

# Welcome



## Frameworks for Developing Inclusive Collaboratives/Roundtables

November 2013

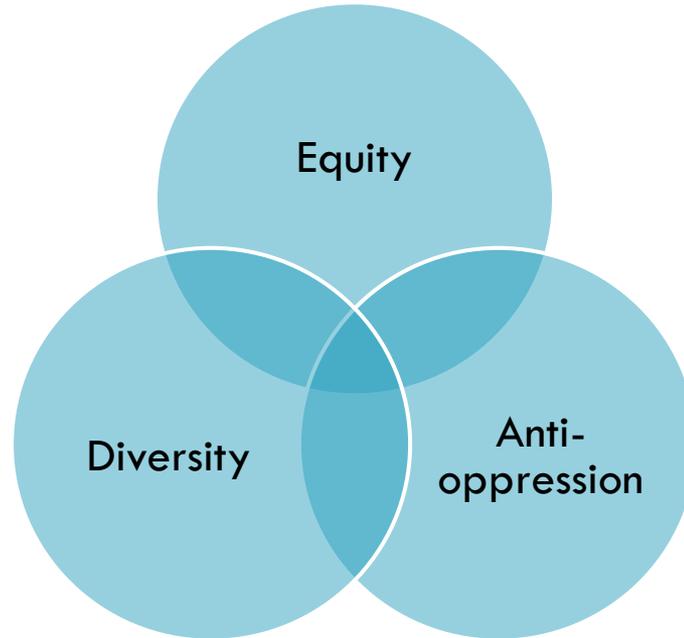
*Sita Jayaraman,  
Big Brothers Big Sisters of Halton*

# Acknowledgements



- Regional Diversity Roundtable
- Sharon Douglas & Sume Ndumbe-Eyoh

# 'A Deliberative Dialogue'



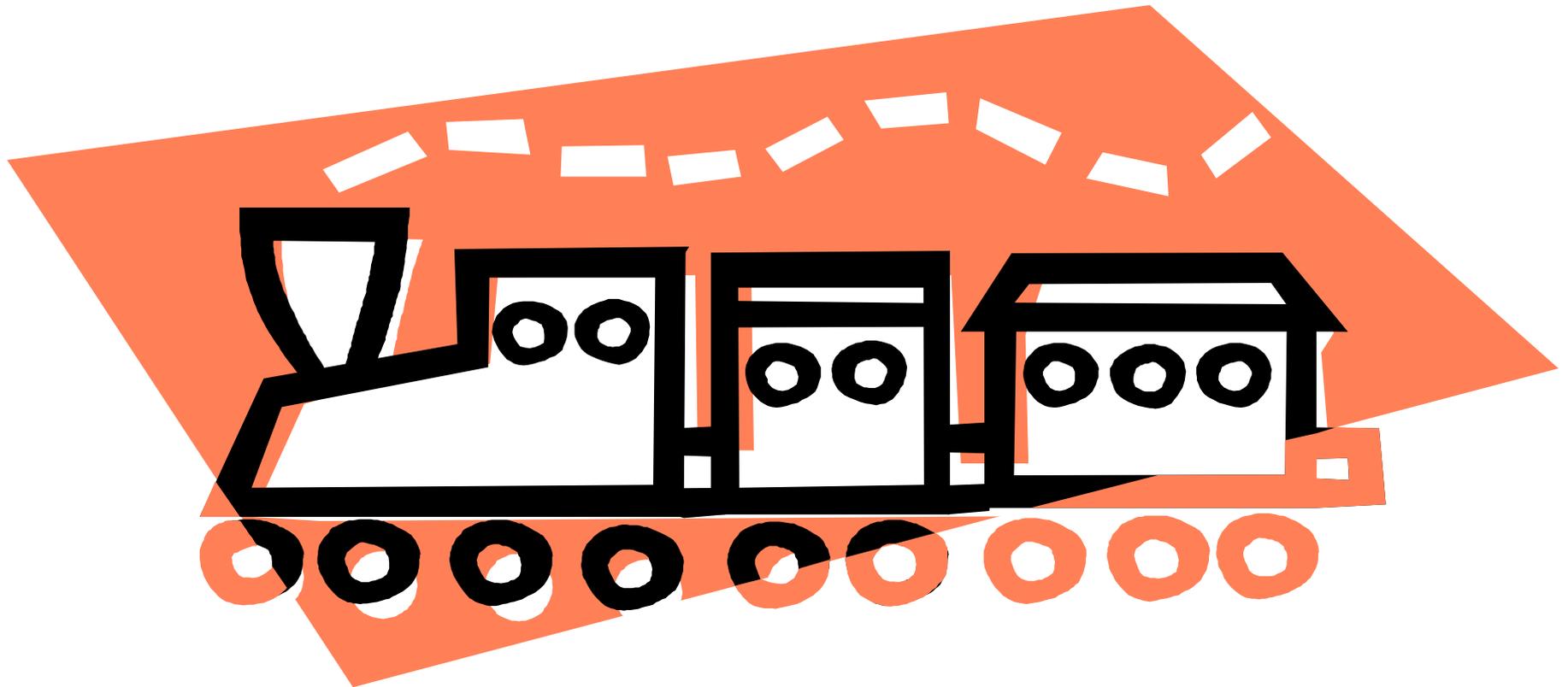
The goal of this presentation is to inspire thought, openness, reflection, ask questions and to explore all options about a HEDR operating framework / to see the intersectionalities of the frameworks

**This is not a debate**

# ‘Deliberative Dialogue’ versus ‘Debate’

<b>Deliberative Dialogue</b>	<b>Debate</b>
Collaborative	Oppositional
Common ground	Points of divergence
Listening to find meaning	Listening to find flaws
Listening to find agreement	Listening to find points to argue
Openness to being wrong	Determination to be right
Weighing alternatives	Winning
Assumes that others have pieces of the answer and all can find it together	Assumes there is a right answer and someone has it
Involves concern for the other person	Involves countering others
Seeks not to offend or alienate	Belittles or deprecates others

# HEDR -Moving Toward Equity and Diversity



# The Language of Change

- Intercultural Competence
- Cultural Competence
- Equal Opportunity
- Race Relations
- Human Rights
- Anti-racism
- Social exclusion
- Disparities
- Diversity Management
- Anti-oppression
- Diversity
- Equity
- Inclusion

# Diverse Frameworks for Inclusion



- Frameworks are not rigid
- There is overlap
- Models borrow from each other and evolve

# Halton Equity and Diversity Roundtable (HEDR)

- By definition/name HEDR operates from an equity and diversity framework
- Defining equity:  
*“The quality of being fair and impartial”*
- Equity is not equality
- The golden rule vs. the platinum rule
- Focus on Outcome

# Equity

- The golden rule

“Do unto others as you would have them do unto you...”

The platinum rule for equity:

“Do unto others as they would have you do unto them..”

- In what ways do equitable outcomes sometimes require differential treatment?

# Diversity / Diversity Management

- **Diversity** – a term used to encompass all the various differences among people including race, religion, gender, sexual orientation, disability, socio-economic status, etc. and commonly used in the United States and in Canada to describe workplace programs aimed at reducing discrimination promoting equality of opportunity and outcome for all groups.
- Concern has been expressed by anti-racism and race relations practitioners that diversity programs may water down efforts to combat racism in all its forms.
- De-politicized term, sometimes overused to avoid issues like racism and oppression
- **Values differences**

# Intercultural Approach (IC)

- ❑ **Primary focus** - is the development of cross-cultural understanding and communication between people and nations (De Rosa, 2001)
- ❑ It examines the ways humans speak, reason, gesture, act, think and believe
- ❑ It tries to help people develop **sensitivity/awareness to the cultural roots of their own behaviour as well as other people's culture....values, assumptions**
- ❑ In the IC approach ignorance, cultural misunderstanding and value clashes are seen as the problem and increased cultural awareness, knowledge and tolerance are the solution
- ❑ Issues of gender and sexual orientation are not examined in the context of power and oppression
- ❑ Cultural identity and ethnicity are the focus while racial identity is not often examined

# Cultural Competence

- Having the capacity to work/serve/manage effectively in situations involving people of different backgrounds and life experiences
- Being able to integrate and transform knowledge, information and data about individual groups into new ways of thinking about and doing things
- It is about experiencing other cultures
- Values **skills** acquisition

# Multiculturalism

- ❑ People of all heritages and races sharing Canada in the spirit of mutual respect
- ❑ Values retention of cultural practices
- ❑ Often associated with exotic practices and cultural celebrations
- ❑ Draws validity and support from Canada's Multiculturalism Act
- ❑ Drawbacks: marginalization, does not address systemic barriers

# Legal Compliance Approach

- ❑ **Primary focus** – based in legal theory, civil rights law, and human resource development strategies
- ❑ It is primarily concerned with monitoring, recruitment, hiring & promotional procedures affecting women and people of colour to increase representation in the organization & to comply with anti-discrimination laws/human rights
- ❑ In the legal perspective the optimal state of race relations is 'colorblindness' – people are just people and differences are not taken into account
- ❑ Assimilation into mainstream culture is the goal
- ❑ Solutions are sought within the individual not the system
- ❑ **Common language** – affirmative action, equal opportunity, qualified minorities
- ❑ **Goal should be to move from multi-coloured to multi-cultural networks rooted in respect**

# Equal Opportunity

- Attempts to address differences between “haves” and “have nots”
- Downplays differences; emphasizes commonalities
- Legislatively driven
- Values equality of input
- Focus on access to opportunity
- Equity vs. Equality

# Anti-Racism Approach

- ❑ Firmly rooted in the civil & human rights struggles in the U.S. and internationally
- ❑ Based on the historical understanding of racism & oppression
- ❑ Examines personal prejudice and institutional racism; core culture & institutional structures must fundamentally change
- ❑ Acknowledges the use of **individual and institutional power** to deny or grant people and groups of people rights, respect, representation and resources based on their skin color.
- ❑ Goals include a total restructuring of power relations—analysis of power
- ❑ AR work in the 60s : focused on the Black/white divide, issues of sexism and heterosexism remained under-examined
- ❑ Training draws from the knowledge of the other approaches and adds in an analysis of power and oppression

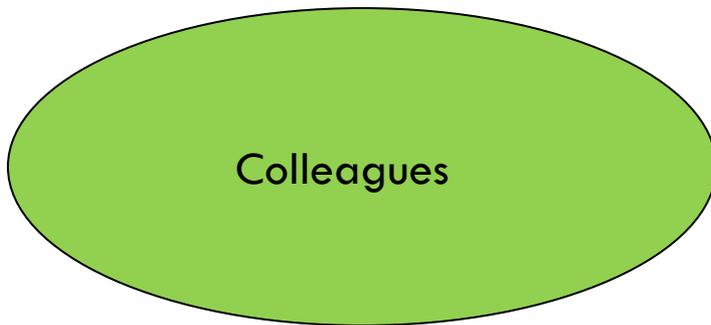
# Anti Oppression/Anti Racism

- ❑ Acknowledges existence of systemic racism
- ❑ Moves beyond race to examine impact of other forms of oppression
- ❑ Prescribes policies and practices that actively identify, challenge, reduce racism
- ❑ Addresses the manifestation and impact of internalized racism/oppression
- ❑ Borrows from diverse models and adds analysis of power, privilege and privilege
- ❑ Takes into account the relationship between individual behaviors; systems and structures; and, ideas of superiority
- ❑ Addresses the impact of **intersecting/interlocking** oppressions—such as *immigrant women living in poverty* who face unique challenges because of how three different grounds of oppression intersect.
- ❑ **Requires Self reflection and action**

# Inclusion

- Creating an environment where people have both the **feeling** and **reality** of belonging and are able to work to their full potential.
- Different treatment sometimes needed for different groups to get to a state of equality

*Ontario Inclusion Learning Network*  
[www.oiln.ca](http://www.oiln.ca)



# Equity within Organizations/Collaboratives

Recognize that equity affects how the entire network/roundtable functions, how organizational values are lived and how work is carried out.

- recognizing, understanding and respecting staff and client differences;
- participating in an environment where people can reach or exceed their potential;
- responding to users and staff differences in a respectful and inclusive manner.

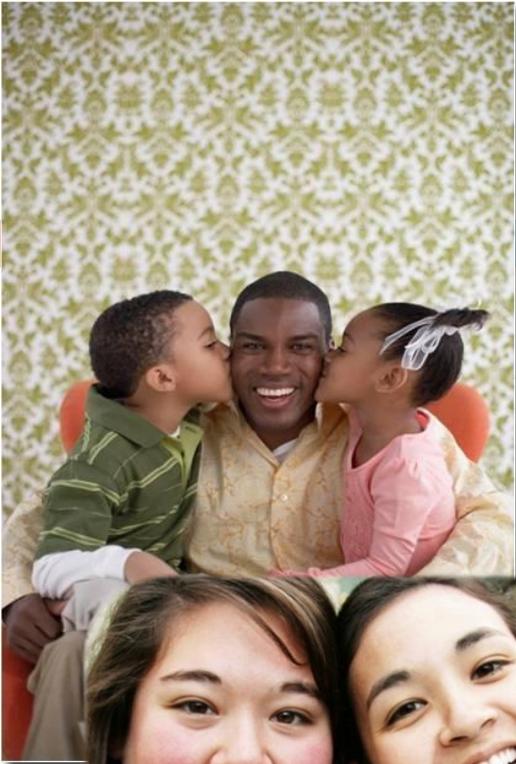
# Halton Equity and Diversity Roundtable

- Our mission is to develop the capacity of organizations, groups and businesses in Halton to be inclusive and equitable of all forms of human diversity in the practices, policies and services.

# Which path will HEDR follow?

As we look reflect on our Mission and Vision.....

- What is our lens?
- How does it guide:
  - \* the way we address inequity?
  - \* the way we interaction with each other, structure and conduct our meetings, communicate?
  - \* our language, our understanding of issues?
  - \* how does it frame our response to capacity building, how do we choose promising practices?
  - \* how does it guide our own internal policies?



# Thank you!



Questions?