**Developing tomorrow's colour-full leaders today**

# From here to anti-racism

## Audit and recommendations for the UK Committee for UNICEF

**November 2022**

# Contents

# Executive summary

## About the audit

### Purpose of the audit

Full Colour was commissioned in Autumn 2021 to identify whether racism exists within the UK Committee for UNICEF (UNICEF UK), and if so to what extent. Full Colour was also asked to devise recommendations to address the issues we found. The audit outcome was agreed as:

> "Building on what the organisation already knows, to develop a shared understanding across all key stakeholders of the extent to which and how racism currently manifests at UNICEF UK. This is to enable UNICEF UK to create targeted and relevant actions, which the whole organisation can embrace on UNICEF UK's journey towards becoming anti-racist."

### Methodology

The methodology for this audit was co-created with a UNICEF UK Anti-Racism Working Group, and at each stage of the audit, Full Colour tested what we found with them to ensure no substantive issues had been missed. In the latter stages of the audit, we also spoke with a wider UNICEF UK Advisory Group with whom we tested the findings and recommendations. Both groups had representatives from different levels of the hierarchy and with different backgrounds and identities.

The audit consisted of an extensive desk review, 1:1 interviews, online qualitative research and focus groups. Data gathering took place between December 2021 and June 2022.

### Context

As the audit was being conducted, UNICEF UK was rolling out several initiatives to address issues of equity, diversity and inclusion (EDI), so things were evolving at the same time as data was being gathered. Therefore, the research would not have been able to assess the impact these initiatives might be having.

## Who we spoke to and how

### Structure of data gathering

The audit was conducted in several phases to ensure that Full Colour was able to collect comprehensive, robust data and to deepen our understanding of what has been happening at UNICEF UK on issues of racial equity and racism.

The initial phase of work involved a desk review of key documents and a small number of interviews which enabled Full Colour to download what UNICEF UK already knew about issues of race prior to this audit.

The findings from this initial phase shaped the questions explored in an online research project which invited all staff to share their views and experiences. 124 people took part.

The key themes from this online research were explored in more depth through 13 focus groups, some of which were cross organisational, and some specifically for racially minoritized groups. In total, 63 people took part.

### Ensuring robust recommendations

The recommendations were tested with the UNICEF UK Anti-Racism Working Group and the UNICEF UK Advisory Group. Early drafts of this report were also tested with the UNICEF UK Anti-Racism Working Group, members of UNICEF UK's Racial Justice Network and other colleagues at UNICEF UK.

## What led to the audit

### Allegations of racism

In 2021 UNICEF UK was publicly accused of institutional racism. This triggered the audit; however, the public accusation came on the heels of a number of internal issues and incidents related to racism that the organisation had dealt with in recent years.

### Disparity of experience

Data from the 2021 Equity, Diversity and Inclusion (EDI) Survey showed a disparity of experience between people of colour and white colleagues at UNICEF UK, and that trust in leaders had been damaged. The UNICEF UK Racial Justice Network (RJN) reported the impact of a restructure on people of colour. With many entry level roles lost in the restructure, the RJN was concerned that people of colour were at a structural disadvantage in seeking to join UNICEF UK.

### Erosion of trust

Issues including a delay in publishing ethnicity pay gap data and a perceived unwillingness to share the equality impact assessment of the restructure further damaged trust. While UNICEF UK says these can be explained by wider organisational issues such as the impact of Covid and the need to ensure those affected by the restructure were not identifiable from the equality impact assessment, for those whose trust had already been damaged, these two things deepened mistrust.

### Concerns about structural and interpersonal racism

Staff told Full Colour that the lack of ethnic diversity amongst leaders was a concern, and there was anecdotal evidence of covert and subtle racism being experienced by colleagues of colour.

### Inclusion

On equity, diversity and inclusion more widely, only 36% of staff were aware of their department's commitment to inclusion, and staff believed there to be an inconsistent commitment to and understanding of EDI amongst leaders.

All the factors above provided the context within which Full Colour was commissioned to conduct an anti-racism audit.

## What UNICEF UK has done so far

### Inclusion initiatives

A range of initiatives and projects have been developed and rolled out on inclusion during 2021 and throughout 2022. This followed the development of an EDI strategy in 2020.

Foundations have been laid for creating a culture of inclusion and enabling leaders to take a more active role in driving change. This includes training for leaders and staff on EDI, the creation of seven inclusion principles, and a number of cross organisational collaboration projects on inclusion. UNICEF UK has also established departmental, team and personal objectives around inclusion.

### Employee voice

A programme to ensure "employee voice" is more effectively heard has been established and the role, structure and support for the various staff networks that form part of Inclusive UNICEF have been enhanced. This includes creating a governance structure for these staff networks which makes clearer how their voices will be heard in decision making.

### Internal reviews

Reviews have been carried out into issues and incidents prior to the audit which in some instances have led to changes in policies and procedures.

## Key findings: what's going well

### Foundations of change are being laid

A number of initiatives have been rolled out to create the foundations of change. Examples include:

- There is a clear vision, theory of change and a set of projects and design principles to support UNICEF UK to become more inclusive
- Staff networks such as the Racial Justice Network (RJN) are in place
- Ethnicity pay reporting is in place
- A new recruitment platform has been introduced to anonymise and debias recruitment
- There is Executive level sponsorship for the work and the new Chief Executive has taken an active role in overseeing change
- Data is being collected annually on colleagues' experiences through an EDI survey
- Departmental and personal objectives have been developed in support of inclusion at UNICEF UK

### Committed individuals

Beyond the key players involved in driving change on EDI, there is a clear cohort of people throughout UNICEF UK who are committed to help change the organisation for the better. This was evident from discussions with all those who took part in face-to-face research with Full Colour.

### Hope

Importantly. there are the beginnings of hope that change is possible. This was apparent to Full Colour from the focus groups we conducted towards the end of data gathering.

UNICEF UK also report seeing this hope reflected in recent staff engagement surveys. While not yet experienced consistently at UNICEF UK, hope provides an important foundation on which to build change towards anti-racism, once UNICEF UK has defined what that change will look like.

## Key findings: areas to consider and address

### Little clarity on anti-racism

While there has been considerable effort to improve inclusion at UNICEF UK, inclusion is not the same as anti-racism. Those leading EDI understand that there is work to be done in defining, resourcing and working towards anti-racism goals. The commissioning of this audit is an early phase of this work.

Where anti-racism sits within wider work on EDI remains unclear to most staff. There is little organisational understanding of what anti-racism is, no shared understanding of what UNICEF UK should be working towards achieving or how it will address and eliminate racism within the organisation.

## Some report experiencing racism, others do not

While no examples were shared of overt racism, covert and everyday racism is a regular experience at UNICEF UK for some colleagues of colour. However, the picture is not consistent, with some colleagues of colour reporting that they have not experienced racism at UNICEF UK.

The form of racism reported by those who have experienced it largely relates to microaggressions. Twenty-four separate types of microaggressions were identified by research participants.

All UNICEF UK staff were invited to take part in online research. When asked to rate the extent of racism within the organisation on a numeric scale from 1 (which meant "not at all") to 7 (which meant "completely"), 24 out of the 34 minority ethnic participants (70%) scored the level of racism at UNICEF UK at 4 and above. However, 18 out of 34 participants (53%) stated that they had not themselves experienced racism at UNICEF UK.

Of white participants in the online research 43 out of 90 (48%) had witnessed some form of racism at UNICEF UK.

## Continued disparity of experience

Full Colour understands that data gathered after Full Colour's audit had ended shows that the disparity of experience between white colleagues and people of colour that we had seen from the 2021 data, continues. Efforts are being made to address this. For example, Full Colour understands that work is planned to understand and remove the barriers to career progression for minoritized groups.

## Danger of over-promising

On the wider EDI programme, an impressive amount of work has been done to lay the foundations for creating a more equitable and inclusive UNICEF UK, but Full Colour would caution against over-promising the change in experience that can be delivered through this work. The change UNICEF UK is seeking will take time and involves transforming how people think and behave. It is also important that UNICEF UK actively works to make sure staff are brought along a journey of understanding as well as action, to ensure any change achieved is deep and long lasting.

## Addressing racism being experienced now while building an inclusive future

Given becoming more inclusive takes time, how will UNICEF UK balance this with ensuring urgent and meaningful action is taken to address the racism and harms colleagues of colour are experiencing now? There needs to be specific and immediate action to address racism now. The recommendations in this report will give you a strong place to start.

## Emotion is holding you back

Work to address racism is being held back by emotion which can be grouped under three headings:

- Feelings of hurt, anger and frustration among those impacted by racism
- White colleagues' feelings of fear of saying or doing the wrong thing and/or being called out for it
- White colleagues who want to be good allies but are worried about doing or saying the wrong thing

## No clear process for addressing racism

There is currently no targeted and specific process on how to report and address racism. This is more than about having a document with a written down process. It is about equipping people to address reports effectively and provide appropriate support to those involved. While colleagues who are part of the Racial Justice Network and Inclusive UNICEF are actively supporting colleagues experiencing racism, this is putting an emotional burden on them which is neither fair nor sustainable. Full Colour has been told that there is an overall process for raising concerns, however all those with whom we tested the findings of this report felt that a specific policy on reporting and addressing racism is needed.

## Wider organisational issues are intersecting with EDI and how people experience racism at UNICEF UK

Wider issues of organisational culture and structures at UNICEF UK are impeding progress towards genuine inclusion and anti-racism. Examples include how power and hierarchy works, a perceived aversion to risk and a focus on legalistic and process driven approaches to tackling issues around racism without sufficiently considering the human impact.

## Staff want leaders to play a more active, visible role

Colleagues offered significant challenge to leadership to step up and into a more active role in driving change on anti-racism, including taking active steps to learn about the issues. While the efforts of a small number of leaders was praised, a more consistent, visible and concerted effort from all leaders was believed necessary if genuine and deep change is to happen.

# What would an anti-racist UNICEF UK look like?

Full Colour asked research participants what behaviours, systems, and leadership would look like if UNICEF UK was anti-racist. We also asked what an anti-racist UNICEF UK would feel like. What we were told is set out below.

## Anti-racist behaviours

The main behaviours would include:

- Being able to challenge safely
- Calling out racism
- More reflection and learning
- Celebrating diversity
- A recognition that the journey of change at UNICEF UK needs to be a shared one between those experiencing racism and others
- Acting to generate trust

## Anti-racist systems

Systems and processes would include:

- Unbiased recruitment*
- Standard processes for dealing with racism
- The involvement of staff networks representing minoritized groups in key decision making and project development

*NOTE: Full Colour has been told that a system to debias recruitment has been in place since January 2022, however this issue came up in what people told us, so is reflected in this report.

## Anti-racist leadership

Leadership would:

- Be more diverse
- Lead by example
- Speak out publicly about anti-racism

## How an anti-racist UNICEF UK would feel

An anti-racist UNICEF UK would feel:

- Safe
- Aligned with UNICEF UK's stated values and mission
- Like there was a proactive approach to anti-racism
- Like levels of trust were high
- Bolder
- Fair
- Less hierarchical

# Principles and decisions for UNICEF UK

Before acting on Full Colour's recommendations on becoming anti-racist, we recommend UNICEF UK embrace three principles and decisions.

## Principle 1: Work with global colleagues at UNICEF to determine solutions

The first principle is to work with colleagues across the global organisations that make up the UNICEF family.

UNICEF UK does not exist in isolation. It is part of a family of organisations that make up UNICEF. The decisions UNICEF UK takes may have ramifications for colleagues globally, e.g. it may have a short term impact on funds raised (though we recognise this is not inevitable).

Equally UNICEF UK is in the privileged position of being able to learn from colleagues across the globe in ways that can and should inform your anti-racism work.

This principle matters because:

- If decolonisation is part of your anti-racism journey (see below), you cannot do this work without the cooperation and input of global UNICEF colleagues
- Decolonising (see below) can't be imposed by a "northern"/high income country on other countries it works with in the UNICEF family. Imposing decisions would go against the whole ethos of decolonisation

## Principle 2: Define where you stand on decolonisation

The second principle is to decide how you will genuinely decolonise your work.

While work has begun on, for example, considering the imagery you use, decolonisation involves much harder choices, such as how to give up power currently held in "northern", high income countries. What might that look like? How can your efforts to decolonise your work be congruent with the culture you create and the experience of colleagues of colour at UNICEF UK?

Full Colour understands that the responsibility for some of these decisions and factors may sit outside of UNICEF UK and within other parts of the UNICEF family. This is something for UNICEF UK to consider and address appropriately.

This principle matters because:
- It will provide clarity on the decolonisation journey
- It will allow you to deepen your work to decolonise
- It will make the journey more manageable and tangible

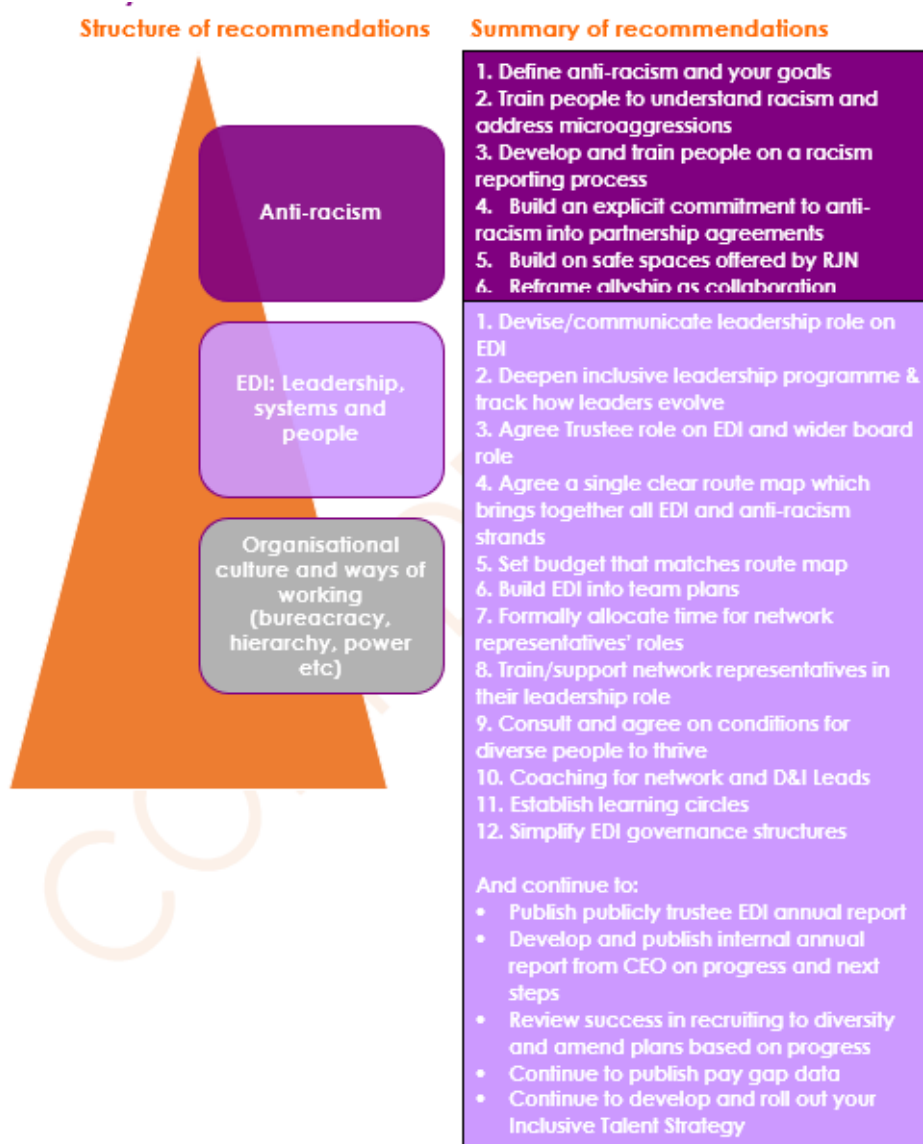## Principle 3: Agree how leadership for EDI and anti-racism work will evolve

The third principle is about how you will evolve and maintain senior level leadership of anti-racism work so that this is visible to the organisation and embedded into

leaders' roles. Agreeing and communicating this will be a key element of rebuilding trust.

Full Colour offers two options on how anti-racism and EDI work could be led at UNICEF UK, setting out pros and cons of both approaches. See Chapter 8.

## Summary of recommendations

The detailed recommendations are set out in Chapter 9. The diagram below summarises the recommendations and shows how they inter-relate.

**Structure of recommendations**

- Anti-racism
- EDI: Leadership, systems and people
- Organisational culture and ways of working (bureacracy, hierarchy, power etc)

**Summary of recommendations**

1. Define anti-racism and your goals
2. Train people to understand racism and address microaggressions
3. Develop and train people on a racism reporting process
4. Build an explicit commitment to anti-racism into partnership agreements
5. Build on safe spaces offered by RJN
6. Reframe allyship as collaboration

1. Devise/communicate leadership role on EDI
2. Deepen inclusive leadership programme & track how leaders evolve
3. Agree Trustee role on EDI and wider board role
4. Agree a single clear route map which brings together all EDI and anti-racism strands
5. Set budget that matches route map
6. Build EDI into team plans
7. Formally allocate time for network representatives' roles
8. Train/support network representatives in their leadership role
9. Consult and agree on conditions for diverse people to thrive
10. Coaching for network and D&I Leads
11. Establish learning circles
12. Simplify EDI governance structures

And continue to:
- Publish publicly trustee EDI annual report
- Develop and publish internal annual report from CEO on progress and next steps
- Review success in recruiting to diversity and amend plans based on progress
- Continue to publish pay gap data
- Continue to develop and roll out your Inclusive Talent Strategy

Full Colour has not made recommendations on wider organisational issues such power and hierarchy that intersect with EDI and anti-racism, as this sits outside of the scope of what we were commissioned to do. However, we encourage UNICEF UK to consider these wider issues as they have an impact on the recommendations we've made on EDI and anti-racism.

# 1    Introduction

## Background

In autumn 2021, the UK Committee for UNICEF (UNICEF UK) commissioned Full Colour to conduct an audit to ascertain whether and if so the extent to which racism is present at UNICEF UK. We were also asked to devise recommendations to address the issues we discovered.

The audit was commissioned by a group of people on behalf of UNICEF UK, which included representatives from UNICEF UK's Racial Justice Network, Inclusive UNICEF, and colleagues who lead on Equity, Diversity and Inclusion (EDI) at UNICEF UK. The audit was triggered by a public complaint of institutional racism against UNICEF UK. There had also been concerns about racism at UNICEF UK reported internally prior to the audit being commissioned.

As one of the United Nation's Children's Fund's National Committees, UNICEF UK works alongside colleagues of colour across the globe, who support communities of colour in some of the most economically and politically vulnerable countries in the world. Therefore, any racism within UNICEF UK not only harms colleagues in the UK, but also the contribution the organisation makes to the wider UNICEF family, and ultimately those for whom UNICEF exists.

## The audit

### Methodology

The planning and delivery of the five-phase audit took place over eleven months from October 2021 to September 2022. Data gathering took place between December 2021 and June 2022. Throughout the audit, Full Colour worked with a UNICEF UK Anti-Racism Working Group to co-create the methodology used to collect data. The UNICEF UK Anti-Racism Working Group was made up of two UNICEF UK EDI leads and two members of the Executive Leadership Team.

The data gathering methodology, including the detail of which questions were asked and how they were phrased, was signed off by the UNICEF UK Anti-Racism Working Group at each stage before data gathering began.

At the end of each phase of data gathering, the UNICEF UK Anti-Racism Working Group worked alongside Full Colour to make sense of what we had found and to ensure the robustness of the data.

Later stages of the audit were also tested with a larger UNICEF UK Advisory group made up of UNICEF UK Anti-Racism Working Group members plus representatives of the Staff Association and UNICEF UK's staff networks: the Racial Justice Network and

Inclusive UNICEF. This ensured that a range of people from across the organisational hierarchy, from different departments and with different identities were central to ensuring that Full Colour's findings were comprehensive and that the recommendations were appropriate and practicable.

The data from initial phases was shared in an all staff briefing, which was recorded and shared for those who were unable to attend the live session. Regular conversations were also held with the Chief Executive to update him and enable him to reflect on the implications for UNICEF UK.

The aim of the audit was to ensure we built a comprehensive picture of whether and how racism was showing up at UNICEF UK in ways that ensured Full Colour could be confident of our findings.

The questions we asked and the literature we reviewed are set out in Appendices 1-4.

## Audit outcome

The agreed outcome of the audit was as follows:

> Building on what the organisation already knows, to develop a shared understanding across all key stakeholders of the extent to which and how racism currently manifests at UNICEF UK. This is to enable UNICEF UK to create targeted and relevant actions, which the whole organisation can embrace on UNICEF UK's journey towards becoming anti-racist.

The terms of reference are included at Appendix 6.

## Why this outcome matters

When Full Colour started working with UNICEF UK there were multiple perspectives on the degree to which racism was present in the organisation. This difference of perspective was causing tension between those who were experiencing racism and some of those who were not.

Those who experienced racism felt their experiences were being underplayed or denied, while those who did not share the experience of racism did not always understand what racism looks like, how to recognise it when it occurs, how to address it or what its impact is on those who experience it.

Racism can only be tackled if everyone at UNICEF UK works together to address it, whether they are personally impacted or not. To move forward, it is vital that everyone has a common understanding of how racism manifests in UNICEF UK and has a consistently shared commitment to tackling it.

Racism is endemic in society and UNICEF UK exists within that societal context. This will always present challenges for any organisation actively working to address racism. However, there are real opportunities to address racism and the specific ways it shows up within UNICEF UK.

## Sector context

The international development sector has been grappling for years with issues of race, racism, the imbalance of power between organisations based in high income countries versus those in low and middle-income countries, the legacy of colonialism and the impact of white saviourism.

The experiences of people of colour in the sector were made explicit in Bond's 2021 report *Racism, power and truth* (https://www.bond.org.uk/resources/racism-power-and-truth). This report set out in painful detail the experiences of 150 people of colour in the sector:

- 68% had experienced or witnessed racism in the previous year
- 89% felt their organisation was not committed to equity, diversity and inclusion (EDI)

It would have been surprising therefore, if UNICEF UK had not been experiencing challenges with EDI and racism. However, UNICEF UK recognises that just because some other organisations in the sector are not doing well is no reason for it not to do better.

Commissioning this audit is evidence of UNICEF UK's commitment to do better, and we encourage the whole organisation to engage with the results of the audit and Full Colour's recommendations. Visible engagement with the findings of this audit and acting on the recommendations will go a long way towards rebuilding any trust that has been damaged in the last few years.

### Everyone needs to be part of the journey towards anti-racism

Addressing racism and working towards becoming anti-racist is not something that can be delegated to the dedicated few, or worse, to the sole responsibility of people of colour.

Research on gender diversity initiatives from the Boston Consulting Group *Getting the most from your diversity dollars* (2017) showed that when men were involved in gender diversity programmes, 96% of respondents reported progress. When men were not involved, 30% reported progress. If applied to anti-racism work, this evidence would suggest that the involvement of white people in work to tackle racism is essential if progress is to be made. The journey needs to be embraced by everyone.

## A note on the structure of this report

The findings are presented in three Chapters:

- Chapter 4 outlines actions to date
- Chapter 5 sets out what is going well
- Chapter 6 highlights areas UNICEF UK need to consider and address.

Alongside the key findings, Full Colour offers its reflections in text boxes highlighted in orange.

Chapter 7 sets out UNICEF UK colleagues' views on what an anti-racist UNICEF UK would look and feel like.

Chapter 8 sets out some decisions and principles with which to start your journey.

Chapter 9 sets out Full Colour's recommendations. The recommendations are presented at two levels:

- one relates to the wider EDI journey
- one specifically addresses anti-racism

## A note on terms

The term "racism" conjures up images of the extreme forms that most of us would deplore. One of the barriers to understanding and addressing racism is failing to recognise that racism comes in many forms, and it is usually the subtler kinds that impact the day to day lives of people of colour and other ethnically minoritized groups.

The legal definition of racial discrimination in the UK is derived from the Equalities Act 2010, which states that a person must not be discriminated against or be treated unfairly because of their race. Race is one of the so called "protected characteristics". Legally the term "race" covers colour, nationality, ethnic origin and national origin.

- "Nationality" relates to a person's membership or citizenship of a certain nation.
- "National origin" refers to any connection to a country through birth.
- "Ethnic origin" relates to people who share one or more of the following characteristics: language, history, literature, geographical origin, religion, being part of an oppressed group, being part of a minority.

For more information on legal definitions, check out Citizens' Advice.

The UN's International Convention on the Elimination of All Forms of Racial Discrimination defines racial discrimination as follows:

*"The term "racial discrimination" shall mean any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life."*

The legal definition of racial discrimination and UN Convention are important to understand, however they don't cover the full experience of racism. A person can experience racism without the perpetrator breaking the law, and indeed most forms of racism experienced by people on a regular basis do not involve law breaking. Therefore, Full Colour used a broader set of definitions of racism in carrying out its audit to ensure we captured the full range of experiences at UNICEF UK.

Below are Full Colour's definitions of key terms. These definitions provided the framework for Full Colour understanding and defining the issues UNICEF UK faces.

## Diversity, equality, equity and inclusion

**Diversity** is about having different kinds of people, and the organisation "being" that difference. Genuinely diverse organisations create an environment where people from minoritized groups do not feel a need to assimilate or minimise those aspects of themselves which make them different.

**Equality** is about evening out how power works, not to undermine expertise, experience or organisational hierarchy, but to ensure power is not attached to that which does not add value, e.g., job titles, length of service.

**Equity** recognises that some people face more barriers than others and therefore need different support and resources to enable them to reach the same place as those who face fewer barriers.

**Inclusion** is far more than being friendly and welcoming. True inclusion involves bringing differences into decision-making, problem solving, the development of ideas and strategies. This is what creates a genuine sense of belonging.

## Racism

When examining racism, Full Colour goes beyond the legal definition and considers the full range of experiences that racially minoritized groups face. These include but are not limited to the following forms of racism.

**Anti-Blackness** involves behaviours, attitudes and practices of people and institutions that particularly work to stereotype or dehumanize black people. Anti-blackness can also be internalized and might show up in black people or black communities in the

form of colourism, which can include, for example, valuing of paler skin tones, the desire to adopt white culture or separate oneself from black cultural norms.

**Anti-racism** is recognising that racism exists, identifying how it plays out in your organisation's systems, attitudes and behaviours and taking specific action, the results of which can be measured. Anti-racism is more than simply not being racist; it involves the active dismantling of personal and institutional racism.

**Covert racism** is where people do not express openly racist views, but their behaviours and language are influenced by racist views they consciously hold in private.

**Every day racism** relates to behaviour or practices in everyday life which can be intentional or unintentional, but which perpetuate racism and racial stereotypes.

**Gaslighting** is a form of emotional or psychological manipulation where the perpetrator shares false narratives or dismisses the views, experiences and expertise of a person. This can lead that person to doubt their own judgement or their understanding of reality. It can also involve belittling that person in the eyes of others. **Racial gaslighting** is a form of psychological manipulation where people of colour are made to doubt their experience of racism, their experience is minimised or used against them by, for example, characterising them as aggressive for calling out racism. Racial gaslighting damages the person of colour and enables systemic racism to continue.

**Institutional or systemic racism** is when racism is embedded into the rules, practices and ways of working within an organisation. It can also relate to how rules and practices are embedded in society.

**Microaggressions** are attitudes, behaviours and use of language that intentionally or unintentionally diminish people from minoritized groups. A term originally coined by Dr Chester Pierce, the three most common forms of microaggressions were identified by Derald Wing Sue as:

> **Microinsults**: speaking and behaving in ways that denigrate people from minoritized groups, e.g. suggesting that people from certain groups lack morals, are less intelligent or only got a job because they were a "diversity hire".
>
> **Microinvalidations:** discrediting or minimising the experience of prejudice and discrimination of someone from a minoritized group, either verbally (e.g. saying the perpetrator didn't mean to cause offence) or non-verbally (e.g. eye rolling).
>
> **Microassaults:** intentional use of language or behaviour to denigrate or minimise someone from a minoritized group, e.g. using a slang term to refer to someone from a minoritized group. The perpetrator may explain it away as a "joke".

**Model minorities** refer to minoritized groups perceived to be successful. The concept is often used to challenge the existence of racism. It acts to divide minority ethnic people from each other by praising those groups perceived to be successful and holding them up to other minoritized groups as examples of what can be achieved, e.g., through hard work, while failing to take account of factors such as anti-blackness that may be affecting other minoritized groups.

**Overt racism** is where people are openly racist towards people from minority ethnic groups.

NOTE: whether any form of racism is intentional or unintentional, the impact on the person from an ethnically minoritized group is likely to be the same.

### Bias and privilege

The terms "unconscious bias" and "white privilege" are often misunderstood.

**Unconscious bias** involves patterns of thinking learned through life that affect the way we respond to people and situations.

**White privilege** is the absence of the obstacles people of colour experience in their daily lives ranging from the way society and organisations work to the way others view and interact with them.

## A note on the findings

The findings of this report are snapshots in time. Data collection took place between December 2021 and June 2022. Even as Full Colour was working with UNICEF UK things were changing, actions and EDI initiatives were being put in place, and new leadership was appointed which changed the tone of discussion on racism at UNICEF UK.

In writing this report, therefore, Full Colour is mindful that things are moving at pace. However, it takes time for the effects of actions to take root, and even longer for people's feelings about the issues to change and for trust to develop. The findings of this audit should help UNICEF UK plan for the future and provide data which helps the organisation bring everyone along the journey of change together.

## A note on the term "leadership"

When referring to "leadership" at UNICEF UK, we are mindful that there are different layers.

- The Executive Leadership Team refers to the highest executive leadership level
- The Senior Leadership Team refers to the layer below that
- The Extended Leadership Group refers to a combination of both of these levels

This report does not consider Board leadership which was outside of the scope of the audit.

Where Full Colour is commenting, we try to be clear about which level of leadership which we are referring to. When respondents referred to leadership, they were not always clear which level they were referring to.

## Thank you

Full Colour would like to thank the UNICEF UK Anti-Racism Working Group, and the UNICEF UK Advisory Group for their input to this project. Their generous and thoughtful contributions were critical to the success of this audit. The UNICEF UK Anti-Racism Working Group in particular, has put enormous amounts of time and energy into ensuring the audit was a success.

We would also like to thank the colleagues at UNICEF UK who trusted Full Colour with their experiences, evidence, observations and insights, and shared their thoughts in an open-hearted way.

We hope the audit and recommendations serve UNICEF UK as it moves forward towards becoming anti-racist.

# 2   Who we spoke to, how and why

NOTE: To enable people to share their thoughts openly, Full Colour always commits to anonymising our research. We do not share quotes in case phrases people use can identify them.

Before the data gathering began, we held two inception days with the Anti-Racism Working Group. These inception days shaped:

- The scope and terms of reference for the work
- The outline methodology
- The overall timescales for the work

The detailed methodology was agreed phase by phase as our knowledge evolved.

## Who we spoke to and why

Full Colour spoke to different people at each phase of the audit. With each stage we sought to deepen our understanding of race issues and racism as they manifest at UNICEF UK.

| Phase | Who we spoke to and how | Why we spoke to them | Notes |
|---|---|---|---|
| 1 | Full Colour conducted initial interviews to complement a comprehensive desk review.  This included 7 UNICEF UK colleagues who took part in 1:1s and 2:1 interviews. | To ascertain what UNICEF UK already understood about whether and how racism shows up within the organisation how past issues had been dealt with | The interviews happened alongside a desk review which included data and experiences of both current and former UNICEF UK colleagues captured through internally generated reports. Appendix 2 includes a summary of the documents reviewed |
| 2 | Anti-Racism Working Group through a half day workshop | To test Full Colour's assessment of what the interviews and desk review had told us, and the implications for the methodology and questions we would ask in subsequent stages of the audit | |

| Phase | Who we spoke to and how | Why | Notes |
|---|---|---|---|
| 3 | 124 UNICEF UK staff through an online qualitative research platform:<br>• 12% identified as Asian/British Asian<br>• 7% identified as mixed race/multiple ethnicity<br>• 5% identified as Black or Black British<br>• 3% identified as "other ethnicity"<br>• 73% identified as white<br>*NOTE: This represents approximately 44% of staff* | To understand:<br>• to what extent staff feel racism exists at UNICEF UK<br>• the lived experience of racism at UNICEF UK<br>• the extent of microaggressions at UNICEF UK<br>• views and ideas on what staff believe an anti-racist UNICEF UK should look like | All staff had the opportunity to take part in the online platform.<br><br>NOTE: the online platform went live as the Ukraine crisis was beginning and this may have affected participation<br><br>NOTE: Based on overall staffing numbers, respondents as a proportion of overall staff numbers at the time the online platform was run were as follows:<br><br>39% of all white staff responded<br>54% of all Asian/British Asian staff responded<br>53% of all mixed race/multiple ethnic staff responded<br>43% of all Black/Black British staff responded<br>100% of staff who identified as "other" responded |

| Phase | Who we spoke to and how | Why | Notes |
|---|---|---|---|
| 4 | 63 people across thirteen focus groups: <br>• 2 groups specific to people of colour <br>• 2 groups specific to the Racial Justice Network and Inclusive UNICEF (both of which are staff networks) <br>• 1 group specific to other minorities <br>• 6 groups open to all <br>• 2 groups specific to the Extended Leadership Group | To deepen our understanding of: <br>• People's views of what an anti-racist UNICEF UK looks like <br>• What is holding UNICEF UK back from becoming anti-racist <br>• What individuals and UNICEF UK need in order to move forward <br>• People's views on short, medium & long term actions | Most questions we asked of each group were the same, apart from one question which was targeted depending on the make-up of the group. See Appendix 4 |
| 5 | UNICEF Anti-Racism Working Group and Advisory Group through a two-hour workshop and a one hour follow up meeting <br><br> The Executive Leadership Team, Senior Leadership Team, UNICEF UK Anti-Racism Working Group | To assess whether Full Colour's audit had captured all the issues and to test the practicability of the recommendations <br><br> To inform these groups of the findings and recommendations, so they could begin to consider next steps following the completion of the audit | |

There were several discussions about whether to invite former colleagues to participate in the research. After very careful consideration, the unanimous decision of the UNICEF UK Anti-Racism Working Group, the UNICEF UK Advisory Group and People Team members was not to invite former colleagues to participate, the reasons being:

• It was felt unethical to ask former colleagues who may have faced racism to relive their experiences:
  o We had no way of knowing whether we may be triggering difficult memories and emotions simply by approaching them

- o There was no systematic way to offer support to these former colleagues should our approach to them or their involvement with the audit lead to them needing support
- There was no fair or systematic way to reach former colleagues with whom the organisation had lost touch
- The views of former colleagues would have been captured in many of the documents that were reviewed by Full Colour (See Appendix 2)
- There had been many developments since former colleagues had left and this audit was seeking to capture current experience as the basis of building for the future
- Many of those involved in driving the audit are people of colour who have been with the organisation for many years and would therefore be able to input in ways that would honour past experiences

# 3    What led to the audit

In 2021, UNICEF UK was publicly accused of institutional racism. This was in the context of some staff raising concerns about racism in recent years.

## Belief that systemic racism was present

### Restructure

There had been considerable disquiet following the 2021 organisation restructure. The Racial Justice Network (RJN) reported that the impact of the restructure on lower-level jobs, had resulted in a disproportionate impact on minoritized groups leaving UNICEF UK. The organisation's People Team data quantifies this as reducing the ethnic diversity of staff within UNICEF UK from 21% to circa 20%.

The RJN Action Plan highlighted that there were fewer entry level roles in the new structure and gaps in progression routes to senior roles.

There had been considerable discussion at the time about the impact of the restructure on minoritized groups, and Full Colour has been informed that the Executive Leadership Team and Board discussed this at length. Nevertheless, the restructure contributed to a considerable erosion of trust among UNICEF UK colleagues of colour.

Full Colour has been told that following concerted efforts on recruitment, the proportion of minoritized groups has increased to almost pre-restructure levels. (NOTE: Full Colour has not seen this data.)

> *Full Colour reflection*
> **This progress is to be commended; however, the emotional impact of the restructure was still being picked up through this audit, and it is worth reflecting on what further work needs to be done to rebuild trust.**

### Differential experience of staff

There was also data that demonstrated a differential experience at UNICEF UK between people from minoritized groups and white colleagues.

2021 internal survey data showed that white, male, non-disabled staff demonstrated higher satisfaction levels across a range of indicators.  The lowest scoring group were those from minoritized groups, and in many instances their scores had decreased compared to the previous year.

- On the following question: '*All colleagues are offered the same development and promotion opportunities, regardless of their background*', while scores

increased for most groups (3.5 overall) they decreased by 0.2 for minoritized staff (2.8 in 2020 to 2.6 in 2021) (All scores were out of 5)

- On the following question: *'Colleagues feel respected and treated equally by other colleagues, managers, and senior leaders'*.  Whilst overall the score remained the same (3.7), the score for minoritized staff dropped by 0.1 (3.4 to 3.3) (All scores were out of 5)

- The score on the question *'if I raise a concern or grievance, I am confident it will be heard and investigated thoroughly'* decreased overall for staff from 3.6 to 3.5.  For staff described as BAME in the UNICEF UK report there was a 0.4 decrease from 3.4 in 2020 to 3.0 in 2021. The scores in 2021 were higher for white staff (3.6) and senior leaders (3.9). (All scores were out of 5)

The narrative feedback from the EDI Report 2021 showed that the culture at UNICEF UK was perceived by some as hostile and did not promote "inclusion values". This was echoed in the Racial Justice Network's response to the restructure which showed that some colleagues felt the changes upheld structural racism.

Despite this, at the point this audit was commissioned, there appeared to be little shared understanding of the connection between the scores above and how racism manifests at UNICEF UK. This was impeding progress towards tackling racism.

## Ethnicity pay gap

2021 data showed an 23.7% average (mean) difference in pay between white and minoritized ethnic colleagues.

This breaks down as follows when taking mean averages.

- The mean average pay gap for Black colleagues is 22.6%
- The mean average pay gap for Asian colleagues is 23.2%
- The mean average pay gap for other minoritized ethnic groups is 29.6%

UNICEF UK's approach to pay gap reporting compares the average hourly earnings of colleagues based on their ethnicity. It is not a measure of the difference in pay between colleagues doing the same or similar roles. UNICEF UK report that the pay gap data above is largely due to the limited number of people from a minority ethnic background in senior roles.

## Lack of diversity

The lack of diversity at UNICEF UK, particularly, but not only, at Executive Leadership Team level, was consistently raised as an issue by participants in this audit. Data published in 2021 showed that of the 91% of people who disclosed their ethnic

identity, 77.9% identified as white and 22.1% identified as being from a minoritized ethnic group.

Employee ethnic diversity tends to be in more junior roles. Recently a person of colour has joined the Executive Leadership Team at UNICEF UK. However, they are currently the only two people of colour in what is known as the Extended Leadership Group which is made up of the Senior Leadership Team and the Executive Leadership Team.

## Anecdotal evidence of racism

In phase 1 of the audit, Full Colour conducted a small number of interviews with UNICEF UK colleagues. During these interviews more than 20 different types of microaggressions were cited by interviewees. These had either been experienced by, witnessed by, or reported to the people Full Colour interviewed. When these microaggressions had taken place in front of others, interviewees stated that they often went unchallenged.

Microaggressions were further explored in later stages of the research. See Chapter 6.

## Commitment versus actual

Efforts to bring congruity to what UNICEF UK says and does on EDI and anti-racism are ongoing, but issues from the recent past are still part of many people's consciousness:

- Delays in providing ethnicity pay gap data caused distrust (though there was a recognition that the delays were compounded by the restructure and the impact of Covid). Because levels of trust had already been damaged, this delay added to the deepening of distrust at the time
- A perceived unwillingness to share the equality impact assessment from the recent restructure
  - o Though UNICEF UK made a briefing available to explain how it was attempting to minimise the impact of the restructure on minoritized groups, UNICEF UK says that it did not provide equality impact assessment data because the small number of people the data related to would have meant they were identifiable.
- Different leaders exhibiting differing levels of competency when presented with racism and EDI complaints or challenges, resulting in inconsistent approaches
- The disproportionate impact of the restructure on ethnically minoritized people and the resultant reduction in ethnic diversity from 21% to circa 20%

> **Full Colour reflection**
> **This audit offers the opportunity to press the reset button by fully, repeatedly and consistently taking action that demonstrates genuine commitment to anti-racism. How will you ensure this across the whole of UNICEF UK (not just from those leading on EDI and anti-racism work)?**

## Foundations for hope

Prior to the audit there was hopeful data too. UNICEF UK's EDI Report 2021, showed:

- 75% of staff believe their departmental director takes their commitment to inclusive practice seriously
- 89% feel that their directorate recognises the importance of inclusive practice and its role in delivering UNICEF UK's best work for children

> **Full Colour reflection**
> **Given most colleagues are from backgrounds that are not minoritized, to what extent does this data represent the reality of inclusion at UNICEF UK? If staff believe their directorate recognise the importance of inclusive practice, why do people of colour continue to experience things like microaggressions (see Chapter 6)?**

# 4    What UNICEF UK has done so far

There is an array of initiatives and actions taking place on EDI. The full range of projects since 2020 are included in Appendix 5. This Chapter contains a summary.

2020 saw UNICEF UK's first Diversity and Inclusion Strategy launched, along with a dedicated action plan, and the development of a new strategy is being planned as an integral part of the new organisational strategy.

The strategy has two goals:

- To create a safe and open working culture
- To achieve significantly more diverse representation across each job levels in the workforce

UNICEF UK aims to achieve diversity and inclusion goals through an effective and sustainable diversity and inclusion infrastructure that addresses leadership and decision making, systems and processes, learning and development, culture and community.

Learning and reflection opportunities have been offered, and a Diversity and Inclusion Resource Handbook created. Staff networks have been established:

- The LGBT+ Network
- The Gender Network
- The Disability Network
- The Racial Justice Network

Regular measurement and reporting are taking place, and a governance structure has been established with the formation of the Diversity Action Group. Progress on actions is regularly reported to staff.

Key pillars for change were established to support progress:

- Accountability
- Colleague voice
- Organisational engagement
- Culture
- Strategy

> *Full Colour reflection*
> **There is much to celebrate in the diversity and inclusion foundations that have been established, however it is unclear from this work where anti-racism fits. People and organisations often find it easier to engage with inclusion. It feels "safer". Talking about and addressing racism often feels harder, and data from this audit suggests that this might be the case at UNICEF UK.**

# 5  Key findings: what's going well

## Staff report improvements on EDI

UNICEF UK's staff engagement survey shows improvement in how staff rate all questions related to equity, diversity and inclusion (EDI).

UNICEF UK's staff survey asks colleagues to rate the following statements on a scale of 0-10:

- On equality: "People from all backgrounds are treated fairly at UNICEF UK"
- On effort: "I am satisfied with UNICEF UK's efforts to support diversity and inclusion (for example in terms of gender, ethnicity, disability, socio-economic status)"
- On diversity: "A diverse workforce is a clear priority for UNICEF UK (for example in terms of gender, ethnicity, disability, socio-economic status)"
- On belonging: "I feel a sense of belonging at UNICEF UK"
- On non-discrimination: "People of all backgrounds have the same opportunities at UNICEF UK"

The scores have been steadily rising in the last year as the bar chart below shows.



Staff engagement EDI scores
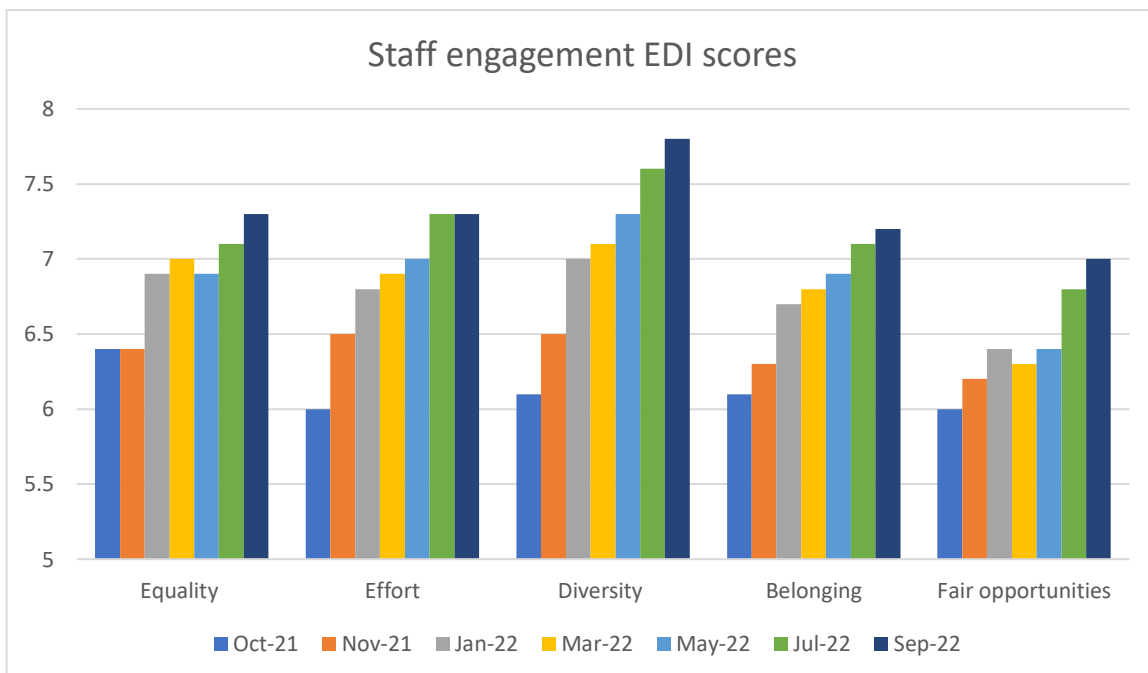
# Clear vision and theory of change on inclusion

UNICEF UK's vision on diversity and inclusion is: "To have a diverse workforce which is representative of the communities we live and work in and for everyone to be and feel safe and included at UNICEF UK".

Inclusion has also been included in the organisation's newly articulated values which include:

- Inclusion and belonging
- Mutual trust and respect
- Compassion

Seven principles underpin UNICEF UK's inclusion approach and work is taking place to embed these. The seven principles are:

1. Inclusive of diversity, which is about recruiting a diverse range of people to UNICEF UK and supporting them to give of their best.

2. Equitable development of colleagues, which is about optimising people's personal development in ways which embrace equity.

3. Safe and open culture, which is about ensuring respect and a safe culture for all colleagues regardless of their backgrounds.

4. Learning and reflection to promote inclusion, including structured learning, informal learning opportunities, and reflection.

5. Allyship so all colleagues are aware of their responsibility for creating an inclusive workplace and are empowered to be allies and advocates for inclusion.

6. Inclusive leadership, to ensure UNICEF UK leaders champion EDI, are role models of inclusive behaviours and view the accomplishment of D&I goals and objectives as an integral part of their management and oversight responsibilities.

7. Inclusive design, so inclusion is embedded through UNICEF UK's planning, decisions and work.
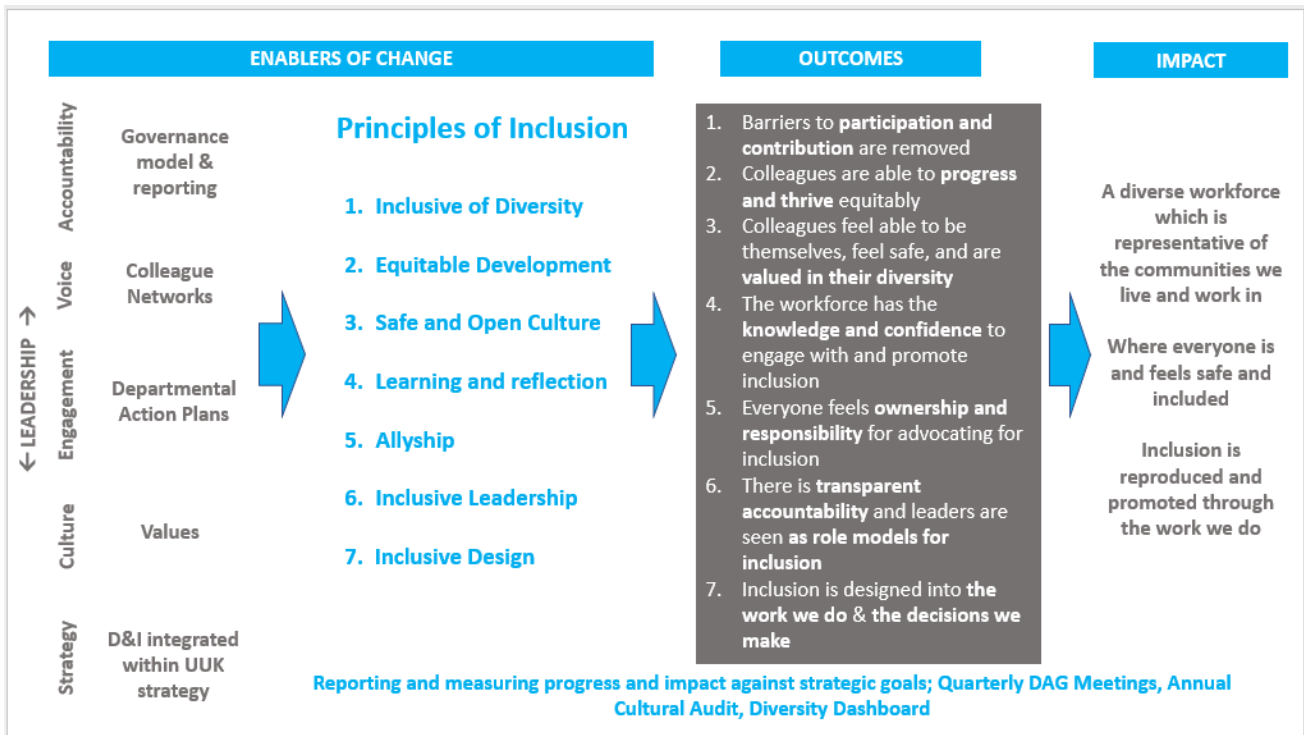
> *Full Colour reflection*
> **The principles, are clear and extensive, but does the work to implement them sufficiently take into account of the mindset and emotional issues that underpin deep change?**
>
> **It is also important to recognise that inclusion is a vital foundation for anti-racism work but is distinct from it. Specific focus on anti-racism is vital if progress is to be made.**

UNICEF UK has made a good start at fitting the pieces together around its intentions to become more diverse and inclusive. Several cross-organisational projects have been or are being established. Anti-racism is built into the design and decision-making section of the guiding framework that underpins these projects.

UNICEF UK's Theory of Change diagram helpfully brings all the core concepts together. See below.



**Full Colour reflection**
**Colleagues and leaders find it relatively straightforward to commit to what is often perceived to be the benign and safe concept of inclusion. How can we build on leaders' commitment to inclusion to give them the confidence to make an authentic commitment to the more complex and often emotionally charged concept of anti-racism?**

## Lots of activity

There is a lot of activity to address EDI. Since 2020, initiatives include the following:

- Ethnicity pay gap reporting has been established
- UNICEF UK has adopted an approach and system to debias its recruitment

- Regular EDI surveys have been established on top of the data collected through UNICEF UK's regular staff engagement survey (known internally as Peakon)
- An inclusion framework including the seven principles outlined above have been developed and adopted
- EDI objectives have been included in team and personal work plans and objectives
- Policies on diversity and inclusion have been updated
- Staff networks have been established including the Racial Justice Network which is supported by Inclusive UNICEF (NOTE: These networks were established prior to 2020)
- An EDI governance structure has been introduced to enable minoritized groups to be better heard when organisational decisions are being made
- This audit has been commissioned to identify the extent to which racism exists at UNICEF UK and to recommend how the organisation moves towards becoming anti-racist
- A separate but related project on "employee voice" has been commissioned
- A new EDI strategy is being developed as part of the new organisational strategy and EDI is being built into the organisational strategy too

There is also a clear recognition that one-off actions do not work, and there are the beginnings of tying UNICEF UK's actions to a planned journey of change. All departments have action plans for which the Extended Leadership Group are responsible, and all leaders will be able and expected to share communications and progress against their actions and activities.

Work is underway to develop an integrated assessment tool which covers UNICEF UK's values, inclusion, safeguarding and voice. This is in place of an Equality Impact Assessment.

> *Full Colour reflection*
> **Full Colour is curious about how you will ensure the new integrated assessment tool is simple enough for colleagues to apply effectively, while not watering down the core issues it seeks to assess.**

Many of the foundations for change have been put into place. However, from the focus groups Full Colour ran, there is still a way to go to ensure colleagues understand the actions that have been taken to date, those that are planned and their own role in implementing actions that will lead to change. UNICEF UK has

recognised that leaders have a key role to play in communicating and driving change.

> *Full Colour reflection*
> **How do teams and leaders avoid "performative" actions which lead to the appearance of action but do not lead to significant change? Do they have the expertise or will they be supported to be able to tell the difference?**
>
> **With the wide range of actions and activity taking place, does anti-racism work risk getting lost?**

## Data

UNICEF UK is collecting a range of data, e.g., through its annual EDI survey, on pay gaps and from the staff engagement survey. The results are being shared with staff, which shows a commitment to transparency and accountability. This data is shared with trustees to enable the Board to keep the Executive Leadership Team to account.

> *Full Colour reflection*
> **Is the right data being collected to inform leaders' decisions and drive change? Are the Executive Leadership Team and trustees sufficiently trained/equipped to understand and use the data effectively? How is the data being used to inform decisions and are employees sufficiently clear about how this data should inform their own decisions and plans? If the data is not acted on throughout the organisation, change will remain slow, however many actions and activities take place.**

## Commitment to learning

The commissioning of this audit is itself a demonstration of UNICEF UK's commitment to learn and address issues of racism. Beyond this:

- Training on equity and diversity has been rolled out for all staff
- Various reviews have been conducted into recent issues, such as those relating to certain partnerships, and commitments have been made to act on the learning
- EDI is being embedded into leadership and management training
- UNICEF UK has mandatory introductory training on anti-racism
- An Inclusive Talent Strategy is being developed

- An EDI Resources Hub is available for those who wish to deepen their learning

## Senior sponsorship

Clear leadership on EDI and anti-racism is actively and visibly being provided by the Executive Leadership Team sponsor.  The new Chief Executive has taken active responsibility for driving change and ensuring EDI and anti-racism is a core element of the organisation's new strategy. The Board also has a lead trustee on EDI.

The work of the Executive Leadership Team sponsor was applauded by many who took part in the 1:1 interviews and the focus groups. Their leadership is giving hope to colleagues that change is possible and has senior backing.

*Full Colour reflection*

**How can leadership be shared more consistently across the wider Extended Leadership Group so that UNICEF UK is providing effective collective leadership for change? Reliance on one or two individuals leaves the organisation vulnerable should those people move on. It also communicates to the wider organisation – intentionally or unintentionally – that EDI and anti-racism are bolt on activities rather than something that is integrated into the thinking and work of all leaders, and therefore all teams.**

**Lack of consistent leadership across the Extended Leadership Group risks undermining trust in the seriousness with which leadership collectively take these issues. Unless all senior leaders take an active, consistent and visible role in driving change, any progress risks being superficial or confined to specific sections of the organisation, and the underlying tensions which exist risk remaining unresolved.**

## Hope

When Full Colour first started work with UNICEF UK, levels of trust within the organisation on issues to do with racism was low, both among those experiencing racism and among peers who shared the concerns of people of colour. From the focus groups, it appears that hope is beginning to grow around the possibility of change.

Hope is key if trust is to be built, however there are other building blocks of trust that UNICEF UK needs to consider and plan around. The Full Colour model of the components of trust on EDI and anti-racism are set out below. Each of these elements added together helps organisations move along the journey towards trust set out below.

Consistent change and action are needed to move forward. Every time one or more components of the trust model are compromised, the journey takes one or more steps backwards.

*Full Colour reflection*
**How will UNICEF UK ensure that the elements that build trust are equally addressed?**

| Distrust | Hope | Optimism | Belief | Trust |

**Full Colour Journey Towards Trust model**



**Full Colour Components of Trust in EDI and anti-racism model**

## Key for Full Colour Components of Trust model

**Belief** is the degree to which people believe change is possible, desirable and achievable.

**Goals commonly understood** is about ensuring each person within an organisation understands goals such that if different colleagues were asked to explain them to a stranger, the explanations would match. This is also about people internalising the

goals in ways that make sense to them and that are aligned with others in an organisation.

**People supported in their role in change** recognises that different people have different parts to play in achieving change, and that individuals will be at different stages in their own learning journey. Therefore, active work is needed to understand and meet different people's support needs around the change you seek. Some of this support will be tangible, e.g., training. Some support will be intangible, e.g., helping people understand how their behaviour impacts others.

**Evidence of leadership** is about leaders being visible in how they are leading the journey of change. This could include many things, e.g., leaders sharing their own learning journey, making decisions in ways that visibly align with the change being sought, taking responsibility for when things go wrong, listening and acting on feedback about the change journey etc

**Resources match goals**: On EDI and anti-racism organisations often over promise what is achievable. This undermines trust when colleagues fail to see the change that was promised. Organisations should honestly state what resources (time, money, skills etc) are available to support change and create goals that are deliverable on those resources. This enables people to believe change is realistic and therefore achievable. Matching resources to goals also increases the chances of success, which in turn builds momentum for change.

**People feel psychologically safe**: Psychological safety is key not just for people's wellbeing, but also people need to feel safe enough to be honest, and in that honesty, an organisation will be better able to understand the barriers to and enablers of change.

**Evidence of action** is about reporting regularly on the actions being taken.

**Evidence of change** is about reporting regularly about the impact of actions and the resultant change.

**Evidence of experience** is about how people's experience of an organisation evolves so that they can feel in their day to day working lives the impact of the change.


While trust is beginning to be built as UNICEF UK's commitment towards EDI and anti-racism is made more explicit, if UNICEF UK fails to live up to its commitments, the damage to trust risks running even deeper than the damage caused by recent allegations of racism, because people may feel betrayed if their hopes and expectations are not met.

# 6   Key finding: areas to consider

## A note on perception

It is important for UNICEF UK to recognise that perceptions are as important as "facts" in assessing the extent and nature of racism. Perceptions guide how people think and act.

- E.g., People who experience racism, particularly in its subtler forms, often have their experience downplayed or denied because the person from the majority group does not perceive a behaviour or use of language as racist. This affects how racism is perceived, reported and dealt with.
- E.g., Many white people and people of colour in the 1:1 interviews and focus groups commented on the prevalence of "white saviourism" in UNICEF UK's approach to its work.
  - White saviourism is a perception that is born from a way of looking at the world which assumes white people know best and can save people of colour from the situations they are in. This perception can be conscious and unconscious.
- E.g., Trust within an organisation is built on the perception of colleagues about that organisation and about fellow colleagues

In UNICEF UK's work on anti-racism, it is as important to address perception and the determinants of it, as it is to address tangible things such as process and policies.

## Covert racism, everyday racism and unconscious bias are part of life for some at UNICEF UK

The questions at the heart of this audit are:

- Does racism exist at UNICEF UK?
- If so, to what extent?
- If so, <u>how</u> does racism show up.

This audit found that some people of colour have experienced racism at UNICEF UK, others have not, and what emerged through the audit was a complex picture.

It is important to remember that the impact of racism on those who have experienced it is no less painful and harmful because others have not experienced racism. It is also important to remember that the impact of racism is no less harmful or painful because the person behaving or speaking in racist ways did not intend harm.
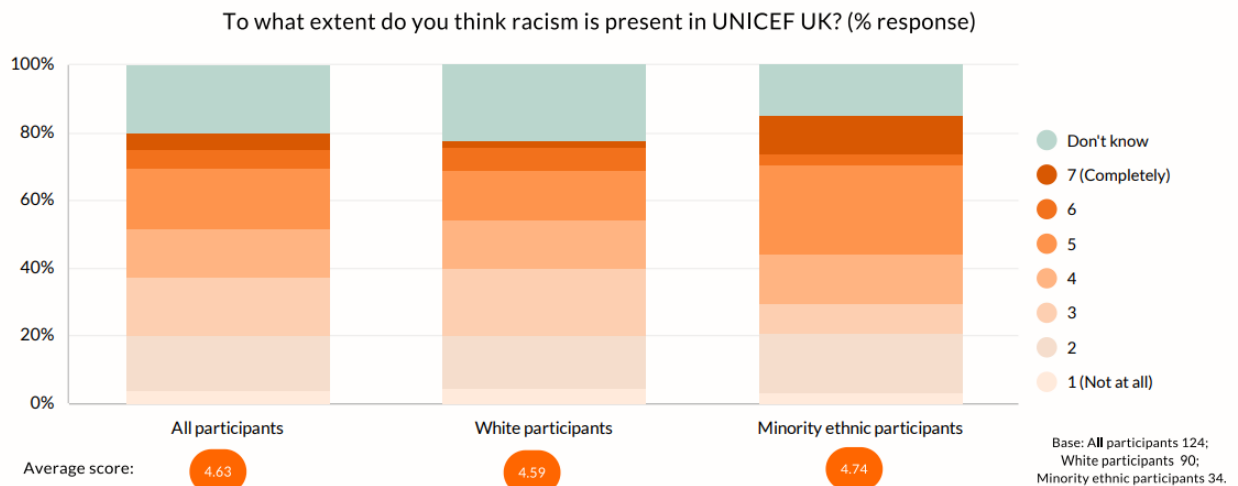
The online research Full Colour conducted asked participants to rate on a scale of 1 to 7 the extent to which racism exists at UNICEF UK. (1 = "not at all" and 7 = "completely"). All scores from 2 and above indicate a degree of racism at UNICEF UK.

Minority ethnic people tended to score higher than their white counterparts, but across the piece most respondents rated the level of racism at 4 and above. In other words, they scored towards the top of the scale.

White participants were more likely to say they did not know compared with minority ethnic participants.



## RACISM IN UNICEF UK: BY ETHNICITY

Staff from a minority ethnic background tended to say racism is **more present** than white staff. White staff were more likely to answer 'don't know'.

**To what extent do you think racism is present in UNICEF UK? (% response)**

Legend:
- Don't know
- 7 (Completely)
- 6
- 5
- 4
- 3
- 2
- 1 (Not at all)

| | All participants | White participants | Minority ethnic participants |
| --- | --- | --- | --- |
| Average score: | 4.63 | 4.59 | 4.74 |

Base: All participants 124; White participants 90; Minority ethnic participants 34.

The 24 minority ethnic minority participants who scored the level of racism at UNICEF UK as being between 4 and 7 told Full Colour that they did so for one or more of the following reasons:

- They have directly experienced racism or microaggressions (see below)
- They had heard from colleagues about experiences of others around racism
- There is systemic/institutional racism at UNICEF UK (although this was not defined by respondents)
- They believe people of colour are less able to progress at UNICEF UK
- There is an ethnicity pay gap

- They see racism in UNICEF UK campaigns and imagery (although this was not defined by respondents)
- They see a lack of ethnic diversity at senior level at UNICEF UK
- Racism is present in UK society so is likely to exist in UNICEF UK

The 33 white participants who scored the level of racism at UNICEF UK as being between 4 and 7 told Full Colour that they did so for one or more of the following reasons:

- They believe there to be institutional racism, particularly in recruitment practices
- They see a lack of ethnic diversity at senior level
- They have heard of the experiences of racism of colleagues of colour
- They have heard about historic allegations of racism
- Racism is present in UK society and in the international development sector so is likely to exist at UNICEF UK

*Full Colour reflection*
**In many organisations, when people of colour raise concerns about racism, these are dismissed as misunderstandings between colleagues or those experiencing racism overplaying the impact and harm of the incidents they report. This data enables UNICEF UK to avoid falling into that trap.**

**The shared perception of the existence of racism between people of colour and some white colleagues provides a helpful foundation for planning and taking steps together in a shared journey towards becoming anti-racist.**

## What does racism look like at UNICEF UK?

Participants in the online research were asked what, if any, racism they had experienced, witnessed or had reported to them at UNICEF UK. Of participants from a minoritized ethnic group:

- 16 of the 34 participants of colour (47%) reported experiencing various forms of microaggressions (see below); 18 out of 34 (53%) had not experienced racism at UNICEF UK.
- 13 of 34 participants of colour (38%) reported witnessing various forms of racism; 19 out of 34 (62%) had not witnessed racism at UNICEF UK

- 16 of the 34 participants of colour (47%) said racism had been reported to them by others; 18 out of 34 (53%) had not had racism reported to them

Of those who reported racism in the online research, some talked of experiencing overt racism from supporters (See Chapter 1 for definition).

*Full Colour reflection*
**As employers, UNICEF UK has a duty of care to all its employees. What is UNICEF UK doing to minimise the risk of their staff having to experience racism from supporters? What steps will UNICEF UK take to make clear that racism will not be tolerated from supporters?**

Some people reported systemic issues. E.g., the form of email footers not working for non-Western structured names or limited career progression for minoritized ethnic people at UNICEF UK.

Of white participants:

- 43 out of 90 white participants (48%) had witnessed some form of racism. 47 out of 90 (52%) had not
- 50 out of 90 white participants (56%) had had issues and incidents reported to them; 40 out of 90 (44%) had not

## Microaggressions

Microaggressions are a core element of how people experience racism. (See Chapter 1 for a definition of microaggressions.)

The 1:1 interviews and the online research highlighted 24 forms of microaggressions experienced or witnessed at UNICEF UK. Full Colour has arranged the microaggressions at UNICEF UK into four types: names and appearance; being dismissed; assumptions on education and identity; emotional insensitivity.

### Names and appearance

1. Repeatedly pronouncing names incorrectly despite the correct pronunciation having been explained
   a. NOTE: People's names are a key part of their identify. Taking the time to learn the pronunciation of someone's name is core to inclusion and ensuring people feel equally as valued as colleagues with Western sounding names
2. Avoiding saying a name when it is of a non-Western origin
3. Mistaking people for each other or calling people by the wrong name because they share a similar ethnic background with another colleague
4. Casual comments on people's appearance and hairstyles

5. Making jokes about non-Western surnames and claiming it as banter

## Being dismissed

6. Being dismissive of/ not taking seriously the concerns of people from a minority ethnic background
7. People from minoritized groups being gaslit in meetings in front of others (See terms in Chapter 1)
8. When concerns are raised about the impact or implications of project ideas on minoritized groups, they are dismissed
9. Failing to act on concerns about covert racism or unconscious bias, or those concerns being left unaddressed for long periods until they reach crisis point
10. When external parties make offensive remarks, these are not challenged, partly because people are unclear if they have the authority to challenge and partly because people are unclear how to do it. This leaves people who are the focus of offensive remarks to deal with the hurt or discomfort on their own and it damages the trust they have of their colleagues and UNICEF UK.
11. A narrative of a "silent majority" who do not believe there are significant issues to address, implying those affected by racism are exaggerating their problems or implying that as the issues aren't affecting most people, they are not as important
12. Side-lining people of colour and approaching white colleagues, when the person of colour is the one with the relevant knowledge or expertise
13. Feeling ignored in a room full of white people
14. Choosing white colleagues to represent UNICEF UK at external meetings for fear of the reaction of the external parties towards a person of colour
15. When complaints are raised, those who raise them can perceive that the issues are dealt with based on the best interests of the alleged perpetrator not the person raising the complaint (NOTE: This links to staff calling for a clear policy and procedure on reporting and addressing racism throughout this audit)

## Assumptions and comments based on the perceived link between someone's education and identity

16. Assumptions being made about people's level of education, and consequently their ability to do certain tasks, based on their ethnicity
17. Assumptions being made and communicated to people involved in the Racial Justice Network that their motive is to cause trouble
18. Comments about how people from ethnically minoritized groups speak or pronounce certain words
19. People making assumptions about someone's seniority based on their identity (this was reported through the online research and it was not clear whether the assumptions were being made by internal or external colleagues)
20. People of colour being labelled as aggressive

## Emotional insensitivity

21. Communicating issues related to race without understanding the emotional impact of these messages on people from racially minoritized backgrounds
22. Using what makes a person different as a source of humour with that person being present
23. People openly stating they don't feel able to make a comment based on someone's personal characteristic but then making the comment anyway
24. Making comments about popular scams and associating them with the scammers' ethnic background without considering the impact on those at UNICEF UK with the same ethnicity

The online research showed the most commonly experienced or reported microaggressions were as follows:

- 62% of respondents cited repeated mispronunciation of people's names
  - 25% of these respondents did not recognise this as a microaggression, but given most respondents were white, this, in itself, is telling
- More than 50% cited the lack of consideration of the emotional impact of certain communications on minority ethnic people
- 41% cited dismissing concerns about racism or unconscious bias

## UNICEF UK's response to Ukraine

Through the online research, focus groups and anecdotal feedback, people from minoritized ethnic groups highlighted the difference in response of white colleagues to the Ukraine crisis compared with crises affecting people of colour in places like Syria and Afghanistan.

The feedback we received was that colleagues were far more upset seeing the impact of war on white people than on people of colour in other regions of the world. This was interpreted as white people mattering more to UNICEF UK than people of colour.

## External partnerships

Concerns about a high-profile campaign were raised repeatedly at all stages of the audit, particularly to do with an individual who was involved in racism allegations. Concerns related to the perceptions around how key issues were handled.

UNICEF UK has since conducted a review of how the situation arose in the first place and how issues were dealt with. UNICEF UK has committed to changes in how partnership agreements will be negotiated in future to prevent a recurrence of the problems it experienced.

However, those who participated in Full Colour's research frequently remarked that the message they took from this incident and from other issues connected with fundraising is that money matters more to UNICEF UK than the values it espouses. This has significantly damaged trust and caused considerable pain to people of colour and their allies within UNICEF UK.

Leaders on the other hand have shared with Full Colour that balancing pragmatic decisions while upholding UNICEF UK's values is something that they take very seriously and consider proactively as part of decision making. Leaders told us that they do not believe becoming anti-racist is antithetical to achieving fundraising objectives.

*Full Colour reflection*
**Given there is a difference in how leaders and others at UNICEF UK perceive the "values versus money" question, how will leaders clearly communicate their expectations around how colleagues further down the hierarchy should view and act when values and income generation are perceived to be in conflict? This needs to be communicated explicitly so colleagues can be sure of UNICEF UK's position and their ground when negotiating fundraising partnerships.**

Research participants also told Full Colour that leaders could have handled communications around the campaign issue significantly more empathetically and effectively, given the sensitivity of the issues.

## Disparity of experience between colleagues

The desk review and interviews revealed a disparity of experience between staff from ethnically minoritized backgrounds and others within UNICEF UK. Full Colour has been told that, subsequent to our desk review, the most recent EDI Survey shows similar disparities.

*Full Colour reflection*
**Given this data has been available to UNICEF UK for some time, Full Colour is unsure why leaders, in particular, did not have a shared understanding of the issues. The lack of shared understanding was one factor in commissioning this audit.**

**This can to some extent be explained by the turnover of leaders over the last two years, with different leaders seeing different information as things evolved, however the lack of understanding of this disparity was displayed informally by Extended Leadership Group members who have been in post for some time.**

## Disparity of opportunity

Staff from minoritized groups feel there are limited opportunities to progress at UNICEF UK. While some of these feelings link to the impact of the reduction in staffing numbers in the restructure which took place in summer 2021, some believe that there are inequitable practices which disproportionately impact ethnically minoritized groups. This came up in both the focus groups and the desk review.

From the EDI Report 2021, in answer to the question: '*All colleagues are offered the same development and promotion opportunities, regardless of their background*' the lowest scores were from staff of colour and the scores from 2021 had decreased from 2020.

For most groups, scores on this question had increased, though they remained relatively low for other minoritized groups.  In comparison the score from white staff on this question increased, though the biggest increase was from LGBT+ colleagues.

Full Colour understands that efforts are being made to understand and remove barriers to enable colleagues from minoritized groups to progress in their career.

# Do people know what you are aiming for?

The work that has taken place so far and the ambitions for EDI (see Chapter 4) are to be applauded. The stated commitment and work so far have raised people's expectations too. However, the focus groups showed that people are struggling to keep up with the pace of activities or understand the direction of travel.

## Unclear anti-racism goals

One of the key focus group themes is that there is no commonly understood or shared definition of anti-racism and no clear anti-racism goal. The intent to become anti-racist was evident from focus group discussions but this will not be enough. If people do not have a shared understanding of what you are aiming to achieve on anti-racism, this will almost inevitably lead to confusion and tension as people pull against each other in their efforts to create change.

## Unclear anti-racism actions

Those who commissioned this audit did so because they recognise that a specific focus on anti-racism work is needed.

While numerous actions are being taken on inclusion, work on anti-racism will need to be distinguishable from UNICEF UK's wider EDI journey as actions to address racism are different.

The need for distinct actions to enable UNICEF UK to work towards anti-racism was a core theme in the focus groups, with participants highlighting the current lack of a

clear roadmap setting out what you are trying to achieve and how UNICEF UK will get there.

Having a shared language, particularly to describe what you are trying to achieve and how, will be key to bringing people together in a joint endeavour that they can feel truly part of.

## Are you overpromising?

While UNICEF UK's EDI ambitions are clear, it is unclear what resources are being made available towards this, specifically for anti-racism work and whether those resources match UNICEF UK's ambition.

Resources are not just about the money UNICEF UK spends on external support. It is about the time UNICEF UK staff are afforded to learn, to reflect and to act.

A constant theme from the audit was how busy people's workloads are. These workloads increase significantly in times of emergency such as UNICEF UK's response to Ukraine. Staff talked to Full Colour about a permanent state of exhaustion and overwhelm.

> *Full Colour reflection*
> **Working on anti-racism can feel intense and emotionally charged. People need emotional resilience to lean into the journey. How will it be possible for colleagues to be emotionally resilient when they are so tired from their day-to-day work?**

## Complexity

From the documentation Full Colour has seen, the UNICEF UK "architecture" to support EDI is complicated and difficult to navigate. It is also unclear where the boundaries and overlaps between equity, diversity and inclusion work sit, and where anti-racism fits within the bigger picture.

The numerous different strands of work (some of which are listed in Chapter 4) are not clearly delineated, nor how all the actions add up to a coherent and integrated journey of change.

This complexity is compounded by the volume of commitments and actions. The breadth of commitments and actions is admirable, but risks being overwhelming for those tasked with taking action.

As the audit progressed, Full Colour's information on activities being undertaken was constantly having to be updated. Things are clearly moving at pace. This is admirable and denotes a pace of action that is impressive.

However, there are consequences.

- The large amount of work required to keep up the pace is taking a toll on those who are leading it. Change requires action, but this should not be at the expense of the wellbeing of those driving change
- Most people are unaware of the level of action that is being taken and cannot see the progress that is being made. Full Colour was told that there is consistent communication about the actions being taken, but is there too much for people to absorb? Is that why people are unclear about what action is being taken?

> *Full Colour reflection*
> **In Full Colour's experience, people find concepts around EDI and anti-racism difficult to understand. Therefore, the more complex the architecture to support change and the less clear the journey looks, the less people prioritise the actions being asked of them, even if they are personally committed to EDI and anti-racism. How can you make things simpler, so people can feel confident and take meaningful action?**

The good news is that there is a project currently underway on Employee Voice, which includes looking at the Inclusive UNICEF Staff Networks, the governance structures around these, the terms of reference for these networks and how the networks can be better streamlined. This is laudable work, and Full Colour looks forward to hearing about their impact. However, we would encourage UNICEF UK to guard against favouring work that relies on process and bureaucracy – important though these things are. UNICEF UK needs to consider how it ensures that this work leads to a genuine shift on who has influence, so that the organisation can fulfil its ambitions on inclusion and anti-racism.

It is also unclear if this work will involve streamlining actions on EDI and anti-racism to make the work accessible and inspiring for the wider organisation.

Work on EDI and anti-racism and "Employee Voice" is taking place alongside work to develop a new organisational strategy. The external agency who worked on employee voice recommended ten areas of focus. These are covered in a separate report.

> *Full Colour reflection*
> **How many change programmes can staff realistically be expected to absorb and act on?**

EDI and anti-racism are not simply about actions to take. They involve deep change in mindset, behaviours and organisational culture. Meaningful change therefore requires time to reflect and learn.

## The impact of emotion

Emotion was a regular theme through the 1:1 interviews and the focus groups. Broadly (though not exclusively) the emotion can be grouped under three headings:

- Feelings of hurt, anger and frustration of those impacted by racism (including colleagues who empathise with the pain of people of colour who have experienced or witnessed racism)
- White colleagues' fear of saying or doing the wrong thing and being blamed or called out for it (This is often referred to as "white fragility")
- White colleagues who want to be good allies but are worried about doing or saying the wrong thing

These emotions are holding UNICEF UK back from achieving its potential on EDI and anti-racism. The emotions under the first heading have contributed to loss of trust among minoritized groups, a topic explored elsewhere in this report.

The emotions under the second heading are worth unpicking a little here. Through the focus groups some white participants felt those calling out racism could do so in ways which are kinder to the person doing or saying something "wrong". Some white colleagues talked of:

- Fear of doing or saying the wrong thing
- Fear of being vulnerable in the context of EDI and anti-racism work
- Feeling unsafe in making mistakes

Terms like "fear" and "feeling unsafe" are strong statements. In EDI and anti-racism work, language is key. The Chambers dictionary definition of fear is as follows:

**fear** *noun* **1** anxiety and distress caused by the awareness of danger or expectation of pain. **2** a cause of this feeling. **3** *relig* reverence, awe or dread. ***verb*** (*feared*, *fearing*) **1** to be afraid of someone or something. **2** to think or expect something with dread. **3** to regret something; to be sorry to say something. **for fear of ...** or **for fear that ...** because of the danger of something or that something will happen. **in fear of something** or **someone** frightened of it or them. **no fear** *colloq* no chance; definitely not • *no fear of winning* • *No fear!* **put the fear of God into someone** *colloq* to terrify them. **without fear or favour** completely impartially.

For those white colleagues who report feeling fear:

- What exactly are they afraid of? What is the actual "danger or expectation of pain" that concerns them?

- Is it fear they are feeling or discomfort? Both of these feelings are unpleasant but require different approaches to being addressed, so clarity is important.
- Are the people who say they are afraid aware that by characterising those who call out racism as being the cause of some unspecified danger, this is in itself is a form of subtle racism, which centres themselves as the victim rather than those who are experiencing racism?

It would be worth UNICEF UK enabling conversations with and between white colleagues to really understand what lies behind the fear. The more precisely UNICEF UK can understand this fear, the more specific its interventions can be to support colleagues overcome these feelings and lean into the anti-racism journey.

> *Full Colour reflection*
> **The question that kept surfacing for Full Colour is does UNICEF UK want to work at the pace and in ways that accommodate people who say they are frightened of getting it wrong or at the pace and in ways that address the harms felt by those impacted by racism? Currently these drivers are working against each other.**
>
> **Full Colour fully believes in the need for everyone to feel psychologically safe and advocates a "calling in" approach to addressing microaggressions. "Calling in" allows the perpetrator to learn and change. However, when "white fragility" leads to people avoiding issues or the impact of their own behaviour, it can delay action that would ensure they do not cause harm to colleagues of colour, however unintentional. Should not this be the priority?**

In effect UNICEF UK seems to have become stuck in an emotional loop which is preventing it from moving forward. Given the level of emotion, healing needs to be built into the change journey. What that healing process looks like should be co-designed within UNICEF UK.

> *Full Colour reflection*
> **Many of the actions and planned activities focus on matters of process or system. Process is important but it will never address the way people feel.**

# Power

## Hierarchy

Power is a central component of work on EDI and anti-racism. At UNICEF UK, hierarchy is a particularly important determinant of where power sits, even more so than with other clients Full Colour has worked with. This came through strongly in the research, an example being problems and issues constantly being pushed to higher levels of the organisation rather than being solved at the most appropriate level of the organisation. This is disempowering for everyone but has a disproportionate impact on people of colour given they are present in greater numbers in more junior posts.

The hierarchical nature of UNICEF UK is identified in the RJN Action Plan and the EDI Report as a barrier to an inclusive culture, with only those in select positions able to make decisions that affect the whole organisation, preventing wider debate and challenge, and hindering inclusive decision making.

Attempts are being made to change this, and the Employee Voice project will help. Nevertheless, there is still a way to go before the impact of this approach is felt and trusted in the wider organisation. Culture takes time to change and the cultural norms that affect people lower down the hierarchy can often be unseen by those at the top.

While hierarchy is necessary in organisations, the rigidity with which it is imposed is pronounced at UNICEF UK. To what extent is this linked to the lack of boldness and an aversion to risk reported by many of those who took part in the Full Colour research?

> *Full Colour reflection*
> **Given most people of colour are in the more junior ranks of the organisation and therefore have more limited power, what impact is this having on your journey towards anti-racism?**

A key concern expressed by participants in the Full Colour research is the perception that those higher up the hierarchy have little understanding of EDI or anti-racism, leading to an insensitivity to the issues. Some participants told Full Colour that they believe the limited ethnic diversity in the senior team is one of reason why anti-racism work is not given the priority it needs. The view regularly expressed in discussions with Full Colour is that as the senior team has little lived experience of racism and its impact, their willingness to take meaningful action is lower than it could be because it doesn't feel personal.

UNICEF UK is a rights-based organisation which exists to fight for the rights of children. To achieve its full potential, there must be an alignment between the work UNICEF UK is doing to further children's rights and how the organisation itself

operates, so that the rights of minoritized groups in your staff team are upheld. This is an important component of UNICEF UK's credibility and legitimacy.

## Allyship

Encouragingly, the EDI survey shows that authentic allyship does exist in pockets of the organisation. One of the organisation's inclusion principles states that allyship means "…all colleagues are aware of their responsibility for creating an inclusive workplace and are empowered to be allies and advocates for inclusion."

However, the EDI survey 2021 also shows that staff believe UNICEF UK's leadership have work to do to be seen as authentic allies.

Reports reviewed by Full Colour suggests some staff feel leaders need to be seen to look beyond the power and privilege that their position and status provides, particularly given the ethnic diversity of the leadership group is limited. This is a challenge for many organisations, but it can be addressed with learning and commitment. It may necessitate a different way of "doing" leadership, but the benefits of embracing these approaches are as valuable to leaders as they are to the staff they lead.

A regular theme through the focus groups was that those who want to be allies don't know how. Given the level of desire expressed by many to be allies, this response is surprising. There are numerous books and online resources which set out precisely what is involved in being an ally. What is stopping people dipping into these resources and applying what they learn?

> *Full Colour reflection*
> **Is allyship the right approach? Underlying allyship is the principle that those with power use it to the benefit of those with less power. Does this not have shades of "white saviourism"? Would it not be better for people in power to be collaborators with minoritised groups, partnering with them in pursuit of a common cause – that of UNICEF UK becoming an anti-racist organisation?**

## Expectations of leaders

People at UNICEF UK expect a lot of leaders, and rightly so given that with leadership comes power and responsibility. However, from the evidence we have seen, Full Colour is unclear what UNICEF UK is doing to delineate leaders' roles clearly in driving change and equipping them to deliver. Simply saying "you need to do better" is not enough. If leaders do not know how, they and the organisation

will remain stuck. Being clear what better looks like and how leaders will be supported and held to account in embracing "better" will be key to UNICEF UK's progress on EDI and anti-racism.

Work has begun to address this, such as specialist EDI training for leaders as well as staff. The proof of the pudding will be the extent to which people of colour and other minoritized groups' experience UNICEF UK changing. UNICEF UK is committing to a long-term journey of change. For leaders this can be hard to sustain given the numerous pressures on them. It will be important to regularly check in on leaders' levels of energy and engagement with this work so UNICEF UK can sustain momentum over the extend period of time needed to create genuine change.

The perceived lack of competence of leaders to drive change was a theme in the focus groups, specifically leaders':

- Lack of knowledge and skills on how to drive change on EDI and anti-racism
- Lack of knowledge on what anti-racism is and means for UNICEF UK
- Lack of understanding of what allyship looks like
- Inability to learn from past mistakes, leading to repeated issues on racism surfacing in different ways over time
- Preference for reactive approaches, tackling issues as they arise, rather than proactive approaches which could prevent issues occurring in the first place

## What are EDI and anti-racism issues and what are wider organisational issues?

Many of the issues raised with Full Colour during this audit were to do with wider organisational issues, which, while they impact on EDI and anti-racism, are distinct from them. These include:

- Inconsistent management standards and competence
- High levels of risk aversion and timidity
- Choosing to react to issues rather than pre-empt them
- Unnecessary levels of bureaucracy
    - E.g. reviews into previous racism allegations relied on examining whether process was followed and in Full Colour's view, do not always sufficiently consider the human impact of the incidents.
    - E.g. Staff regularly mentioned in focus groups an over-reliance on process as being a barrier to moving forward
- A legalistic approach to addressing issues and incidents
- The amount of organisational change UNICEF UK is undergoing on issues beyond EDI, which colleagues are finding hard to keep on top of and is leaving people feeling exhausted

- People feeling constantly over-stretched with their day-to-day work

## Overall reflections

### The journey is not linear

It is important for everyone at UNICEF UK to understand that the journey towards greater equity, diversity, inclusion and anti-racism is not linear. It is vital that you make this clear to people, otherwise UNICEF UK is constantly destined to disappoint people, and continue to erode trust.

- Progress towards change is messy. It is not like flipping a switch. There will be some actions that will fall short of the change UNICEF UK hopes for, you will get some things wrong, unrelated priorities will surface which take people's feet off the pedal, new data will emerge which will require UNICEF UK to course correct.
- Every time someone leaves UNICEF UK or someone new joins, this impacts the organisation's progress as you constantly need to bring new people into the journey.

### From process to culture change

From Full Colour's experience of working with UNICEF UK, its comfort zone appears to be in developing processes, policies and procedures, all of which are necessary underpinnings of progress towards EDI and anti-racism. However, the issues set out above cannot be solved by creating policies, procedures and systems alone. Addressing EDI and racism is about changing mindset, behaviour and culture. This will not be easy, and it will require courage. However, the benefits to the organisation are potentially huge. The new organisational values and related behaviour framework will help but it is important to recognise that EDI work is related to but not the same as anti-racism. Specific work to build anti-racist behaviours and mindset will be needed.

UNICEF UK has recognised the importance of culture change in becoming more inclusive and that inclusive behaviours by senior leaders is key. Culture is set from the top. How leaders operate provides the signals the rest of the organisation uses to guide their own behaviours, and therefore the culture of UNICEF UK. A start has been made through providing leaders with a course to help them develop the skills and behaviours they need.

> *Full Colour reflection*
> **In Full Colour's experience, it is often the very attributes and behaviours that have led to a leadership career that we need to unlearn to be truly inclusive leaders. How UNICEF UK follows up this initial learning will be key, as will regular feedback to leaders on how they are doing in implementing what they have learned.**

## Being diverse

Becoming more diverse is an important end in itself. It is right that UNICEF UK better reflects the communities in which it is based and which it serves. However Full Colour would caution against diversity being labelled as the answer to wider issues of culture, inclusion and anti-racism.

- Expecting people who bring different characteristics and identities to "fix" UNICEF UK places an unfair burden on those who already expend energy to overcome barriers to secure and succeed in their roles. The responsibility to drive change should sit with those less encumbered.
- People with different characteristics and identities learn early in life how to assimilate to survive. The onus should be on UNICEF UK to create a culture that enables people of colour to thrive. It should not be up to people of colour to stand up to and change the culture of UNICEF UK.
- Given there is more diversity at junior levels, and given the hierarchical nature of UNICEF UK as it is now, how can you expect people who bring diversity to fix you? That is simply not how power works at UNICEF UK. People of colour have worked hard at UNICEF UK to create a voice for themselves, but voice is not the same thing as power.

Finally, if you are successful at recruiting a more diverse group of staff, why would they stay at UNICEF UK unless the issues outlined in this report have been addressed?

## Taking personal responsibility

When asking about what actions should be taken for UNICEF UK to become anti-racist, focus group participants rarely used statements beginning with "I". Almost all actions were for "them" to take. Until everyone at UNICEF UK takes personal responsibility for understanding their own biases and devotes time to learn and implement actions that support people who are different from them, change will always be limited for UNICEF UK.

## You can't force a journey on those who don't want to take it

124 people took part in the online research and 63 people put themselves forward to take part in the focus groups. During the focus groups, some colleagues mentioned that they had taken part in the online research, so there is an overlap between these two sets of people. What about all the others at UNICEF UK who did not take part? There are approximately 280 members of staff.

No doubt some of those who would have wanted to take part in the research were not available during the time periods when the research took place, but does this

really account for the fact that approximately half of staff did not take part in this audit?

It is important that UNICEF UK understands what is stopping people engaging in this work and uses this understanding to shape future EDI and anti-racism plans. If not, those plans will be limited in the impact they will have for UNICEF UK.

## Lack of time

Lack of time and overflowing workloads were regularly cited as a barrier to progress on EDI and anti-racism. Full Colour would like to challenge this assumption. If the organisation was facing another major issue, would you not reprioritise your work to make time to address the problem?

To what extent is "lack of time for EDI and anti-racism work" hiding or linked to a lack of confidence? It is always easier to find time for things we feel comfortable doing rather than face the things that scare us.

We do not doubt how hard people work and do not recommend piling further work on top of people's day jobs. We suggest UNICEF UK looks at is how it prioritises differently to create the space for EDI and anti-racism.

# 7    What would an anti-racist UNICEF UK look like?

Through the online research and the focus groups, Full Colour asked UNICEF UK colleagues to describe what an anti-racist UNICEF UK would look and feel like.

## Behaviours

We asked online research participants, in an actively anti-racist UNICEF UK, what would people's behaviours look like. The image below captures the key themes.



**BEHAVIOURS**

**Trust**
- Risk-taking supported

**Ability to challenge safely**
- Welcoming challenge
- Supportive of those who raise concerns

**Calling out racism**
- Call out everyday racism
- Allyship
- Being comfortable talking about anti-racism
- Address unconscious bias

**Recognition of a journey**
- Shared journey
- Recognition mistakes may be made whilst learning to be better

**Reflection & learning**
- Self-reflection being normalised
- Training and continual learning

**Celebrating difference**
- Centring minoritised people
- Celebration of diversity/difference
- Give space and platform to marginalised groups

Five out of these six themes could equally relate to UNICEF UK's wider EDI journey. The one specific theme linked to anti-racism is about calling out racism, which covers allyship, addressing unconscious bias and becoming comfortable talking about anti-racism.

## Systems and processes

We asked online research participants, in an actively anti-racist UNICEF UK, what would systems and processes look like. The image below captures the key themes.

Interestingly, participants were much more anti-racism specific in their answers.

## SYSTEMS/PROCESSES

### No bias in recruitment

- Anonymised/blind reviewing of applications
- Proactive approach to developing and promoting diverse talent
- Target recruitment at minoritised groups

### Standards/processes in dealing with racism

- Training and standards reinforced and consistent across organisation
- Regular insight gathered on racism in UUK
- Screening of potential donors/supports and rejection of those that don't meet standards
- Transparency in dealing with issues
- Training for new starters
- Ethnicity pay gap reporting

### Involvement of D&I groups in governance

- Formalise project management to consider impact on marginalised groups at key stages of a project
- Racial Justice Network consulted on key decisions

# Leadership

We asked online research participants, in an actively anti-racist UNICEF UK, what would leadership look like. The image below captures the key themes.

## LEADERSHIP

### Diversity

- More diverse leadership and senior staff
- Actively seek out diverse opinions when decision-making
- Less hierarchical

### Leading by example

- 'Walking the walk'
- Budget allocated to support anti-racist goals
- Dedication to learning about anti-racism
- Zero tolerance approach to racism

### Speak publicly about anti-racism goals

- Engage with the sector - not just an internal issue
- Proactive external-facing statement about UNICEF UK as anti-racist organisation

Staff want leaders to be unequivocal and proactive in their commitment towards anti-racism. This links to themes from the 1:1s and focus groups which showed that employees believe some leaders to be committed to anti-racism and others, less so. Some of the feedback around leaders' commitment was about how leaders "show up", e.g., "walk the walk". Other aspects of leaders' commitment highlighted by research participants were about what leaders do, e.g. allocating resources to the work and speaking out publicly.

## What would an anti-racist UNICEF UK feel like

Through the focus groups we explored what an anti-racist UNICEF UK would feel like. The following themes emerged:

- UNICEF UK would feel like an emotionally safer place to be
  - People talked of there being an atmosphere of safety, calm and kindness
- What UNICEF UK says and does would be aligned
  - By aligned people talked of the mission and values being aligned in what people do and say, and how people behave, both internally and externally
  - Specifically, some people talked about anti-racism being embedded in what UNICEF UK does, how people think and work
- There would be greater trust, accountability and transparency on race and racism
- UNICEF UK would be proactive and confident on anti-racism
  - People talked of there being an intentionally anti-racist approach with issues of race and racism factored into how decisions are made and how managers manage
  - The whole organisation and everyone within it would be united on the journey towards anti-racism with a common goal and understanding of racism and anti-racism
- The organisation would be more diverse
- UNICEF UK would be bolder in the principles it espouses and courageous in the decisions it makes
  - Being much less risk averse was a theme throughout the research
- People would experience and perceive UNICEF UK to be fair, including a parity of experience between colleagues
- The organisation would be less hierarchical with more even distribution of power
- Leaders would visibly and actively drive change towards UNICEF UK becoming anti-racist

> *Full Colour reflection*
> **This data suggests UNICEF UK does not feel emotionally safe for some staff now. How can people do their best work if they do not feel emotionally safe? The organisation's stated ambition is to be open, inclusive and safe. How will it go about achieving this ambition? Do you have a clear articulation of what safe looks like?**

## What do these views tell us

A regular theme from the focus groups was that people did not know what anti-racism is in the context of UNICEF UK. What is UNICEF UK trying to achieve on anti-racism? How would UNICEF UK know it had become truly anti-racist? Some research participants were unclear whether it has even been agreed that being anti-racist is something that UNICEF UK wants to become?

Bringing clarity to these questions is why UNICEF UK commissioned this audit and recommendations. The research showed that there is a keen appetite for the answers.

# 8   Principles and decisions for UNICEF UK

Before considering the recommendations set out in Chapter 9, there are some core principles and decisions Full Colour suggests UNICEF UK discuss and agree. These will act as foundations for building your anti-racist journey and help you agree on which sequence to act on the recommendations.

## 1. Negotiate with and learn from colleagues in the wider global organisation

UNICEF UK does not exist in isolation. It is part of a family of organisations that make up UNICEF. The decisions UNICEF UK takes may have ramifications for colleagues internationally, e.g., it may have a short-term impact on funds raised. Equally UNICEF UK is in the privileged position of being able to learn from colleagues of colour across the globe in ways that can and should inform your anti-racism work.

- How will you address or respond to any impact on fundraising that may result from taking action towards becoming anti-racist, and which would have implications for the wider UNICEF family?
    - NOTE: taking an anti-racist approach could open new sources of funding, so we do not assume that any impact on fundraising must be negative
- In the UK's world of culture wars, what might the wider communications and reputational implications be for the UNICEF family if UNICEF UK takes a stance on anti-racism?
- If UNICEF UK takes an anti-racist approach to its work, how will you align this with approaches taken by other UNICEF organisations, particularly those in other high income countries?
- How can UNICEF UK seek insight from colleagues internationally to inform its anti-racism work?
    - How do colleagues from countries where people of colour are in the majority currently perceive your attitudes and approach to them, and what does that tell you about the actions you need to prioritise?
    - What recommendations would colleagues from countries where people of colour are in the majority make to inform UNICEF UK's approach to anti-racism?
    - Given the idea that "if you can't see it, you can't be it", are there ways that senior colleagues in countries where people of colour are in the majority could support or mentor the career progression of more junior colleagues of colour in the UK?
    - Are there ways that senior UNICEF colleagues in countries where people of colour are in the majority could support senior leaders in the UK to embrace anti-racism?

This principle matters because:

- If decolonisation is part of anti-racism work at UNICEF UK (see below), you cannot do this without the cooperation and input of global UNICEF colleagues
- Decolonisation work can't be imposed by a "northern"/high-income country on other countries it works with
- Anti-racism work is closely linked with decolonisation

> *Full Colour reflection*
> **UNICEF UK colleagues talked a lot about the need for courage and boldness in the journey towards becoming anti-racist. To what extent is organisational humility part of that journey? Humility is key to effective decolonisation.**

Full Colour recognises the complexity of acting on this principle, given that the UNICEF family works in 190 countries across the globe. In deciding how UNICEF UK works with global colleagues, it will need to consider:

- What is and is not in UNICEF UK's control
- What and how UNICEF UK can learn from global colleagues
- Where UNICEF UK can and should influence the UNICEF family more widely with the learnings from this audit, and where it could not or should not do so in recognition of its inherent power and position as a high-income country

## 2. Decide how you will genuinely decolonise your work

Decolonisation is about recognising that aid was born and is rooted in a colonial history which led to structures and attitudes in international aid which continue to this day, where power and resources are held in former colonising countries. High income countries historically thought of themselves, and sometimes continue to perceive, that they have greater expertise around running organisations and developing programming solutions. This "expertise" is sometimes imposed on low and middle-income countries.

Decolonisation is about changing how power works, resources are shared and programme solutions are created, to ensure agency is held by those who live and work in low and middle income countries. It is also about rethinking what counts as "expertise".

Given the nature of UNICEF UK's work, Full Colour recommends that decolonisation should be front and centre of its anti-racism work. Working towards decolonisation will also help change the way people think and act at UNICEF UK. This in turn will support efforts to understand, recognise and address racism as it affects UNICEF UK's colleagues of colour.

Full Colour understands that decolonisation is not easy to achieve in one fell swoop. We recommend UNICEF UK prioritises which areas it will focus on first on its decolonisation journey and build on initial achievements as your confidence grows.

Bond highlight 6 areas of focus for decolonising development agencies' work:
1. Power structures
2. Funding
3. Source of programme solutions
4. Global source of decision making
5. What is considered expertise
6. Communication (imagery/narrative).

We understand efforts have already begun to address communications (imagery and narrative). This is a common place for organisations to start and is an important area for international agencies to focus on. However, it is important to remember that this is only one aspect of decolonisation. If UNICEF UK begins and ends with communication, its actions risk being performative and lacking in authenticity, however well intentioned.

In Full Colour's experience, organisations can get stuck on the communication (imagery/narrative) stage for years, which prevents them moving on to more complex stages like bringing more equity to how funding works. Full Colour encourages UNICEF UK not to fall into this trap.

This principle matters because:
- It will provide clarity on the decolonisation journey
- It will make the journey more manageable and tangible
- It will take away the "time" barrier for those less bought into the journey
  - If decolonisation becomes a way of thinking and being rather than a task to do, this should not take up much extra time
- It will give you the confidence to realise that you do not have to do decolonisation all at once, and that you can take sequential steps. You just have to agree where to start and what the sequence of steps is.

- It will influence how you work with other members of the UNICEF family and partners

Full Colour understands that the responsibility for some of these decisions and factors may sit outside of UNICEF UK and within other parts of the UNICEF family. This is something for UNICEF UK to consider and address appropriately and in discussion with global UNICEF colleagues.

More information can be found on decolonisation from sector body Bond.

**3. Should leadership of EDI and anti-racism remain with a single Executive sponsor, or should the whole leadership team take responsibility for driving change?**

Currently the Executive Team has one named Executive level sponsor for the work on EDI and anti-racism. This is to be commended. However, there is currently a debate about whether leadership on these issues should be extended to the Executive Leadership Team as a whole, or indeed the wider team known as the Extended Leadership Group.

Below are some pros and cons for both options to support your decision making. Full Colour can see arguments for and against both approaches.

| Dedicated Executive lead sponsor(s) | |
|---|---|
| **Pros** | **Cons** |
| 1. Clarity of responsibility and accountability | 1. Volume of work is a burden on one or two individuals |
| 2. Clear reporting and decision-making lines | 2. Other leaders do not feel the same urgency to lean into the work or take responsibility for organisational change |
| 3. Clarity for colleagues on who to go to for support, advice and decisions | 3. Emotional burden on one or two people in what is an emotion-laden area of work |

| Shared sponsorship across whole Executive Leadership Team or Extended Leadership Group | |
|---|---|
| **Pros** | **Cons** |
| 1. A more balanced sharing of the workload | 1. All members of the Executive Leadership Team or Extended Leadership Group need to be equipped with sufficient skills, knowledge and motivation to take joint leadership of this area. If not, the journey towards EDI and anti-racism will be inconsistent |
| 2. Reassurance for staff that the work matters to the whole leadership team not just one member of it | 2. Is there sufficient trust in the full Extended Leadership Group from UNICEF UK colleagues? If some existing leaders are seen to be blockers of progress, this will need to be addressed first. |
| 3. The work is not overly reliant on one person | 3. There is a risk of unclear lines of responsibility and accountability and things falling between the stools |
| 4. UNICEF UK can ensure a consistency between departments if all leaders are involved in driving change | 4. How will you resolve differences on what is involved in being anti-racist when this relates to joint projects or organisational interdependencies? |

When people think of leadership, they often picture people taking big strategic actions and decisions. In reality, the move towards anti-racism is as much about the small, day to day decisions like which image to use in a fundraising campaign, or the everyday use of language that have an impact on how staff and external partners experience UNICEF UK. It is important to remember this in thinking through how to evolve leadership of this area of work moving forward.

Finally, Full Colour fully agrees that leaders need to step into roles that drive change on EDI and anti-racism but would remind UNICEF UK that everyone has a contribution to make on the journey. What leaders can do is clarify the expectations they have of others and others can have of them as leaders on the journey towards UNICEF UK becoming anti-racist. Leaders can also create the conditions within which those day to day actions and decisions sit.

# 9    Recommendations

## Structure of recommendations

One of the dangers of anti-racism work is that organisations, in their enthusiasm, take what Full Colour describes as a "throw mud at a wall" approach, taking unconnected actions without a clear aim or without building strong foundations first. While the intention is to move faster, in effect this approach slows down organisations' progress towards anti-racism.

Full Colour suggests the staged approach to change set out in the diagram below. As activist Dr Bayo Akomolafe says: "The times are urgent; let us slow down".

## Anti-racism: staged journey of change

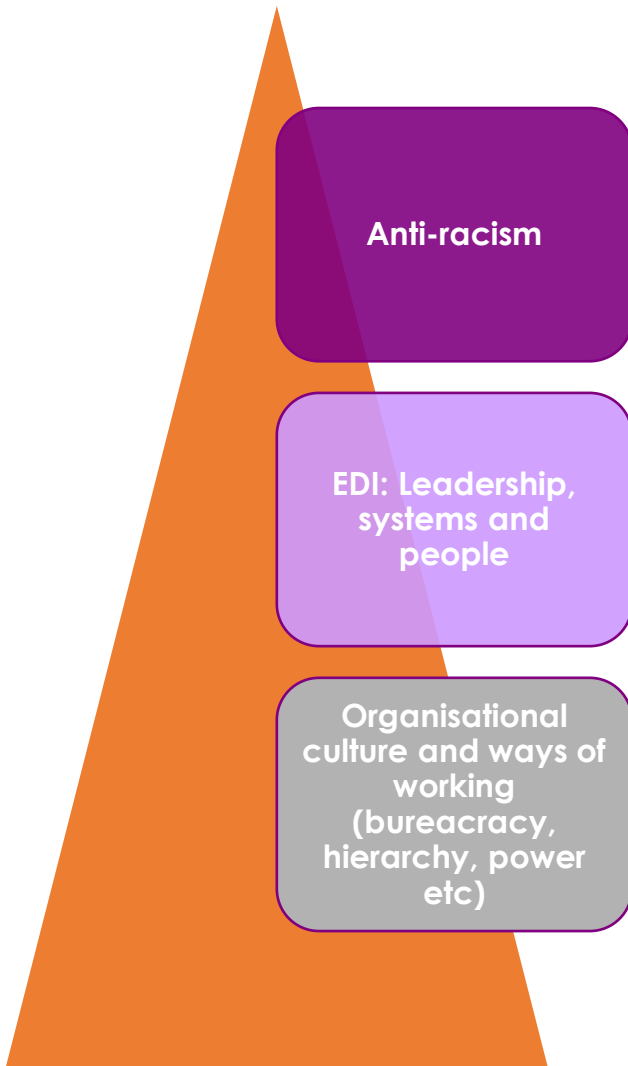| Wider EDI Journey | | | | |
|---|---|---|---|---|
| Define anti-racism and goals | Ensure shared understanding of racism and anti-racism | Equip people to deliver and build commitment on anti-racism | Begin culture and behaviour change towards anti-racism | Shift culture towards anti-racism |
| Report and celebrate progress | Report and celebrate progress | Report and celebrate progress | Report and celebrate progress | Report and celebrate progress |
| Wider EDI Journey | | | | |

While it is outside of the scope of this project to make recommendations about the broader culture and related systemic issues at UNICEF UK referred to earlier in this report, Full Colour is offering recommendations on EDI to help you create the foundations on which to build specific anti-racism work.

It is also important to recognise that humans are not defined by one aspect of their identity alone. People can experience several intersecting issues. However, Full Colour was tasked to look at issues of race and racism so will focus its core recommendations on this.

# Summary of recommendations

## Structure of recommendations

**Anti-racism**

**EDI: Leadership, systems and people**

**Organisational culture and ways of working (bureacracy, hierarchy, power etc)**

## Summary of recommendations

1. Define anti-racism and your goals
2. Train people to understand racism and address microaggressions
3. Develop and train people on a racism reporting process
4. Build an explicit commitment to anti-racism into partnership agreements
5. Build on the safe spaces offered by RJN
6. Reframe allyship as collaboration

1. Devise/communicate leadership role on EDI
2. Deepen inclusive leadership programme & track how leaders evolve
3. Agree Trustee role on EDI and wider board role
4. Agree a single clear route map which brings together all EDI and anti-racism strands
5. Set budget that matches route map
6. Build EDI into team plans
7. Formally allocate time for network representatives' roles
8. Train/support network representatives in their leadership role
9. Consult and agree on conditions for diverse people to thrive
10. Coaching for network and D&I Leads
11. Establish learning circles
12. Simplify EDI governance structures

And continue to:
- Publish publicly trustee EDI annual report
- Develop and publish internal annual report from CEO on progress and next steps
- Review success in recruiting to diversity and amend plans based on progress
- Continue to publish pay gap data
- Continue to develop and roll out your Inclusive Talent Strategy

# Evolve what you are already doing on EDI

The good news is that there are already several actions in train on EDI. This section makes recommendations on how you might evolve what you are currently doing to strengthen your wider EDI work. This will act as a foundation for UNICEF UK's anti-racism work.

## On leadership

**1. Devise and communicate a clear action-based leadership role to drive change on EDI and anti-racism**

In this context, by leaders we mean the Executive Leadership Team, although UNICEF UK may wish to consider what this means for its Extended Leadership Group.

Defining the leadership role involves:

a. Defining clearly what leading EDI means specifically in terms of actions, communications, how much time is needed, how leaders should work with others involved in driving change, e.g. Inclusive UNICEF and the Racial Justice Network. The more specific the better.

b. Defining clearly the mindset and behaviours expected of leaders in leading EDI work, and role modelling the values of UNICEF UK.

c. Communicating what the leadership role looks like and the practical implications for the wider organisation so colleagues can be clear about what they can and cannot expect from leaders on EDI.

d. Training leaders on how to play this role, including providing tailored support such as coaching or mentoring and providing "content" training so leaders are better able to visibly demonstrate their understanding of the key concepts that underpin EDI.

e. Track individual leaders and the leadership team's collective delivery of the agreed role through their supervision sessions and staff updates. Anonymous 360 feedback should be core to this so that individual leaders can better understand the impact they are having in leading on EDI and how well they are doing in embracing change

Full Colour understands that work is underway to deliver this recommendation. Questions UNICEF UK may wish to consider as it implements this action include:

- How do leaders develop an EDI and anti-racism approach to their work so that these are embedded in the way colleagues think and act?
- How do leaders learn to see the bias in themselves and work to address this?
- What support will be offered to leaders who are struggling?
- If leaders fail to embrace their EDI leadership role, how will this be identified and managed?

For more ideas, see Full Colour's Guidance Manual for the Environment Sector, published in October 2022. https://www.wcl.org.uk/diversity-route-map.asp

## 2. Deepen UNICEF UK's leadership development programme on inclusion and track how leaders are implementing what they have learned

We understand that an inclusive leadership course is already on offer. This is a useful introduction, and other initiatives like departmental objectives will help, but a deeper development programme is essential if UNICEF UK is to help leaders change the way they think and behave.

Building on the work which Full Colour understands is in train, we suggest you consider:

- How will leaders share with teams what they have has learned on their inclusive leadership training and what changes teams can therefore expect of their leaders?
- What will you do to hold leaders to account for applying what they learn?
- What feedback will leaders get to understand how they need to continue to evolve?
- How will leaders share their learning journey with others?
  - Sharing learning can help leaders demonstrate their commitment to change. Leaders can talk not just about what they have learned on formal courses provided by UNICEF UK, but from books and articles they may have read or podcasts and lectures they may have listed to

By leaders we would suggest you use whatever definition you are already using to involve people in your leadership development plans. From what Full Colour understands, it would make sense to embrace the wider Extended Leadership Group in this work.

**3. Agree trustee role in driving change and holding the Executive Leadership Team to account**

We understand UNICEF UK has appointed a Board sponsor for EDI. We suggest you further consider:

- How will you make sure anti-racism isn't lost in the wider EDI work?
- Is there a specific role description for the lead EDI trustee, and if not, how can you create one to ensure there is clarity around the expectations of this role?
- What does holding the Executive Leadership Team to account look like in reality?
- How will you ensure that distinct, clearly articulated roles for trustees and executive colleagues in achieving change?
- How will you create a "safe space" for the trustee sponsor to get support or to talk things through on complex issues? Will you provide coaching or mentoring? Will you connect this trustee to other trustees playing this lead role in other organisations?
- Given Boards are collectively responsible for their decisions and actions, what role will the wider Board play on EDI and anti-racism? How does this fit alongside the work of the lead trustee? How will you ensure the full board is engaged, and that responsibility is not abdicated to the lead trustee?
- What training and development is the full Board being offered to step into their role?

# On systems and processes

**4. Devise a single road map with clear timelines and milestones of achievement, actions which relate to those achievements and how the various strands of EDI and anti-racism work relate to each other**

The multiple documents in which your EDI actions and plans are captured are difficult to navigate and do not give people the best chance to understand the full picture in one go. To play their part, people need to understand:

- Where is UNICEF UK now?
  - o This audit provides some of the data you need to paint a picture of what "now" looks like, but as the focus of this audit is anti-racism, there will no doubt be other elements you would wish to include on wider issues of EDI
- Where are you trying to get to?

- o This is not an articulation of your aspiration, but a clear articulation of what you can realistically achieve by a specific point in time
- What are the milestones of achievement along the way which will lead you to your destination?
- How do the specific actions you have committed to relate to the specific milestones of achievement?
  - o This would allow you to prioritise actions and focus on the ones that will move you forward the most

A single route map setting out these milestones and a specified destination in time will enable UNICEF UK to:
- Provide clarity and a shared understanding of the journey
- Enable you to celebrate meaningful achievements, which will in turn build confidence

Simplicity is key.

## 5. Decide and communicate a budget and resources for EDI colleagues and the wider organisation to fund the actions they are committing to

Full Colour understands a budget has been set. We suggest you further consider:

- Does the budget allocated match the scale of the ambition you have set?
  - o If not, the choices are to reduce the ambition or increase the budget. Being realistic is key.
- Do UNICEF UK colleagues understand the budget and what has been prioritised within this?
  - o This is vital to managing expectations of how much can be achieved by when

## 6. Build EDI into team and individuals plans and objectives

Full Colour understands that departmental action plans have been developed on inclusion. We also understand that different teams are at different stages of their understanding and adoption of your inclusion framework. This is to be expected.

We suggest you further consider:

- How will learning and reflection time feature in team plans?
  - o This is essential if there is to be meaningful change

- Do people understand how their actions tie up with other teams' actions and how these will create a unified journey of change for UNICEF UK?
- Do people understand how the actions they are committing to relate to the mindset and culture change you are seeking to achieve?

# On people

**7. Allocate a proportion of the working week which network members can use for their network work**

Asking network representatives to take on tasks on top of their day jobs without reprioritising their other work puts a burden on people who are already under pressure from having to support others in UNICEF UK dealing with the impact of racism, equity and inclusion issues. There is a danger that over-relying on the good will of network members can be experienced as feeling taken advantage of. It is also leading to exhaustion.

Full Colour recommends:

- Reprioritising or reallocating tasks from network representatives' day jobs to create space for network related tasks
    - Full Colour recognises that this will have a knock-on impact on resources and other priorities, but if UNICEF UK is serious about EDI, this is something you will have to actively manage rather than relying on the good will of minoritized people to get things done
- Formally including in network representatives personal objectives, work related to their network activities.

These actions will help put boundaries on what is expected of network representatives, which better ensures their wellbeing, as well as their ability to play all the roles expected of them.

**8. Train network members to support them in their leadership roles**

Network representatives already play an important leadership role in UNICEF UK on EDI. We recommend recognising this by providing dedicated leadership training plus training on issues that they would find most useful in their network roles, e.g. how to navigate/influence tangible/intangible power; how to create psychological safety.

## 9. Consult on and agree the conditions for diverse people to thrive

Unless UNICEF UK has clearly articulated the conditions for minoritized groups to thrive, progress will be limited. These conditions cannot be agreed on without involving minoritized groups in their articulation. Defining these conditions includes as a minimum:

- Understanding the particular barriers that minoritized groups experience and actively articulating how these will be reduced or eliminated
- Eliminating the microaggressions minoritized groups are currently experiencing
- Ensuring the specific psychological safety needs of minoritized groups are addressed
- Understanding the intersectional issues people face

There may be other factors particular to UNICEF UK, which is why these conditions can only be defined in collaboration with UNICEF UK colleagues who are from minoritized groups.

The Full Colour audit and the various pieces of inhouse data you have collected (e.g. through your EDI and staff engagement surveys) provide a good place to start in defining these conditions.

Once articulated, Full Colour recommends that creating the conditions you agree on are built into your inclusion theory of change and formally included in the planned journey of change (see recommendation 4 above).

## 10. Coaching (1:1 or group) to support resilience for network leads and Inclusion and Diversity leads

In the eleven months that Full Colour has been working with UNICEF UK, we have regularly witnessed the impact on the wellbeing and resilience of network leads and Inclusion and Diversity leads.

It is vital that these individuals are better supported to prevent further erosion of their wellbeing and resilience. Currently these individuals are relying on the Executive sponsors for this support, which adds an additional burden on those sponsors, and also muddies roles and responsibilities.

Support should be more structured, and it would be better if this support was provided independently of UNICEF UK to ensure network leads can be as open as possible about their support and wellbeing needs and explore the challenges they face in psychologically safe settings. We recommend external coaching by

qualified coaches, which could be delivered 1:1 or through group coaching sessions.

## Add to what you are already doing on EDI

### 11. Establish learning circles which are scheduled into each working month

Learning circles could include book clubs, action learning sets, learning buddies who share and reflect together on what they have learned, or any other form of learning that involves reflection and discussion to underpin mindset and behavioural change on inclusion. This could also extend to anti-racism in support of the recommendations below.

We understand learning opportunities are being offered but that take up is variable. This recommendation is more about self-generated and self-directed learning so that people can own and feel excited by their own learning journey, rather than being passive participants of someone else's teachings.

### 12. Simplify and communicate EDI governance structure

It is unclear whether the governance structure for EDI work is clear to those who are part of it or to others in the organisation. It is currently very complex. The complexity of the EDI governance structure risks adding additional burden on those involved in it, particularly those representing minoritized groups, and risks a mismatch of expectations on what people can and cannot influence.

### And…

We recommend you continue to do the following, and evolve these actions as needed (suggestions on how to evolve these actions are set out below):

- Publish publicly an EDI and anti-racism trustee update in your annual report
    - If you are not already doing so, we recommend using the charity sector's Governance Code as starting point to decide what to publish publicly https://www.charitygovernancecode.org/en/front-page.
    - As you further develop your work on anti-racism you may wish to evolve this reporting further to give more detail on what has been achieved as well as actions have been taken

o You may also wish to consider how to make this reporting more visible, as currently it risks getting lost in your annual report, which is a large document
- Develop and publish a more detailed annual report internally from the CEO on progress and next steps which pulls together in one place what you have done and achieved. Currently you publish separately data such as ethnicity pay cap reporting and the EDI survey results. Bringing these and other pieces of reporting together will make it easier for people to absorb.
  o If the timings of producing the different data are not aligned, you could consider publishing the data individually as it becomes available and doing one annual report pulling everything together at a set time in the year.
- Continue to review success in recruiting to bring more diversity to UNICEF UK, and act on what the data is telling you to adjust your approach as needed
- Publish ethnicity pay gap data annually and track and report progress over time
- Develop and roll out your Inclusion Talent Strategy, making clear how this will support the career progression of people of colour and other minoritized groups

## Anti-racism recommendations

**1. Define what anti-racism means to UNICEF UK and the anti-racist goals you are aiming to achieve**

Full Colour recommends UNICEF UK defines precisely:

- What the term "anti-racism" means in the context of UNICEF UK
  o This should include being clear how you define decolonising your approach to UNICEF UK's work (If helpful, Full Colour's definition of anti-racism in Chapter 1 could be used as a starting point for developing a UNICEF UK-specific definition)
- What goals you are setting within what specific timeframe to move you forward towards anti-racism?

Full Colour understands that some people will think defining anti-racism and related goals is delaying action and they would rather just get on and do things. However, we caution against this. Failing to define what you are aiming at will perpetuate the confusion that this audit has highlighted and will ultimately slow you down. And if

you don't know what you are aiming for, how will you determine what to actions to take?

In addition we recommend UNICEF UK:

- Be specific about how the definition and goals affect the major areas of work internally and externally
- Set out expected behaviours around being anti-racist and what this means for individuals and teams at UNICEF UK, based on the definition you arrive at

The process of developing these definitions and goals is as important as the end result. We recommend a process that involves discussion and iteration, as this is what will engage people and deepen their understanding of and commitment to change.

It is important that the eventual definitions and goals are communicated in ways that go beyond the abstract and enable every colleague to develop a clear understanding of their own part in achieving your anti-racism goals.

This recommendation matters because:

- Full Colour's research shows staff do not know that you have committed to being anti-racist
- People do not know what you are aiming for and therefore do not know how to contribute to efforts to become anti-racist
- Being clear about what anti-racism is to UNICEF UK forms part of how you will hold yourselves accountable
- Having a clear definition of anti-racism is an important foundation for renegotiating how you work with partners and suppliers

## 2. Train people to understand what racism is and how to address microaggressions

There needs to be a full understanding across the organisation of what racism is. This is an essential precursor to systematically addressing racism. Added to this, there needs to be specific training on how to address microaggressions.

On microaggressions, Full Colour suggests UNICEF UK:
   a. Take a calling in rather than calling out approach
   b. Ensure training covers different forms of racism including anti-blackness
   c. Ensure the training is practical and tied into a process for reporting and responding to incidences of racism. (See recommendation 3 below.)

Full Colour understands that there is currently mandatory anti-racism training, which provides a good basis to work from. It would be worth checking people's understanding a few months after they have done this training, not to catch people out, but to better understand the extent to which the learning has been embedded and is being acted on. We also recommend regular refresher training to reinforce learning.

## 3. Develop and train people on a process to report racism internally

The process could be modelled on your current safeguarding policy and procedure. Full Colour recommends that the policy needs to include:

- With whom to raise racism concerns
- How the person raising the concern will be supported
- How the person accused of racism will be supported
- What action the person with whom the concern is raised can and will take
  - It is important to be clear about what action is possible, particularly if employment law boundaries prevent you from delivering the outcome that people experiencing racism might want
- How the concerns will be investigated and addressed
- How records will be kept
- How the process links to UNICEF UK's disciplinary and grievance process

UNICEF UK already has a framework within which a new process to report racism could be placed. This framework is called the "Raising Concerns Map". However, while any process for reporting racism should align with the Raising Concerns Map, the particular nature of racism and the types of racism set out in this report make it essential that there is clarity for people experiencing racism on how to raise concerns and clarity for those responding to concerns to understand how to do so effectively and empathetically.

It is essential that the process starts from the assumption that the complainant is telling the truth, and that any and all incidents of racism matter. However, it is also important not to pre-judge before concerns have been fully investigated. ACAS provides useful guidance on this topic.

Full Colour also recommends UNICEF UK:
- Publicises internally anonymised stats on numbers of complaints made and upheld
- Tracks progress on reducing levels of racist experiences

- Identifies any themes and organisational learning or improvement that needs to take place

Simply having the policy is not enough. Training people on how to use it is essential, both so that colleagues know how to report racism and so managers know how to respond.

## 4. Build an explicit commitment to anti-racism into partnership agreements

Once anti-racism has been defined and your goals agreed, this needs to be rolled out externally as well as internally. Incorporating anti-racism into fundraising partnership agreements will provide a clear signal internally and externally that UNICEF UK takes racism and its journey to anti-racism seriously.

Partnership agreements need to include:
- UNICEF UK's agreed definition of anti-racism
- The expectations UNICEF UK has of partners and what partners can expect of you
- The consequences for any partnership agreement should either UNICEF UK or the partner fall short of what is required of them

## 5. Build on the safe spaces provided by RJN

The Racial Justice Network provides valuable spaces for people to share concerns and issues they face. Full Colour recommends UNICEF UK provides training to deepen network members' understanding of techniques on how to create safe spaces, and ensures everyone is clear when to connect to more formal structures and processes at UNICEF UK.

It is also important to be clear how and when concerns are recorded and what will happen with those records.

## 6. Reframe allyship as collaboration

Many of those who took part in the research expressed a desire to be better allies to those experiencing racism. Full Colour recommends UNICEF UK builds on this desire by reframing allyship so colleagues focus on how they can collaborate as partners with people of colour towards UNICEF UK becoming anti-racist.

Full Colour believes this reframing is partly needed as some colleagues are getting "stuck" in their understanding of what allyship is and this is creating a barrier to action.

Reframing the ally role so it becomes about collaborating with minoritized groups also helps people understand that becoming anti-racist is in everyone's interests. This takes away the inherent power imbalance allyship involves which could, if handled badly, be another form of white saviourism. Allyship assumes the person in power chooses to lend their privilege to people of colour to address issues relevant only to those people of colour. In true anti-racism work, everyone benefits from an organisation becoming anti-racist. Collaboration reflects this better than allyship.

# Appendix 1: Questionnaire for Phase 1 interviews

## Introduction

- Introduce Full Colour and interviewer
- Explain project
- Take people through a consent process
- Explain how we plan to keep people psychologically safe and ask if there are additional things people need on this

## Questions

1. What do you consider the key issues that UNICEF UK needs to address in moving forward on equality, diversity, inclusion and in becoming an anti-racist organisation as you understand these terms?
2. Of these issues which is of most immediate importance to address and why?
3. Have issues been reported to/shared with you around the topics of EDI, overt or covert racism or the impact of unconscious bias or any related topic? If so, what are they? Please do not share names or any information that you think might identify the individuals involved.
4. Have you directly witnessed or experienced any issues related to equality, diversity and inclusion, overt or covert racism or the impact of unconscious bias or any related topic? If so, what are they? Please do not share names or any information that you think might identify individuals involved.
5. Is there anything else you'd like to share that I haven't asked you about?

## Finally

1. Explain what happens next
2. Thank people for their participation

# Appendix 2: Summary of documents examined for desk review

- Diversity and Inclusion Strategy 2020-2023
- D&I Project Summary 2022
- D&I vision, framework, theory of change & 2022 goals
- EDI report 2021 – results from UNICEF UK's annual survey from the beginning of 2020
- Feedback from Racial Justice Network (RJN) on organisational matters
- Inclusion Framework Manual & Action Plan
- Peakon Data – Information from UNICEF UK's regular engagement surveys
- Racial Justice Network Action Plan – a breakdown of requests that the RJN asked for during the restructure, and the actions identified to follow these up
- UNICEF UK Strategic Plan

*NOTE: Other documents have been reviewed but are not listed here due to related sensitivities or confidentiality concerns.*

# Appendix 3: Substantive questions asked in online research

We asked people to share their ethnicity, with an option for "Prefer not to say". We offered definitions of covert, every day, institutional/systemic and overt racism (See Chapter 1 for definitions) as the basis of asking the following questions:

1. To what extent do you think racism is present at UNICEF UK. (Please answer on a scale of 1-7 where 1 = "not at all" and 7 = "completely")
2. What, if any, racism have you directly experienced?
3. What, if any, racism have you witnessed?
4. What, if any, racism have you had reported to you or heard about (This could be a formal report or more informal discussion such as someone telling you privately what they have experienced.)
5. During an earlier phase of this research we have become aware of a number of microaggressions that some employees of UNICEF UK have experienced. (We shared a definition of microaggressions. See Chapter 1). We would like to explore the extent to which these are an issue within the organisation. This question is for everyone to answer regardless of your direct experience. (The online research platform then offered a series of "cards") Each card shows a type of microaggression. We would like you to sort these into five piles.
   a. I have experienced this and felt it as a microaggression
   b. I have experienced this but did not perceive this as a microaggression
   c. I have not experienced this myself but have witnessed this happening to someone else and perceived this to be a microaggression
   d. I have not experienced this myself but witnessed this happening to someone else but did not perceive this to be a microaggression
   e. I have never experienced or witnessed this at UNICEF UK
6. In an actively anti-racist UNICEF UK, what would people's behaviours look like?
7. In an actively anti-racist UNICEF UK, what would systems and processes look like?
8. In an actively anti-racist UNICEF UK, what would leadership look like?

**Full list of microaggressions used for "cards":**

- Repeated incorrect pronunciation of someone's name
- Not considering or dismissing the impact of project ideas on minoritized groups
- Dismissing concerns about racism or unconscious bias
- Commenting on someone's appearance or hairstyle
- Not challenging offensive remarks made by external parties
- Not challenging remarks related to a person's race made by other colleagues

- Making assumptions about someone's level of education linked to their identity or ethnicity
- Making an association between racial justice and 'trouble-making'
- Mistaken identity / confusing names between colleagues who share a racial identity
- Using someone else's racial identity as a source of humour
- Using someone else's name as a source of humour
- Commenting on someone's accent or pronunciation
- Commenting on someone's personal characteristics as this relates to their ethnicity
- Commenting on stereotypes relating to a person's ethnic background
- Dismissive behaviour towards people from ethnically minoritized groups
- Deferring to white people in the room, regardless of knowledge/seniority
- Not dealing with complaints about racism effectively
- Consistently choosing white colleagues to represent UUK externally
- Ignoring the contribution of minoritized groups in meetings
- Lack of consideration of the emotional impact of certain communications on people from ethnically minoritized groups

# Appendix 4: Discussion guide for focus groups

## Introduction

- Introduce Full Colour and interviewer
- Explain project
- Take people through a consent process
- Explain how we plan to keep people psychologically safe and ask if there are additional things people need on this
- Reminder about safeguarding and mental health champions

## Questions and organising discussions

Question 1: *Please introduce yourself and tell us what made you want to work at UNICEF UK*

Question 2: *UNICEF UK wants to become an anti-racist organisation. In the online research we asked what anti-racism means to you in terms of behaviours, leadership and systems. But what would an anti-racist UNICEF UK feel like to you?*

Question 3: (people make notes on a jamboard then feedback): *What is holding you as an organisation back from moving forward intentionally, and with a more consistent pace towards becoming anti-racist?*

Question 4: (people make notes on a jamboard then feedback): *What do you need from UNICEF UK to play your part in making it an anti-racist organisation?*

Question 5: (each person adds individually on jamboard then feedback): *What actions should UNICEF UK take in the short, medium and long term to become anti-racist?*

Question 6(a) for Extended Leadership Group (ELG) only: *What support and help does the ELG need to empower your teams to become anti-racist?*

Question 6(b) for RJN, Inclusive UNICEF, POC and ethnic minority only: *What needs to happen/ what do you need to see for you to feel that UNICEF UK is a more anti-racist organisation?*

Question 6(c) for open groups only: *Are there learnings or best practice that you have seen or are aware of from other organisations that you think are right for UNICEF UK?*

Question 7: *Is there anything else you'd like to share that you haven't had a chance to so far?*

## Closing the session

1. Explain what happens next
2. Reminder of mental wellbeing champions, safeguarding colleagues and employee assistance service
3. Thank people for their participation

# Appendix 5: List of EDI initiatives to date
**NOTE: The text in this appendix is taken directly from a UNICEF UK document.**

**What we have done;**
In 2020 we launched our first Diversity and Inclusion (D&I) Strategy. This strategy set out our aims and objectives from 2020 – 2023, and our commitment to achieving key milestones to achieve our vision for a more inclusive workforce.

The D&I Strategy and accompanying D&I Action Plan defined the initiatives we committed to take to build the foundations to enable our strategic goals for inclusion.

Our two strategic goals are to;
> 1. Create a safe and open working culture by ensuring there is no statistically significant difference in engagement scores across race, disability or sexual orientation by end 2023
> 2. Achieve significantly more diverse representation across each job level in our workforce to better reflect the U.K. population and other organisations within our sector by end 2025

**2020 Activities**
In the first year, the focus was on getting 'our house in order', ensuring our systems, processes, polices and organisational brand is conducive to an inclusive workforce.

The outputs from 2020 included;
- An evidence-based and participatory strategy with identified aims and objectives
- An action plan identifying key projects and timeframes
- A monitoring and reporting system, and an established a baseline
- Establishing and reporting against the diversity dashboard
- A governance structure, including the formation of the Diversity Action Group
- A programme of formal and informal learning and reflections opportunities including a 6-hour bespoke 'inclusive behaviours' training and a 3 hour 'inclusive leadership' training as well as informal lunch and learns
- Formalised colleagues' networks with identified co-chairs for the LGBT+ network, gender network, disability network and racial justice network
- Strengthened inclusive recruitment processes including positive action statements, online gender decoder on adverts, inclusive and accessible language on JDs, advertise across diverse platforms, removed education requests, diverse interview panels
- Reviewed approaches to social mobility including supporting entry level apprenticeships, government kickstart schemes and work experience programmes
- Identified inclusive directorate commitments owned by each directorate
- Enhanced soccer aid screening processes
- Visible celebrations of history months and faith based holidays
- A Diversity and Inclusion resource handbook for colleagues
- Events and activities to raise awareness of social justice issues (e.g. Anti-racism)

**Measuring Impact**
Through our continued monitoring and engagement, we were able to assess our progression as an organisation, gather learning to date, and inform our ongoing plans and activities to reach our aims for an inclusive and diverse workforce. At the beginning of 2021, we undertook a review of our progress through

analysing the perspectives and experiences of colleagues through our annual Equality, Diversity and Inclusion (EDI) Survey which uncovered the following;

Areas for celebration
- 9 out of 11 measurements for inclusion had increased showing that the majority of colleagues at UNICEF
- UK had an increased sense of respect, dignity and inclusion since last year
- LGBT+ and disabled colleagues reported experiencing higher levels of inclusion than last year
- The majority of colleagues felt our policies are inclusive and support an inclusive work culture
- The majority of colleagues felt they were able to bring their true selves to work
- There was a recognition and appreciation of the work delivered to raise awareness and develop learning on D&I last year
- Colleagues felt there were opportunities to meet others from a similar background to them, particularly those from minoritized groups.
- Colleagues largely felt able to challenge managers and colleagues on difficult issues, which indicated a certain amount of psychological safety at UUK.
- Knowledge and confidence of D&I related topics had improved since last year, especially amongst Exec/SLT
- There was a strong desire to create an inclusive workplace and to ensure that our work at UNICEF UK does no harm

Continued areas of focus
- The report evidenced that colleagues from minoritized ethnic communities and disabled colleagues
  continue to face the most barriers to inclusion.
- There continued to be disparate experiences of inclusion based on gender and sexual orientation and job level.
- Concerns that some identities had been overlooked in the strategy (including gender and socio-economic backgrounds), resulting in individuals with those identities feeling less empowered to challenge discriminations/micro-aggressions.
- There were compounding barriers for those who are members of more than one minoritized group, in particular females.
- Colleagues felt less confident about processes to raise concerns and grievances than last year
- Colleagues felt there was an inconsistency between verbal commitments to D&I and what was practiced and demonstrated
- There was a lack of confidence that minoritized voices and experiences were understood or considered at leadership level.
- There was a desire for more accountability and pro-activity from leaders through transparent monitoring and reporting mechanisms, as well as through decisions, behaviours and actions.
- Greatest inequity related to who feels safe to speak up in open spaces with other people; those in senior leadership roles feel more confident and able to speak up than the rest of the organisation.
- There showed room for continued learning around compliance, equity, changing attitudes toward colleagues from minoritized ethnic communities and disabled colleagues, confidence to have difficult conversations, understanding micro-aggressions and understanding privilege.

- There was a desire to embed inclusion into UNICEF UK's external work including through intentional decolonisation.

The rich data from the EDI survey enabled us to monitor our impact and re-focus our action plan to ensure
we are achieving the greatest impact we can in the relevant areas.

## 2021 – present activities

In 2021, many of our plans were disrupted by an organisational restructure which required support from a D&I perspective. However, a concerted effort has been made in the latter half of the year to present to re-ignite and reinvigorate our efforts to D&I more broadly.

## Pillars for change

To ensure we reach our goals, we have developed key pillars and enablers for change which provide the foundations for achieving and sustaining this work;

| Leadership | | | | |
|---|---|---|---|---|
| Accountability | Colleague Voice | Organisational Engagement | Culture | Strategy |
| Governance and Reporting | Colleague Networks | Departmental and Organisational Action Plans | Values and behavioural framework | Embedded in UUK strategy |

Since 2021 we have revised our **D&I governance structure**, identifying a D&I sponsor at both exec and board level, as well as implementing robust reporting and accountability mechanisms to ensure the successful outcomes of the strategy and organisational commitments. The Diversity Action Group holds monthly meetings to ensure we are on track, members of this group include; the D&I Exec sponsor, Director of People, Head of Talent, D&I Lead, Chairs of Inclusive UNICEF, representatives from colleague networks, and a Staff Association representative. ELG will begin to attend quarterly DAG meetings from Q3 this year, to report on their progress, against their **departmental and cross-organisational action plans**.

All departments were worked with, with **cross organisational engagement and collaboration**, to define bespoke action plans. From these action plans, key cross-organisational actions were also identified. This approach ensured that D&I speaks to and engages all levels of the organisation, that everyone feels and has responsibility, and that we acknowledge culture and ways of working at both an organisational and a team level.

The crux of our strategy is to ensure all colleagues feel included and that diversity is embraced, and at the centre of much of the work we do is our colleague networks. We have worked with an external partner to review and ensure that **colleague voices** are heard and that we recognise the

additional labour and the positive impact that colleague networks have at UUK. As a result of this review we are investing in our networks to ensure they are properly recognised, resourced, collaborated with and supported.

We are committed to embedding inclusion into our **culture**, a key enabler for this has been to include 'inclusion and belonging' as one of our new values which were co-designed with colleagues. A new behavioural framework is being implemented which defines the expectations and behaviours from the organisation, colleagues and leaders.

The organisation has also invested in its strategic commitments to D&I through making the Diversity and Inclusion Lead role permanent and is resourcing a D&I advisor to support with this work. In addition, the organisation has integrated inclusion into UNICEF UK's wider 6 year **strategy**, acknowledging that this work is integral to our outcomes for children.

We recognise that essential for inclusion to be embedded into our policies, culture, practices, ways of working and the work that we do, and for our work to be transformational, **leadership** engagement and promotion is essential. Every aspect of the pillars for change involve the support, sponsorship, role-modelling and advocacy of our leadership team.

**Framework for inclusion**

Since 2021 we have worked hard to embed D&I across the organisation, to move it from sitting solely within the people team, and integrate it into the organisation. To enable this, UUK has developed and rolled out a **'Framework for Inclusion'** which identifies 7 principles for inclusion. This framework aims to articulate the key areas across which D&I sits, and enable us to embed inclusion across all functions and levels of the organisation so that everyone feels ownership and responsibility for inclusion in the workplace as well as in the work we produce.

| Principles | Outcomes |
|---|---|
| INCLUSIVE OF DIVERSITY | Barriers to **participation and contribution** are removed |
| EQUITABLE DEVELOPMENT | Colleagues are able to **progress and thrive** equitably |
| SAFE AND OPEN CULTURE | Colleagues feel able to be themselves, feel safe, and are **valued in their diversity** |
| LEARNING AND REFLECTION | The workforce has the **knowledge and confidence** to engage with and promote inclusion |
| ALLYSHIP | Everyone feels **ownership and responsibility** for advocating for inclusion |
| INCLUSIVE LEADERSHIP | There is **transparent accountability** and leaders are seen **as role models for inclusion** |

| INCLUSIVE DESIGN | Inclusion is designed into **the work we do** & **the decisions we make** |
|---|---|

Since 2021 this framework has been used to deliver over 30 workshops to support all departments to collaboratively identify bespoke action plans. As a result of this process we have been able to collaboratively define cross-organisational commitments and projects to design inclusion into the work we do, for which ELG are accountable for. Our commitments to embedding inclusion into our work are currently being formalised, but an overview is shared below;

| Design and Decision Making | Partnerships | Insight and Impact | Communications and Storytelling |
|---|---|---|---|
| • We **design and deliver projects which are inclusive of the communities we seek to serve**. All work pieces consider and mitigate barriers and risks to access and inclusion.<br><br>• There is **balanced representation within our programmes and events** which reflect the communities and children we work in and for.<br><br>• **Project activities align with our values and mission**. Projects are managed responsibly, do no harm, and risks or superficial activities are avoided to maximise positive impact<br><br>• Inclusion is considered in all decision making processes and plans are **designed in collaboration with diverse groups**, including those from underrepresented or marginalized groups.<br><br>• We are **anti-racist through the work that we do,** this includes interrogating and dismantling colonial power dynamics which continue to exist | • **We identify and work alongside credible partner organisations,** which are selected following the satisfactory completion of a due diligence process<br><br>• We partner with other organizations that work **to advance the rights of underrepresented groups in the community**.<br><br>• We place **Diversity and Inclusion at the heart of our existing relationships** and when attracting new partners.<br><br>• We actively **procure services from suppliers who demonstrate a commitment to diversity and inclusion** | • We **understand audiences and their perspective on D&I** to help inform other teams' decision making<br><br>• We review our external impact, testing whether our work is **actively dismantling forms of oppression** for the childing and communities with we work with | • We **promote diversity and champion inclusion** across the images we use, the stories we tell, the voices we amplify and with those who represent us across all our areas of activity.<br><br>• Our **story telling challenges colonial narratives** and negative power imbalances and promotes the agency and dignity of children<br><br>• Our **storytelling takes a collaborative approach** where children, young people and families actively work with us to shape the way their images and stories are used. |

Under this framework other areas of progress have taken place which include the following;

- To support us to become **inclusive of diversity**, we have;
  - rolled out an **inclusive recruitment process** through a specialist provider with the specific aim to increase inclusion in our recruitment process.
  - Rolled out, **new guidance and mandatory training** for all hiring managers.
  - made **Diverse interview panels** mandatory.

- developed our policies and workspace to ensure that it is inclusive, undergoing a full colleague consultation to ensure our office space provides **inclusive facilities** for all colleagues,
- developed **new policies for menopause and inclusive leave**
- initiated work toward becoming **a disability confident employer**

- To develop our work to ensure we achieve equitable development and progressions we have;
  - devised new **inclusive talent development strategy** to ensure inclusion is embedded into all development and progression opportunities and that managers are enabled to support their teams with equity and inclusion at the heart

- To ensure that the organisation has the **knowledge and confidence** to engage with D&I topics we have;
  - identified a **menu of learning and training opportunities** which has been delivered through a specialist training provider, with a focus on inclusive behaviours, anti-racism and inclusive leadership.
  - delivered workshops to the whole organisation on the **inclusion framework**
  - created spaces for **informal conversations** between colleagues on D&I topics

- To develop a safe and open culture we have;
  - Celebrated and raised awareness about **cultural heritage months** including LGBT+ history month, International Women's Day, Pride, South Asian Heritage Month, Black History Month
  - Created guidance on how to **support colleagues** during Ramadan
  - Commissioned the support of an external consultant to lead on **embedding anti-racism into our organisation**.
  - Held 'safe spaces' for minoritized communities

- To support learning and reflection and increase **confidence and knowledge** in engaging in D&I topics we have;
  - Commissioned a specialist training provider to deliver **training for all colleagues**, including mandatory training on 'introduction to D&I' and 'introduction to anti-racism'. Other topics also include 'conversations about race', 'speaking up', 'inclusive behaviours and 'active bystander' workshops.
  - A regular newsletter is sent to the organisation to share internal and external inclusion topics
  - A **resource hub** has been developed and shared to all colleagues

- To support all colleagues to take ownership for inclusion and be **authentic ally's** we have;
  - Created **session plans on allyship** that were delivered by mangers across the organisation
  - Asked all colleagues to include inclusion as a **performance outcome**
  - Invited and embraced colleagues as **allies of all networks**

- To support our leaders to promote and champion inclusion and **lead with inclusion** we have;
  - Had specific **leadership inclusion training**
  - Held workshops with leadership team to identify and **inclusive action plan for leaders**

- o All leaders have accountability and responsibility for achieving their outcomes on their inclusion action plans, as well as responsibility for leaders cross organisational projects
- o Inclusive behaviours for leaders have been identified within our behavioural framework

- We have begun our work to design inclusion into the work that we do with the following projects;
  - o **Design and Decision Making**
    - Develop a values led impact assessment, to ensure that we make decisions which are aligned to our values, and design inclusion into our campaigns, programmes, events and activities.
    - Ensure we have and follow an inclusive process when creating advisory boards
  - o **Partnerships**
    - Embed inclusive commitments into our partnership framework
    - Identify D&I criteria for partners and suppliers
  - o **Communications and Story Telling**
    - Lead the development of a new vision and strategy for how we portray our UNICEF programmes work in our comms which amplifies the voices of children and their families, and build a storytelling framework which challenges colonial narratives
    - Long term content production trips; working with local producers, aiming to develop in depth stories, over an extended period of time, in collaboration with the contributors
  - o **Insights and Impact**
    - Identify projects to support insights, develop networks, identify gaps in audience
    - Establish a global standard re. D&I to our audiences
    - Ensure insights from a diverse subsection of target audiences

# Appendix 6: Terms of reference for audit

Below are the agreed terms of reference for the audit, developed at the beginning of the project.

## Background

UNICEF UK has a sincere desire to address issues relating to equality, diversity, inclusion and anti-racism. Much work is ongoing, and there already exists a strong platform for progress.

## Project outcome

The project outcome is as follows:

> Building on what the organisation already knows, to develop a shared understanding across all key stakeholders of the extent to which and how racism currently manifests at UNICEF UK. This is to enable UNICEF UK to create targeted and relevant actions, which the whole organisation can embrace on UNICEF UK's journey towards becoming anti-racist.

In conducting this project, we will ensure:

- Minoritized ethnic groups are heard
- People who want to be allies can share barriers/what stops them being allies
- Colleagues at UNICEF UK can share their hopes and concerns, so we can better identify how they can engage with and support the journey ahead

## Project Methodology

### Phase 1: Desk review and data gathering 1:1s
### Objective: to establish what we already know

Key documents will be identified for Full Colour to review.

Data gathering 1:1s will be carried out with colleagues identified by UNICEF UK. These 1:1s will inform the development of the key questions to be used on the online qualitative platform (see phase 3).

### Phase 2: Sense checking what we found
### Objective: Understand the "weighting" of each finding to ensure Full Colour can prioritise what to explore through the online qualitative platform

In this phase Full Colour will run a half day (four hour) workshop with the Project Team to:

- Seek the initial reflections on the findings from phase 1
- Prioritise areas for exploration in phase 3

## Phase 3: Design and conduct an online qualitative consultation exercise
**Objective: to seek input from all staff on the core issues identified in phases 1 and 2**

In this phase we will develop the online qualitative platform methodology and run the online platform for two weeks, which will be open to all staff

## Phase 4: Deepening our understanding through focus groups
**Objective: To add depth to what we found in phases 1 – 3**

In this phase we will play back the key findings from phases 1-3 and ask people say why they think we have found what we found. We will carry out 13 focus groups with a wide cross section of staff across the organisation.

## Phase 5: Developing findings and strategic recommendations
**Objective: to synthesize the findings from phases 1 – 4, set out Full Colour's findings and develop strategic recommendations**

This phase will involve developing a final report and recommendations.