that stereotypes about other groups of people are usually true. These racial biases combine with structural inequalities to impact ethnic groups of people extremely negatively.

What are the factors?

Structural inequality leads to real life ramifications, as mentioned below.

“People from ethnic minority groups are almost three times as likely to contract COVID-19 and five times more likely to experience serious outcomes.

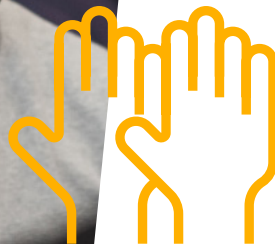
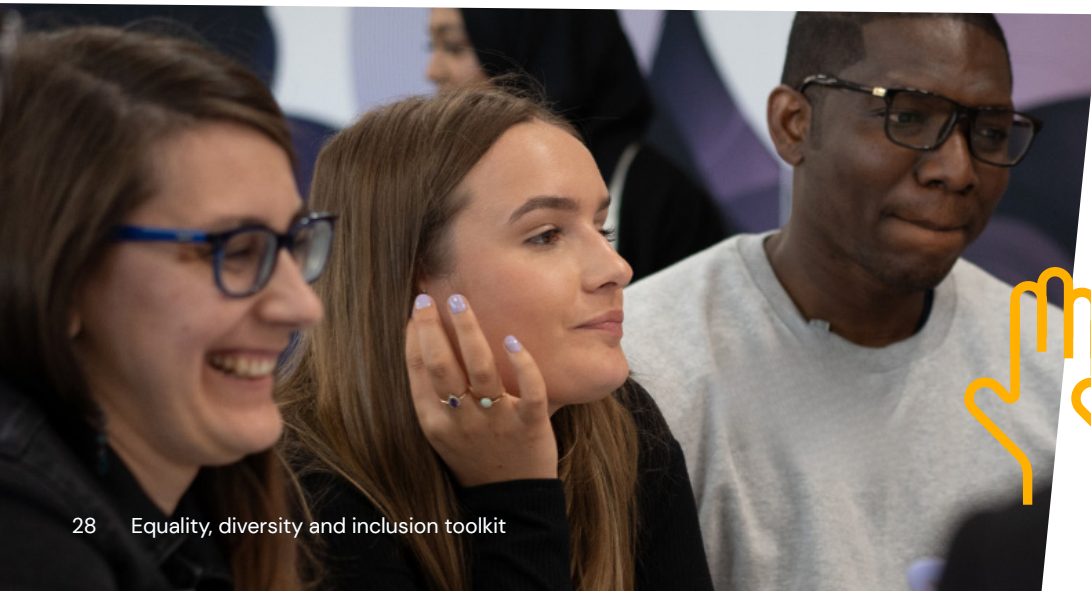
Evidence suggests this is largely due to a social inequalities such as housing, occupational risk and access to healthcare.

Lockdown measures have disproportionately affected some communities more than others. Those from Bangladeshi and Black African communities were more likely to have experienced financial insecurity or mental health issues than their White counterparts.”

[UK Parliament](#)

Question:

Can you think of any other factors that could have led to this?.



Tackling structural inequality

Recognise that people are not born equal

Whilst we may want to think that all people are born as equals, the true reality is that people from some groups start life at a disadvantage, e.g., financial wellbeing.

Recognise that people are not given the same opportunities or motivators in life

The same environment or conditions that a person is born into means they may not be able to seize opportunities available to others or the same motivators, e.g., skin colour, housing, role models.

Listen to lived experiences

Every person can bring value and a different perspective. By listening, we can understand the barriers and inequalities that groups face when attempting to progress in life.

“ We cannot all succeed when half of us are held back. ”

Malala Yousafzai

Push for policy changes that shine a light on inequalities and allow greater access to opportunities for all

This could be in form of gender and ethnicity pay gap reporting, removing unnecessary criteria from job specifications, actively building relationships with schools and communities that may be deprived etc. The key to success is that policies, workplaces and programmes are inclusive, responsive, and accessible.



Find out more about...

[A TED talk on why gender equality is good for everyone](#)

[A brief guide on inclusive recruitment](#)

[A comparison between four types of racism](#)

[How racial discrimination impacts maternity care](#)



Further information...

Read:

[Anti-racism toolkit by the institution of civil engineers](#)

[Social mobility commission - socio-economic diversity and inclusion toolkit: creative industries](#)

[United nations global compact gender-inclusive language toolkit](#)

Watch:

[Diversity and inclusion at United Utilities](#)

[Vodafone: Equal at work](#)

[What happens when I try to talk race with white people](#)

**“ No act of kindness,
no matter how small,
is ever wasted. ”**

Aesop



Feedback

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