



PROJECT EVALUATION

Creating an Inclusive, Equal and Diverse
Workforce

A report by Aspire-igen Group Ltd.: January 2022

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Executive summary

Aspire-igen tendered successfully for the role of managing the “Creating an inclusive, equal and diverse workforce” project, as part of the “Bradford for Everyone” initiative in December 2020.

The aim of the initiative has been to address the findings of the Bradford for Everyone’s ground-breaking behavioural science Culturelytics survey through the implementation of a range of training interventions in the district to create an inclusive, diverse, and equal workforce.

Building inclusive mind sets in diverse communities has been and is, a vital task in today’s world, and for the future of our communities. But culture change is a complex task, therefore the data company Culturelytics gave us clear insights into the challenge. They used AI (artificial intelligence) and behavioural science to help us understand people’s attitudes, what challenges different groups are facing, and what will help build inclusive mind-sets and behaviours. This will help us to shape our programme and effectively drive greater impact in the workforce community.

The survey findings identified the following 10 keys areas.

- Winning the pandemic (Feelings) – Training to help everyone feel included and on-board equally during the district COVID-19 response.
- Building High Performance Teams – Understand the advantage of diversity in teams and how to build this into organisational objectives to meet key indicators.
- Building Relationships – Understand how to work with people who are diverse and build equal relationships.
- Performance Coaching and Mentoring – Understand our bias when mentoring people of diverse backgrounds.
- Communication & Negotiation Skills – How do we communicate a shared outcome and get results with diverse groups with different needs and ideologies.
- Emotional Intelligence – How to understand impact of diversity on emotions of teams and how they become empowered.
- Having Difficult Conversations – How do we respond positively and constructively when something challenges us to get a shared positive outcome.
- Adapt to win – Understand our diverse workforce and adapt as organisations to meet individual skills and allow people to be their whole self at work.
- Succession Planning/Talent Management – How do leaders ensure diverse teams grow with everyone included.
- Inherent Bias –training for all staff, especially leaders who can be agents of change.
- In addition, plans for the delivery of an accompanying theme – Critical Thinking – were realised later in 2021.

Due to the impact of the pandemic, it was decided early on in 2021 to plan for the delivery to be done remotely, as the aim was to avoid the uncertainty of a hybrid remote / face-to-face combination with the accompanying risk of late cancellation of any face-to-face elements due to increased restrictions. This meant that the delivery was done in intensive two-hour sessions rather than loner (e.g., half-day) physical workshops.

Delivery partners were already in place and Aspire-igen coordinated the programme as well as delivering some of the training through a member of its SHINE team, Affy Kouser. The other delivery partners were experienced experts in the field of such training:

- Empowering minds: Independent consultancy.
- Mohammed Ali Amla: Independent consultant.
- HS Consultancy / Hári Sewell Consultancy Ltd.
- Tharoor Associates: Private Limited Consultancy.
- Equality Together: a charity and company limited by guarantee.

Overall project outputs

- Workforce training plan developed for Bradford District across six sectors meeting all ten areas from survey findings.
- Approximately 30 people became agents of change, who had responsibility to support culture change in their organisation and have been part of a network of change-makers.
- There was an aim to use the Inclusive Employer Toolkit alongside the training and provide feedback on its use (ideally 1 organisation in each sector); however, the toolkit was not available when the training commenced and whilst utilised later with 5 organisations, feedback was not forthcoming.
- There was an aim to recruit 240 staff (ideally 40 people from each sector) on to the programme and whilst the actual number was a little lower than this, the total number of registrations exceeded it due to participants taking part in multiple sessions.

Overall project outcomes

- Improved recruitment or employment practices.
- Services improved in meeting the needs of communities
- Reduction of bullying and discrimination.
- Reduction of negative personal beliefs.
- More staff will recognise hate crime.
- More staff will be able to support victims of hate crime.
- In addition to these was added the outcome of more staff recognising the particular impact of the pandemic on people with disabilities.
- 21 training sessions on the 10 themes were delivered between June and August 2021, with 4 additional sessions on Critical Thinking being delivered between December 2021 and January 2022.

The Future

Discussions and preparations are underway to scale-up the project at a European level with planned submission of a proposal to the Horizon Europe programme Call:

1. Overcoming discrimination for an inclusive labour market with a deadline of 20.04.2022

A successful application should contribute to all the following expected outcomes:

Identify suitable theoretical and application-oriented concepts that foster inclusion in the labour market.

Develop innovative policy approaches to promote inclusion, inclusiveness, and quality employment of the considered groups.

Help develop evidence-based policy responses to fight discrimination and promote inclusion and upward convergence in employment.

Develop practices that facilitate reduction of employment gaps between vulnerable and mainstream groups, such as persons with disabilities and those without, women and men, migrants and non-migrants, people of different ethnic or racial backgrounds, etc.

Identify and compare the usefulness of different options for policies and measures.

Identify relevant actors to achieve effective results (institutions at different scales, civil society organizations, etc.) and explore their roles and interaction.

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1. Creating an Inclusive, Equal and Diverse Workforce: Partner Consortium

Organisation	Description
Aspire-igen Group Ltd. / MotivMed	the largest careers and training organisation in the Yorkshire region. The group is a not-for-profit social enterprise with 22 years' experience of supporting young people and adults into employment. Levels of social deprivation in Yorkshire are among the worst in the UK, with widespread pockets of exclusion and unemployment. Aspire-igen employs over 150 permanent staff across the region. These staff members help the organisation engage with over 3,000 NEET young people through our vocational training courses, deliver around 36,500 guidance sessions to adults and work with over 10,000 young people via other skills and guidance events (school careers fairs etc.).
Equality Together	<p>a charity and company limited by guarantee. A local user-led organisation for disabled people, their carers and families. Its services are available to people who face disabling barriers in the Bradford District. We believe in the social model of disability. We work with people to ensure they have choice and control over the services they use and need, contributing to their health and wellbeing. We campaign on issues that are important to disabled people, carers, families, and other people who face discrimination and disadvantage to achieve change. We are part of a consortium of organisations who share the same values:</p> <ul style="list-style-type: none"> - Bradford Talking Media <p>A charity and company limited by guarantee. A non-profit making organisation and with a primary objective being the provision of accessible information.</p> <p>https://www.btm.org.uk/what-we-do/</p> <ul style="list-style-type: none"> - Bradford People First- A self-advocacy group run by people with learning disabilities for people with learning disabilities (Charity) <p>https://www.bradfordpeoplefirst.org.uk/about/</p> <ul style="list-style-type: none"> - People First Keighley and Craven- An advocacy group for people with learning disabilities (Charity) <p>https://www.peoplefirstkc.com/</p>
Mohammed Ali Amla Consultant	a Freelance project manager, trainer, consultant, and researcher. He works on a diverse portfolio of projects, including being the co-facilitator and co-designer of Community Reach: this creates spaces for leaders, policy makers, practitioners, faith leaders, teachers, activists, youth workers, 3rd sector to discuss extremism, terrorism, radicalisation, and ideology.
Tharoor Associates	An organisation which has designed and delivered all the modules associated with the ten themes ("winning the pandemic" being the exception) that form the Strategic Leaders Programme. This training programme is recognised by the Institute of Leadership and Management as part of their developmental programme and participants can avail an ILM membership and certificate. All the workshops are embedded with the understanding of our unconscious bias. Each of these workshops can be offered as stand-alone workshops including the Unconscious Bias workshop.

	Smita Tharoor is a TEDx speaker, broadcaster and thought leader on unconscious bias.
HS Consultancy / EDI Consultant	HS Consultancy is the trading name for Hári Sewell Consultancy Ltd. HS Consultancy is one of the top-rated providers of unconscious bias training in the health and social care sectors.
Empowering Minds	a consultancy established by Sofia Mahmood in 2015. Sofia Mahmood had worked in the Third sector covering Education, Youth, Local and National authority, and Government bodies for over 15 years. Among her areas of specialisation are developing tailored integration and intergenerational programmes connecting diverse cultures, identities, and communities of interest to promote Diversity and Cohesion and creating bespoke training packages, tool kits and good practice guides for a broad spectrum of audiences including teaching professionals, social workers, youth work staff and other interested parties as part of ongoing training and development.

Figure 1: Table of Partner Consortium

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2. Training Sessions and Participants

The training sessions, based on the areas identified by the Bradford for Everyone Culturelytics survey, were organised as the following topics:

- Winning the pandemic (Feelings) – Training to help everyone feel included and on-board equally during the district COVID-19 response.
- Building High Performance Teams – Understand the advantage of diversity in teams and how to build this into organisational objectives to meet key indicators.
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Due to the impact of the pandemic, it was decided early on in 2021 to plan for the delivery to be done remotely, as the aim was to avoid the uncertainty of a hybrid remote / face-to-face combination with the accompanying risk of late cancellation of any face-to-face elements due to increased restrictions. This meant that the delivery was done in intensive two-hour sessions rather than loner (e.g., half-day) physical workshops. Participants often attended more than one training sessions, and many signed up for all available workshops.

The participants came from a range of backgrounds, sectors, and job roles, and training sessions benefitted from having diverse cohorts with differing perspectives. These demographics can be seen in the tables and graphs below.

Gender

Participants	Percentage
Female	68%
Male	20%
Not Provided	12%

Figure 2: Table of Participants' Identified Gender

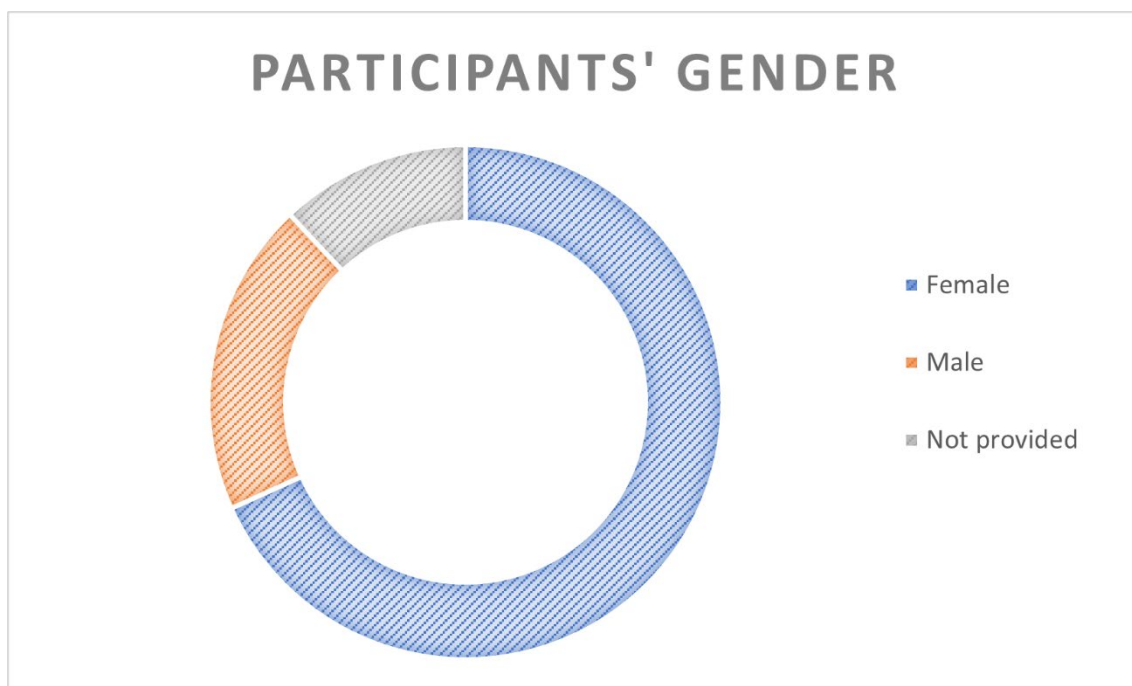


Figure 3: Gender of Training Participants

Ethnicity

Participants	Percentage
White British	15%
White English	49%
White Scottish	5%
White Welsh	2%
White Irish	1%
Other White Background	4%
White and Asian	2%
White and Black Caribbean	2%
Indian	1%
Pakistani	14%
Black Caribbean	1%
Black African	2%
Other Ethnic Background	5%

Figure 4: Table of Participants' Ethnicity

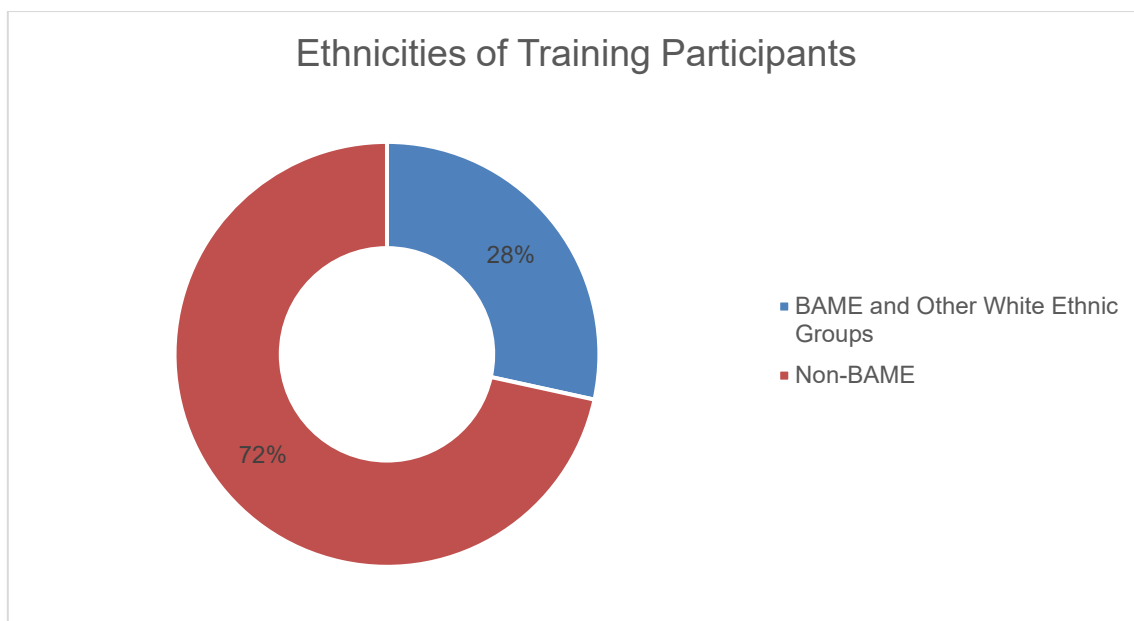


Figure 5: Ethnicities of Training Participants

Job Roles

Participants	Percentage
Employee with managerial duties	18%
Employee with no managerial duties	44%
CEO / Director / Co-director	7%
Manager	24%
Supervisor	7%

Figure 6: Table of Participants' Job Roles

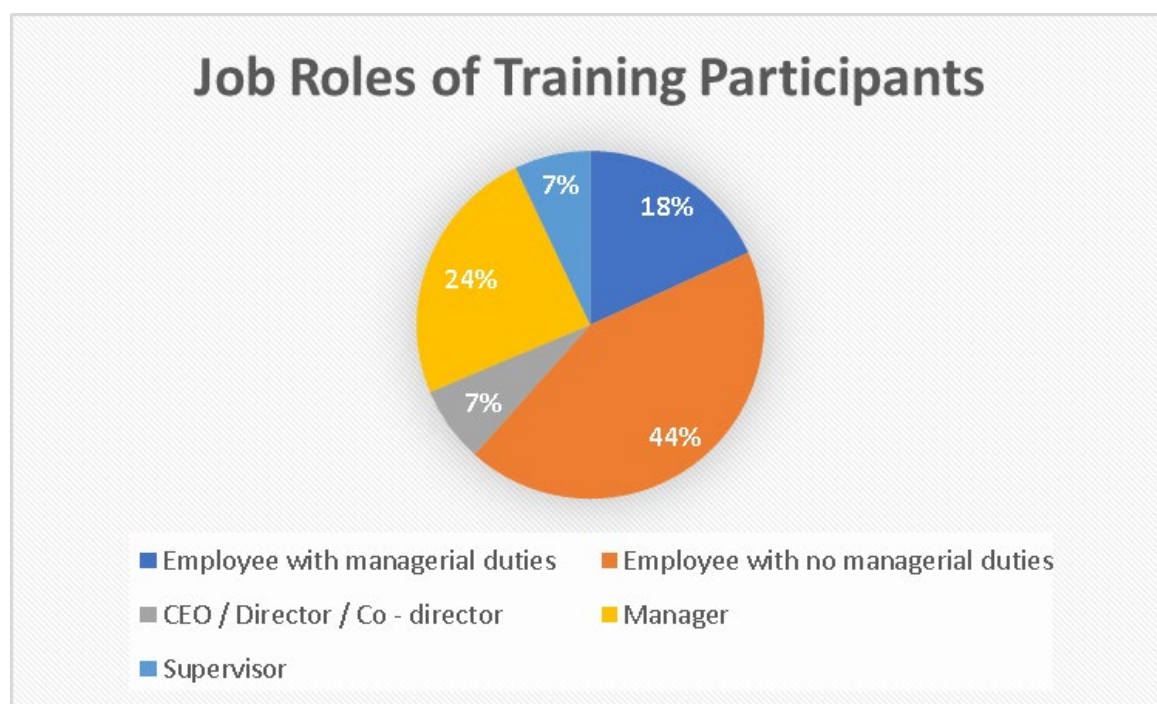


Figure 7: Job Roles of Participants

Occupational Sectors

Participants	Percentage
Health	13%
Education	12%
Private	15%
Public Sector	2%
Voluntary	29%
Arts and Culture	2%
Other	7%

Figure 8: Table of Participants' Occupational Sectors

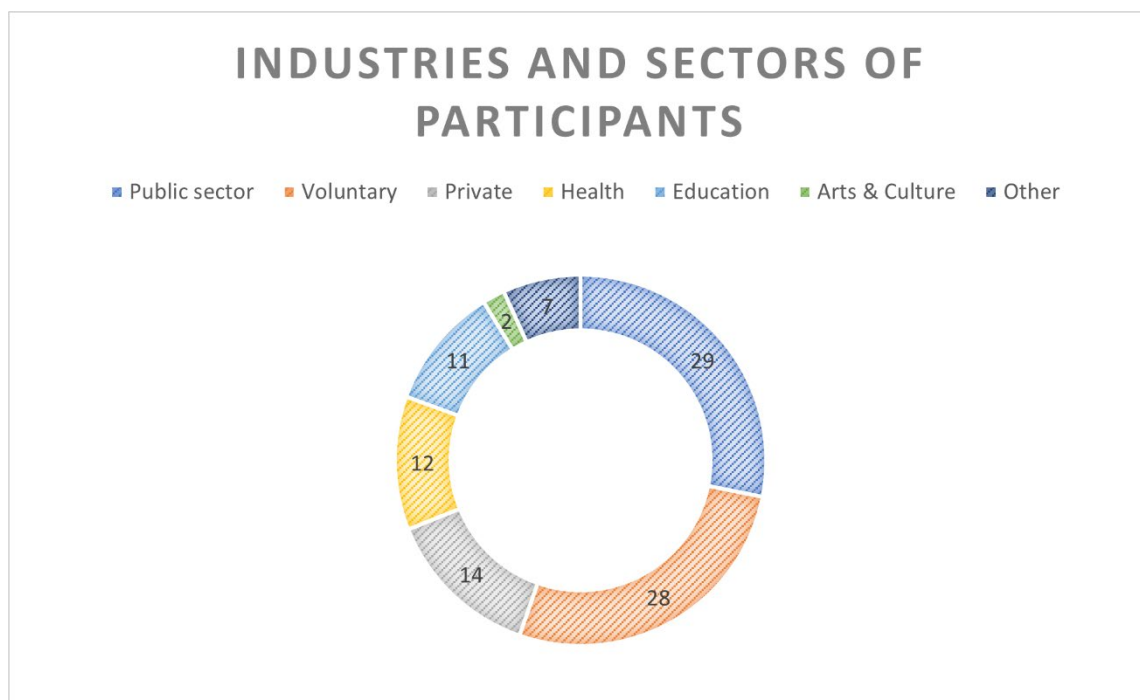


Figure 9: Industries and Sectors Currently Worked in by Participants

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3. Evaluation findings

Before and after the delivery of the training sessions, we consulted with participants through surveys before and after the training sessions were held, detailed in the appendices. Survey responses and the key themes discussed are outlined under the following headings.

3.1 Training Pre-evaluation Survey

3.1.1 Motivations for Training Participation and Equality & Diversity Goals

When asked about what participants would like to learn from the sessions, the vast majority referred to a goal of increased knowledge and awareness. 71% of respondents wanted to improve and deepen their understanding of diversity and inclusion issues.

Initially in the surveys, participants focused on the impacts of the training on their workplace, mentioning how they hoped to embed diversity and inclusion strategies and ideas into their working practices. Participants wanted to understand how to better support their colleagues and employees, aiming to learn new strategies and tools to improve the support they could offer. Where some participants' organisations appeared to already have compulsory diversity and inclusion training, some responses mentioned wanting to supplement what was provided to them by signing up to the Diversity and Inclusion training.

Other participants also mentioned an improved understanding of the issues would help them in their daily lives – one participant aiming 'to be a better human'. Allyship was mentioned by 10% of respondents to this question, with goals towards becoming better allies to colleagues, friends and family experiencing challenges or discrimination. More personal goals were linked to improving confidence in challenging discrimination and calling out issues they experience in and out of the workplace, working to 'hold diversity and inclusion as an integral part of life'.

Some specific examples given referenced initiatives participants wanted to develop, or issues they wanted to learn how to tackle specific to their workplaces. One aimed to be able to 'directly support the start-up of an LGBT+ staff network', with another wanting to 'be able to understand and support BAME employees better.' Another participant wanted to use the training to support their career progression in the equality and diversity area. The participant explained: '[My goal is] to understand issues around decolonisation as I am going to lead an enabling group related to this area. I want to be confident and well informed.'

Working within the local context, the motivations of some participants related to the diversity of the groups they worked with. As some worked directly with diverse communities in Bradford, they wanted to improve their understanding of diversity and inclusion issues and strategies to provide a better service for their users. One respondent said they wanted to provide 'a service which holds equality and diversity as a priority'.

Of the participants who identified their roles as supervisory, or within the leadership teams in their workplaces, many hoped to improve recruitment and management practices, working towards more diverse staff across the organisation, and improve progression opportunities for those in marginalised groups. Some responses also referenced goals towards improving and developing diversity and inclusion policies within their organisation: 'to develop truly

inclusive and anti-racist recruitment policies'. One participant wanted to gain understanding and knowledge to 'lead by example' within the department they supervise.

When asked whether participants had specific equality and diversity goals, 48% were unsure of specific goals, with many of them going on to say that wanted to understand more about the issues to identify new goals in the area.

3.1.2 Existing Related Skills and Knowledge of Participants

When asked to evaluate their own skills and knowledge prior to the training, all participants identified with at least one of the options given. Basic workplace knowledge was widespread, with the majority (75%) of respondents feeling that they were aware of their organisations' policies regarding bullying and discrimination, and 63% could recognise hate crime. Of the participants who knew how to improve recruitment practices, 52% were in roles where this skill is relevant and required.

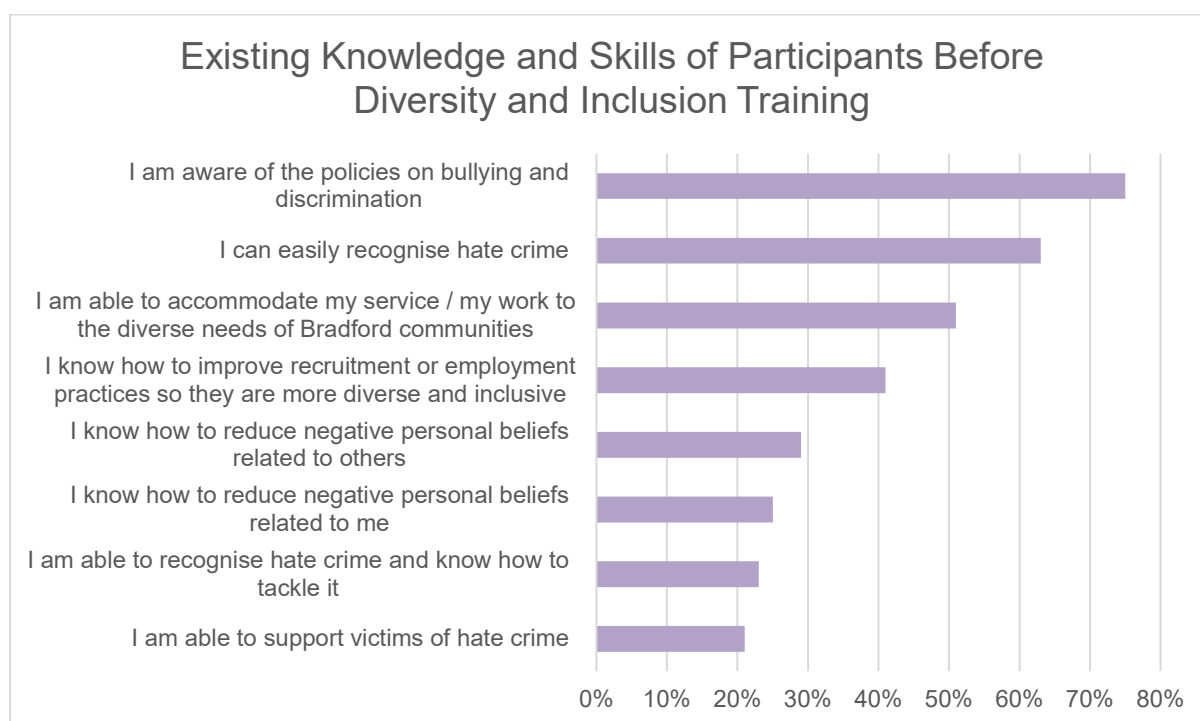


Figure 10: Existing Knowledge and Skills of Participants Before Training

As a large proportion of the participants work directly with members of the community across Bradford, the ability to adapt services to suit the diverse needs of their service users is strong, and a positive sign of diverse and inclusive working practices when working with local groups.

However, digging deeper into their own abilities and understanding of strategies and skills in the areas found that participants had less confidence in their skills and application of knowledge in scenarios of hate crime or discrimination. Where 63% of participants could recognise hate crime, for example, only 23% felt they had the tools, strategies, or confidence to tackle these incidents. Even fewer felt they could support victims of hate crime, at 21%. This was the least chosen of the skills and knowledge areas available in this question.

In tackling bias and negative personal beliefs, one of the key themes of the Diversity and Inclusion training, responses indicated that most participants did not know how to reduce these, both in themselves and others.

3.1.3 Current Workplace Circumstances

The responses given by participants when asked about the equality and diversity issues they observe in their workplaces or industries cover several areas, but most reference a general lack of understanding of the issues at hand. This knowledge gap is observed in both leadership roles, as well as colleagues or those outside of senior management teams. Described in many ways, most respondents who felt this way discussed a lack of awareness of the diverse needs of employees, and low cultural competency amongst the workforces. While some responses generalise diversity and inclusion issues across all marginalised groups, one participant specifically wrote that even though their organisation had some understanding of diversity in ethnicity and faith, other protected characteristics were not as well understood or supported – for example, mental health differences, disabilities, and neurodiversity.

By far, the key theme brought up by respondents was poor working practices and policies within their organisations. Some discuss a ‘gap between theory and practice’, where despite organisations providing compulsory training, there is still evidence of unconscious bias and other issues in inclusion. One participant felt that diversity was seen as an ‘added extra’, rather than being embedded as a core concept of the organisation.

Some participants did not feel that their organisations’ training packages went far enough. Effective diversity and inclusion training was said to have been rare in participants’ organisations, one participant writing: ‘This is the first time in many years that something like this has been offered. Actions speak much louder than any spoken words or paper document.’ The initial diversity training provided by the organisations during induction processes were said to not be detailed enough, and responses showed concern that the ideas and concepts were not being implemented in working practices. Responses included concerns that intersectionality were being ignored, with a primary diversity focus being on ethnicity, despite it being only one aspect of diversity and inclusion issues. Those in leadership roles expressed uncertainty on creating a culture of trust amongst staff, particularly with staff members from ethnic and cultural minority backgrounds, linking this lack of trust to an inability to enact effective change. One participant referred to: ‘Outdated systems, policies and processes. A lack of training for recruitment, and lack of inclusivity in progression opportunities.’

Some respondents wrote of their own experiences of stereotyping and discrimination based on protected characteristics. One respondent discussed experiencing bias against females with another stating that in their workplace where men are the minority, they don’t feel that they have a voice. Other experiences included feeling the impact of media on misconceptions of diverse groups, including the demonisation of asylum seekers, those living in poverty, and single mothers. Participants were worried that these misconceptions have influenced the treatment of employees and service users in their workplace.

One frequent response is a lack of representation and diversity in leadership roles, boards, and management. Some of the responses criticising the lack of diversity discuss an 'over-representation of white, male, middle-class and straight' employees in management and leadership roles. One participant discussed that despite working in a female-dominant sector (nursing), this balance was not reflected in management, as leadership roles were frequently filled by male candidates. One participant stated: 'Managers are not inclusive and only look after people who are like them'.

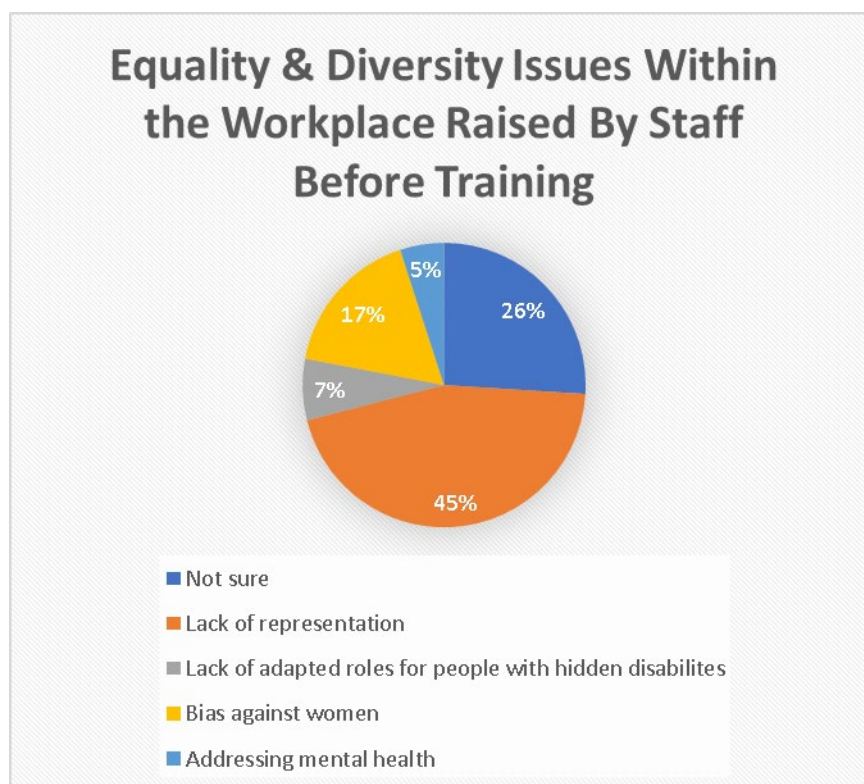


Figure 11: E&D Issues Within the Workplace Raised by Staff Before Training

As many participants work amongst diverse communities, the local context is brought into consideration when discussing their concerns. One participant expressed concern over the equality of service being provided to groups of diverse backgrounds. Another theme here was that the workforce does not represent the communities they work with in Bradford, with concerns of alienation and creating disincentives for community members to use their services. Some respondents worried that their services were not accessible enough due to lack of understanding in the delivery teams.

11% of participants mentioned that though they could not identify the current issues regarding diversity and inclusion in their workplaces, they hoped that the content delivered throughout the training would broaden their understanding and help them identify and tackle any issues in the future.

Despite the issues many cite, 58% of respondents also said that they felt their workplace or workforce was, overall, diverse and inclusive.

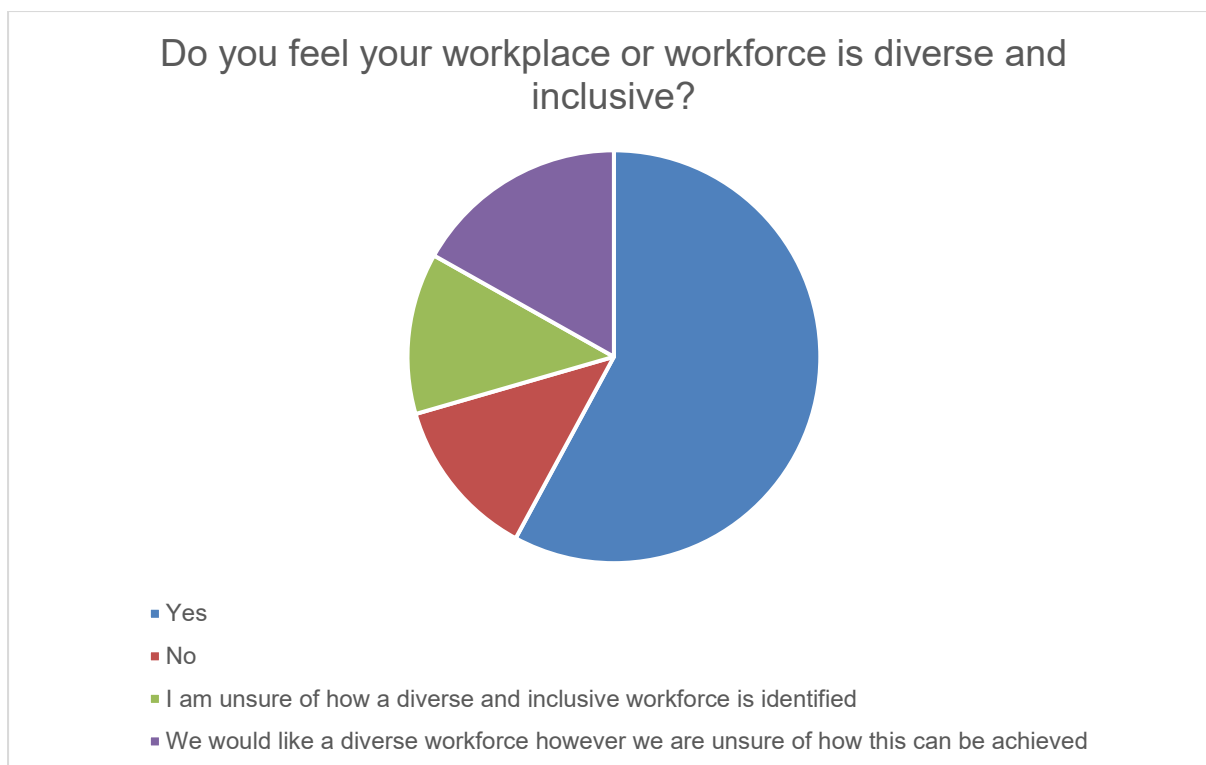


Figure 12: Perceptions of Diversity and Inclusion in Participants' Workplace or Workforce

3.1.4 Previous Experiences of Discrimination in the Workplace

37% of Pre-Training Survey respondents had experienced discrimination in the workplace. Following their experiences, around 10% stated that they had been supported by colleagues and managers, with some also mentioning friends and family as support. Despite a minority of participants disclosing experiencing discrimination, many responded to the following question asking about the support they had received or wanted to receive after an incident. Many respondents discussed the support systems, strategies, and resources available to them through their organisations covering diversity and inclusion issues.

Those who had experienced discrimination in their workplace wrote about speaking out and confidence in reporting incidents was the most effective action they took. Knowing how to communicate confidently about diversity and inclusion issues and having a workplace environment which encourages such conversations in the open was one of the factors which respondents felt were important to make employees feel supported. Having line managers and superiors who showed empathy to their situations was also seen as a positive factor.

In terms of personal support, some respondents saw support groups and accessible networks of diverse groups to be effective in helping them feel supported, though one participant felt individual support didn't go far enough. They said: '[My] workplace provided counselling support, but this only offered to deal with the 'symptoms' which resulted from management bullying, rather than changing practices to solve issues at the source.'

Where many responses wrote about personal support systems and resources aimed at supporting victims of discriminative behaviour, some also referred to a lack of action or changes to practices and workplace environments in the aftermath of incidents they have experienced or observed. Many of these responses echoed the sentiments of participants' perceptions of their workplace regarding equality and diversity practices. Some wrote about a lack of representation of employees in conversations about discrimination, stating that they would benefit from open discussion of good employment practice. Promoting zero tolerance policies regarding discrimination and spreading knowledge of how to escalate situations if employees feel discriminated against were both mentioned as practices to encourage.

Though most respondents had not personally experienced discrimination in the workplace, many had strong opinions on the support systems available or lacking in their organisations.

3.1.5 Conclusions and Key Issues to be Addressed

Throughout the pre-evaluation survey, respondents presented a mixed perspective on their initial understanding, perceptions, and workplace satisfaction regarding how diversity and inclusion issues were addressed. There was an overall balance of negative to positive perceptions of participants' workplaces, with some issues being seen as less impactful on workplaces' general diversity and inclusivity. For example, despite 58% of respondents seeing their workplace or workforce as diverse and inclusive, 38% had experienced discrimination previously.

Most participants had a basic understanding of some diversity and inclusion topics and aimed to develop this over the course of the training sessions. Many could identify issues in their workplaces or society such as an underrepresentation of those with marginalised characteristics in leadership roles or stereotyping of minority groups observed both in service providing within the community, and in workplace environments.

The participants who engaged in detail with the survey questions tended to also show confidence and a deeper initial understanding of diversity and inclusion issues. These participants also presented a broader knowledge of their organisation's policies and expressed stronger opinions in areas such as the effectiveness of support available. Though such incidences were low in number, most participants who disclosed experiences of discrimination also fell into this group of more confident and knowledgeable respondents, supporting one participant's indication that 'the better you know the language [of diversity and inclusion] and how to express yourself in the workplace, the easier is it to call it out in other places.'

On the other hand, the respondents who showed little understanding of the topics at hand, also went on to engage less with the consequent questions regarding their own experiences. This could indicate a lack of awareness of the issues or low confidence in identifying and discussing such topics, both areas which the training aims to tackle.

3.2 Training Post-evaluation Survey

The participants for all training sessions were then provided the same evaluation survey to offer an opportunity for feedback and to measure distance travelled regarding the aims of the training.

65% of the participants who responded to the initial pre-evaluation survey then went on to offer feedback through this final survey, showing a promising engagement rate throughout the training sessions.

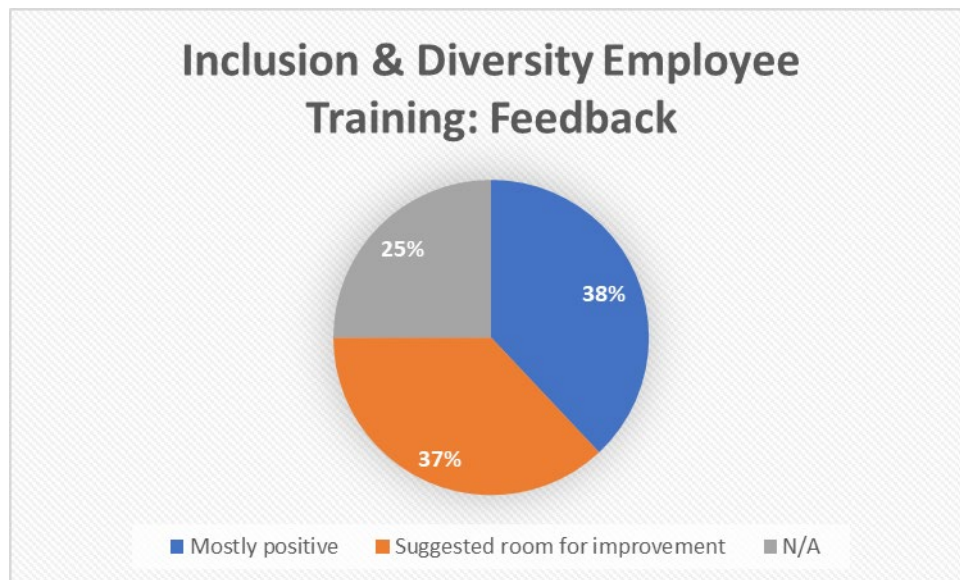


Figure 13: Overall Feedback Trends for Inclusion & Diversity Employee Training

3.2.1 Feedback by Sessions Attended

3.2.1.1 Inclusion & Diversity Leadership (1 of 3) – Tharoor Associates: Emotional intelligence, building relationships and succession planning

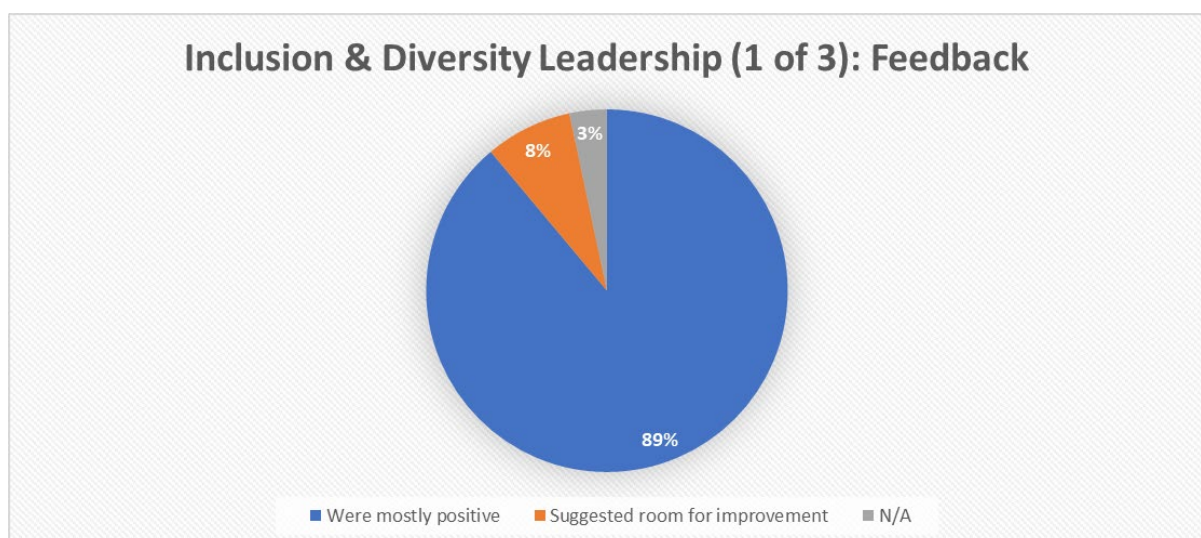


Figure 14: Feedback Trends for First Sessions of Inclusion & Diversity Leadership Training

The first of the Leadership training sessions returned, of the three, by far the most positive feedback. The sessions were frequently described as 'useful', and 31% of responses used the phrase 'thought-provoking' regarding the content and delivery of the training.

Throughout feedback for all sessions, the length and depth of the sessions was referred to, largely as an area to improve, as sessions were split by 30-minute blocks per subject. Despite the training session being split in this way, many of the responses praised the amount of content included. This session was described as providing a 'good overview of the main focus topics', and as a starting point to begin considering more deeply the concepts to be covered. The training providers were seen as well-informed and demonstrated 'plenty of knowledge based on experience', and participants 'loved the real-life examples given'. The delivery style was also well-liked, with respondents directly mentioning their trainers: 'Smita was clear in her presentation style and structured the session well.'

Many respondents liked the practical element of the training content in this session, stating that there were 'plenty of tips provided', and the training gave 'practical next steps to take away from the workshop to work on myself'. From the tone of some responses, the focus on self-evaluation as a starting point was a positive difference from their initial expectations, as many praised the inward focus of the session:

'I like the idea of approach for addressing any issues by starting to look at yourself first.'

'[The session] made you think about what was intrapersonal and interpersonal and understanding that my self-awareness strengths or weakness may not be seen in the same way by others'

Participants enjoyed the opportunities they were given for discussion and valued the ability to understand different perceptions of their peers present in the sessions. The training providers encouraged interaction amongst delegates, and this produced a warm, cooperative atmosphere of learning which participants valued. Respondents felt that this interaction and discussion allowed them to embed their learning. Throughout training, the sessions were held on zoom, though this did not seem to deter from this positive environment. Responses with this sentiment include:

'We were able to get to know a little about each other despite it being on zoom'

'It wasn't like your typical zoom meetings where you get talked to'

By far, the most positive sentiment offered by respondents was one of enthusiasm and welcoming of the training sessions as part of their development. One participant stated:

'I'm glad that Bradford Council has made this training widely available and hope that it will have many positive effects.'

Of the areas for improvement suggested by respondents, the main theme was coherence of the content. Where participants had a better initial understanding of the core concepts presented during these sessions, they went on to say they would have appreciated a 'deeper

dive' into the subject matters, as well as further guidance on how to apply the theories they had learnt. This sentiment was repeated across feedback for all training sessions. Practical improvements such as more introductory time for the training cohort were also suggested. Especially as this was the first session for many participants, an opportunity to network and learn more about their peers was mentioned as something to add.

Overall, the first of the Leadership sessions was seen positively, with respondents showing confidence in their understanding of the core concepts, indicating that the sessions provided effective learning opportunities.

'I feel more aware of my emotional intelligence and more able to gain an insight into other peoples' perspectives'

3.2.1.2 *Inclusion & Diversity Leadership (2 of 3) - delivered by Equality Together, Mohammed Ali, Aspire-igen/MotivMed (Winning the pandemic, Having difficult conversations, Adapt to Win and Performance Coaching & Mentoring)*

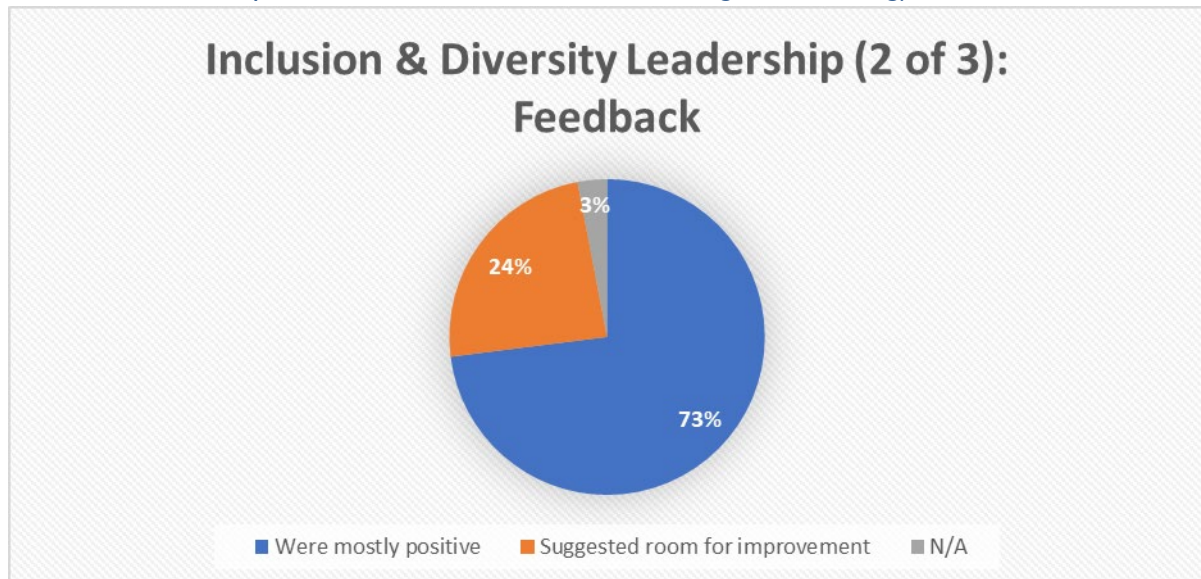


Figure 15: Feedback Trends for Second Session of Inclusion & Diversity Leadership Training

Again, the feedback for the second of the Leadership training sessions were mostly positive. Compared to the first session, participants seemed to be more introspective in their feedback, considering how impactful the training was on their own personal circumstances. Participants related more personally to the content delivered in this session, in particular the impacts on confidence and feeling comfortable with interacting with the training cohort and content. One participant's testimony illustrates this impact:

'I am very uncomfortable with having confrontational and challenging conversations. It is not in my nature, I usually back away for fear of creating a negative atmosphere. I like the analogy of TALK that Mohammed used which will give me more confidence to discuss and debate in a much more focused way within set boundaries.'

Regarding the practical aspects of delivery, participants enjoyed the variety of speakers, and valued the trainer's approach to creating a positive atmosphere. Mohammed was mentioned as making participants feel at ease, and 'able to fully express [themselves] without feeling like [they] were being put on the spot'.

The variety of content was also praised, particularly the inclusion of disability as a key topic, with some participants experiencing an unequal focus on race or ethnicity when discussing diversity and inclusion. This part of the content was seen as particularly important to be included by some respondents.

Participants provided constructive responses regarding the content of the training, and this not necessarily meeting their expectations of the session. One participant said, 'I thought there may be more content around how to approach difficult conversations and use of

terminology.’ Similarly, another respondent thought that the ‘Winning the Pandemic’ session was not as ‘future-focused’ as expected. As is seen throughout the feedback, responses also included requests of longer, more detailed sessions to discuss and learn each subject matter more thoroughly.

One respondent discussed the delivery style of the training provider not being appropriate for their learning style:

‘As someone who is neurodivergent when it comes to processing through dyslexia, I feel that the trainer jumped around a lot, didn’t give time to process and came across as too direct at times.’

The style of interaction encouraged was not compatible with this participant’s preferences, and they recommended more consideration to be given to individual learning styles. Where this was seen as negative in this context, many participants did enjoy the opportunities to interact as were provided. Where more sensitivity may be needed is being aware of the needs of the training cohort to better tailor the session delivery to those participating.

Overall, the second session was positively received, with some areas to improve on regarding delivery style and perhaps considering tailoring aspects of the session to suit different learning styles, to ensure an equal opportunity to learn the content. Regarding the content not meeting certain participant’s expectations, this could be mediated through more expansive preparation documents, providing a more detailed outline of the content in the session ahead of the delivery.

3.2.1.3 Inclusion & Diversity Leadership (3 of 3) - delivered by HS Consultancy and Empowering Minds (Building High Performance Teams, Communication & Negotiation Skills and Unconscious Bias)

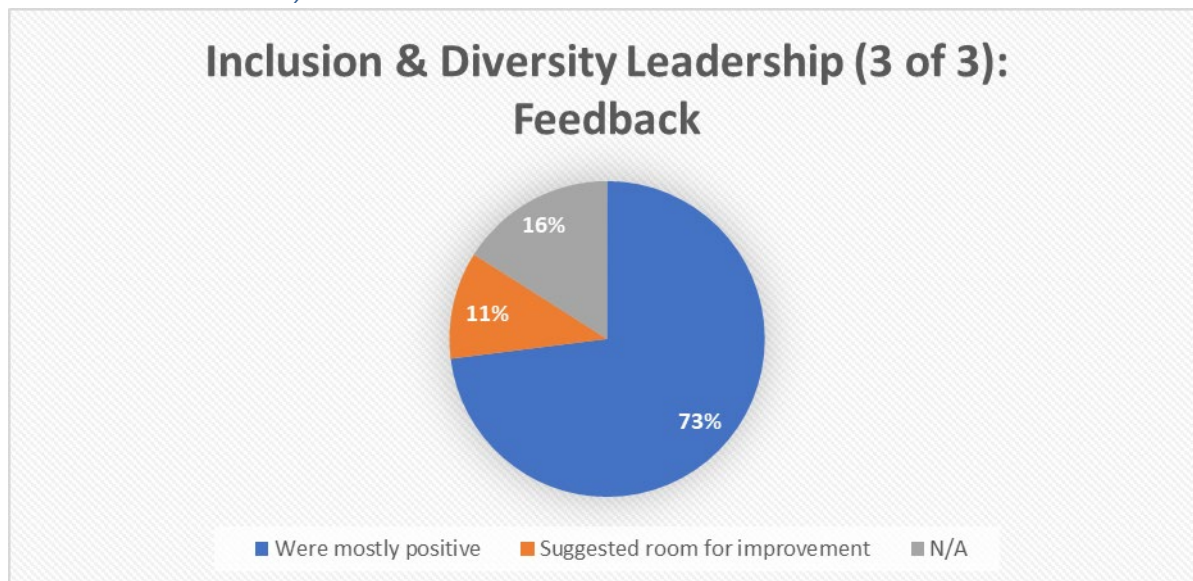


Figure 16: Feedback Trends for Third Session of Inclusion & Diversity Leadership Training

The feedback for the final Leadership sessions was mostly positive again, with fewer respondents offering feedback for this question. The session was ‘well-delivered and rounded up the training nicely’, according to some respondents. Participants thought that this session was a good way to conclude the training and many responses demonstrated improved knowledge of concepts and ideas. Respondents mentioned that they had learnt new information, as well as expanding on knowledge they already had, learning new strategies and theories to consider. For one participant, this improved knowledge was the key part of their feedback:

‘Although having an understanding and awareness surrounding discriminatory language and behaviours associated with Microaggressions, I had not heard the term used previously. Also, the Halo Effect, again I understand the context but had not heard of the term.’

The delivery was also well-liked, participants liked the way that trainers linked together new concepts with ones they had learnt in previous sessions, reinforcing core concepts, and supporting the understanding of new ideas. Participants enjoyed the expansion of ideas that the trainers worked through, working deeper within specific scenarios which helped the cohort to relate their own knowledge and experiences to reinforce learning. Some responses mentioned that they felt more confident in critical thinking following this session.

Overall, the positive responses discussed the value of the concepts learnt in making changes in their working practices: ‘The training really highlighted the importance of leaders ensuring they have a heightened awareness and understanding of discriminatory language and behaviours and benevolent racism and challenging these as leaders’. These responses valued the science-backed theories and activities relating to management practices which

were presented by trainers. One participant said that the step-by-step processes given to them 'has really helped when working with [their] team'.

Regarding areas for improvement, responses mirrored other feedback across the survey. Participants asked for longer sessions and the different subjects being spread over long periods of time. One participant said: 'Due to content being condensed, I felt the message was lost'. This indicates that longer sessions with more opportunity for expansion of concepts, would be beneficial.

As with the other feedback given for the Leadership Training, participants valued the opportunity to expand their knowledge and saw potential in the training to be scaled across their organisations. The response below illustrates the overall sentiments from participants on the session.

'I would love all the leaders in our organisation to do this training and do hope there will be further opportunities'

3.2.1.4 Inclusion & Diversity Employee Training

The feedback for the Inclusion & Diversity Employee Training was mixed, with a different cohort of participants engaging with the session.

Overall, the positive feedback was focused on the session being well-run and interesting. Training was said to be organised well and facilitated in a way which produced an equal and comfortable atmosphere.

Most positive responses praised the trainers directly, with the following quotes:

'All 3 presenters were excellent and facilitated the sessions well in the time available, actively involving participants. Smita's session particularly resonated with me. I made lots of notes and will periodically review these as part of my commitment to self-check and not become complacent.'

I thought the training was well organised and each of the three speakers were clearly knowledgeable, experienced and well prepared. The content was interesting and relevant, and the facilitators did their best to encourage participation.

There was an even balance of constructive responses for this session, again, mirroring similar feedback in previous responses. For this cohort, there seemed to be an element of 'zoom fatigue', and participants felt that the session would have benefitted from being split into 3 separate sessions. This, the responses showed, would allow for the learning to 'sink in', and would avoid overwhelming the cohort with too much information, as some participants felt.

Practical aspects such as the resources and presentation slides being available after the session were also mentioned. Some respondents suggested further reading recommendations to support their independent learning. Where other sessions had positive feedback about the practical guidance, they were given to implement their learning within the workplace, the participants in this session felt that the content was theory-dominant and would have appreciated guidance in applying the theory.

3.2.1.5 Inclusion & Diversity Inherent Bias Training

The Inherent Bias Training Session was met with largely positive feedback, and this was overwhelmingly focused on praise towards the delivery style and trainer. Respondents enjoyed the trainers' approach to the subject, bringing into consideration their own experiences, and sharing personal examples. The trainers' openness, honesty, and vulnerability encouraged a positive and engaging learning environment.

'Smita was knowledgeable, warm, engaging and provided a wealth of insight.'

'Hari was an excellent and informative presenter who had a clear, relaxed style and a great understanding of the topic, challenging misconceptions comfortably.'

'The trainer was extremely knowledgeable and had lived experiences of the subject matter discussed which made the course very real and thought provoking. He was very engaging and keen to involve everyone in the discussions which was useful and powerful to illustrate different experiences.'

'Fabulous session, with a really energetic presenter, and found the openness of the team, and willingness to share stories/experiences, really invaluable'

The content was particularly described as thought-provoking, with 63% of positive responses using the phrase. One participant compared the training to the basic training they had received previously: 'much more engaging and thought-provoking than the usual tick-box exercises.' Participants discussed the impact the session had on their self-awareness, demonstrated more confidence in discussing the concepts introduced. One participant wrote of how the training 'makes you really think about the way you portray yourself'.

Where most participants praised the personal anecdotes as being relatable, some preferred to focus on the theoretical aspects and felt the personal experiences distracted the cohort from the content and were not relevant. In another case, the participant did not feel the content was expanded on enough. They had a strong grounding of knowledge of inherent bias but did not gain knowledge on strategies to tackle it, which they expected from the session.

Overall, the Inherent Bias Training was well-received, and an improvement of knowledge and increased confidence is clear, demonstrated in this response to the survey:

'Overall, the course has helped me to evaluate and challenge my own biases so that I can become a more inclusive person.'

3.2.2 Post-Training Goal Setting

Following the opportunity to provide feedback, participants were asked questions about goal setting and how they felt they progressed through the training. 85% of respondents stated that they would be setting goals.

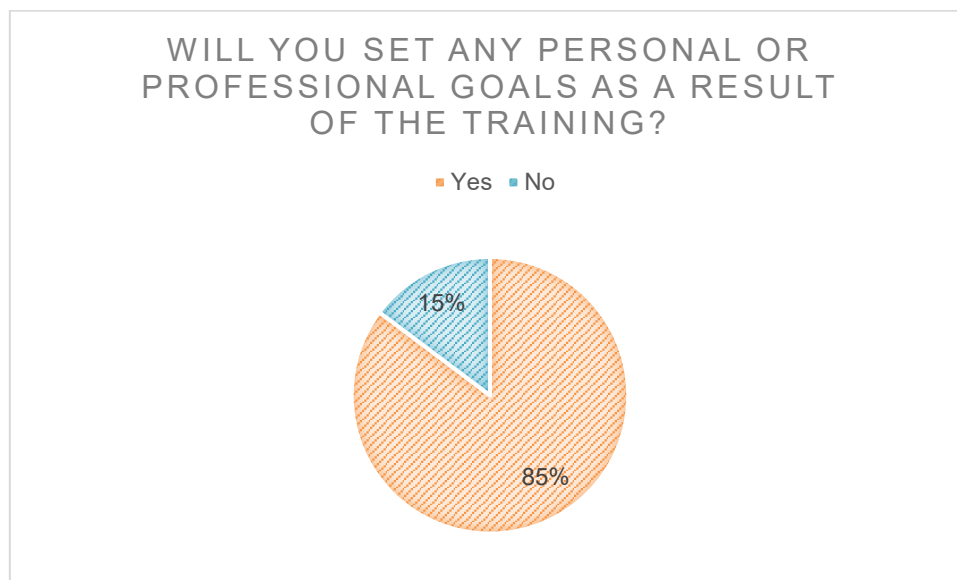


Figure 17: Goal Setting After Training

Of the 15% who would not be setting goals, most responses referred to pre-set goals in their organisations that they wanted to work towards. Two participants did not feel that the training provided enough support or new information to build new diversity and inclusion goals. Of these two responses, positive sentiments were still offered – with one praising the sessions as a ‘refresher’ course, and the other considering further research into the subject areas to expand their own knowledge, though expressing doubts of the commitment they will give this.

The goals that were shared varied between personal, professional, and wider goals, though all demonstrated an engagement with the subject matters and increased confidence to consider the concepts within their practices.

Some goals entailed changes in participants’ personal lives – including at their simplest, using the skills they had developed. Responses referred to implementing their new understandings of self-awareness, emotional resilience, confident presenting, and body language. The encouragement from trainers to look inwards when developing understanding the concepts covered appeared to resonate strongly with many participants, as goals focused on ideas like being aware of their own biases and considering how they may present in their workplaces and wider society. One participant specifically wanted to challenge their own negative self-talk:

‘To try not to use my vulnerabilities as a stick to beat myself with, and to try not to give the small things more time than they deserve’

Other positive personal goals included the following:

'I will be more aware of my thought and feeling processes when experiencing any bias towards anyone'

'Reflecting upon my interactions with others'

Some personal goals also referred to specific ideas and concepts learnt in training, such as one participant's goal to:

'Dealing with difficult conversations with confidence'

'Adopting the 8 habits of dynamic leaders'

Other themes included within the goals included changing workplace practices and policies and building specific training packages to encourage more colleagues and employees to gain the same knowledge and understanding of diversity and inclusion concepts. Many of the responses showed intentions to promote the training sessions in their organisations, as well as promoting similar courses. This promotion followed goals of wanting to enable others to understand and acknowledge their own discrimination. Along with encouraging more training, some participants aimed to share information learned and provide resources and strategies to their employees. Other goals included:

'To encourage colleagues and employees to sign up for training'

'I just did this workshop and just wanted to say it is brilliant, I will advise EVERYONE to do this!' – Rachael Barrett, ESF Quality and Compliance Officer, The Opportunity Centre

'Seeking more training opportunities for staff, board and volunteers. Building a mandatory training package.'

'Refining effective communication – continue research into new practices and opportunities to promote healthy working relationships'

Some responses from those in leadership roles features active changes that they wanted to make following the training. These included implementing strategies to tackle inequality and discrimination in the workplace, and skills and strategies were directly referenced. For example, respondents aimed to encourage employees to 'assert themselves' and 'call out and challenge discrimination'. Participants working in supervisory roles, as directors, CEOs and chairpersons aimed to review personnel and understand how diverse their workforce was, with overarching goals of better understanding their employees, improving the workplace environment, and supporting staff to develop and progress.

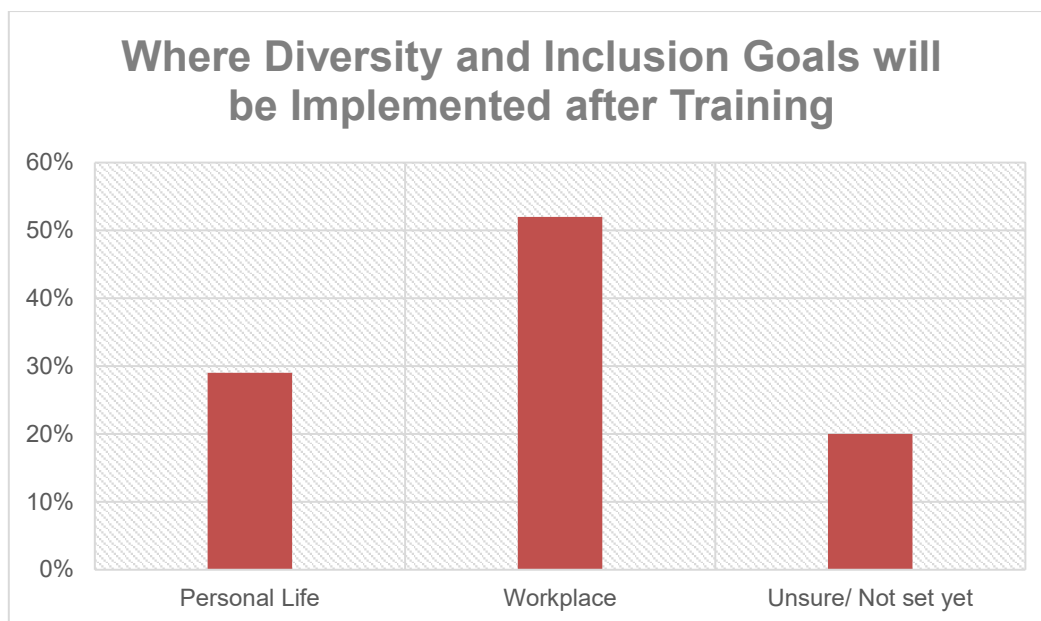


Figure 18: Implementation of Diversity and Inclusion Goals following Training

3.2.3 Development of Skills, Knowledge, and Understanding of the Themes

Almost all participants demonstrated improved knowledge, understanding, and more confidence in implementing skills around diversity and inclusion issues.

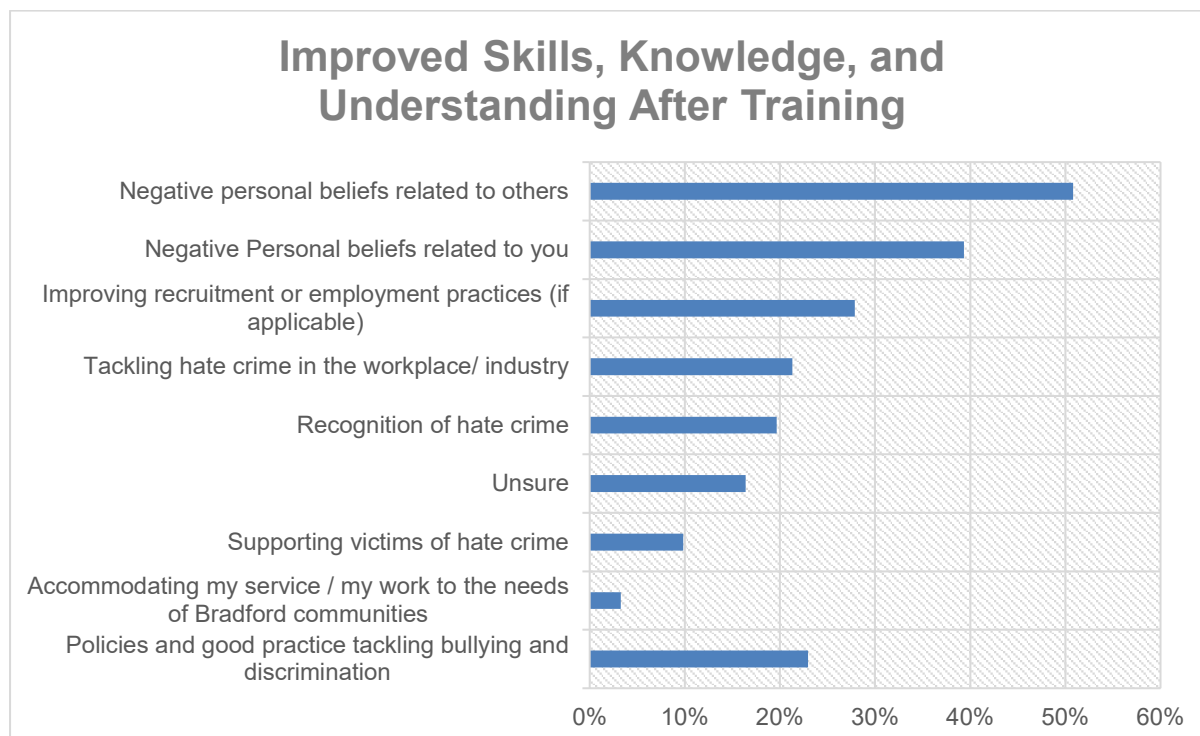


Figure 19: Improved Skills, Knowledge and Understanding After Training

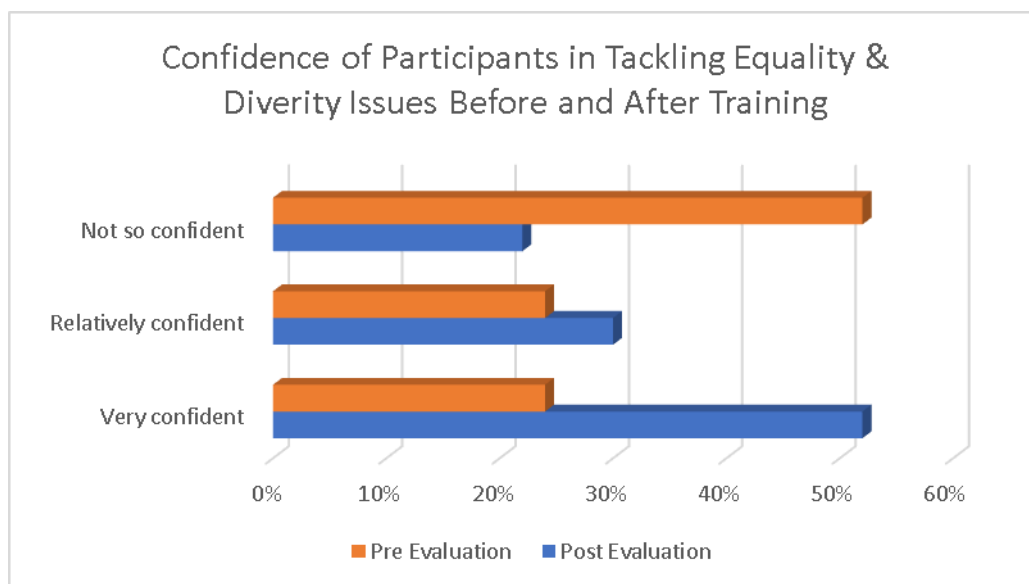


Figure 20: Participants' Confidence of Equality & Diversity Skills: Before and After Training

Overall, participants demonstrated increased confidence in tackling equality and diversity issues. Comparing sentiments of survey responses before and after the training, a drastic increase can be seen from participants 'not so confident' in tackling the given issues, to the same proportion now being 'very confident' following the training. One participant chose to offer a testimony showing the journey they had taken through the sessions:

'I believe that I can come across to others as offensive which may be due to some unconscious biases I hold and perhaps ignorance in the language I am using. This course is helping me to reflect on that to try to gain further insight into how I can modify my behaviour.'

3.2.4 Embedding Diversity and Inclusion Themes in the Workplace

Participants were asked what changes they would like to see in their workplaces or industries. In the post-evaluation survey, this question had the highest rate of response by far, compared to the other feedback questions. Almost all participants offered insights into how the training had offered more focused perspectives and allowed them more deeply

consider their approaches to diversity and inclusion not only in the workplace, but in wider areas of life.

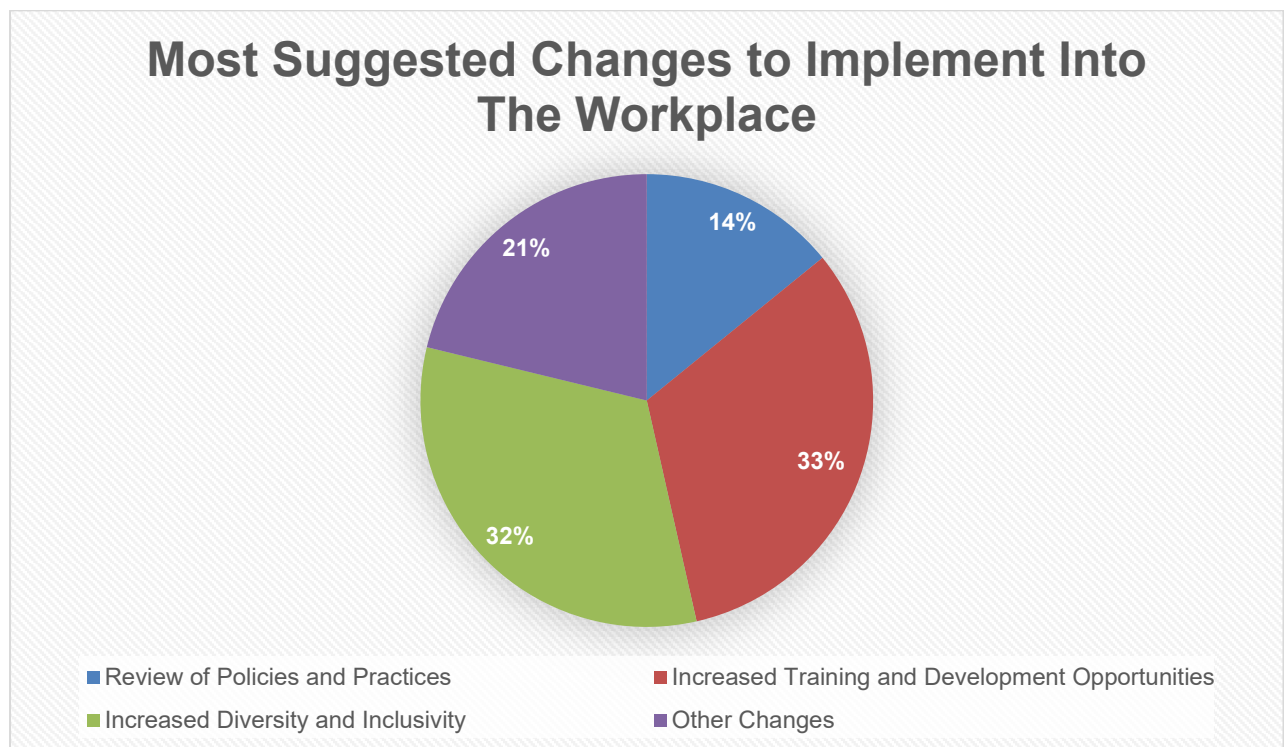


Figure 21: Most Suggested Changes to Implement into the Workplace

Representation was a key theme discussed by responses here. Participants wanted to see more representation and diversity in leadership, and their workforces. Those working within communities in Bradford wrote about wanting their service teams to better reflect the local communities that they serve.

One suggested that this could be done by making a conscious effort during recruitment to employ staff within the communities the teams work in. Another method put forward by a few respondents were about investing in staff development, to encourage diversity in leadership roles. By supporting early career development, they aimed to address underrepresentation and promote diverse management teams. In this way, respondents wanted to provide ‘those with lived experience more opportunities to have their voices heard’, emphasising the value of listening to staff who may feel underrepresented or marginalised. Participants wanted to create better working environments, encouraging ‘embracing diversity and challenging poor management and discrimination’.

Changes in organisation policies was also referred to often. One participant summarised the sentiments:

‘I would like to see a more consistent application of policies and more community voices involved in the creation of the policies.’

Many respondents who worked in leadership roles mentioned reviewing current policies and working practices, with the aims of updating and improving them, and employees often

mentioned a need for more transparency and employee participation in conversations involving diversity and inclusion.

Mirroring the questions regarding goals, some participants referred to aims of developing training packages to be delivered in the workplace. One suggested that this training should be embedded in the working culture by including it inductions and recruitment processes.

Communication was also regarded as significant in creating change. Participants wanted to encourage more awareness in the staff, and for colleagues to understand their own unconscious biases, to challenge discriminatory behaviour. One participant working in a leadership role wrote about increasing efforts to understand their employees: 'having the time to get to know colleagues on a personal level, learning their story and through that embracing their perspective.' Responses also featured a wish that leaders in their organisations to be more supportive of marginalised colleagues' experiences, as many feel they will experience negative repercussions of speaking out. Another participant offered their own personal hopes relating to improved communication in their workplace:

I'd like to see more open and honest discussions where people can tell me directly where I may have offended so that I can openly discuss this further and explore the reasoning behind that and what I can do to rectify it.

Where some participants offered suggestions, others also discussed a lack of action from management and expressed doubts on whether change would actually be implemented. Some described this as Equality, Diversity and Inclusion simply being paid 'lip service', rather than real in-roads being made to embed the concepts and ideas into practices and the working environment.

The following are testimonies provided by an employer and employee, respectively. The testimonies illustrate the confidence developed by these participants in communicating about diversity, inclusion, and equality. They also describe active improvements already made as a result of the training session content.

'I always would like to see more room for initiatives and comfort of work for employees, which could be achieved by monitoring and adjusting the power relation dynamics, application of mutual respect into relation based on competence rather competition. To embrace it in the workspace of our cooperative, we decided to apply horizontal model of structure and by this model to promote inclusivity, equality, and diversity by applying policies created and reviewed by members, rather than management.'

- Quote from participant in Leadership Role

'I think more open conversations, perhaps forums in which people can come together to have some of those difficult conversations that Ali was describing e.g., Israel and Palestine, but facilitated by someone like Ali. Not only would this be educative, but it helps people to come together, to find common ground, to recognise that there are grey areas, and we can learn to respectfully disagree. We are all citizens of Bradford and opportunities like this would not only enhance people's lives professionally,

but they also take it back to the communities in which they live. Too often the terms Equality, Diversity and Inclusivity have just elicited a token response or measure. This morning highlighted other possibilities to me, and I think we need to build on this and all work together to ensure that this changes.'

- Quote from participant in Employee Role

3.3 Evaluation by Delivery Partners

The feedback from delivery partners was gained over the course of all training, as well as at the end of the project. The areas to improve upon were similar across all partners, with the most mentioned themes being increasing communication through more frequent consortium meetings, and suggestions to add more measures built-in to the project to gauge impact of the training.

One partner suggested clearer preparation in advance of the sessions would have been appreciated, describing confusion on the expectations set for the sessions, and that partners would have benefitted from more thorough briefing of the themes at an earlier point in the project implementation. They went on to suggest how improvements could be made in future:

'I think going forward it would be good to co-design a programme with partners and look at availability and commitment from the start.'

One partner also discussed how more built-in measures to understand impact would be appreciated. To understand the short, medium, and long-term impacts of the sessions, partners suggested additional reporting measures with more frequent surveys, or opportunities over a longer period for participants to evaluate their development.

'It would be interesting to know what the reach of programme ended up being and participants feedback so we can gauge what worked'

Other suggestions along the lines of impact-measuring and constant evaluation are included in the following points provided by partners:

1. Knowing what methods were being utilised and were successful amongst partners to promote the events.
2. Ensuring all participants had the same pre-sessional information/booking required in some form.
3. More time between pre-evaluation form and actual delivery and sharing of pre-evaluations form to ensure partners could make their content even more relevant and differentiated for the varied participants.

In terms of aspects to work on regarding management of participants, partners detailed a low level of communication of participants' expectations in advance of the sessions. Some participants struggled to understand the difference between workshops, with some booking on the training for both senior roles, and employees. This could be one factor in the participant feedback referring to content overlap. There were also challenges in marketing

experienced for the Unconscious Bias training, where marketing and booking processes were not as effective due to time constraints.

The administrative challenges experienced by partners were related to email communications, and marketing through alternative channels compared to the agreed route of Eventbrite as the principal booking tool. Where participants did not use Eventbrite to book on to sessions, expectations may not have been communicated well, and then not met during training. This is also supported by participant responses, where session content did not meet expectations due to this miscommunication.

Furthermore, Partners had responsibilities to check their emails for last-minute participant bookings to send them meeting links, and sometimes, participants were missed and not present in sessions. Over the course of the project, this became less of a challenge as partners became used to the processes.

Despite offering constructive feedback, partners enjoyed delivering the sessions, and felt they added value to the consortium for their own experience and knowledge areas.

Most partners provided positive feedback of the practical aspects of the delivery. All sessions were successfully carried out, with minimal technical issues – particularly positive as all sessions were delivered over Zoom. The content was said to be well organised, and there was very few 'clashes or 'overlap' of content within each session. Partners enjoyed opportunities to work together with other partners with different approaches.

Feedback given directly to delivery partners from participants was overwhelmingly positive, and provided from a range of sectors, participants, and those with different occupational backgrounds. The training appeared to be relevant and suitable for a wide range of sectors and contexts, with praise directed at the trainers' tailoring of examples and scenarios to relate to training cohorts more easily.

In the future, partners said that the following would support a better and more developed training programme covering diversity and inclusion issues:

1. Knowing what type of organisations the local authority was marketing to.
2. Analysing the needs of different sectors in terms of inclusion and diversity training as some sectors have more access to mandatory and voluntary training and making the training more bespoke to the sectors.
3. Less rigidity on number of themes delivered in addition to half day constraints, more thought and logic behind time management of the delivery.

Additional themes were also suggested by partners, who agreed that content could be organised differently to avoid overwhelming participants with high levels of content in a short time.

1. Wellness at work
2. How organisations can create transparent diversity and inclusion goals and sharing this good practice in an engaging way
3. Inclusion and Diversity through physical spaces and design

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4. Conclusions: Key Findings, Recommendations and Suggested Improvements

Throughout the training implementation and evaluation, participants demonstrated a development of skills, knowledge and understanding of the diversity and inclusion issues covered. Most significantly, most participants showed more confidence in their development in this context. The feedback across all sessions was largely positive, with the content, delivery styles, and learning opportunities praised throughout responses. However, evaluation also emphasised areas of delivery which could be strengthened to better achieve the objectives set out in the project.

Based on the above evaluation of surveys and feedback carried out with participants and delivery partners, five recommendations have been identified relating to development and organisation of content, facilitation of discussion, and communication of training content and expectations.

The feedback surveys provided after the training sessions were very often completed shortly after the participants had attended training sessions – some even on the same mornings. As a result, the feedback largely illustrates short or medium-term impacts. The responses show many participants making commitments towards longer-term changes, the evaluation of which in the long-term would more definitively measure the achievement of some of the project objectives. However, the evaluation does show the development of the foundation of knowledge and understanding required to make these long-term changes. The reduction of complaints related to hate crimes and the reduction of bullying and discrimination are both outcomes which are to be expected with the qualitative data collected in the evaluation – particularly based on goal setting of changing working practices and broadening the workforce's knowledge regarding hate crimes and discrimination.

The short- and medium-term objectives of increased recognition of hate crimes, and strategies to support victims of hate crime, as well as a reduction of negative personal beliefs have been illustrated throughout participant testimonies. Of the participants in leadership roles, many created goals of reviewing and improving recruitment and other working practices – with their service users at the forefront of motivations. The evaluation demonstrates the successful achievement of the project outputs. Beyond these outputs, however, participants have benefitted from the opportunity to develop their worldviews, ultimately making changes which will benefit not only their workplaces, but also the communities they live and work in Bradford.

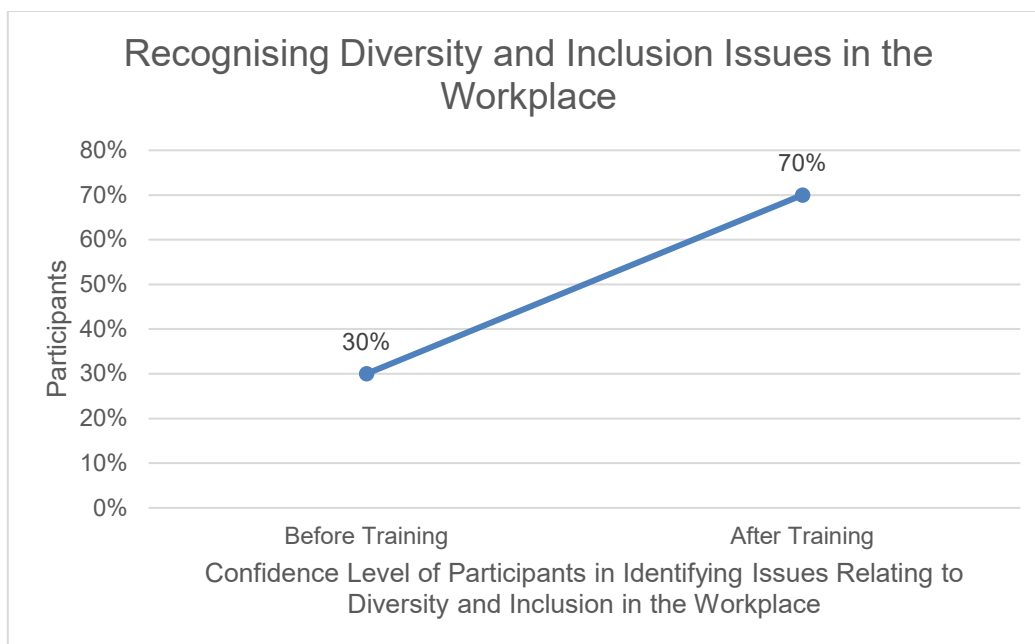


Figure 22: Improvements in Participants' Recognition of Diversity and Inclusion in the Workplace

Overall, the training was successful in its aims. Figure 19 shows the increase in confidence coded within participant's responses in surveys before and after training. The testimonies provided by participants throughout the evaluation illustrate the journeys many have taken, and the distance travelled demonstrated by an improved knowledge and understanding, as well as a new sense of comfort and confidence when addressing issues relating to diversity and inclusion within the workplace and wider areas of life. The testimony of one participant illustrates the improved understanding, and consideration of the learned content within the workplace context.

We are on a journey in our development and still have a long way to go. It will be one of continuous learning and improvement and we are very committed to driving it forwards. I would really like to see this training rolled out more widely.

Despite the training being aimed towards a workplace context, in line with its initial aims, many of the testimonies provided as feedback show an implementation of gained knowledge within personal lives. The training has gone beyond the initial context and been personally impactful for many participants. Many participants detailed their own personal sentiments and how they wanted to improve their behaviour through self-reflection and improving self-awareness. One participant described it simply as wanting to 'be a better human'.

The recommendations provided are linked to the most frequent areas suggested for improvement by both participants and delivery partners.

4.1 Recommendation 1: More Consistent and Long-Term Evaluation Opportunities and Measures to Gauge Impact

To understand the short, medium, and long-term impacts of the sessions, future training should have built-in reporting measures with more frequent surveys, or opportunities over a longer period for participants to evaluate their development. Increased feedback from participants can support the development and tailoring of sessions to the participants' needs or preferences towards approaches. An evaluation tool which can analyse data and produce reports to ease workload on existing delivery staff would be beneficial, particularly in instances of the training programme being scaled to larger cohorts or across a longer period.

Similarly, the ability to analyse the needs of different sectors in terms of inclusion and diversity training would benefit future programmes. Some sectors have more access to mandatory and voluntary training, so sessions can be made broader or more focused on the specific needs of the industries involved in training.

In addition to this, partners suggested that the evaluation periods should be extended, to show a longer period, and to give more opportunities for impact to be demonstrated. Feedback suggested that there should be more time between the completion of pre-training surveys and the delivery of training. It was also suggested that pre-training surveys should be analysed and shared in advance of the training to even further focus the content and structure to suit the training cohort. Developing the organic evolution of training sessions would be beneficial as cohorts become more comfortable, knowledgeable, and confident in being able to discuss the concepts.

Sharing best practices and peer evaluation on the part of delivery partners would also be beneficial and can ensure a coherence of concepts, avoiding clashes or overlap of content. One such This sharing of best practices can not only support the development of high-quality training programmes, but also can impact successful marketing and promotional campaigns, ensuring more participants can benefit. In the delivery of this training, some sessions had more bookings than others due to differences in promotion, as delivery partners primarily marketed through their own channels. By sharing successful methods and channels in this way, the 'tone' and messages in marketing can be coherent and ensure clear communication of expectations for participants and delivery teams.

The project objectives set out, while demonstrated to have positive outcomes in this training, would benefit from longer-term monitoring to even better gauge the impact and effectiveness of the work delivered by the consortium. In future, programmes should embed more evaluation opportunities throughout the training process, including scheduling check-in evaluations between 6-12 months after participants undertook training. Depending on the range of data required to demonstrate chosen goals, long-term evaluation surveys could also be completed by organisations' HR departments and include more quantitative data to better observe tangible improvements made as a result of the training.

4.2 Recommendation 2: Promote Interactivity and Discussions

One of the best-liked features of the training was the opportunities they were given to communicate with their peers during sessions. Feedback showed that where sessions had less interaction, participants felt more overwhelmed with the quantity of content. Responses showed that interactions allowed the cohorts to embed and reinforce their understanding of

the concepts and promoted a deeper understanding of ideas by encouraging them to relate theory to scenarios they had experienced themselves. Not only did the workshop-style sessions promote sharing and vulnerability, but they also introduced participants to a range of perspectives and backgrounds, encouraging critical thinking skills and confidence in discussing the subject matters.

This open communication and vulnerability have also shown to be replicated in the changing workplace practices as a result of the training. Where participants valued the warm, comfortable atmospheres created in the training sessions, their responses indicated an increase in confidence in tackling diversity and inclusion issues within the workplace and wider areas of life. This is a feature well-valued by participants, and encouraged by training facilitators, and should be carried through into future training programmes covering similar issues which may be seen as 'awkward' to discuss.

4.3 Recommendation 3: Co-Creation of Content and Programmes with Delivery

Partners

All the delivery partners included in this consortium have excellent track records of the expertise within their chosen areas. Participants demonstrably valued the expertise and knowledge of the trainers in sessions, and the broad range of experience was mentioned positively in many testimonies across the training programme feedback.

In partner feedback, there was an overall positive sentiment towards co-creation of future programmes and bringing in the expertise of the delivery partners earlier on within project implementation. By developing content as a consortium, more perspectives and knowledge backgrounds are included, and programmes are developed to best utilise the strengths of delivery teams. Challenges can also be mediated earlier on in the implementation. For example, partners wanted 'less rigidity of number of themes delivered' and 'more thought and logic behind time management of the delivery'. Through discussions and constructive workshops, these issues can be anticipated by the consortium and resolved as soon as possible.

One of the key points of feedback from delivery partners related to the marketing of the training programme, specifically knowing which organisations were being targeted with promotion of the training. With a consortium-created programme and processes, marketing can be implemented in the chosen way from the beginning of the project, rather than changes being made during the training programme. By sharing networks and communication channels, the project can begin with a more cohesive marketing strategy which can then support the development of tailored content based on participating sectors.

4.4 Recommendation 4: Ease Time Constraints and Spread Content Over Longer Sessions

By far, the most suggested area for improvement in the participant feedback was the time management for the sessions. Each session was over a few hours and was split by 30-minute slots for different subject areas. Participants often felt overwhelmed and stated there was 'a lot to take in in such a short amount of time'. In future, training sessions could be stretched over a longer period, with separate sessions being held on the different subject matters.

As 30 minutes was seen as 'too short' for many participants, particularly those completely unfamiliar with the concepts being introduced, future programmes should increase the amount of time spent on individual subject matters, incorporating breaks and opportunities for reflection and discussion. Where this has been implemented, more participants show understanding and confidence in discussing the topics.

The time constraints were also noted by the partners, agreeing that some participants felt rushed and overwhelmed. Considering Recommendation 3 (as above), reviewing the requirements of the delivery partners' existing session plans when scheduling would allow for the content to be spread across a more manageable length of time, both for the partners and participants.

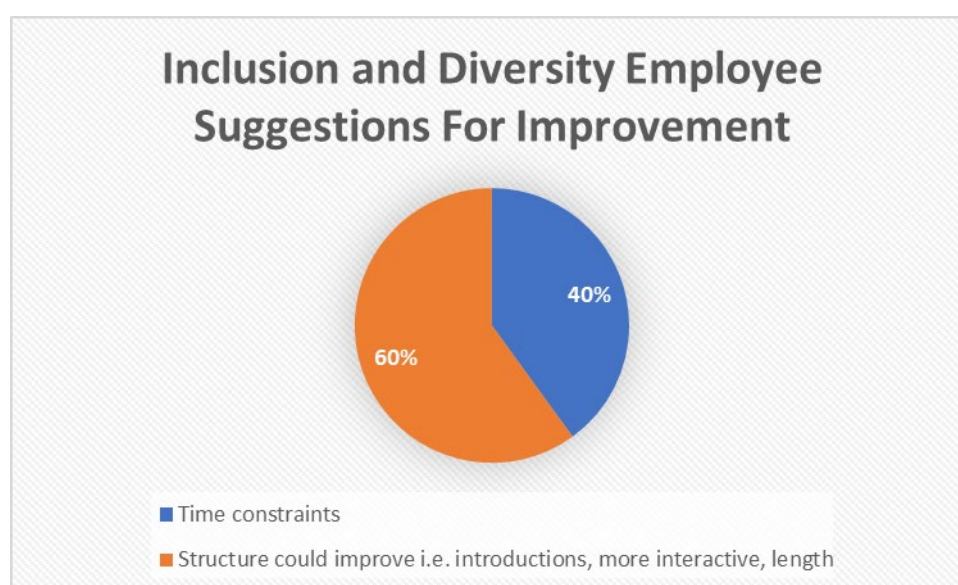


Figure 23: Most Suggested Areas for Improvement for Inclusion & Diversity Employee Training

4.5 Recommendation 5: Additional Resources and Expansion of Content

Throughout the feedback, though session content was sometimes described as 'overwhelming' for the 30-minute sessions they were delivered in, many participants indicated aims to continue research and independent learning on the subject matters. In conjunction with a reorganisation of training sessions to include more reflection and discussion opportunities, training programmes should develop the content and provide additional 'take-home' resources for participants' independent learning. Trainers could provide 'further reading' lists, to encourage additional research, and stimulate participants' curiosity and desire to learn even more about the concepts, boosting the impact of the content provided in training sessions.

Providing presentation resources – such as PowerPoints or discussion recordings would reinforce the content in the training sessions and reduce the 'overwhelming' aspect of the intensive sessions. Participants would be able to revisit concepts as needed and review the content in their own time. Some participants wrote about sharing resources with their employees to spread the knowledge they had developed. By making resources more accessible – perhaps through an online drive, or as a package emailed to attendees of the training, the sessions could have a wider indirect impact of a larger group of people. Rather

than supporting one person in a team to develop their knowledge, sharing resources can then support the whole team, where the attendee acts as an 'influencer' to their peers.

This embedding of knowledge through peer learning has been demonstrated in feedback, where discussions amongst training cohorts allowed everyone to reinforce their understandings. If such discussions can be brought out of the sessions, and into workplaces, the content delivered can be more impactful and effective in improving workplace practices.

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Appendix 1: Case Studies

Interviewer throughout: Affy Kouser

Case Study (A)

Date: 07/10/2021 **Time:** 09:30am **Sector:** Public Sector **Job title (s):** Project Manager

Qualitative Research Method: Partially structured One to One interview

Transcribing: selective note form (conjunctions and prepositions added in some text) with sensitive or identifying information removed. Participant agreed for other programmes to be referred to.

Demographic and background of Participant

- British Born
- Indian ethnicity
- Long term Bradford based employee and resident (not born in Bradford)
- Married
- Parent

Personal and Professional Passions

- Welfare and rights of disabled people
- Succession Planning

Tell me more about you

I am a British born Indian. My parents are Indian. I married my boyfriend who is from a different religion, he is Muslim. I've been living in West Yorkshire for 18 years. I have children. I work as a Project Manager well on that band even though my title is Project Support Officer.

....and your connection to the concepts of Inclusion, Diversity, Equality....

I've worked in Safeguarding previously and I believe in working to make a difference. I'm aware of protected characteristics. In 2017 I attended the Future Leaders course, and this inspired me to develop. I applied for a job three grades higher and I was successful. I always think I want succession planning now whether its 1 year, 6 year or 10 years. People need to be brave enough to have those conversations.

Have you been able to identify or embed Inclusion and Diversity in your workplace?

Currently I am involved on the Ambassador programme - 35 local residents that shape and influence the work of our department. I have given people in the public an opportunity to sit on the panel, this includes recently encouraging an individual business ran by a BAME woman.

So, what made you book on to the training?

I've not had proper formal training despite being in this job.

What has your experience been like on the Inclusion and Diversity programme? E.g., the booking process, the delivery and content, the after communication...

Personally, I thought it was really good. There was no overlap of content, and no one duplicated in the session. I booked on all originally and then realised the same content and delivery was going to be delivered in the non-leadership workshop, so I cancelled. The whole content was mixed I liked that!

What did you like most about this training?

Smita was very engaging, she asks questions, she talked about themes, we learnt about our own self-awareness, emotional empathy. She brought the topic to life. She referred to Habits of Dynamic leaders. There wasn't jargon - loved it 10/10. Everyone should know about Succession Planning. It should be built into their career, first 10 years. Managers should make a fulfilling role for employees. Harry was conversational, some things came up that I didn't even know could be discrimination or racist. An example is 'Blowing that out of proportion' can be terrorist related. Unconscious bias was touched upon throughout and was a good reminder. Sofia is very knowledgeable; she was really good at connecting random topics to bring things to life. I wrote down the quote '20 years to build a reputation and 5 minutes to ruin it'. We looked at the High-performance Team Model.

On Leadership 2 Darryl used a social approach. This resonated with a previous career of safeguarding as I had forgotten some of the concepts. He looked at equipment, skills, removing barriers. I knew some of Ali's session from the work we do, but it was a reminder. He referred to the GROW Model. Some of the quotes I remember are 'Think always', 'Listen', 'Keep the focus on the issue not the person'. It was good to finish on Affy. I only write in this book when I'm happy! (Participant is referring to her notebook).

What aspects of this training can be improved to support other Inclusion and Diversity programmes in the future?

I wouldn't really change anything.

- Maybe having a 4-hour session with most of the content that was covered in here.
- Face to face workshops would have been great.
- The topics are huge, can do a word cloud.
- *(Participant is referring to managers)* A year into their post this training needs to be compulsory, not as induction or refresher.
- People much higher need to be sitting on these programmes - not many senior members of the council there.

Some managers won't have any of this. They need to know if people are being fair and exclusive.

What topics or themes in Inclusion and Diversity would you like to see in future programmes?

- Talk about lived real examples or real examples of people in the form of a voice recording. hearing or watching brings things more to life. Although people gave examples.

- Starting the session with person who got brutally killed...to remind people of why they are here (*example referred to from other training taken by the participant*)

Case Study (B)**Date:** 13/10/2021 **Time:** 10:12am **Sector:** Voluntary Sector **Job title (s):** Project Worker**Qualitative Research Method:** Partially structured One to One interview**Transcribing:** Fully Transcribed with sensitive or identifying information removed**Demographic and background of Participant**

- British Born
- White and Bangladeshi ethnicity
- Bradford employee and resident
- Married with children

Personal and Professional Passions

- Welfare of people with disabilities

Tell me more about you

I am a project worker I am a Mixed-race Muslim; I am mixed white and Bangladeshi Asian.

....and your connection to the concepts of Inclusion, Diversity, Equality....

Being Mixed race, I have resulted in a lot of racism and bullying from both Asian and white people. I believe that as time has gone on and having Mixed Race children myself that things need to change. My children are Mixed Race, White, Asian Bangladeshi and Pakistani. I would hate for them to go through what I have. My son is 4 and at the age of 2 he was hit and had stones thrown at him by people on the street because of the colour of his skin by Asian Pakistani children. They were throwing abuse and racist remarks at him. There isn't as much awareness in regard to Inclusion and Diversity and it occurs a lot indirectly in workplaces, but also in school settings which gets brushed aside.

Have you been able to identify or embed Inclusion and Diversity in your workplace?

I am lucky as the organisation that I work for has embedded this in, we have disabled people and people of different nationalities and religions who we work with. They are very accepting and diverse.

What made you book on to the training?

I wanted to see how as an organisation we could improve on what policies we have and how to better or make us more diverse and equal.

What has your experience been like on the Inclusion and Diversity programme? E.g., the booking process, the delivery and content, the after communication...

I found it very simple it was just a few clicks of a button.

What did you like most about this training?

The training was a long time ago and as I can remember I enjoyed taking things on to put in to practice myself like the having difficult conversations.

What aspects of this training can be improved to support other Inclusion and Diversity programmes in the future?

- I think that all PowerPoint slides should be provided after the training so people can look over it.
- Increasing the time as it seemed quite rushed especially as people where having discussions, we couldn't take time to absorb information.
- There should probably be a follow up training after to see how people have taken things into practice.

What topics or themes in Inclusion and Diversity would you like to see in future programmes?

I loved having difficult conversations and I can't really remember the rest as it has been such a long time ago now.

Case Study (C)

Date: 14/10/2021 **Time:** 09:36am **Sector:** Social Enterprise, Private Sector **Job title (s):**
Project Lead

Qualitative Research Method: Partially structured One to One interview

Transcribing: selective note form (conjunctions and prepositions added in some text) with sensitive and identifying information removed

Demographic and background of Participant

- British Born
- Bradford employee not a resident of Bradford

Personal and Professional Passions

- Gaining knowledge to support own development
- Employability outcomes

Tell me more about you

I'm a Project Lead and work with over 25-year-olds getting them into employment, working with people who are deemed excluded from society. I've been in careers guidance for 11 years before this and 6/7/8 years in management.

....and your connection to the concepts of Inclusion, Diversity, Equality....

I believe knowledge is power. Just because I'm from a specific background doesn't mean everyone else has had the same background. Learning to listen is one of the hardest traits.

Have you been able to identify or embed Inclusion and Diversity in your workplace?

I am trying to constantly include these principles in my work.

What made you book on to the training?

I received an email from senior management, and I wanted to learn more about unconscious and implicit bias and add it to my knowledge.

What has your experience been like on the Inclusion and Diversity programme? E.g., the booking process, the delivery and content, the after communication...

It was good as we got emails telling us dates and times and could plan around things I had in my diary. I felt 2 hours wasn't enough. It was probably a good time for busy people. There was a lot of content in there delivered really well. I had opportunities to have discussions and the trainer was not pushy. I felt delivery was relaxed and on point.

What did you like most about this training?

It was easy to access and food for thought. It gave you things to really think about and consider.

Different speakers gave different aspects and techniques.

What aspects of this training can be improved to support other Inclusion and Diversity programmes in the future?

Don't know it as did quite well.

- Maybe visuals, maybe discussion time... but that could have been too much. It was a nice balance.

What topics or themes in Inclusion and Diversity would you like to see in future programmes?

Would welcome more of that training!

Case Study (D)

Date: 14/10/2021 **Time:** 10:04am **Sector:** Health Sector **Job title (s):** Occupational health coordinator

Qualitative Research Method: Partially structured One to One interview

Transcribing: selective note form (conjunctions and prepositions added in some text) with sensitive and identifying information removed

Demographic and background of Participant

- British Born
- Bradford employee but not Bradford resident.

Personal and Professional Passions

- Resolution/Mediation
- Health and Wellbeing

Tell me more about you

I mediate with people in dispute and provide managers with guidance on occupational health areas.

....and your connection to the concepts of Inclusion, Diversity, Equality....

We are diverse people. I work with people all day long and I want to get it right, languages, actions etc.

Have you been able to identify or embed Inclusion and Diversity in your workplace?

Yes. When mediating the less powerful person might not be heard due to different reasons hierarchy, gender etc. It's about balancing the power.

What made you book on to the training?

I was interested in it and thought I would book on.

What has your experience been like on the Inclusion and Diversity programme? E.g., the booking process, the delivery and content, the after communication...

Can't remember much about booking, it must have been fairly straightforward. I was sent a link to follow.

What did you like most about this training?

I did the UNISON one at the same, so I don't know really. I know I have inherent bias, part of it is knowing it but what do you do with it so I guess the practical application is useful to know always.

What aspects of this training can be improved to support other Inclusion and Diversity programmes in the future?

- I felt disappointed in the course the trainer was discussing her experience about being an Asian woman which is all well and good but it felt like it didn't give me anything tangible.
- Some of the delivery was confusing, she was confusing. It had quite complex concepts which made me feel quite confused. There was no kind of discussion on these. *(The participant began to discuss the trainer referring to a Hijab and not being able to connect to this part of the training however the signal was weak, and this was not transcribed accurately. They returned to the call discussing the above issue instead and were limited for time to discuss more.)*

What topics or themes in Inclusion and Diversity would you like to see in future programmes?

I've been on cracking stuff about neurodiversity that might be worth considering.

Case Study (E)

Date: 18/10/2021 **Time:** 09:30am **Sector:** Voluntary, Private Sector **Job title (s):**
Chair of Society, Artist

Qualitative Research Method: Partially structured One to One interview

Transcribing: selective note form (conjunctions and prepositions added in some text) with sensitive and identifying information removed

Demographic and background of Participant

- Not British Born
- Bradford employee and a resident of Bradford

Personal and Professional Passions

- Racial Harmony/Faith
- Arts

Tell me more about you

When I moved to England I lived and worked in different places before moving to Bradford. I worked in Faith and moved into Housing before what I do now, so Inclusion, Diversity and Equality have always been in my life.

....and your connection to the concepts of Inclusion, Diversity, Equality.... *(The participant acknowledged the second at the same time, so this question was not repeated)*

Have you been able to identify or embed Inclusion and Diversity in your workplace?

Yes, I do it in my role as _____ and in my _____ work.

What made you book on to the training?

When I saw the training, I was curious about nature and how the council would take on delivering it. I was happy to see it was opened up to people like me who worked beyond the council.

What has your experience been like on the Inclusion and Diversity programme? E.g., the booking process, the delivery and content, the after communication...

There was a relatively easy, questionnaire beforehand. It was easy to log on.

What did you like most about this training?

The exercises were quite familiar and allowed me to engage and bring up an example. I most valued the natural affinity example.

What aspects of this training can be improved to support other Inclusion and Diversity programmes in the future?

- I wasn't told of the reasons why this training was available (*interviewer asked what method the participant booked through, they had come through a newsletter and was unaware of the Eventbrite page which had information on the training*). I wonder if people had been pushed on to the training (*the interviewer informed the participant this was not advertised as compulsory CPD training*).
- The trainer delivered the training but did not introduce their training company. There was also an assumption at the beginning that the Senior Leaders had some training previously, it would be better to ask people in the pre-evaluation form where people stood on this topic of Inclusion and Diversity.
- The Johari Window felt complex, I had used it before, but it needed more content and I feel it should be used with people who really want to know the unknown.

What topics or themes in Inclusion and Diversity would you like to see in future programmes?

- I would remove the different levels of awareness group activity; I can't see the point of doing that as words were too similar at times which confused me.
- There were people with different viewpoints and beliefs in the group, they probably can work well together in projects, there could have been reference to tools they used. We can be quite reluctant as human beings to play with subjective feelings maybe we need to let people create their own session.
- More elements of NLP would be good as well.

Case Study (F)

Date: 19/10/2021 **Time:** 2:30pm **Sector:** Voluntary, Private Sector **Job title (s):**
Employment and Skills Coordinator

Qualitative Research Method: Partially structured One to One interview

Transcribing: selective note form (conjunctions and prepositions added in some text) with sensitive and identifying information removed

Demographic and background of Participant

- British
- Bradford employee and a resident of Bradford

Personal and Professional Passions

- Racial Harmony/Faith
- Arts

Tell me more about you

I was a Careers Adviser for 30 years. I now coordinate a couple of adult programmes for people over the age of 18.

...and your connection to the concepts of Inclusion, Diversity, Equality....

Bradford's so diverse and multicultural. As an individual working with a company I work, the team I manage has so many people from different backgrounds, races, walks of life. I was born in the 70's I didn't see the first non-white person until I was 7 or 8 years old. I never looked at people different or saw them as different. I've raised my children the same way like my daughter works as a teacher in a primarily Asian school.

Have you been able to identify or embed Inclusion and Diversity in your workplace?

We can learn from people; I recruit on abilities and as a manager I find equality diversity courses can be quite repetitive.

What made you book on to the training?

One of the departments sent an email around the company and I thought I can never have too much training, so I booked on. Also, sometimes it's about how the content is delivered even if it's the same training again, I always think if I've learning something that's enough.

What has your experience been like on the Inclusion and Diversity programme? E.g., the booking process, the delivery and content, the after communication...

The booking was absolutely fine

What did you like most about this training?

The presenter was excellent he used his own examples, he emphasised that we all have biases and what are those biases. The different opinions of the group made me go wow. It was a nice forum for people to talk. I really enjoyed it, it was informative, and presenter's knowledge was great. I lost him at the end due to the Wi-Fi connection which was a shame. He cut out for me.

What aspects of this training can be improved to support other Inclusion and Diversity programmes in the future?

- Would have been great to have a follow up with the people on the course.

What topics or themes in Inclusion and Diversity would you like to see in future programmes?

I wouldn't change the one I was on he did a great job as the engagement was great people felt comfortable to give their opinions and the examples of what happened to him in his careers and examples of people he knew were great. He made people sit up.

(Interviewer asked so how does this training compare to other Inclusion and Diversity training?) A lot of training I have been on is about Equality act and what you can do etc Equality and diversity side can be quite dry and boring and quite policy based so I was glad I booked.

- What could be more helpful is if you could have a forum that people can express their feelings on this subject.

Possible considerations: The Interviewer's Conclusions

- Trainers using diverse examples despite their own background and identity to allow familiarity for a range of participants
- Trainers re-assessing actual knowledge of tools being used in the session before facilitating group activities
- Directly referring to how tools can be used in the workplace to encourage Inclusion and Diversity
- Follow ups of whether knowledge or techniques shared in the training sessions were actually used in the workplace through creating a forum for discussion shortly after the training in different environments (face to face as this training was delivered fully online)
- Covering smaller parts of broad topics in a step-by-step manner *(B4E requested a thematic approach however a thematic approach with different speakers in a short time frame can create confusion or an overwhelming session, usually this conference-based approach is suited to longer durations)*
- When using various marketing methods to advertise training programmes to ensure the potential participant has the same information prior to booking especially if they are not using Eventbrite to book
- Marketing specifically to professions and career bands who were not present at the training

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Appendix 2: Pre-Evaluation Training Template

BfE Diversity Training Pre-evaluation form

Your participation with this survey and your responses will remain confidential and anonymous. This survey is a requirement of Bradford Council / Bradford for Everyone funding which has made this training possible. Your responses are really important to us!

ana.tokos@theopportunitycentre.com [Switch accounts](#)



*Required

Email *

Your email address

Please tell us more about yourself, your workplace and motivations.

Which session (s) will you be attending? *

- ☐ Inclusion & Diversity Leadership (1 of 3) Tharoor Associates *this session focuses on Emotional intelligence, Building relationships and Succession planning*
- ☐ Inclusion & Diversity Leadership (2 of 3) Equality Together, Mohammed Ali, Aspire-igen/MotivMed * this session focused on Winning the pandemic, Having difficult conversations, Adapt to Win and Performance Coaching & Mentoring*
- ☐ Inclusion & Diversity Leadership (3 of 3) HS Consultancy/Empowering Minds *this session focuses on Building High Performance Teams, Communication & Negotiation Skills and Unconscious Bias*
- ☐ Inclusion & Diversity Employee Training (You will have booked 1 session from the following dates 23rd June, 30th, 7th July, 14th, 21st, 28th)
- ☐ Inclusion & Diversity Inherent Bias Training (You will have booked 1 session from the following dates 29th June, 12th July, 22nd, 29th, 2nd August, 4th)

What would you like to gain or learn from this session? Please share your motivations for booking on this session. *

Your answer

Please select as many options below that you feel you are strongly able to do... *

- ☐ I am aware of the policies on bullying and discrimination
- ☐ I know how to reduce negative personal beliefs related to me
- ☐ I know how to reduce negative personal beliefs related to others
- ☐ I can easily recognise hate crime
- ☐ I am able to recognise hate crime and know how to tackle it
- ☐ I am able to support victims of hate crime
- ☐ I know how to improve recruitment or employment practices so they are more diverse and inclusive
- ☐ I know how to improve recruitment or employment practices so they are more diverse and inclusive - this is not relevant to my role
- ☐ I am able to accommodate my service / my work to the diverse needs of Bradford communities

Which of the below describes you best? *

- ☐ Employee with managerial duties
- ☐ Employee with no managerial duties
- ☐ CEO / Director / Co - director
- ☐ Manager
- ☐ Supervisor

What do you feel are the equality & diversity issues in your workplace or industry? *

Your answer _____

Which industry do you work in? *

- ☐ Public sector
- ☐ Private
- ☐ Voluntary
- ☐ Education
- ☐ Health
- ☐ Arts & Culture
- ☐ Other (please specify below)

Please provide more details in the box below if you have selected the 'other' option above

Your answer _____

Which of the following best describes your ethnic group or background? *

- ☐ White English
- ☐ White Irish
- ☐ White Northern Irish
- ☐ White Scottish
- ☐ White Welsh
- ☐ White British
- ☐ Other White background (please specify below)
- ☐ Pakistani
- ☐ Indian
- ☐ Bangladeshi
- ☐ Chinese
- ☐ Arab
- ☐ Other Asian background (please specify below)
- ☐ Black Caribbean
- ☐ Other Black background (please specify below)
- ☐ White & Black African background
- ☐ White & Black Caribbean background
- ☐ White & Asian background
- ☐ Other Mixed / Dual heritage background (please specify below)
- ☐ Gypsy/Romany
- ☐ Roma
- ☐ Irish Traveller
- ☐ Other ethnic background (please specify below)

Please provide more details in the box below if you have selected an 'other' option above

Your answer _____

Please provide more details in the box below if you have selected an 'other' option above

Your answer

Please select your age *

- ☐ 16-18
- ☐ 19-29
- ☐ 30-35
- ☐ 36-40
- ☐ 41-49
- ☐ 50 - 64
- ☐ 65-75
- ☐ 76-99
- ☐ 100 - 122

Do you feel your workplace / workforce is diverse and inclusive? (please be assured all responses are anonymised) *

- ☐ Yes
- ☐ No
- ☐ I am unsure of how a diverse and inclusive workforce is identified
- ☐ We would like a diverse workforce however we are unsure of how this can be achieved

What do you feel are the equality & diversity issues in your workplace or industry? *

Your answer

Have you ever been subject to discrimination in the workplace? *

☐ Yes

☐ No

If yes, what helped you at the time or if you were not supported what would have helped you?

Your answer

Do you have any equality & diversity goals that you would like to achieve in your life or workplace? (Please write No if you have none) *

Your answer

Do you have any equality & diversity goals that you would like to achieve in your life or workplace? (Please write No if you have none) *

Your answer

Do you have religious beliefs? (please select 1 option even if you feel you have no religious beliefs or are not currently practising) *

- ☐ No Religion
- ☐ Christian
- ☐ Buddhist
- ☐ Hindu
- ☐ Jewish
- ☐ Muslim
- ☐ Sikh
- ☐ Other Religion

Please provide more details in the box below if you have selected an 'other' option above

Your answer

Which one of the below do you identify yourself with? *

- ☐ Male
- ☐ Female
- ☐ Transgender Man
- ☐ Transgender Woman
- ☐ Gender variance / non-conforming
- ☐ Intersex
- ☐ Other: _____

Please provide more details in the box below if you have selected an 'other' option above

Your answer _____

Do you consider yourself to have a disability? *

- ☐ Yes
- ☐ No
- ☐ Unsure
- ☐ I am registered disabled
- ☐ I prefer not to disclose this

Were you born in the UK? *

- ☐ Yes
- ☐ No

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Appendix 3: Post-Evaluation Survey Template

BfE Diversity Training Post-evaluation form

Thank you for attending our training - we truly need to capture your thoughts below to make a difference in Bradford and beyond. Your participation in this survey and your responses will remain confidential and anonymous. This survey is a requirement of Bradford Council / Bradford for Everyone funding which has made this training possible.



ana.tokos@theopportunitycentre.com (not shared)

[Switch accounts](#)



*Required

What is your email address? (Please type the same email address as your pre-evaluation form) *

Your answer

Please share your thoughts on all the sessions you attended

Please only provide a response for the sessions you attended. We very much value your opinion on what you have gained, what could have been improved and what additional training you think is relevant. There are no right or wrong answers and your responses will help shape future initiatives.

Inclusion & Diversity Leadership (1 of 3) - delivered by Tharoor Associates (this session focused on Emotional intelligence, Building relationships and Succession planning)

Your answer

Inclusion & Diversity Leadership (2 of 3) - delivered by Equality Together, Mohammed Ali, Aspire-igen/MotivMed (this session focused on Winning the pandemic, Having difficult conversations, Adapt to Win and Performance Coaching & Mentoring)

Your answer

Inclusion & Diversity Leadership (3 of 3) - delivered by HS Consultancy and Empowering Minds (this session focuses on Building High Performance Teams, Communication & Negotiation Skills and Unconscious Bias)

Your answer

Inclusion & Diversity Employee Training (You will have attended 1 session from the following dates 23rd June, 30th, 7th July, 14th, 21st, 28th)

Your answer

Inclusion & Diversity Inherent Bias Training (You will have attended 1 session from the following dates 29th June, 12th July, 22nd, 29th, 2nd August, 4th)

Your answer

Inclusion & Diversity Inherent Bias Training (You will have attended 1 session from the following dates 29th June, 12th July, 22nd, 29th, 2nd August, 4th)

Your answer

Will you be setting any short term, mid term or long term goals as a result of the training you attended? These may be personal or professional goals related to inclusivity, diversity and equality. Example goals or initiatives may be related to employee interaction, performance, strategy, partnership working, conflict resolution, recruitment, marketing, training, compliance, research and so on... *

☐ Yes

☐ No

If you have selected YES please share your goals with us. If you have selected NO please share why you feel you do not need to set any goals. All your responses are confidential! *

Your answer

Which areas have you gained more knowledge or skills as a result of the training you attended? *

- ☐ Policies and good practice tackling bullying and discrimination
- ☐ Negative personal beliefs related to you
- ☐ Negative personal beliefs related to others
- ☐ Recognition of hate crime
- ☐ Supporting victims of hate crime
- ☐ Tackling hate crime in the workplace / industry
- ☐ Improving recruitment or employment practices (if applicable)
- ☐ Accommodating my service / my work to the diverse needs of Bradford communities
- ☐ Unsure
- ☐ Other: _____

What changes would you like to see in your workplace / industry in terms of inclusivity, equality and diversity? Would you like to share any other thoughts with us? *

Your answer _____

Can we contact you in relation to this training? *

- ☐ Yes
- ☐ No

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