

Diversity, Equity, Inclusion & Justice (DEIJ)

Playbook
July 2022





About Global Schools Forum

Global Schools Forum (GSF) is a catalytic community working to improve education outcomes at scale.

We do this by supporting social enterprises in education through:

- Curated learning and networking opportunities
- Funding and coaching to scale innovations in partnership with governments
- Generating evidence
- Strategic policy engagement

Our network is currently 69 members strong, each working in partnership with communities and governments in 51 countries. Our secretariat – spread across 4 continents – has expertise in school leadership, education innovation, and education financing. Our vision is that all children in low and middle-income countries have equitable and safe access to quality education so they can realise their potential.

Our Supporters



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About the author

This DEIJ Playbook has been developed by Global Schools Forum (GSF) in collaboration with DEIJ consultant, Dr London Moore.

London Moore is the Director of Schools for NOVA Pioneer in Nairobi, Kenya. She is also an education and leadership consultant, the founder of Diaspora Travels, the co-founder of The Ghana Educational Collaborative, an adjunct professor and a regional outreach coordinator for Girls Who Code. Prior to this, she was the Founding Principal of THRIVE Baton Rouge, Louisiana's first public boarding school. She was born and raised in Los Angeles, California. She attended Tufts University in Boston, Massachusetts where she obtained her Bachelor's degree in 2019 in Political Science. She obtained her Master's degree in Educational Leadership at Louisiana State University as well as her PhD in Curriculum and Instruction.

Dr Moore strongly believes that all children have the right to quality education and is committed to ensuring students, teachers and leaders reach their full potential. This conviction consistently drives her work.

About the DEIJ Playbook

Global Schools Forum has endeavoured to create a Diversity, Equity, Inclusion and Justice (DEIJ) Playbook as a first step towards supporting our community of organisations in this work. We believe DEIJ is one of the most pressing issues of our generation. As a global community of schools and educational institutions, working across diverse regions and teams, it is important that we have conversations about DEIJ in our communities. From this, we can begin to develop and implement programmes that are grounded in DEIJ principles and are truly building diverse, equitable, inclusive and just organisations.

The first draft of the Playbook was deployed to facilitate a Community of Practice for organisations in the GSF community. Based on this group's inputs, feedback and context-specific insights, the GSF team has iterated the Playbook to reflect the needs and challenges of organisations operating in diverse contexts.

How can you use this Playbook?

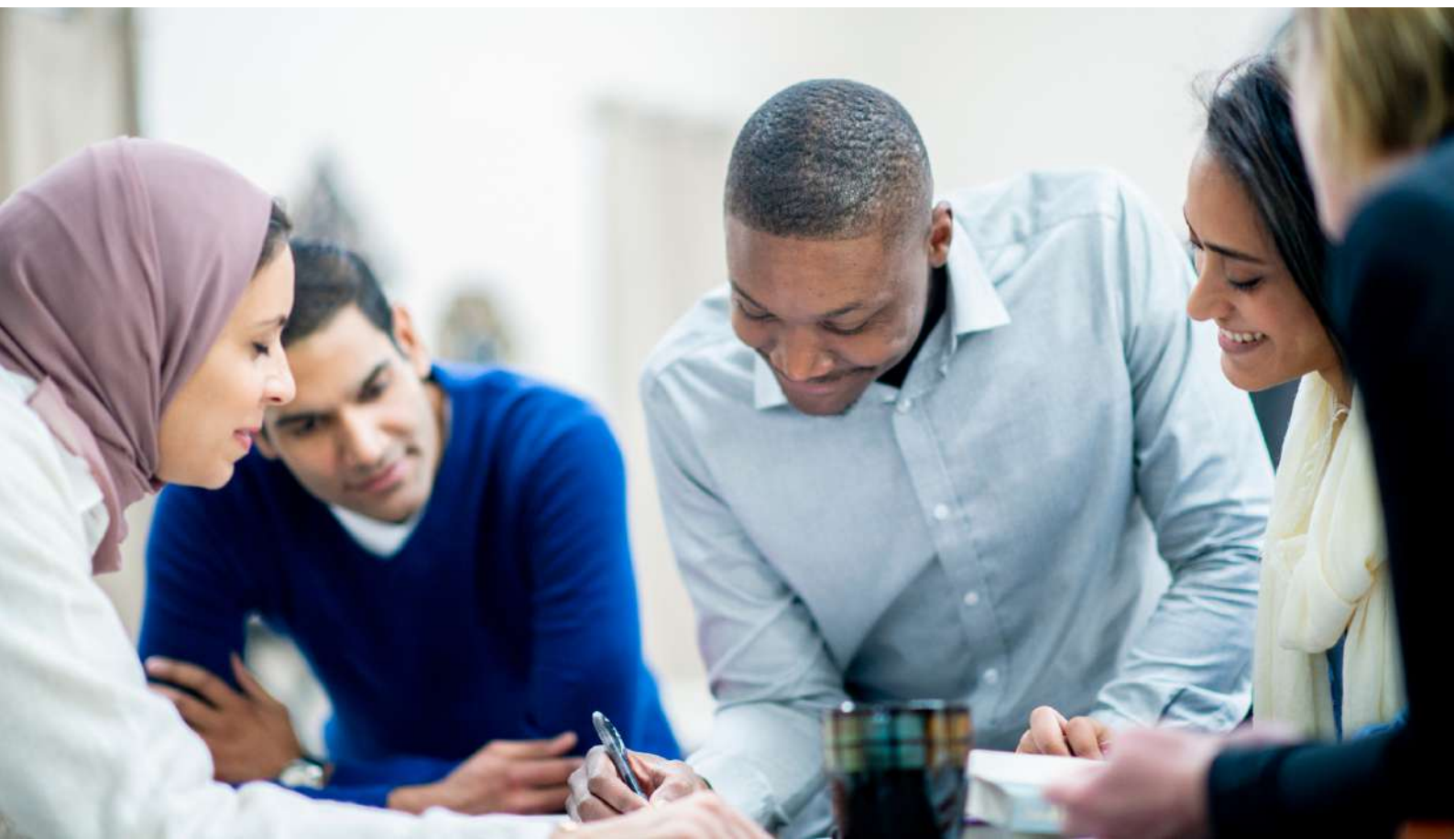
In considering the implementation of DEIJ we have a wonderful opportunity to learn from one another and grow together. In this playbook, you will find tools that will assist you and your organisations as you begin or continue your DEIJ journey. These tools are compiled from good practices globally, from the work of researchers and practitioners, as well as tools currently being used by members of our community. While these tools and resources will provide you with a starting point in your work, these are by no means the only resources available on DEIJ. We also know that some of these tools will need to be contextualised and modified to meet your specific needs. We intend for this Playbook to be a dynamic resource and the GSF team will iterate and revise the Playbook periodically based on feedback, user experience and the availability of newer resources and tools.

Who is the audience for this Playbook?

This playbook is intended for leadership team members, heads of recruitment, culture and people and others who are championing DEIJ work within an organisation. While there might be one team member leading the work on DEIJ, we urge you not to do this work alone. Find a partner within your organisation who will support you in this work and ensure that your senior leadership (CEO, Executive Director) is bought into the importance of DEIJ to your organisation. Bring your team along with you on this journey so that multiple voices and opinions are heard from the very start. This Playbook will provide you with guidance on how to approach DEIJ in your organisation; however, you will have to work with your teams to adapt these resources to your organisation's needs

Who leads DEIJ within an organisation?

The simple answer is anyone. However, we acknowledge and understand that there are multiple dynamics at play within an organisation. Therefore, work should commence once your senior leadership is on board. It is important to identify a champion or DEIJ lead who holds final accountability for this work and a DEIJ committee that is continuously providing input into this critical work. We must emphasise the importance of empathetic leadership through this process. Working on DEIJ is often difficult and uncomfortable, so be patient with yourself and your team, be empathetic and most importantly, ensure everyone is heard and contributes to discussions on this topic.

Thank you for taking this journey with us!

DEIJ Dictionary

Diversity, Equity, Inclusion, Justice (DEIJ) refers to the work of making organisations places that value the presence of differences in identities, cultures, backgrounds, perspectives, and expectations. DEIJ work acknowledges that we do not all start from the same place and emphasises that we must strive to adjust to address those imbalances. This requires ensuring that processes and programmes are impartial, fair and provide equal possible outcomes for every individual. This work aims to ensure that people feel a sense of authentic belonging within organisations while at the same time focusing on the treatment of groups historically and systemically under-represented and under-served.

Diversity is the presence of different identities, cultures and perspectives within organisations. These differences can include but are not limited to race, gender, religion, sexual orientation, ethnicity, tribe, caste, nationality, socio-economic status, language, (dis)ability, age, religious commitment, or political perspective.

Equity is the act of ensuring that organisations have processes and programs that are impartial, fair, and aim to provide equal outcomes for every individual. Equity focuses on ensuring that every individual has what they need, understanding that we do not all start from the same place, and emphasises that we must strive to adjust to address those imbalances.

Inclusion is the practice of ensuring belonging in our organisations. This work strives to ensure that all team members feel comfortable and supported by our respective organisations and believe organisations and believe that they can be their authentic selves within the organisation.

Justice is the process of dismantling systems and structures of historical and current oppression that create inequality and replacing them with proactive systems that promote fairness in policies, institutional practices, cultural messages and social norms for people of all identities and cultures.

Other terms that will help you navigate the DEIJ work better are listed below for your reference.

[Source: [Racial Equity Tools](#)]

Prejudice is a pre-judgment or unjustifiable, and usually negative, attitude of one individual or group toward another group and its members. Such negative attitudes are typically based on unsupported generalisations (or stereotypes) that deny the right of individual members of certain groups to be recognised and treated as individuals with individual characteristics.

Discrimination is the unequal treatment of members based on race, gender, social class, sexual orientation, physical ability, religion and other categories.

Racism is race prejudice multiplied by social and institutional power. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of society and by shaping the cultural beliefs and values that support those policies and practices.

Cultural racism include representations, messages and stories conveying the idea that behaviours and values associated with white people or “whiteness” are automatically “better” or more “normal” than those associated with other racially defined groups. Cultural racism shows up in advertising, movies, history books, definitions of patriotism, and policies and laws. Cultural racism is also a powerful force in maintaining systems of internalised supremacy and internalised racism. It does that by influencing collective beliefs about what constitutes appropriate behaviour, what is seen as beautiful, and the value placed on various forms of expression. All of these cultural norms and values have explicitly or implicitly racialised ideals and assumptions (for example, what “nude” means as a colour, which facial features and body types are considered beautiful, which child-rearing practices are considered appropriate.)

Anti-racism is an active commitment to challenging racism within oneself, others and institutions. It is acting in opposition to racist behaviours and impacts.

Implicit bias, also known as unconscious or hidden bias, are negative or positive associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals’ attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to override individuals’ stated commitments to equality and fairness, thereby producing behaviour that diverges from the explicit attitudes that many people profess.

Microaggression is a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalised group (such as a racial minority).

Affinity groups are networks of people who share a common purpose or interest. They are organised around cultural identifiers (race, gender, religion, etc.) and help create inclusion communities by allowing space for people sharing identifiers to feel specifically supported and best able to be productive members of the larger community.

Intent versus impact argues that intent is irrelevant when the impact of actions furthers inequity or marginalisation.

Colonisation can be defined as a form of invasion, dispossession and subjugation of a group of people. The invasion need not be military; it can begin—or continue—as a geographical intrusion in the form of agricultural, urban or industrial encroachments. The result of such incursion is the dispossession of vast amounts of lands from original inhabitants. This is often legalised after the fact. The long-term result of such massive dispossession is institutionalised inequality. The coloniser/colonised relationship is by nature an unequal one that benefits the coloniser at the expense of the colonised.

Decolonisation may be defined as the active resistance against colonial powers, and a shifting of power towards political, economic, educational, cultural, psychic independence and power that originate from a colonised nation's own indigenous culture. This process occurs politically and also applies to personal and societal psychic, cultural, political, agricultural, and educational deconstruction of colonial oppression.

Section 1: What is DEIJ & why is it important?

OBJECTIVES

In this section we will define DEIJ, explore research into this area of work and unpack the importance of incorporating DEIJ in our ways of being and working.

Through this section, you will:

- Understand the importance of embedding DEIJ into your organisation and work
- Review the DEIJ spectrum and pathways to begin this work

WHAT DOES RESEARCH SAY ABOUT DEIJ?

DEIJ has been shown to be a critical factor in organisational success, including in [not-for-profit organisations that can benefit from DEIJ principles](#). While most research on DEIJ has been focused in the United States and is limited to some industries, we can extrapolate learnings to broader working in any industry. Below, we have listed some examples that demonstrate the power of DEIJ in enhancing productivity, innovation, and overall success of an organisation, with the hope that these principles encourage research focused on other countries and sectors.

A study by McKinsey & Company evaluated the performance of 366 public companies across a range of industries in Canada, Latin America, the United Kingdom, and the United States and found that [organisations with gender and ethnic diversity are 15% and 35% more likely to outperform less diverse organisations](#). It also showed that diversity positively impacts many key aspects of organisational performance, such as increased employee satisfaction, improved decision making, and talent retention.

A study by the Credit Suisse Research Institute, "Gender Diversity and Corporate Performance," analysed the performance of close to 2,400 companies with and without women board members. They found that [companies with at least one woman on the board have outperformed companies with no women on the board by 26%](#). In a similar study, published in Innovation: Management, Policy & Practice, the authors analysed levels of gender diversity in research and development teams from 4,277 companies in Spain. Using statistical models, they found that [companies with more women were more likely to introduce radical new innovations](#) into the market over a two-year period.

These and several other reports show that diverse teams have better employee satisfaction and achieve higher financial gains and are highly innovative. This [TED Talk by Rocio Lorenzo](#) of The Boston Consulting Group sheds light on how diverse teams are more innovative than others and how to build that into your teams. This report goes as far as to state that [ethnic and religious diversity in Singapore is a critical factor in its economic success.](#)

This report by Deloitte demonstrates the scale of and potential reasons [for the diversity gap in South African companies](#) while highlighting that D&I can support business growth and performance. This report by OutNow Consulting shares data regarding the comfort the LGBT community feels at the workplace bringing in case-studies from over ten countries, including India, which achieves the lowest score on the number of respondents who feel able to come out to all at work (8%). It suggests that the [comfort to “come out” not only increases retention but also staff productivity.](#)

READ MORE

[How Diversity Makes Us Smarter](#)

“Diversity can improve the bottom line of companies and lead to unfettered discoveries and breakthrough innovations. Even simply being exposed to diversity can change the way you think. This is not just wishful thinking; it is the conclusion I draw from decades of research from organizational scientists, psychologists, sociologists, economists and demographers.”

[Better Decisions Through Diversity](#)

“New research finds that socially different group members do more than simply introduce new viewpoints or approaches. In the study, diverse groups outperformed more homogeneous groups, not because of an influx of new ideas, but because diversity triggered more careful information processing that is absent in homogeneous groups.”

[Caste: Why it’s still an issue for India Inc.](#)

“An informal study done in this office shows that of the top 100 companies in the Fortune India 500, there are maybe (emphasis on the maybe) four non-“upper” caste people running the show.” This reading will help understand the variety of contextual challenges in the DEIJ work by shedding light on issues facing countries like India.

THE DEIJ SPECTRUM

DEIJ work lives on a spectrum moving from setting a DEIJ vision to complete implementation of inclusion. There are several DEIJ spectrum tools used by practitioners. In this playbook, we will be grounded in the DEI Spectrum Tool from the Meyer Memorial Trust. We recommend you review this DEIJ spectrum tool in its entirety - [DEI Spectrum Tool, Meyer Memorial Trust](#). Below, we have pulled out the specific sections of the spectrum that we will focus on in this playbook, namely, DEIJ Vision, Leadership and Policies.

COMPONENT	NOT YET STARTED	READY TO START	LAUNCHED	WELL ON THE WAY	EXEMPLARY / LEADING
DEI Vision	Does not see DEI as relevant to work	Recognises the importance of DEI and is contemplating next steps	Recognises the importance of DEI and is in the process of developing a vision	Has developed a shared DEI vision and is working to align the organisation's programs and operations with this vision	Has integrated DEI in organisational mission and vision statements which are actively being used to guide the organisation's programs and operations
Leadership	Members of management, staff or board have not taken leadership on DEI issues	A few members of management, staff or board are leading the DEI discussion	A DEI point person or team is leading the organisation's DEI work	All levels of management, staff and board are taking leadership on DEI issues	Organisation is a DEI leader and is helping to build the field and best practices; leadership demonstrates accountability to clients, constituents, stakeholders
Policies	Does not have any DEI-related organisational policies (beyond non-discrimination policies)	Does not have, but is interested in developing, DEI related organisational policies (beyond non-discrimination policies)	May have some DEI-related language in some of its organisational policies	Has DEI policies and/or an organisational DEI plan but may be unclear about how to operationalise it	Has DEI policies and an organisational DEI plan with clear goals, strategies and indicators of progress

Section 2: Personal Awareness & Situating Your Own Experience

OBJECTIVES

Welcome to the personal awareness journey! We hope you find this time insightful in helping to better understand yourself and how you see and interact with the world.

In this section, we will unpack and provide tools for engaging in personal awareness work, since this is the first step into the DEIJ journey. It is incredibly challenging, if not impossible, to engage in meaningful DEIJ work if we have not first done our own personal awareness work.

This means unpacking our identity, culture and relationships with privilege, power, bias and systems of oppression. After you unpack who you are and how you move through the world, you can then consider who your organisation is, wants to be and how the organisation currently reflects that vision.

Through this section, you will:

- Understand who you are and how you move in the world
- Unpack your identity, culture, power, privilege and systems of oppression and develop greater personal awareness

GUIDANCE NOTES

The materials below are meant to assist you and your organisation in your DEIJ journey. It will be important for you to review the materials prior to starting the work and decide which will be most useful in pushing individuals' thought processes on their identities and cultures, and their relationships with power, privilege and systems of oppression. We have intentionally made the materials flexible and adaptable so that they can best meet the needs of your organisation.

Leading the work

It will be important to have one person who leads this work. Ideally, this person would have already done personal awareness work in the past and be very comfortable having critical conversations, pushing others in their thinking, sitting with discomfort and leading through change.

Mapping your time

- **Full Material Engagement:** If you are less familiar with this work and these conversations, you are welcome to work through all the activities listed below. If you would like to take this approach, this section would be roughly 20 hours of development.
- **Minimum Material Engagement:** If you have already engaged in this work previously or if you have time constraints, you should select at least one activity from each of the sub-categories. If you take this approach, this section would be roughly 6 hours of professional development.

WHY IS PERSONAL AWARENESS WORK INTEGRAL TO AN ORGANISATION'S DEIJ JOURNEY?

Read this quote to yourself or have someone read it aloud to the group.

"In South Africa, a common greeting is sawa bona, which translates to "I see you" or "I acknowledge your existence." The response to this greeting is sikhona, which means "I am here - when you see me, you bring me into existence." The more I think about it, the more it feels as though in every space I enter, I am waiting for someone to exchange this pleasantry with, not just in words but in intention. And usually, I am met with silence. What I have come to understand, though, is that most people lack the capacity because so many have only been taught to notice whiteness" (Burke & Brown, 2021).

As you explore this section, carry this quote with you. Who are you? Who do you believe yourself to be? How do others see you? How do you see others? How do you want to be seen? Allow yourself to deeply consider how you believe others see you as you walk through the world and how you see yourself. Reflect on how you are able to show up in spaces and places. Are you able to be your most authentic self in every space? Are the spaces that you work in inclusive ones? How could we be better as people and as organisations?



UNPACKING IDENTITY & CULTURE

Identity and culture are woven into the fabric of who we are. As such, if we are going to bring our authentic selves into our working spaces, we cannot separate our identities and cultures from our professional journeys. This section will offer you tools to better understand your individual identities and culture(s).

Unpacking Identity

“Identity means knowing who you are.” The following activities can serve as tools to assist in unpacking your individual identity, leading your team in unpacking their identities and leading your organisation to unpack its collective identity.

Tools for practice

The following tools for practice can be done individually or with a team. Each tool serves a different purpose, and you can choose to do one or all of them as you set out on your DEIJ journey. In this section, it is recommended that you complete the first 2 activities.

Group norming activity on your story [50-60 mins]

Purpose: This activity is meant to create a common understanding of why it is important to understand our own stories of our identities and the stories of others and their identities. This activity grounds participants in understanding the need to move beyond seeing people as one thing.

Directions: Watch Chimamanda Ngozi Adiche’s TED Talk, [The Danger of a Single Story](#), and use the guide to reflect on your own / organisation’s story. This activity will set the stage for the conversation on identity work.

Individual worksheet on unpacking identity [40 -45 mins]

Purpose: This activity is meant as an introductory activity to unpack each of your individual identities. You can do this individually, but it is recommended that you do this with a group to benefit from the discussion. If you have not engaged in identity work previously, then this is an excellent activity to help you think through how your identities have impacted you and made up your story.

Directions: Use the [Identity Unpacking Worksheet](#) to identify your various identities, reflect on them and determine your dominant identity.

Group activity on identity shedding [60-90 mins]

Purpose: This activity pushes you to consider your past triumphs and traumas with your identity. You are asked to reflect on which identities you would give away and which you would keep. You will also unpack if there have been times when you have been forced to give away an identity in order to be accepted. This is a great activity if you have engaged in identity work before or have just completed the unpacking activity and want to build further on your identity work.

Directions: Use the [Identity shedding activity deck](#) to consider your various identities, help you arrive at identities that you would give away, push yourself to consider ones that you have been forced to give away in places and spaces and better understand your colleagues' relationships with their identities.

Unpacking culture

“Culture is part and parcel of all that we do, all that we are, all that we can and might become.” The following activities can serve as tools to assist in unpacking your individual culture(s), leading your team in unpacking their culture(s) and/or leading your organisation to unpack its collective culture.

Tools for practice

The following tools for practice can be done individually or with a team within your organisation. Each tool serves a different purpose, and you can choose to do one or all of them as you set out on your DEIJ journey. In this section, it is recommended to complete both activities. If you have already done extensive self-awareness work on culture, you can feel free to only do the second activity.

Group activity on unpacking culture [65 mins]

Purpose: The purpose of this exercise is to develop with your team a shared definition of culture, unpack and share individual's relationships with their culture(s) and consider how culture impacts how you show up daily.

Directions: Complete the [Unpacking Culture](#) exercise deck. Allow teammates to be able to create space to unpack their own culture(s) and share with other team members.

Group norming activity on your authentic self [45-60 mins]

Purpose: The purpose here is to allow teammates to unpack how comfortable they feel bringing their authentic selves to the workplace. It allows teams to unpack the challenge many teammates face to be able to bring their authentic selves to the community. This activity should only be done once teams have a normed understanding of culture and of the various cultures of teammates.

Directions: Complete the group norming activity on [Bringing Your Authentic Self](#). As you are completing the activity you will begin to understand what it means to be culturally authentic in the workplace. Allow individual members of your team to discuss whether they are able to be their authentic selves at work, and why or why not.

Unpacking power, privilege, bias and systems of oppression

“You aren’t stuck in traffic, you are traffic.” - Eric Liu.

The following activities can serve as tools to assist in unpacking your relationship with power, privilege, bias and systems of oppression. As with the other two sections, it is important to have someone who has already done personal awareness work in the past, leading teams in these conversations.

Tools for practice

The following tools for practice can be done individually or with a team within your organisation. Each tool serves a different purpose, and you can choose to do one or all of them as you set out on your DEIJ journey. In this section, it is recommended that you complete both activities. If you have already done extended self-awareness work on unpacking privilege, you can skip straight to the second and third activities.

Identify and reflect on individual privilege [75-90 mins]

Purpose: The purpose of this exercise is to allow individuals to unpack their own privileges. This activity is good for level-setting if personal reflection on privilege is not something individuals have done or group conversations about privilege are not common in the organisation.

Directions: Have individuals complete the first two pages of the [Unpacking My Privilege](#) exercise independently before coming together as a group. Page 3 should be facilitated so that the group can start collectively reflecting on privilege and unearned advantages and disadvantages. Page 4 can be used as a commitment page to assist individuals in committing to an action post this session.

Developing shared language on privilege, power and bias [120-180 mins]

Purpose: This session's purpose is to examine power, privilege and bias within ourselves and our organisations. This session allows us to norm on the definitions of privilege, power and bias and unpack where we see these in our organisations. This session will allow you to create a list of areas to be addressed in your action plan.

Directions: Use this deck to lead your team through a session on [Unpacking Privilege, Power and Bias](#). This group exercise and discussion will allow you to create a shared language and understanding of these terms. You will also deep dive into unpacking your relationship and your organisation's relationship with privilege, power and bias.

Worksheet and group activity on unpacking systems of oppression [60-75 mins]

Purpose: The purpose of this activity is to create a shared understanding and inspire organisation discussions on systems of oppression.

Directions: Use the worksheets provided to think about [Systems of Oppression](#). This activity allows you to explore deeply different systems of oppression. As you work through it, consider how you engage with each of them.

CONCLUSION

It is our hope that the reflections have been insightful for you and your team and that these sessions allowed you to create:

- Space to lean into difficult and often uncomfortable conversations,
- Greater personal awareness of oneself,
- Deeper understanding and awareness of the individuals with whom you work,
- More understanding of individuals' identities and cultures,
- A normed understanding and awareness of individuals' relationships with privilege, power, bias and systems of oppression,
- Ways to unpack areas that privilege, power, bias and systems of oppression are impacting the organisation, and
- A list of areas that the organisation needs to address to start becoming more diverse, equitable, inclusive and just.



Section 3: One Pathway to DEIJ - The Leadership Team

OBJECTIVES

In this section, we will expand on the personal awareness work you did in Section 2 and move into understanding the different approaches organisations take as they begin their DEIJ work. We will spend time unpacking one strategic organisational approach to DEIJ work. This approach centres on first undergoing personal awareness work with your Founders, C-Suite teammates and other key team members who sit on the leadership team.

The next step involves gathering and analysing qualitative and quantitative data on the current state of your organisation. This data will lay the groundwork to create your DEIJ strategic plan. After gathering data, the approach suggests that the starting point for the DEIJ strategic plan lives in unpacking and finding stronger ways of working within organisation structure, talent and HR approaches. In this section, we will unpack the philosophy, approach and tools to assist in implementing this approach.

Through this section, you will understand:

- The following two approaches to DEIJ work:
 - The DEIJ lead team approach
 - The DEIJ whole team approach
- How to assess your organisation?
 - What is a DEIJ Audit?
 - What are some of the structures or metrics that I can use in this audit/evaluation?
 - What are some of the DEIJ parameters that should be considered critical in the evaluation?
- How to unpack a DEIJ audit?
 - What do I do with the data?
- How to lead an examination of a specific department and create safeguards?
 - How do I restructure our policies and practices to better focus on DEIJ?

THE DEIJ ORGANISATIONAL APPROACHES

There are two different organisational approaches that can be taken in DEIJ work:

The DEIJ lead team approach

This approach strategically begins with the leadership team. This means that the leadership team first does the personal awareness work needed on DEIJ and then gathers data from the larger team and creates an action plan.

The DEIJ whole team approach

The alternative approach is to start the personal awareness work as an entire organisation, allowing everyone to initially participate in the personal awareness process and data gathering and then create communities to draft and ultimately implement the action plan elements.

Let's read two case studies from organisations that are taking these different approaches. As you read these case studies, consider which approach you think would most benefit your organisation.

Case Study 1: Nova Pioneer

This case study was written based on an interview with Abimbola Pariola, Global Managing Director – Property at Nova Pioneer. Abimbola heads the DEI Committee at Nova Pioneer and as a result of this work has signed up for graduate courses to advance her own learning on DEIJ.



About Nova Pioneer

[Nova Pioneer](#) is a Pan-African independent school network with a mission to develop generations of innovators and leaders who will shape the African Century. The organisation's vision is to transform the lives and career paths of their students and equip them for success in the 21st century. Their graduates' exceptional experiences in their schools and their trajectories beyond will enable them to lead change in Africa and around the globe. Nova Pioneer is currently operational in South Africa and Kenya, offering students grades from preschool through secondary.

What was the catalyst to begin work on DEIJ?

Nova Pioneer deeply values organisational culture and treats culture as one of the cornerstones of the organisation. One key aspect of this focus is an awareness that diversity and equity are important, and that culture must be viewed through these lenses. Yet, in the day-to-day operations of the organisation, diversity and equity were not treated as a strategic organisational priority and were instead dealt with as things came up. As a case in point, when Nova Pioneer acquired a pre-primary school in South Africa that was historically an Afrikaans school in a primarily white environment, they realised that the only positions held by Black people were in roles such as cleaners and helpers. Coming into the school, the organisation addressed this and changed the composition of the school to align with the beliefs and values of the organisation.

However, the real catalyst for shifting to a proactive approach to DEIJ came as a result of several incidents leading up to the death of George Floyd in the United States. These incidents were the “fees must fall” movement, issues of gender violence in South Africa, and the global “black lives matter” movement in response to the death of George Floyd. All of these triggers elicited active conversation among students, teachers, leaders and parents, with discussions about George Floyd and the Black Lives Matter movement in America stimulating louder conversations. As the leadership team encountered these conversations happening across various levels, they felt it was important to address this issue collectively within the organisation. They launched a year-long series of organisation-wide conversations on anti-racism that was open to all students and teams at Nova Pioneer. To facilitate and give structure to the series, an Anti-racism steering committee was formed. The intention was to create a space for people to unpack their thoughts, voices and to learn together, while also providing the leadership teams an opportunity to understand how people were feeling. While many questions emerged about DEIJ work, it was clear that DEIJ had to become an intentional part of all work within the organisation and that clear priorities needed to be set, so that DEIJ was adopted to all the needs in the organisation.

What was the pathway into DEIJ work?

Once it was clear that DEIJ was an organisation-wide priority, the next step was the creation of an equity committee. The committee is composed of 15 team members across all levels and roles within the organisation to ensure there is diversity of thought and perspective. The committee holds true to Nova Pioneer’s core values of Always Growing and Joy of Learning. Upon creation, the committee educated themselves on what DEI and anti-racism meant and underwent training to understand the government regulatory understanding of the Equity act, what it looks like and asked themselves what it meant to make diversity, equity and inclusion a true organisational priority.

They followed a bottom-up approach, conducted a barriers analysis survey to understand gaps and how they could be addressed. During this process, the committee was (a) making sure they were not imposing their own lens on the work but instead hearing what the organisation had to say and (b) was comfortable not having all the answers and instead walking the growth journey along with the team.

What does the DEIJ work involve?

Currently the work on DEIJ is being driven by the equity committee, with a primary focus on South Africa. The main reason for this approach is the government regulatory requirement to report on DEI due to the size of the organisation; additionally, some of the issues raised warranted more immediate attention. The organisation will then adapt the framework and expand the DEIJ work to Kenya. The committee identified six focus areas:

- **Shifting mindsets** particularly focused on teams understanding that DEIJ work must be woven into the fabric of the organisation and not a one-off activity. This is to be done through a series of roadshows to educate the organisation as a whole on DEIJ work
- **Crafting a 3-5 year strategic plan** to address DEIJ
- **Interrogating systems, structures and policies through a DEIJ lens** to identify gaps, focusing on but not limited to colour, race, gender, ability and tribe, and asking if systems and policies encourage an equitable environment
- **Making recommendations on policies, practices, systems and structures to the HR** and talent teams, with an emphasis on how jobs are advertised, approach to hiring and tracking imbalances in hiring demographics
- **Training senior leadership on more equitable practices** and rolling out a roadshow to help managers understand what strong management, training and development should look like moving forward and what measures should be put in place to address equity gaps
- **Creating processes to ensure that underrepresented team members have better access** to training, development and promotions

While the organisation could have taken many routes into DEIJ work, there was a deliberate focus on talent and HR, since this emerged as a pain point in the discussions and surveys. Team members were experiencing challenges and frustrations with their managers and it was clear that this gap needed to be addressed first and that team members should be better empowered.

What impact are you seeing within the team?

The organisation has already seen some changes since the work on DEIJ was started. The committee has worked with the executive leadership team to help them realise that DEIJ work is important and what it means for organisation-level prioritisation and decision making. The team has been looking at systems and processes differently as they interrogated them through the DEIJ lens. The organisation has also created and signed off on the 3-5 year strategic plan, which is now being actioned.

Over the next year, the team is keen to focus on the education and learning process with all management and senior leadership that will help them manage, hire and support team members differently. As they move into the next year, this will be a key KPI for the organisation and its leaders. There is also a significant focus on shared responsibility and representation in this DEIJ work – learning and education will not just be with the leadership team but with all committee members across all departments and levels of the organisation.

What would you like to see 3-5 years down the line?

It is really important to describe 5 years as a milestone and not the destination; DEIJ is continuous work and the organisation and the committee are aware that they may never arrive at a final destination. If the work on DEIJ continues, they expect to see:

- Stronger representation – more school leaders would be people of colour and individuals who represent local demographics
- The talent pool for leaders of colour would be much more robust
- There would be clearly mapped training and development that gives better opportunities to underrepresented team members
- There would be sufficient upward mobility for middle-level teammates
- Every single team member would know their rights and have access
- The organisation would be starting to have conversations that focus on DEIJ work with students and parents

Case Study 2: Christel House International

This case study was written based on an interview with Caitlin Teague, Vice President of Programs & Services at Christel House International.



About Christel House International

[Christel House International \(CHI\)](#) is a global organisation running 9 learning centres (or schools) across the United States, India, Jamaica, Mexico and South Africa. CHI believes in the development of the “whole child” and provides a platform for you to transform their lives by breaking the cycle of poverty. The organisation provides education, character and leadership development, career guidance and support, nutrition and healthcare for children from early childhood through early adulthood.

What was the catalyst to begin work on DEIJ?

CHI is headquartered in the United States and serves children across the globe. There was a growing recognition within the headquarters that a team wholly comprised of staff from the United States did not reflect the schools that were in other regions of the world. As the team reflected further on their method of operations, a few critical observations and questions arose:

- CHI had a history of women in leadership positions, yet their headquarters team did not reflect the diversity of regions and students that the organisation was serving
- Each learning center did function in a de-centralised way and was locally staffed, with strong local and educational leadership, who did provide input into what was working and not working on the ground. However, programmatic and strategic priorities were being set in the United States, which was directly impacting how these centers operate
- The funding for the learning centers comes from headquarters, which gives them an outsized voice
- The CEO cared deeply about building an inclusive and equitable organisation but did not have deep prior experience with this work. Therefore, CHI required a champion within the organisation to drive this work forward

The team in headquarters spent more time unpacking these issues more deeply and building awareness and shared understanding within the staff on DEIJ. They used these discussions to develop the initial steps that the headquarters team could take on DEIJ.



What was the pathway into DEIJ work?

First, the team identified a program champion who was given the freedom and budget needed to get the work started at the headquarters level. Next, they created an informal and volunteer DEI Committee that cared about this work and used the platform to bounce ideas off each other and think about the next steps for the organisation. Encouragingly, seven out of the twenty-two team members in HQ joined the Committee. The team then brought on an external partner to do basic DEI training, including an individual assessment for all team members. The data from these individual assessments were then collated and an organisation-wide analysis was done, allowing the team to understand where they stood on the DEI spectrum. The team then identified steps that everyone could take and choose actions to progress their understanding of DEI.

What impact are you seeing within the team?

There has already been some change within the team in the 8 months since work on DEI began.

- **Hiring:** The team has made an effort to get job postings out to a wider audience – the last three hires have already added to the diversity of the organisation. There has been a greater effort to think about building a culture that sets these new team members up for success and for ensuring that processes are designed to be welcoming.
- **Departmental norms:** Different departments are creating norms documents that will allow each team member to contribute and thrive at work.
- **Open conversations:** Open discussions have emboldened and empowered team members to speak up more, ask more questions and challenge each other constructively.
- **Having difficult conversations:** The team recognizes that talking about DEI is not comfortable for many but that living with this discomfort is necessary for growth. Team members are staying curious, understanding different perspectives and building the skills and competencies to have these difficult conversations.

What would you like to see 3-5 years down the line?

In the short term, it was a conscious decision to start the DEI work at the HQ level but conversations with the wider CHI global team are already happening more frequently. The next step is to create a strategic plan for the HQ team and start engaging the learning centers in the work, acknowledging that this could look different in different countries and teams. It will be important to ensure that the pathway to DEI is left open for each learning center and that they choose what is important for them.

In the longer term, the organisation expects to see more fundamental changes in how they approach their work. For example, CHI is changing their perspective from “we are making students self-sufficient” to “empowering young people to reach their goals and dreams”, a shift that moves the power to the student. The organisation aims to partner with stakeholders (including parents) to amplify the work they are doing for students. This means coming together authentically, and as equal partners, to meet their goals. In 3-5 years, if the organisation looks back, they would like to know that their offer has been more meaningful and impactful for students and families because they had a say in it.

DEIJ EQUITY AUDIT REASONING

Regardless of which approach is taken, it is important for organisations to gather qualitative and quantitative data on the current state of the organisation through a DEIJ lens. This section will help you consider why a DEIJ audit is an important tool and a critical step in developing DEIJ plans.

Tools for practice

Please spend the next 60-120 mins reviewing tools to unpack the need for an equity audit. Just as it is important to complete an equity audit, it is equally important to understand the reasons why an equity audit is important and what it can do for you and for your organisation. The following tools for practice should be done with your team. Each tool serves a different purpose. In this section, it is recommended that you complete all activities.

Do now

List your top three reasons for completing an equity audit. What did you come up with? You may not be fully satisfied with your current reasoning. Let's review some resources and case studies to help unpack why these audits can be very helpful.

Watch

[Shannon Portillo's TED Talk on Organisational Obliviousness: Understanding Inequities in the Workplace.](#)

Consider the messages in this talk through the lens of your own organisation. Ask yourself: In what areas might your organisation be oblivious? What current choices are impacting equity in your workplace?

Read

- Read the article, [6 Things We've Learned Through An Equity Assessment Process, by the President and CEO of the Nellie Mae Education Foundation](#). As you are reviewing this resource, ask yourself - what did the organisation learn about itself through doing the equity audit? What did this organisation gain from doing an equity audit? How has this information helped to inform their current priorities and ways of working?
- Read an [article from the Harvard Business Review on How To Measure Inclusion in the Workplace](#). As you are reviewing this article ask yourself, what measures do you think should be included as you review the policies and practices in your own organisation? Now, look at your list of reasons for completing an equity audit. Would you like to adjust or add new reasons? What does your list look like now? Review this list for completing an equity audit with your leadership team. Unpack the reasons that they believe an equity audit is important.

DEIJ AUDIT OPTIONS AND IMPLEMENTATION

Tools for practice

Please spend the next 60-90 minutes reviewing selected examples of equity audits and surveys. These are by no means an exhaustive list of equity audits. The audits below serve as a sampling to unpack what strong equity audits could look like. Please note that each of these organisations has spent time crafting an organisational equity audit specific to their organisation's mission and work. As you are reviewing, consider the needs of your own organisation, and ask yourself what elements would be helpful to incorporate into your own equity audit.

[The School Community Equity Audit](#): This guide is designed to engage you in a conversational, inquiry-based process of confronting racial disparities at the school level.

[MAEC Equity Audit](#): "MAEC, Inc developed the three Equity Audit tools found in this document to offer districts, schools, and teachers a way to begin conducting an equity audit. These tools were designed to help educators develop a more concrete understanding of what it means to practice equity, and reflect on whether current school policies, procedures and practices are equitable."

United Way Equity Framework “A core element of the Modern United Way is adopting a growth mindset. This organisational assessment intends to help your United Way understand areas of strength and areas of challenge related to how you are explicitly integrating an equity lens in your work with the community. An honest assessment of where you are will help you identify areas for needed growth and potential action steps to help you move towards this.”

DEIJ Surveys

If you want to create short surveys to assess where to begin the DEIJ work, start with some survey tools. Below are a few tools to help create a survey suited for your organisation.

- [22 Diversity, Equity and Inclusion survey questions to help you get off the mark.](#)
- [The 14 Best Diversity And Inclusion Survey Questions To Ask](#)

GSF's DEIJ Audit Tool: GSF has recently developed this DEIJ Audit Tool to assess organisation-wide understanding of our DEIJ goals and mission.

Review & reflect

Case study: [Chesapeake Bay Watershed Community DEIJ Audit Processing Tool](#)

Lead a conversation with your teams. How did this group go about their DEIJ audit process? What elements would you like to include in your audit process?



Reflect and debrief with your leadership team

- What categories should be included in your audit?
- What categories have you left off?
- What questions need to be included in each category?
- What data are you hoping to gain from each question?
- How would you like the audit to be administered?
- How would you like the audit to be framed for your teammates?
- Who will lead the work of creating and vetting the audit materials?
- Who will administer the audit?
- What timelines do you want this to occur?
- How will the audit data be analysed?
- Who will complete the analysis?
- How will the data be reported out?

Sample Audit Report

The [Ankeny Community School District \(ACSD\)](#) commissioned West Wind Education Policy Inc (West Wind) to conduct a district audit to understand the state of diversity, equity, and inclusion in Ankeny, identify key areas of opportunity and growth, and support ACSD's continuous improvement. The recommendations and the audit findings in this report are helpful references to reflect on areas in your schools that might benefit from DEIJ work.

Create

Based on the reflections with your leadership team, it is your turn to draft an audit tool and process document specific to your organisation. Do at least two rounds of feedback on the tool as you refine it.

DEIJ PRACTICES IN ORGANISATION STRUCTURE, TALENT AND HR

As a general practice, it is important to let the DEIJ audit data guide the action plan. For the purposes of the playbook and from practical experience, a notable area to start your DEIJ action plan is through the critical examination of your organisational structure, talent pipeline, recruitment and hiring, and HR policies and practices. The following resources will serve as tools to guide you and your team through this examination and to create updated policies and practices that prioritise DEIJ.

Tools for practice

A norming read [30 – 40 minutes]

Directions: Please spend the next 20 minutes reading and considering the article, [The ultimate guide to DEI in the workplace: 12 steps every organisation should take](#), focusing on Steps 4-12.

- Consider your own organisation. On a scale of 1-5 (1 being currently not done and 5 being extremely effective), how would you rate your organisation on Steps 4-12?
- What are 2 practices that you could take away from this piece that would enhance your organisation's DEI work?

Examining bias in your recruitment & hiring process

This activity is best done with the leadership team, the talent and HR department and representative members from every department and level of the organisation. For this activity, each member of the team will need to have an understanding of the current recruitment and hiring policies and practices. They will also need a copy of the policies and practices for reference during the session.

Identifying & interrupting bias in hiring [180-330 mins]

Step 1: Spend 30-60 mins reviewing the tool developed by Bias Interrupters, '[Interrupters for hiring & recruiting: identifying bias in hiring guide.](#)' For each statement, challenge members of the team to name a time when they have noticed this within their experience in recruiting/hiring or observing recruiting/ hiring in the organisation. Re-establish that this is a safe space where each member is truly trying to scrutinize current practices to make the organisation a better place as a whole.

Step 2: Take 60-90 minutes as a leadership team to create a safeguards tool. To the group, pose the question - how will you ensure that you are interrupting bias in your recruitment and hiring policies and practices? You can split your review teams into groups of 3-4, asking each of them to take a section of the named bias and create a tangible tool in the hiring guide to help disrupt this bias.

Step 3: Spend the next 90-180 minutes reviewing [Interrupting bias in hiring: Tools for Organisations.](#) In this section, you will be reviewing:

- Empowering and training people who review resumes and who hire to spot and interrupt bias
- Appointing bias interrupters to participate in hiring processes
- Assembling a diverse applicant pool
- Evaluating the interview process and tool

For each of the sections add to your safeguard tool.

Examining bias in your organisational performance evaluations [120-180 mins]

Step 1: This activity is best done with the same group from the previous session. In this next session spend the next 60-90 mins reviewing [Interrupting Bias in Performance Evaluations: Tools for Organisations.](#) For each statement challenge members of the team to name a time when they have noticed this within their experience or in their observation of the organisation. Re-establish that this is a safe space where each member is trying to scrutinise current practices in order to make the organisation better.

Step 2: Spend the next 60-90 mins adding to your safeguards tool. Pose the question to your team- how can we ensure that we are interrupting bias in our performance evaluation practices and policies? You can split your review groups into groups of 3-4, asking each of them to take a section of the named bias and create a tangible tool in the performance evaluation practices to help disrupt this bias.

Examining bias in your organisational structure and compensation [150-300 mins]

This activity is best done with the same group as the previous session.

Step 1: In this session spend 30-120 mins gathering your data. Consider and have data points for the following questions:

- What are the identities and cultures of the populations that you serve or work within? Do a number count by category and then turn each of the numbers into percentages.
- What are the identities and culture of your leadership team? Do a number count by category and then turn each of the numbers into percentages.
- What are the identities and culture of your entire organisation? Do a number count by category and then turn each of the numbers into percentages.

Now that you have these numbers consider whether these percentages are equitable? Why do you believe these numbers are equitable? Why do you believe that these numbers are inequitable? What factors are currently contributing to making these percentages equitable or inequitable?

Step 2: Now spend the next 60-90 minutes reviewing [Identifying Bias in Partner Compensation Worksheet](#). For each statement challenge members of the team to name a time when they have noticed this within their experience or in their observation of the organisation. Re-establish that this is a safe space where each member is truly trying to scrutinize the current practices of the organisation to make the organisation as a whole better.

Step 3: Spend the next 60-90 mins adding to the safeguard tool. Pose the question - how will you ensure that you are interrupting bias in your promotion and compensation practices and policies? You can split your review groups into groups of 3-4 asking each of them to take a section of the named bias and create a tangible tool in the promotion and compensation practice to help disrupt this bias.



CEO Evaluation Tool

Consider

Do you have a tool to examine the impact of your CEO through a DEIJ lens? Let's look at a [CEO Evaluation Tool from Compass Point](#). This is not a perfect tool but rather is meant to display an example of a way to examine a CEO's impact. As you are examining this tool consider the following:

- Does your organisation have a tool that examines the CEO's role?
- What do you like about the tool from Compass Point?
- What do you find lacking in the tool from Compass Point?
- What values do you want to ensure that your CEO displays?
- What hard and soft skills are necessary for the CEO's role at your organisation?
- How does the CEO's role ideally interact with the DEIJ workstream?

Create

Using the work that you have done above, create an updated handbook for organisation structure, talent and HR. Create a process for continuous review of the handbook. Create a process for the whole team roll-out of the updated policies and practices.



Section 4: How to prioritise organisational DEIJ work & create an action plan

OBJECTIVES

In this section, you will have the opportunity to create a DEIJ action plan for your organisation. Before you create the action plan, you should have:

- done your personal awareness work
- led your team through personal awareness work
- reflected on the current state of DEIJ in your organisation
- gathered and analysed data to better understand the current state of DEIJ in your organisation from the viewpoint of teammates and stakeholders
- completed a practice review process of a department to better understand the process of a departmental review and creating safeguards. It is with this knowledge and experience that we will now begin the final section - creating the DEIJ action plan. It will be best to use the same team from Section 2 to complete this plan

In this section, you will:

- Create DEIJ priorities and goals using the DEIJ audit data
 - What are the organisational DEIJ priorities that the DEIJ audit has revealed?
 - How can you turn these priorities into SMART goals?
- Create DEIJ metrics for success for each of the named DEIJ goals
 - What does organisational success look like for each of the DEIJ goals?
 - Create a DEIJ action plan with mapped out workstreams, named milestones and established timelines
- Determine what workstreams will need to be opened in order to accomplish this work
 - Who will manage these workstreams? What will the timeline look like for each workstream?
 - How will workstream completion be monitored?

DEFINING THE ACTION PLAN: CHOOSING PRIORITY AREAS, GOALS, METRICS FOR SUCCESS, WORKSTREAM OWNERS AND TIMELINES

You are now at the stage where you are ready to critically consider how you want to be different as an organisation. Challenge yourself to imagine different policies and practices that could enhance DEIJ in your organisation and your work. In this section, you will be asked to consider the personal awareness work that you have done, the data that you have gathered and your team's reflections. You will be using your development and the data to craft your key priority areas. You will then be able to turn those priority areas into smart goals. Each of your goals should include metrics of success so that you are able to create rhythms to track your progress.

Please spend the next 60-120 mins reviewing two sample DEIJ action plans. As you review the action plans take note of the stated priority areas, goals and metrics for success. After you review the samples, you will be asked to start this work with your teams to create your own priorities, goals and metrics for success.

Tools for practice

The following tools for practice should be done with your team. Each tool serves a different purpose. In this section, it is recommended that you complete all activities.

Review

- Chapters 2-7 of the [Chesapeake Bay Watershed Community DEIJ Audit Processing Tool](#)
- [Rowan University's DEIJ Action Plan Dashboard](#): look at the structure of priorities, goals, objectives, expected outcomes and timelines. To use this tool, follow these instructions:
 - From the drop-down, select a 'Strategic Priority.' eg "Recruiting, retaining and supporting a more diverse community."
 - Next, select 'Division/category' e.g. 'Finance'
 - You can then select the department's name and the practice's status to understand the latest movements on DEIJ.

Lead a conversation with your teams on:

- How did these groups go about shifting their audit data to strategic priorities and actionable workstreams?
- How did they go about turning their strategic priorities into an action plan?

Discuss & create

Using the following questions as a guide, create your priorities, smart goals and metrics for success. You are welcome to complete the [DEIJ Action Planning Workbook](#) as a tool to assist in organising your strategic planning.

- What are your organisation's values surrounding DEIJ?
- What disconnects exist between your data and your values?
- What barriers currently exist between your data and your values?
- What trends are you seeing in your data?
- What are all the priorities the data raises that need to be addressed? Here you should write out every disconnect and gap that you find.
- What are the top 3-5 priorities that should be addressed over the course of the next 3-5 years? Here is where you should rank and choose the priorities based on need and impact.
- Shift the priorities into smart (specific, measurable, attainable, relevant, time-bound) goals. List out all of your goals under each priority area.
- How will you know you have been successful with each goal? For each goal add metric(s) of success. For each metric of success include what the accountability structure will be to review progress toward the goal.
- What timeline should each goal be accomplished within? How does each of the timelines impact one another?
- Who is responsible for each of the goals and their metrics for success? How will this balance with other priorities? How will you ensure teammates are invested and own the workstream?

DEFINING THE ACTION PLAN: CREATING YOUR ACTION PLAN AND ONGOING CHECK INS

You now have all the pieces to put together the action plan document and create the structure for ongoing progress checks.

Please spend the next 60-120 mins reviewing the structure of the action plans for the two samples and how these samples are tracking the ongoing progress of the DEIJ workstreams.

Tools for practice

The following tools for practice should be done with your team. Each tool serves a different purpose. In this section, it is recommended that you complete all activities.

Review

- Chapters 4 - 7 of the [Chesapeake Bay Watershed Community DEIJ Audit Processing Tool](#)
- The structure of [Rowan University's DEIJ Action Plan Dashboard](#):

To use this tool, follow these instructions:

- From the drop-down, select a 'Strategic Priority.' e.g "Recruiting, retaining and supporting a more diverse community."
- Next, select 'Division/category' e.g. 'Finance'
- You can then select the department's name and the practice's status to understand the latest movements on DEIJ.

Lead a conversation with your teams on:

- What do you like about each of these structures?
- What do you not like about these structures?
- What structure would be most supportive of this ongoing work in your organisation?

Discuss & create

Using the following questions as a guide and the work in the priority areas, goals, metrics for success, workstream owners and timelines in the previous section create your action plan.

- What structure will you be using for your action plan?
- Who will lead the ongoing reviews of the action plan progress?
- What is the frequency of these reviews?
- What will be the tool for these reviews?
- How will you communicate the action plan to the team?
- How will you invest the team in owning the action plan?

Create

Create your DEIJ action plan and your structure for ongoing check-ins on the plan.

Questions?

Write to us at
info@globalschoolsforum.org