

UNICEF UK EQUITY, DIVERSITY AND INCLUSION APPROACH

1 Our context: why EDI matters for UNICEF UK

UNICEF works in a world where inequality, discrimination and exclusion continue to shape children's lives and life chances. These same forces also influence how we work internally, shaping our culture, relationships and the decisions we make.

For The United Kingdom Committee of UNICEF (UNICEF UK), Equity, Diversity and Inclusion (EDI) are fundamental to how we deliver for children. They strengthen how we work, and therefore the impact we can have. What happens in here shapes what happens out there.

When people feel respected, heard and able to contribute fully, we unlock more of our collective talent and perform at our best.

Equity, diversity and inclusion are strategic enablers of:

Psychological safety – people do their best work when they feel respected and safe.

Trust and accountability – fair and open ways of working strengthen confidence and shared responsibility in how we work together.

Better decisions and stronger impact – bringing different perspectives and experiences into decisions improves organisational performance and so ultimately makes us more effective in delivering for children.



Michelle, Head of Talent

2 Acknowledging our journey so far and what it taught us

Over the last strategic period, UNICEF UK has moved away from treating equity, diversity and inclusion as a set of individual initiatives. Instead, we have focused on embedding equity and inclusion more deliberately into everyday culture, systems and ways of working. This has been shaped by learning, feedback and a growing understanding of where change is needed.

Through focus on areas such as anti-racism, accessibility, trans and non-binary inclusion, psychological safety and inclusive design, we have strengthened shared language, confidence and everyday practice. This has supported more open conversations, greater awareness of how equity and inclusion show up in day-to-day experiences, and a clearer view of where barriers remain.

We have learned that progress comes from weaving EDI into organisational planning and governance, taking colleague voice and lived experience seriously, and creating space for reflection and learning alongside data and evidence.

Our emphasis during this period has been on laying strong foundations, building confidence, trust and capability, so that equity and inclusion can be felt more consistently in how people work together and how decisions are shaped.

EDI highlights



While progress has been made, there is always more to do, EDI work is ongoing. What we have learned so far is clear: **how we behave and work internally matters. It matters not only for colleagues, but because it directly affects the impact of what we do for children.**

3 Our theory of change: the levers that will shift outcomes

Our renewed EDI approach is built on three interconnected levers of change: **Power, Culture and Accountability.**

Together they create the conditions for meaningful and sustained progress – both internally and externally.

Power

Recognising who has influence, who may face barriers to being heard and what we can do to make sure everyone has a fair chance to contribute.

Culture

The everyday behaviours, relationships and ways of working that shape whether people feel respected, included and able to do their best work.

Accountability

How we turn commitment into action through clear responsibility, evidence, learning and follow-through.

These levers help us strengthen both **how we work internally** and **how we deliver externally**, ensuring EDI supports our organisational effectiveness.

4 Our four organisational EDI goals

These goals set the direction of travel for UNICEF UK's EDI work over the next period.

They provide a clear strategic framework while allowing space for further development, iteration and alignment with our wider organisational strategy.

Goal 1

Build a more equitable, representative and inclusive organisation.

We want UNICEF UK to better reflect the diversity of the communities in the UK and to create the conditions for people with different backgrounds, identities, beliefs and experiences to join, contribute, grow and lead.

This means continuing to strengthen representation, accessibility, equity of opportunity and inclusion across the organisation, so that our workforce, leadership, ways of working and wider culture support fairness and enhance our ability to deliver results.

Goal 2

Strengthen trust, fairness and belonging.

We want people's everyday experience at UNICEF UK to be shaped by respect, psychological safety, transparency and fairness.

This means building a culture where people can contribute openly, experience consistent and inclusive leadership, raise concerns, and feel confident that issues are heard and acted on. Stronger trust internally creates stronger collaboration, resilience and impact externally.

Goal 3

Embed equity and inclusion in how UNICEF UK works and delivers.

We want equity and inclusion to be embedded into the core of how UNICEF UK thinks, plans, decides and acts – across strategy, leadership, policy, people practices, programmes, internal and external communications and engagement.

This means ensuring equity and inclusion are integral parts of organisational effectiveness: shaping priorities, informing decisions, improving design and delivery, and helping us better serve children.

Goal 4

Address inequity and power to create lasting change.

We want to better understand and respond to the ways power and privilege shape experiences, opportunities and outcomes.

This means creating more space for participation and shared learning, reflection and challenge, while ensuring fair opportunities to be heard and addressing structural barriers to opportunity.

5 How we will deliver

Delivering progress across these four EDI goals will require a whole-organisation approach. This is a shared commitment that must be reflected across leadership, teams, systems, and decision-making.

We will support delivery through:

- **Shared ownership across the organisation** – Leaders and teams take responsibility for ongoing progress within their areas, and holding one another to account.
- **A central strategic function** – To provide coordination, support, challenge, tools and insight.
- **Colleague voice and lived experience** – Include networks, champions and co-creation approaches, as a critical part of shaping and reviewing progress.
- **Continued integration into existing governance and planning** – EDI is part of how progress is understood and led across UNICEF UK.

Our progress will depend on:

1. **Leadership** – Leaders who model equitable and inclusive behaviours and make fair, transparent decisions.
2. **Inclusive systems and design** – Processes, policies, environments and ways of working that reduce barriers and support participation.
3. **Insight and evidence** – Using data, feedback and lived experience to understand progress and inform action.
4. **Accountability and ongoing learning** – Clear expectations, regular reflection and openness to adapt where needed.



Daniel (left), Principal Humanitarian Adviser and
Lamis, Head of Corporate Partnerships - Business Development

6 How we will measure progress and stay accountable

Accountability means more than tracking numbers. We want to understand whether the actions we take are genuinely improving inclusive practices, how they are experienced by colleagues, and whether they are contributing to better outcomes for children.

We will continue to take a balanced approach, using both quantitative and qualitative evidence to assess where change is happening and where further focus or action is needed.

To maintain transparency, we will report progress against the following measures:

Quantitative data

- **Workforce demographics** – Representation across all levels of the organisation.
- **Recruitment** – Demographics at different stages, helping us understand whether our pipelines are reaching diverse talent.
- **Pay gaps** – Reported across demographics and intersectionally.
- **Progression** – Rates of progression tracked across demographic groups to identify and address disparities.

Qualitative data

- **Employee engagement** – Surveys and feedback that gauge colleagues' experiences of inclusion, belonging, and feeling valued.
- **Inclusion and culture** – Feedback on organisational culture, leadership behaviour, and the effectiveness of inclusive practices.
- **Colleague networks** – Feedback from networks and champion roles, used to understand impact and surface lived experience.

Across both quantitative and qualitative data, we will look at intersectional patterns where possible, recognising that people's experiences are shaped by multiple overlapping identities and that averages can mask important differences.

7 Our commitment

We are committed to building a UNICEF UK where:



People feel safe, respected and able to thrive.



Inclusion shapes everyday decisions, behaviours and systems.



Inequity is recognised and challenged.



Diverse voices and lived experience meaningfully inform our work.



Our internal culture strengthens the quality, credibility and impact of what we do for children.

This is long-term work. We will continue to listen, learn, adapt, and hold ourselves accountable so that equity, diversity and inclusion remain central to how UNICEF UK delivers its mission.



We are grateful to our learning partners, brap and Fearless Futures, for their ongoing partnership, insight and critical friendship, which have contributed to the development of this EDI Approach and our wider inclusion journey

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