



Home Office

BUILDING A SAFE, JUST
AND TOLERANT SOCIETY

Training in racism awareness and cultural diversity

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Training in racism awareness and cultural diversity

Background

At present, all parts of the public sector are under pressure to improve their training on cultural diversity issues. Two of the most recent drivers for this have been the Stephen Lawrence Inquiry and the Race Relations (Amendment) Act 2000.

The Macpherson Report

The Report of the Stephen Lawrence Inquiry by William Macpherson (1999) recognises that institutional racism exists and defines it as:

'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes, and behaviour which amount to discrimination through unwitting prejudice, ignorance and thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'

The report states that it exists not just in the police service but also in other institutions. In identifying measures to achieve institutional change, the report notes a lack of effective training on race issues and recommendation 54 states:

'That consideration be given to a review of the provision of training in racism awareness and valuing cultural diversity in local government and other agencies including other sections of the criminal justice system.'

Race Relations (Amendment) Act 2000

Since the inquiry, the government has extended the battle against racism further by introducing the Race Relations (Amendment) Act 2000. This has now placed a general duty on over 25,000 public authorities to promote race equality. The act specifies that those public authorities, in performing their public functions, have to:

'Have due regard to the need to eliminate unlawful racial discrimination, and to promote equality of opportunity and good relations between persons of different racial groups.'

In addition, the act places some specific duties on many public authorities to help them to meet the general duty. Under these duties, certain public authorities have had to prepare and publish a Race Equality Scheme, explaining how they will meet both their general and specific duties. Under Race Equality Schemes, public authorities have to train their staff in new duties.

Key to the act is the belief that action is required to prevent acts of racial discrimination before they occur. Providing staff with adequate training on racism awareness and cultural diversity is a step forward in the right direction.

Home Office Development and Practice Reports draw out from research the messages for practice development, implementation and operation. They are intended as guidance for practitioners in specific fields. The recommendations explain how and why changes could be made, based on the findings from research, which would lead to better practice.

Introduction

The challenges posed above mean that much of the public sector is currently aware of the need to have in place effective training in racism awareness and cultural diversity. Consequently, the Home Office is publishing this good practice guide. The aim of this guide is to help organisations that are designing and implementing new training or strengthening what they already have in place. It picks up on some of the problems that organisations might face when thinking about training and how they can overcome these.

This good practice guide has been produced based on research findings from an extensive study of training in racism awareness and cultural diversity conducted by the Institute of Employment Studies (IES) on behalf of the Home Office.

The research, commissioned in direct response to recommendation 54 of the report of the Stephen Lawrence Inquiry (see above), reviewed training among organisations in four public sectors: central and local government, the National Health Service (NHS), and areas of the criminal justice system, excluding the police service (which is being researched elsewhere).

Overall, the research aimed to: explore the quality and effectiveness of training, identify gaps in provision and

practice, explore how organisations support training in the workplace, and provide recommendations on what constitutes effective training and how current practice could be improved and strengthened.

The research took place in three major stages:

1. A scoping exercise including a literature review and interviews with training consultants, sectoral experts and a small number of organisations and representative bodies;
2. A survey of 872 organisations in the four sectors; and
3. 14 in-depth case studies of good practice organisations including some surveys of employees' views.

While this research covers four specific sectors, the summary findings and recommendations provided here apply across the board. The main report, which can be found on www.homeoffice.gov.uk, contains differences between the sectors and also includes the full findings from all parts of the research along with individual case study findings – we would strongly recommend reading this.

Setting the context

How have organisations been responding to training?

Some of the key findings from our survey of public sector organisations show that:

- The major drivers for change are central government policy (cited by 56 per cent of organisations overall), the report of the Stephen Lawrence Inquiry (49%), the Commission for Racial Equality (CRE) code of practice (49%) and concerns over legal vulnerability (26%).
- Most organisations (94%) have formal diversity policy statements nearly all of which (95%) cover the 'big three', of race, gender and disability. But the majority of organisations also include other factors, such as religion, sexual orientation, age and nationality.
- The most common activity specifically mentioned is recruitment, followed by development or promotion and over half of the responding organisations have policies that cover these internal processes, with customer service less frequently mentioned.
- When looking at the aims of diversity/equality policies, just over 90 per cent of organisations say they seek to comply with legislation, whilst a similar percentage also

say they wish to be fair and just to staff.

- Most organisations hope that diversity training will 'raise awareness' (89%), and 'change individual behaviour' (84%). These responses are common across all elements of the public sector. However, improving customer service is an aim much more frequently articulated by those in local government and the criminal justice system. Other more specific responses, such as dealing with racism from staff or customers (61%), or improving staff relationships (56%) are less common but are still aims held by significant numbers of organisations.
- Two in five organisations consider their training to have a high or fairly high priority, but one in five consider it to be low or fairly low. Encouragingly, the majority (67%) feel that the priority is increasing over time.
- Just under two-thirds (62%) of organisations have in the past or are currently providing racism awareness and valuing cultural diversity training. The incidence is higher in larger organisations and those with minority ethnic staff or client base. About a third of respondents (31%) say they have not provided training to date and 16 per cent say they have no plans at present to do so.

- Looking at how training is provided, almost half offer standalone courses specifically on race and half embed race issues within other forms of training. Patterns of training provision suggest that organisations tend to start at the top of the organisation in terms of the

provision, and over time, move to groups with more specific needs. Organisations also tend to use a mix of external and internal trainers to deliver their training (54%), but just over a quarter use external trainers only and 15 per cent just internal.

A good practice guide

This report, through the findings from the good practice case studies, provides some of the key lessons that begin to emerge as to what constitutes good practice with the hope of providing guidance to any organisations that might be implementing or reviewing their training. The good practice tips from the main report are repeated here along with some examples of what is happening in the organisations studied.

A framework for moving towards best practice

There are some clear pointers to processes that impact on effectiveness, and practices that help ensure that whatever initiatives are adopted are sensitive to the organisational context. As a general framework, it is important that organisations conceptualise diversity training as embedded within a wider diversity strategy. There are many models for approaching organisational change and one of the most popular is the action-learning *continuous improvement* cycle which can be adapted for diversity.

This can be used to structure clear initiatives that either act directly to bring about change or help reduce barriers to change that all organisations experience. The key steps in the process are:

1. **Planning** — What are you trying to achieve? At the highest level this is about the philosophy with regard to diversity/equal opportunities, but it is also about what the organisation needs to happen. Change should be embedded in two things:
 - a business challenge that the organisation is attempting to address; with specific regard to diversity issues it is also vital that organisations are open about the problems they wish to confront, and;
 - a clear sense of what the organisation is hoping to achieve, i.e. its aims or objectives for change. Disadvantage specifically requires dealing with power structures.
2. **Doing** — What is likely to get you there and what might stop you? The progression and maintenance of cultural change means:

- introducing initiatives to change individual behaviour and organisational systems;
- dealing with resistance;
- offering support to individuals; and
- ensuring leaders are 'on side', and all other policies and processes are congruent.

3. **Reviewing** — How will you know where you are? Setting up indicators of progress, feedback mechanisms and expectation of evaluation and reassessment of what you are trying to achieve.

Using this framework and pulling on the experiences of the case study organisations, presented in the remainder of this document are some good practice tips. These reflect five key stages within the overall process above and organisations should be considering these when implementing racism awareness and cultural diversity training:

1. **Building a philosophy** – understanding what values are behind the need for training and reasons for engaging with these issues.
2. **Setting the strategy** – an awareness of the issues being confronted. Are there particular problems that need resolving? What is being achieved? Who might resist? What will be the focus of the training and the final outcomes?
3. **Putting strategy into action** – What are the training needs of staff and clients and will the training meet these needs? How will you win over those who are not committed? What sort of training is best? How do you cater for staff who missed the training?
4. **Overcoming barriers** – How do you ensure that those who need training receive it? How can you best engage with minority ethnic communities? Is management committed to the needs of training?
5. **Evaluation** – Has it worked and what needs to change? Are mechanisms in place to make adjustment to courses to reflect comments from participants?

Good practice tips

1. Building a philosophy

Good practice tips:

- Decide on a philosophical approach — diversity or equal opportunities.
- Accept that success will mean change which will be uncomfortable for some.
- Be prepared for the long term.

An organisation needs to decide the approach it wishes to adopt towards diversity issues; is it about ensuring people are treated the same or is it about celebrating difference? Organisations need to safeguard against being too optimistic or too simplistic in their approach. Similar to some other concepts in Human Resources, such as empowerment, diversity can gain acceptance without understanding, and in doing so the real power of the concept can pass people by. Fully embracing diversity is also about accepting change and that the organisation will become a different place to where it is now. This is likely to be uncomfortable for many. It should be recognised that diversity becomes more difficult, not easier, as progress is made. The more successful an organisation is, the more visible its failures and the more likely it is that it will be called to account for them.

For example, **Leicester City Council** is seen as a best practice organisation within local government, and has wide-ranging initiatives and yet feels that more needs to be done. Within the organisation there are concerns at the high rates of internal complaints and employment tribunal cases, and messages emerging from internal discussions that black and minority ethnic staff feel disenfranchised from the council.

2. Setting the strategy

In determining how to put philosophy into action, organisations should confront any issues they are facing, be clear what they want to achieve, and understand the impact of power in their organisation. Organisations should:

Acknowledge the problem

Good practice tips:

- Understand the issues in your organisation and be explicit about them.

Most organisations are not as diverse as they would like to be and this is even truer towards the top of the

hierarchy. To move forward, organisations need to understand and acknowledge the problems they face. The first step is to acknowledge that there are difficulties with equalities and these are likely to be due to racism, sexism or stereotyping, either consciously or unconsciously, either individually or organisationally.

The **Prison Service** has shown remarkable courage in acknowledging that it had clear issues to tackle with regard to diversity. The Director General made a statement;

'I accept that the Prison Service is institutionally racist, and I would go even further than the current Commissioner of Police for the Met (who only recognises the existence of institutional racism with the police force) and say that there are deep malicious pockets of racism in the service. ... We have accepted this and not only have we set up RESPOND but we have also started to take immediate action to rectify the situation.' (2001)

Clarify what you want to change

Good practice tips:

- Articulate aims and objectives.
- Clarify what success will look like.

The biggest problem encountered in the research was an absence of clear purpose on diversity/equal opportunities. Most organisations do not have a clear understanding about why they are doing something or what they are hoping to achieve through the various initiatives that they have in place. That is not to say that they are completely unaware, although this may be true for some, but they lack clarity of purpose and the ability to translate it into measurable initiatives that can make a difference in the direction anticipated. It is important for organisations to be clear about what they expect to achieve from implementing their training.

There was confusion among staff at one of the central government case studies about the purpose of the diversity programme. Focus group participants noted:

'No real picture was drawn in terms of the destination that the programme was supposed to take us. We have a great deal written on paper and use the term "diversity" a lot, but not sure what has really changed. We have no idea where the organisation is going with diversity.'

Deal with power

Good practice tips:

- ✓ Organisations need to be clear about where resistance is likely and ensure that systems and procedures take account of this, e.g. ensuring that recruitment panels are balanced, that reward and promotion systems take account of diversity issues, that managers' roles are clearly spelt out.

Disadvantage is embedded in individual and organisational power structures, and it is critical to understand where the power is in the organisation and where those with power are likely to gain or lose from any diversity initiatives. The initiatives themselves should seek to take into account power relationships.

The support and positive engagement of the top team will, to a large extent, determine the culture of the organisation and the extent to which it can successfully embody change. Willingness to tackle those who do not embody change is key and there needs to be commitment to tough action to resolve this, otherwise continued resistance that is not confronted will undermine any attempts to shift the culture.

Targeting

Good practice tips:

- ✓ Ensure your focus aligns with your identified issues and aims and objectives.
- ✓ Use a diversity approach to embed people's understanding of disadvantage in their own experiences.
- ✓ Highlight areas if you are experiencing particular problems.

Within both the diversity and equal opportunities paradigms, there is a choice whether to keep attention broad and use all forms of disadvantage to drive the point home, or to focus on a particular issue to ensure it receives

sufficient attention. Some organisations deliberately utilise the interplay between different expressions of disadvantage to make points that nearly everyone in the organisation can identify with. Others believe that it is only in focusing organisational attention on specific issues, that it can really be dealt with effectively. Ideally this decision needs to align with the identified issues in the organisation.

Aims and objectives of training

Good practice tips:

- ✓ Ensure the training is designed to meet the organisation's needs for change.
- ✓ When trying to engage staff interest and support for race and/or diversity training, it may be helpful to keep staff regularly informed about the whole training strategy. If they are not aware that a particular element of training is part of a longer-term strategy, they can become disillusioned with what is being provided at any given moment.
- ✓ If possible, diversity training should be ongoing, in response to individual and organisational need. *There should be a structure to inform participants about future major developments on diversity issues e.g. establishment of networks.*

The research highlights that many organisations find it difficult to be precise about what they are trying to do and the approach they are taking to race awareness training, and are certainly less clear than some of the typologies in the literature might suggest (such as knowledge raising, changing attitudes, changing behaviour and changing culture).

Aligning the training against the organisation's need for change will help in the planning process. The model below provides details of the four dimensions of race awareness/diversity training and will help provide a framework to consider the content of the training against the organisation's aims (see Table 1).

Table 1: Framework of dimensions of race/diversity training

Philosophy	Level	Target	Aims and objectives
Racism	Individual	Subordinates	Information
Equality	Group	Colleagues	Awareness
Diversity	Organisation	Clients	Attitudes
	Sector	Community	Behaviour Culture

Source: IES 2002

3. Putting strategy into action

Initiatives should be developed to change individual behaviour (i.e. the ways in which individuals at every level of the organisation can behave to make diversity a reality); and organisational systems (the ways in which policies and procedures can be revised to enhance diversity). Training cannot be successful by itself, and thinking through the other changes to the organisation to support behavioural shifts is essential.

There are a range of factors that seem to make training more positively received by individuals:

- Tailoring to need
- Maximising credibility
- Ensuring quality content
- Maximising attendance
- Being client-focused.

Tailoring to need

Good practice tips:

- ✓ Training is better received where it is delivered in small homogeneous groups.
- ✓ Training needs to clearly meet individual and organisational need or expectation.
- ✓ Tailor training to address specific work issues, find out what people want or need.
- ✓ Make sure you are clear what you intend to cover and what will happen next.
- ✓ Be sensitive to culture, challenge rather than confront.
- ✓ Training can take many forms: general awareness courses aimed at all staff, as well as specific issues tailored and targeted to particular groups, to provide practical job-related behaviours.

Individuals prefer training that they believe to be applicable to their work context, relevant to their personal understanding and need for information, or which changes their awareness.

This research saw an example of the same training, delivered in the same organisation, but to different locations, that was received very differently. This was because in one location their client base had a sizeable minority ethnic representation whilst in the other there were very few minority ethnic clients. Those who had little experience directly felt the training was very helpful, whereas more experienced staff believed it to be too simplistic.

On the whole, training is better received where it is delivered in small, homogeneous groups. This enables the trainer to cover individual issues more carefully and to deal with any resistance that arises. Delivering to groups who perform the same or similar roles also means that training can be tailored for need far more easily. Some organisations also believe that training delivered in the work environment can also be positive in that it enables the culture to be fully taken into account.

At **Bradford Hospitals NHS Trust**, a great deal of effort has been put into prioritising diversity training. Given the wide range of issues which needed to be tackled, the training adviser spent a period of six months carrying out a needs analysis. This was then followed by consultations with managers, staff and patients to determine priorities. Two major demands emerged from the process — a general programme of cultural awareness about different faiths, and information about Asian naming systems.

Maximising credibility

Good practice tips:

- ✓ Trainers must demonstrate an understanding of the issues set within the organisational context/culture.
- ✓ Consider a mixture of internal and external trainers to provide both organisational expertise, and diversity and training experience. There is evidence from the case studies of a greater participant satisfaction and training impact with mixed training teams. It is a good idea to provide participants with information about a trainer's qualifications and experience.
- ✓ Internal and external trainers can provide an understanding of the real issues faced by staff, and in-depth subject expertise and the personal experience of equalities issues in the community.
- ✓ Ensure trainers are selected carefully, taking into account their personal experiences and also their training experience and their ability to be enthusiastic.
- ✓ Consider using training teams from both white and minority ethnic backgrounds, as in practice these can be well received.

Not all will be enthusiastic about the training offered. Some may question the credibility of the training offered. Trainers need to be able to demonstrate an understanding

of the issues set within the organisational context/culture and this can be helped by having mixed teams of internal and external trainers, including trainers who have personal experience of some of the issues covered. However, credibility is most strongly related to the approach of a trainer.

At an **NHS case study**, the consensus within the training department was that racism awareness training was particularly effective when delivered by someone from outside the Trust. Staff who attended such training valued what they considered to be the practical experience of external trainers; and which gave them a better understanding not only of the legal situation, but also helped them think about how diversity issues had an impact on the quality of service they provided.

The **Prison Service** uses in-house uniformed trainers, who tend to be received much more positively because they understand the culture of the service. This does mean that challenging and changing culture may be more difficult, as one interviewee noted; 'If you've got an organisation which is institutionally racist and uses ex-staff to deliver that training, then there's no surprise in terms of outcomes; all you're doing is reinforcing that core.'

Ensuring quality

Good practice tips:

- ✓ Be very specific when asking external consultants and trainers to submit tenders for work, particularly in terms of the level of detail expected from them in their bid.
- ✓ Maintain a flexible approach. Different training options targeted to different levels of need can be very helpful.
- ✓ Programmes should be piloted and feedback should be sought from participants to ensure the programmes are practical and relevant.
- ✓ Use a range of methods to encourage group work and open discussion.

Employees like training that is high quality, i.e. which is innovative, interesting, well facilitated, delivered at an appropriate pace and with attention to context and need. Clear understanding of the issues will help trainers develop an appropriate training package and the piloting of programmes can help get it right.

At one **criminal justice system** case study, some staff found that the informal and unstructured style of an external trainer, and the use of self-disclosure, off-putting. The trainer felt that many people in the sessions had a fear of being accused as racists.

In **Derbyshire Probation Service** previous racism training (delivered some years before) had been highly confrontational and damaging, with staff feeling less able to talk about, or deal with issues of race, than they had been previously. Subsequently, new training was introduced that was received much more positively.

Maximising attendance

Good practice tips:

- ✓ Consider whether compulsory attendance on training courses will cause resentment or will indicate organisational commitment. Alternative approaches to mandatory attendance would be to encourage attendance with: clear communication of how training differs from previous diversity/race/equal opportunities training; clear communication of the individual benefits to training; spread positive feedback; creating formal links between training and staff benefits and progression; attendance on courses by senior staff; line manager endorsement and provide a comfortable training environment (perhaps with refreshments).
- ✓ Attendance rates can be improved with effective administrative support and enabling participants to select convenient courses.

Organisations vary in the degree of compulsion they place on attendance at relevant training events. Compulsory attendance inevitably means that there will be some who attend who resent being there. Voluntary attendance has the advantage of greater individual interest, but may mean that those most in need of the training fail to attend. Considerations of organisational culture and careful communication of the relevant message will help.

St Albans District Council has placed greater emphasis on training in equalities in recent months. The authority provided a half-day training course to its entire staff which covered race, disability and gender. The course was compulsory in order to underline the commitment and importance that the council gives to equality of opportunity. It was not considered an issue which individual staff could opt out of.

Staff at **Bradford Hospitals NHS Trust** had mixed views as to whether training should be compulsory. Some considered that it should be mandatory, in the same way as health and safety or fire practices. Others feared that compulsory training ‘gets the back up’ of participants. Managers thought it possible to apply diplomatic, informal pressure to ensure that all staff attend training, without having to resort to describing it as compulsory and having sanctions for staff who do not attend.

In his first statutory annual report in 1991, the Director of Public Health at **Southampton and South West Hampshire Health Authority** recommended that all staff within the health district should be trained in race and health. The managers charged with the responsibility talked first to staff to establish what training was in place; and to different black and minority ethnic communities for their views about the impact of migration into the area, their key issues about the health service as a whole, what they felt about provision for them as a community, and how they would expect to be treated by health service staff. The information gathered was used in the development of a training manual for the Trust.

Being client-focused

Good practice tips:

- ✓ Service providers should consider the role of community groups in improving training content and credibility. A by-product of closer working with these groups may be improved relationships between the organisation and its clients and a greater understanding of the pertinent issues of both sides.
- ✓ Where there is an emphasis on service delivery, ensure minority ethnic groups in the local community are actively consulted and involved through a variety of initiatives, in the formation and revision of policies.
- ✓ Consultations with the community need not be restricted to community spokespersons or heads/chairs of community groups. It can also include young people and service users.
- ✓ The driving force behind the apparent success of training in race awareness and valuing cultural diversity in one organisation is a training department that works closely with the organisation’s race equality adviser. Success is further achieved by training that acknowledges the personal experiences of individuals, and encourages individuals to think through issues and try to find their own answers to potential issues.

The research noted organisations committing considerable resources to reach out to their community or client base and consider their role in improving approaches to diversity and in helping to shape approaches to service delivery. Aligning services to community/client needs can sometimes involve wide-ranging initiatives. Some of these may be about communications to minority ethnic communities whose first language is not English. It may also be about recognising and responding to particular cultural needs. In general, environmental events can provide a push to organisations to create progress, but they can also cause immense discomfort in the organisation and that needs to be handled sensitively.

4. Overcoming barriers

Organisational support and commitment

Good practice tips:

- ✓ Ensure visible and active support from senior management to give a strong message of organisational commitment and priority – this will include attendance at training events.
- ✓ The case studies support the need for active involvement right from the top. It makes a real difference where the chief executive takes personal responsibility for the strategy and where diversity has high status.
- ✓ Involve managers in the training.
- ✓ Set objectives to ensure that training is delivered and policies implemented.
- ✓ Other organisational initiatives and activities such as appraisal and reward systems should support training programme outcomes.
- ✓ Training programme outcomes should be consistent with the organisation’s overall strategy (intentions).
- ✓ Consider the role of staff representatives in improving the content of training and promoting training visibility and commitment either by supporting or critiquing the process.
- ✓ Foster communication between staff at all levels.
- ✓ Agree a strategy from the outset for follow up action once the training has been completed.

As noted above, a major set of factors that can potentially act as barriers are issues to do with the support organisations provide.

It is clear that management support is critical to any organisational change programme and, on the whole, the research observed considerable commitment from the top of the organisation but, in some organisations, the commitment of other managers was questioned especially where they did not deal forcefully with inappropriate behaviour.

Others in the organisation such as staff representatives can also have a role to play in improving the content of training and promoting training visibility and commitment either by supporting or critiquing the process.

In the **Greater Manchester Probation Service** there are two relevant and very pro-active groups within the service; the Association of Black Probation Officers (ABPO) and the Black Workers Forum (BWF). Representatives from these groups meet quarterly with the Assistant Chief Officer who has the diversity and training brief for the organisation, and the Equal Opportunities and Diversity Manager. ABPO and the BWF also meet regularly with the Chief Officer to raise and examine any issues of concern. In addition, there is the Towards Racial Equality Action Group, which includes senior staff and staff group representatives.

Cultural problems

Good practice tips:

- ✓ Be aware of the culture of your organisation and its constituent parts and consider whether it will support diversity initiatives such as training, or hinder these and therefore will require programmes to effect cultural change.
- ✓ Programmes should take account of any recent/current environmental factors affecting diversity issues in the organisation.
- ✓ Race issues should be kept high on the organisation's agenda, but should not be separated from other diversity issues.
- ✓ Guard against complacency.
- ✓ For some organisations the dilemma is in trying to develop training for a largely non-minority ethnic workforce who have low levels of contact with minority ethnic clients. In these cases the need is to develop training that raises awareness of and sensitivity to the potential needs of all clients and colleagues, and at the same time ensures that the support system is in place to provide specialised and detailed knowledge when required.

- ✓ Where there is cultural resistance, strong measures and determined leadership will be needed to resolve it:
 - give clear messages on diversity and top office support
 - set clear behavioural expectations
 - brief managers as to their role
 - persist and be tough on those who resist change.
- ✓ Be aware that any diversity initiative including training programmes may displease some of those in the organisation. Effective and positive two-way communication may help but in some ways it is inevitable 'you cannot please all of the people, all of the time'.

In some organisations, there is no single culture or approach to diversity that training can respond to. Instead there are fractured cultures some of which are much more responsive to diversity than others. The difficulty for organisations is that this difference can lead to internal tensions as the contradictions become obvious. An even greater problem for some organisations is that some cultures can be antagonistic towards diversity, with some staff rejecting the concepts and the ethos of diversity. This requires determined handling, clear messages and clear responsibilities.

There is always the risk that some staff will feel excluded and resentful to initiatives to promote diversity. Good communication and dialogue can help but it may not be possible to please everyone.

Some organisations such as **St Albans District Council** are beginning the journey towards a more diverse or diversity-aware organisation. The organisation's culture has changed from being formal, hierarchical and status-conscious to being more relaxed, more diverse, with younger staff and more team working. One interviewee commented how the culture has become more open and participative and that staff now feel able to express ideas. General awareness and interest in equalities appears to be increasing, and evidence in reports and internal documentation points to a expression of commitment to equality.

One of our **central government** case studies was made up of many different parts and units, each with its own individual culture. The more recently created units, have more open and relaxed cultures, and appear to understand diversity more naturally. The more traditional constituents, on the other hand, are not perceived to be as naturally attuned to diversity.

5. Evaluation

Good practice tips:

- ✓ There is a need for clear, measurable objectives as these enable clear articulation of training need and identification of appropriate training solutions.
- ✓ Think of the evaluation and monitoring of the training as an integral part of it and not as a separate 'add-on' activity.
- ✓ Feed results back into the design process.

Building diversity is a long-term initiative. It requires establishing a new culture and building trust and this cannot be done through short-term measures. The act of monitoring and checking success is critical to re-energising the organisation and the initiatives. It is imperative that organisations can look at their training and see if it is working and what difference it is making to the organisation. To help organisations the CRE will be publishing guidelines on monitoring, accompanying the Race Relations (Amendment) Act 2000.

The **DTI** have developed quite involved means to measure effectiveness. The staff surveys undertaken by the department play an important part in exploring employees' perceptions of management performance and capability across the department. The results revealed staff's personal experiences in training and communication as well as their views on management and diversity within the department. Overall, the results of the staff survey are encouraging in terms of achieving diversity objectives in the organisation. A large majority of respondents have a Personal Achievement Plan (PAP) 30 per cent of those with a PAP have a diversity objective to work towards.

Conclusion

Organisations need to root their activity within a continuous improvement/culture change model and they should be clear on what they want to change and achieve at the very start of their journey.

Success is deeply contextual and builds on where the organisation is and what it has done in the past. It is essential that it pulls people a little further than they are already, challenges them a little more and works to keep people positively engaged.

Embodying diversity within organisations is an iterative process of planning, acting and reviewing. These iterations are likely to comprise a journey of increasing sophistication and complexity, and a growing appreciation of the benefits and some of the challenges of implementation. It is firmly grounded in evaluation and feedback, and a willingness to do things differently.

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