

INCLUSIVITY MODULE

To achieve fully inclusive outcomes, we need to use fully inclusive processes. A fully inclusive process will be different in different circumstances, depending on the participation activity and the groups of residents involved in the participation. This document will take you through the key considerations for an inclusive process:

- Equalities impact assessments
- Know your population of interest
- Who do you want to take part in your activity?
- Is your participation method accessible for the full range of residents you need to participate?
- Are you communicating information in a clear way?

There is not a 'one-size-fits-all' approach and delivering an inclusive approach will require careful consideration of these issues in relation to your project topic, aims, population of interest, and methods of participation. The actions suggested in this module are not exhaustive – you need to consider your context.

In many cases, the best way to find out how to be inclusive is to discuss methods with people from your target population. You should also be adaptable and flexible in your approach wherever possible, especially when reaching out to seldom-heard groups. Inclusion is a key value to engagement and participation and should be there through your entire process.

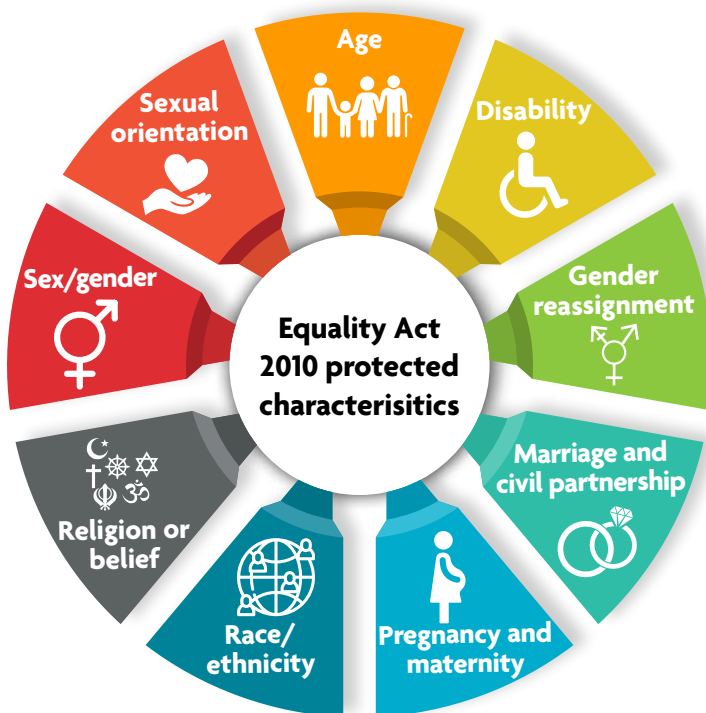
EQUALITIES

The council has a legal duty to advance equality of opportunity for people with protected characteristics as defined in the Equality Act 2010.

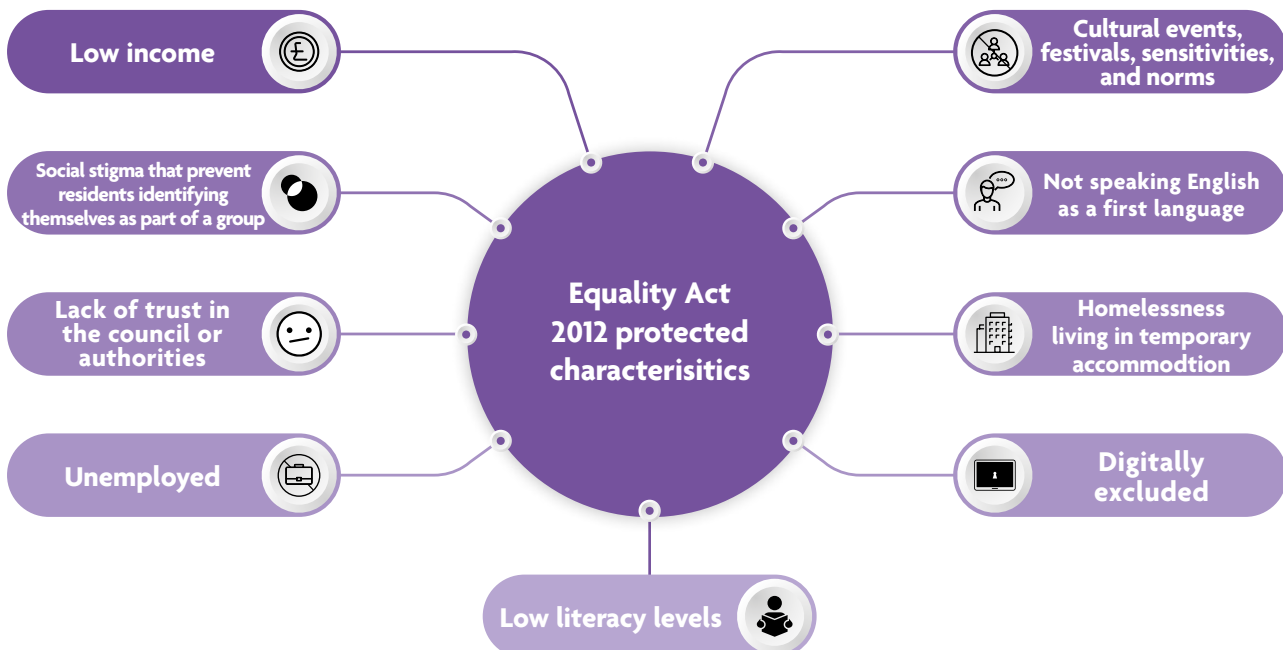
Services must assess how accessible participation activity is to residents and consider making changes or adjustments to make activities as inclusive and accessible as possible. Adjustments could include providing information in different languages or formats; providing support to help residents to take part in participation; or using a mix of different methods of participation.

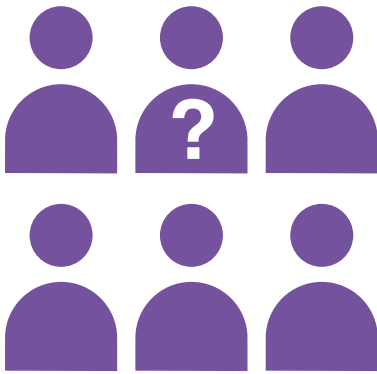
Services will often have to complete an Equality Impact Assessment for any policy or service changes, and inclusive participation will help in completing the EQIA. [Link to EQIA pages once available]

The protected characteristics in the Equality Act 2010 are:



You may also want to consider other characteristics, for example (this is not an exhaustive list):

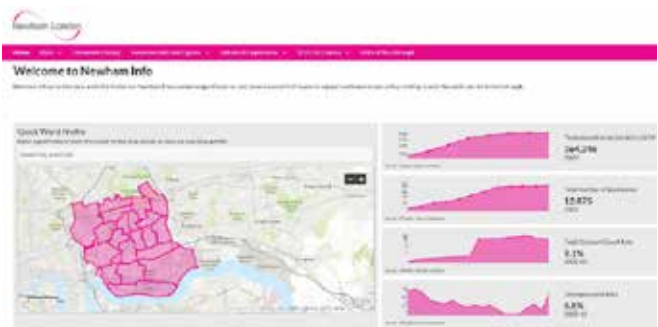




Know your population of interest

Are you managing to reach your audience – is anyone missing?

Newham Info has population data about Newham
www.newham.info

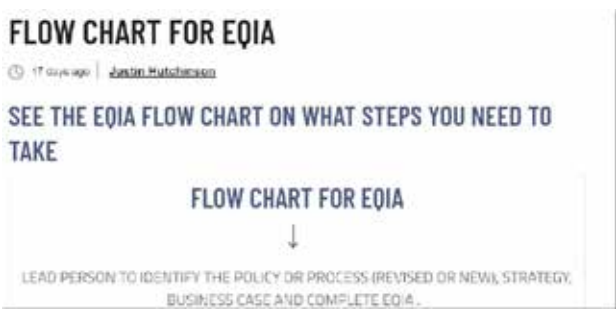


Contact services to see what data they can share



Collect new information about groups of residents

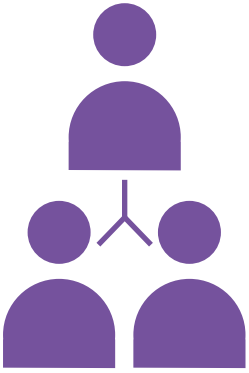
Contact services to see what data they can share



You will need to collect some demographic information about the residents you engage with so you can check if you are reaching the right mix of people.

You should only collect information you plan to use and you should carefully consider the value of asking the questions that may be seen as more intrusive (e.g. sexual orientation, gender identify). If groups are missing from those that are taking/took part, consider if there are any organisations you could contact that could increase the participation of these residents. Also consider if there are additional participation activities you could deliver to fill these gaps in participation.

Collecting personal data will require completing a Privacy Impact Assessment, available on the Form portal.



Who do you want to take part in your participation activity?

As many residents as possible



A specific age group



Residents with certain knowledge or skills



Residents who use a specific service



It may be necessary to complete an Equality Impact Assessment (EQIA) when you are planning your project. This will help you to understand which groups with protected characteristics may be affected by your project and therefore who needs to be included in your participation activity. It is beneficial to follow this process to improve your approach to inclusivity even if an EQIA is not formally required

**Lighter touch actions
for projects with
limited impact**



If you are running a non-statutory exercise, with a limited impact you should consider
The kind of information/feedback you are trying to collect.
Who holds this information and who are the 'experts by experience'

**More comprehensive
actions for projects
with substantial
impact**



In a lot of cases, you may need to target specific groups while also including methods for a broader range of residents to input.

If you are running a consultation, you should check with Legal about what groups you need to include and an EQIA will be essential.

Resources: www.newham.info for demographic information about Newham

IS YOUR PARTICIPATION METHOD ACCESSIBLE FOR THE FULL RANGE OF RESIDENTS YOU NEED TO PARTICIPATE?

Consider who may not be able to participate and what adjustments you can make to enable them to participate

Minimum factors to consider



Online vs offline

Online can be faster and easier for some to access but can exclude those who are digitally excluded.

Offline will be more accessible for some groups but may be harder to access for people who are working or have caring responsibilities



Time of day

Day time may be more suitable for people who do not work and who are less likely to feel safe or comfortable leaving home in the evening

Evening may be more suitable for people who are working or have other responsibilities during the day



Accessibility of in-person activities

Close to public transport links

Physically accessible venues

Inviting settings e.g. warm, bright, not too formal



Other considerations

Access to the setting should ideally be voluntarily e.g. for young people holding events in a school is not fully on their terms, they are not there fully voluntarily
Do certain groups dominate the setting? e.g. for young people to fully participate the space should not be dominated by adults

Additional factors to consider



Childcare

Providing a crèche or childcare will make in person events more accessible for parents.



Translation and interpretation

Proactively offering translation and interpretation will make your activities more accessible to a range of residents who may usually be excluded



Separate activities for different groups

Some residents may feel more comfortable meeting in person with people like them as it makes it easier for them to speak up. For example, activities for young people, or female only activities



Meeting participants where they are

Meeting your participants in settings that are on their own terms and where they already are can remove power imbalances



Reward and Recognition

Reward and Recognition can be an important part of an inclusive process. For example, some financial types of reward and recognition will help to reduce some financial barriers to participation. Training can also be a form of reward and recognition, and can help ensure everyone can participate on an equal level.

Do participants have everything they need to fully participate?

Information in advance

Usually this can be provided publically, for example on a website, but if you need participants to look over information in advance you should provide them with this information directly

Enough time to participate

Plan your activities so that participants with different abilities have enough time to take part. It's better to do less but allow everyone to fully take part than to try and pack in too much

Additional support during an activity

This may need to be one-to-one support, which you can ask residents to request in advance, such as a translator or a scribe.

Training or mentoring

For an in-depth activity, such as co-production or a Citizens' Assembly you may need to provide some training in advance to make sure everyone has the skills they need to take part.

How are you expecting your participants to share their views?

Will they need to talk in a large group setting? Will they be asked to write down or type responses?

Think about if this could exclude any groups and how you could make it more accessible.

For example, breaking into small discussion groups rather than one large group, or allowing people to use photographs or voice notes to share instead of writing

Can you offer a range of ways to take part?

Lighter touch actions for projects with limited impact

Consider using one main activity that most of your population of interest can take part in, with a supplementary activity to try and reach others. Examples: An online questionnaire with paper copies available in libraries, or focus groups with a sample of residents with an email address that other residents can send comments to

More comprehensive actions for projects with substantial impact

Multiple activities using different methods and pro-active recruitment strategies to reach all groups within your population of interest. Example: an online questionnaire with invitations sent to your population of interest, focus groups with specific population groups, an open meeting to share information and invite general feedback, as well as an email address for general comments

Evaluate how inclusive your participation process was

Evaluation of participation activities is an important part of an inclusive process. It can help you to understand how to improve how inclusive the participation in the remainder of the project is or the in next project that you deliver.

Are you communicating information in a clear way?

Think about this in terms of how you recruit participants and within the activities themselves

Will your communication plan reach your target group? Are you advertising in a variety of places to avoid unintentionally excluding anyone?

Contact Head of Communications, Mark McAdam

Channels

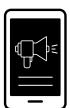
Contact communication team for more info on these channels



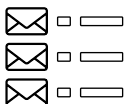
Online, including Newham website or Newham Co-Create.



Social media, like Facebook and Twitter



Posters in council buildings, banners and JCD screens.



Mailing lists, within your service, other services, Resident E-newsletter.



Press release



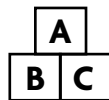
Newham Mag



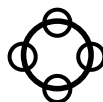
Attending events for specific communities or service user groups

Clarity

Make sure your information is easy for a range of audiences to understand



Always use Plain English – avoid jargon



Use diagrams or pictures where appropriate, these can be easier to understand



Provide a way for residents to request different formats- for example, a hard copy of an online survey.

Depending on your audience, you could also consider...



Translated materials



Larger formats or Easy Read

Asking residents in the population of interest to check your information and language and how best to get your information out there.

CASE STUDY: COVID-19 COMMUNITY VACCINATION PROGRAMME

Context	To increase vaccine uptake across the borough, the Public Health Team funded 14 community organisations in Newham to work with the PH team to support Covid-19 vaccine engagement activities.
The approach	<p>The funded 14 organisations were local neighbourhood groups, faith based organisations and ethnic group organisations that were already well connected and who represented residents from their communities in Newham. We particularly chose to fund organisations that represented residents from BME communities, as these were the groups where data suggested vaccine uptake was lowest. We made sure that the application process was as simple as possible, as many of these organisations did not have experience in funding applications and for some, English was not their first language.</p> <p>The partnership offered:</p> <ul style="list-style-type: none"> - Grant funding up to £5000 - Supportive conversations training - Social media training - Evidence and data sharing - Regular updates and monthly catch ups - Co-ordinated network and partnership working. <p>The purpose of the grant programme was to equip local organisations with the resources, evidence and training needed to lead their own vaccine conversations and promote uptake in their communities. The organisations were all committed to delivering a varied programme of work to promote uptake of the covid-19 vaccine for their communities.</p> <p>The engagement activities included:</p> <ul style="list-style-type: none"> - Workshops and 1:1 information sessions - Recruiting Covid-19 health champions and vaccine peer supporters from the community. - Vaccine engagement events (Zoom/Skype) - Vaccine walk in week events and hosted pop-up clinics - Use of social media and developing media projects etc. - Stalls at local streets, mosques, churches, foodbanks, and centres - Supported with translation and interpretation needs - Produced audio clips to circulate to community WhatsApp groups - Booking residents in using vaccine registration forms - Radio show talks on the vaccine and social media awareness

Outcome	<p>This partnership with the organisations helped us to reach deeper and wider into communities to help support and promote the take up of the Covid-19 vaccine. The grant programme and partnership created a network and space to learn from each other, sharing information and good practice.</p> <p>The 14 organisations gave us a great insight into what the best ways to approach their communities on the vaccine was and what their communities were thinking and feeling.</p> <p>The training offered to organisations has allowed them to develop skills that will help them after the end of this project, so there is a longer term benefit.</p>
Lessons learned	<p>Some of our learnings:</p> <ul style="list-style-type: none"> - Mistrust in the vaccine and the system - Misinformation circulating in the community - Some communities find comfort and trust in discussing things like “the vaccine” with people they can relate to (look like them) or who can understand their concerns (language). - Seeing people from your communities getting the vaccine is more encouraging than being constantly told they are not. - Groups come together in lots of different ways – we need to go to them and not expect them to come to us - Communities feel that they are already doing what they can and targeting can feel like demonising