Welcome to

Creating inclusive learning spaces

Diversity Statement

MY LEADERSHIP COMPASS

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment.

We understand that we all come from diverse backgrounds and we are here to listen, understand and learn from each other.

If we disagree we are going to do so in a respectful manner with empathy, care and listening.

MY LEADERSHIP COMPASS

My Leadership Compass (MLC), is a Diversity, Equity, and Inclusion (DEI) initiative.

To build equitable and inclusive workspaces where individuals can belong, thrive, co-learn, and co-create inclusive spaces at work and in leadership roles.

Aims to create equitable working ecosystems, leadership approaches, and inclusive team cultures in Nepal.

Our team

Professor Amuda Mishra
Key Facilitator

Dup Tsering Lepcha
Communication Officer

Aagya Sheresta
Content Creator

Neha Karki
Content Creator

Olivia Leary
Content Creator & Social Media

Priyansi Paudyal
Intern

Deependra Raj Joshi
Operation & Finance Head

Session 1

Defining key terms

Diversity

is recognising that we have **multiple identities** and experiences associated with us. All of these identities and experiences make us who we are. As a result, diversity embraces all of the identities we embody and carry.

Equity

is about incorporating our **needs** and **perspectives** into processes, activities, policies, and decision-making.

Inclusion

means ensuring that when we come into a space with all of our diversities, identities, and experiences, we feel **welcomed** and **valued**. It is about the quality of experience that we have in that space.

Dominant groups are considered the *norm* around which assumptions are built, and these groups receive attention and recognition.

Dominant groups

Psychological safety

Psychological safety is a feeling of safety within a particular environment to express one's thoughts and feelings, without censorship, and without the fear of judgment, exclusion or penalty. A psychologically safe environment is a trusting and respectful environment, where good intentions are assumed, and all individuals are free to make mistakes.

" Why is it important to have a DEI lens as an educator/ facilitator/ teacher? "

- Many inequities exist in education due to gender, socioeconomic status, caste, religion, geographical location, language, ethnicity and disability.
- For students in Nepal whose primary language is not Nepali, challenges in reading and writing can lead to students failing or dropping out of school, limiting their future professional opportunities.
- Students who come from minority ethnic and religious groups are not represented or included in the school curricula, like their peers from the dominant groups are.

Education: A DEI lens

Education:
A DEI lens

- Education in Nepal's most remote, marginalized, and disadvantaged communities has not improved in line with national advancements, resulting in a widening inequality between those disadvantaged groups and the rest of Nepal's students.
- The stories about and written by women and girls are represented at a fraction of those about and by men, in the national curricula.

Session 2

What is

personal identity

?

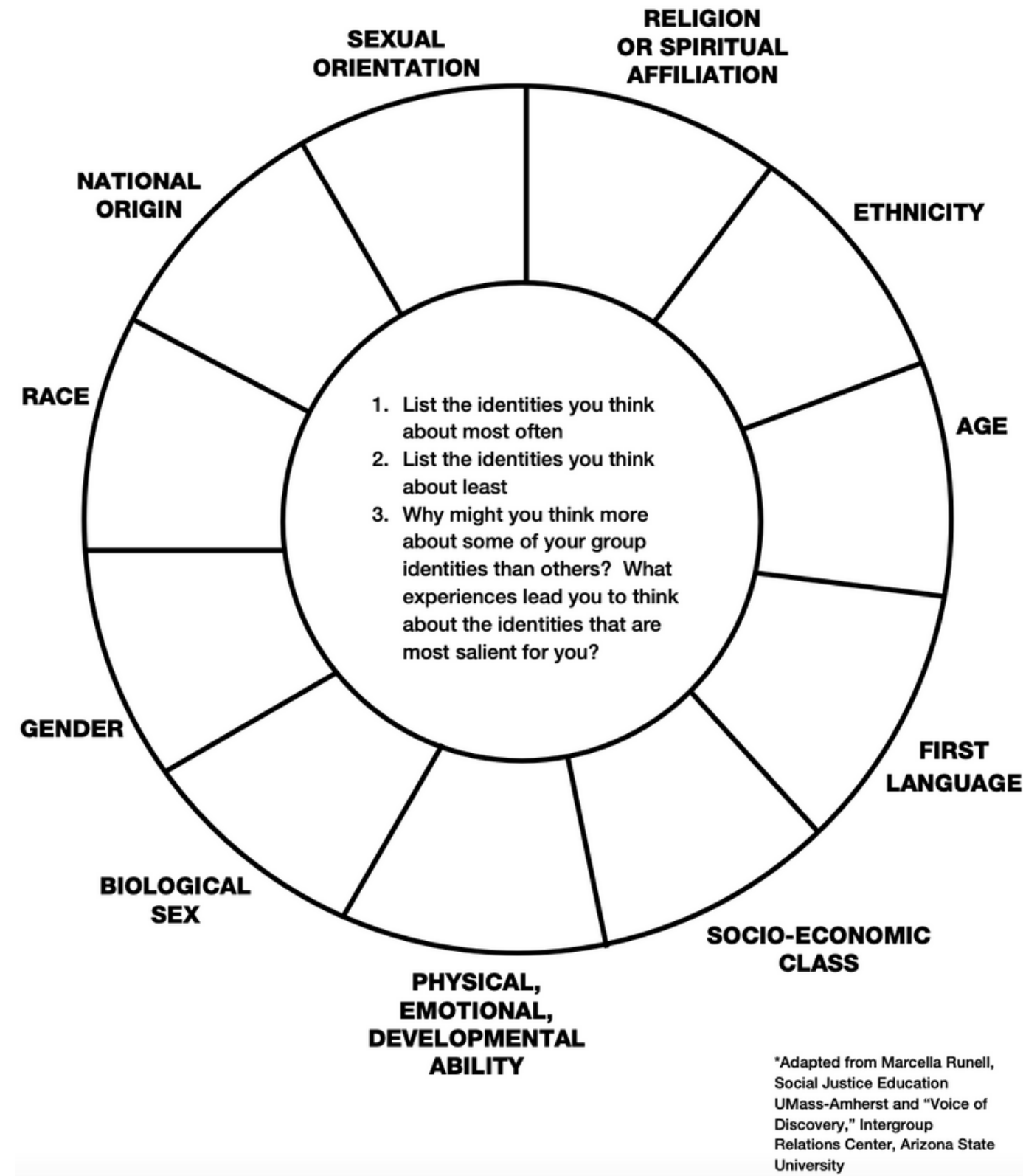Identities that are specific to you: your name, your personality, your history, your preferences and pet peeves, etc.

What is social identity?

Points of connection, many times rooted in difference, that connect you to other people/groups. These are things like your race, gender, social class, religious affiliation, veteran status, physical and mental ability, sexual orientation, age, nationality, political affiliation, etc.

Social identity wheel

SEXUAL ORIENTATION

RELIGION OR SPIRITUAL AFFILIATION

NATIONAL ORIGIN

ETHNICITY

RACE

AGE

1. List the identities you think about most often
2. List the identities you think about least
3. Why might you think more about some of your group identities than others? What experiences lead you to think about the identities that are most salient for you?

GENDER

FIRST LANGUAGE

BIOLOGICAL SEX

SOCIO-ECONOMIC CLASS

PHYSICAL, EMOTIONAL, DEVELOPMENTAL ABILITY

*Adapted from Marcella Runell, Social Justice Education UMass-Amherst and "Voice of Discovery," Intergroup Relations Center, Arizona State University

Dominant identity

Within each social identity category some people have more access to power and opportunities, this group is considered the "dominant group" or the "advantaged group" or the "agent."

Almost all of us have social identities that land us in a dominant group and most of us have identities that are targeted or oppressed. It's your job to figure out how your identities – especially the ones that put you in dominant groups, impact your relationships and the work that you do.

Targeted/ Non-Dominant Identities

Social identity groups about which little or nothing is known because they have not been considered important enough to study.

What are biases ?

A bias is a tendency, inclination, or prejudice toward or against something or someone. Biases are often based on stereotypes, rather than actual knowledge of an individual or circumstance. Whether positive or negative, such cognitive shortcuts can result in prejudgments that lead to rash decisions or discriminatory practices.

Implicit bias

Implicit bias refers to **unconscious** attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In education, implicit bias can affect the interactions between the educator and student, based on assumptions around identity markers such as ethnicity, gender, and social class.
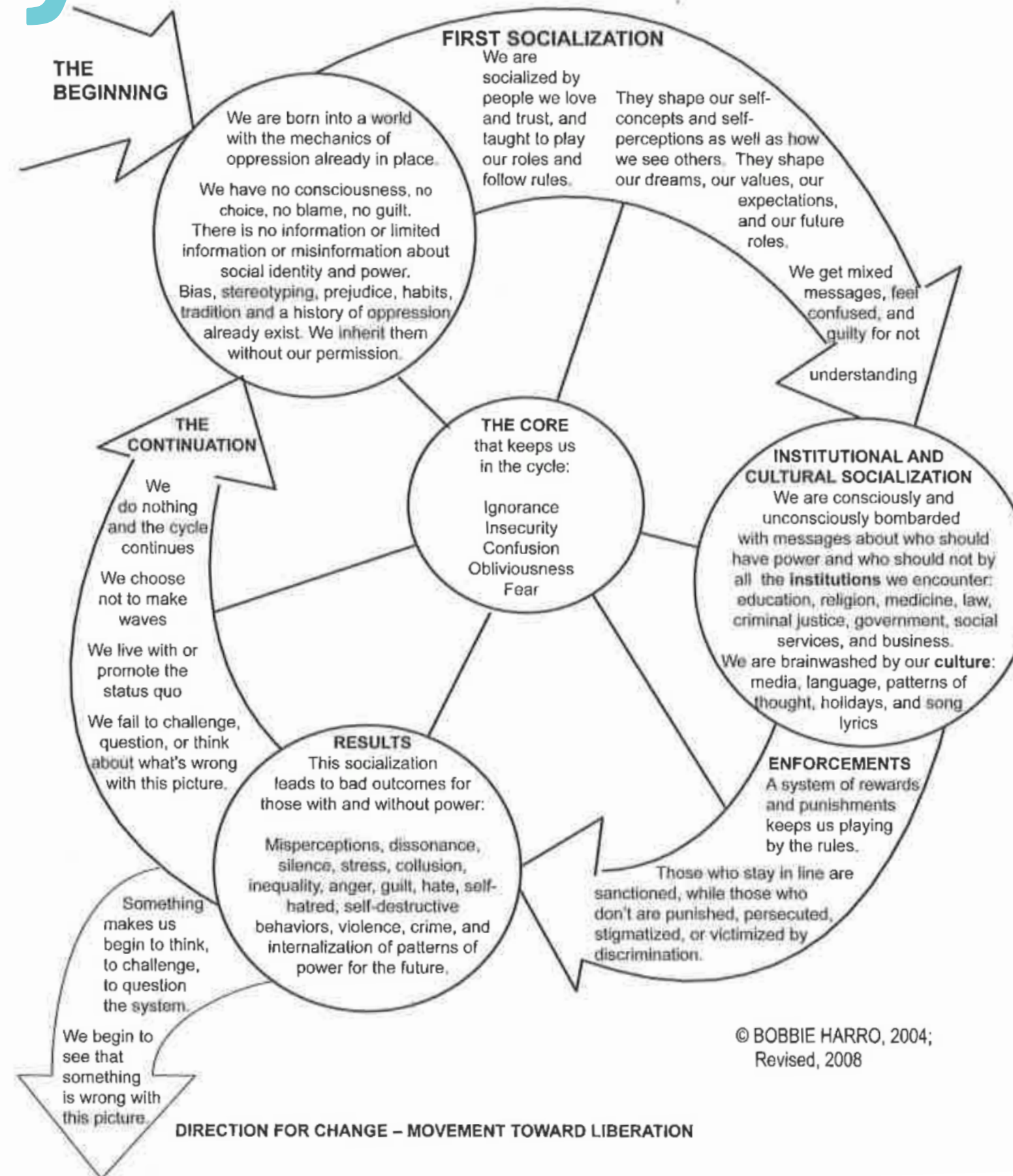
Session 3

Socialization

Socialization is the process through which an individual learns and internalises the norms, values, customs, roles and expectations within their social world.

The cycle of socialization

THE BEGINNING

FIRST SOCIALIZATION
We are socialized by people we love and trust, and taught to play our roles and follow rules.

We are born into a world with the mechanics of oppression already in place.

We have no consciousness, no choice, no blame, no guilt. There is no information or limited information or misinformation about social identity and power. Bias, stereotyping, prejudice, habits, tradition and a history of oppression already exist. We inherit them without our permission.

They shape our self-concepts and self-perceptions as well as how we see others. They shape our dreams, our values, our expectations, and our future roles.

We get mixed messages, feel confused, and guilty for not understanding

THE CONTINUATION

We do nothing and the cycle continues

We choose not to make waves

We live with or promote the status quo

We fail to challenge, question, or think about what's wrong with this picture.

THE CORE
that keeps us in the cycle:

Ignorance
Insecurity
Confusion
Obliviousness
Fear

INSTITUTIONAL AND CULTURAL SOCIALIZATION
We are consciously and unconsciously bombarded with messages about who should have power and who should not by all the **institutions** we encounter: education, religion, medicine, law, criminal justice, government, social services, and business.
We are brainwashed by our **culture**: media, language, patterns of thought, holidays, and song lyrics

RESULTS
This socialization leads to bad outcomes for those with and without power:

Misperceptions, dissonance, silence, stress, collusion, inequality, anger, guilt, hate, self-hatred, self-destructive behaviors, violence, crime, and internalization of patterns of power for the future.

ENFORCEMENTS
A system of rewards and punishments keeps us playing by the rules.

Those who stay in line are sanctioned, while those who don't are punished, persecuted, stigmatized, or victimized by discrimination.

Something makes us begin to think, to challenge, to question the system.

We begin to see that something is wrong with this picture.

© BOBBIE HARRO, 2004; Revised, 2008

DIRECTION FOR CHANGE – MOVEMENT TOWARD LIBERATION

Privilege

Privilege is unearned access or advantages granted to specific groups of people because of their membership in a social group. Privilege can be based on a variety of social identities such as race, gender, religion, socioeconomic status, ability status, sexuality, age, education level and more.

Privilege can be experienced on personal, interpersonal and institutional levels

Reflection.

Consent

Consent is the willing and voluntary agreement to participate in something, or for something to happen. Power imbalances between two people can complicate the ability for one party to give consent to the other.

Accountability

Accountability means taking responsibility for one's actions or commitments. When individuals are accountable, they understand and accept the consequences of their actions for the areas in which they assume responsibility.

Key takeaways from today

Day 2

Reflection
from yesterday

Experience Sharing.

"How have your identities and experiences shaped your ideas, beliefs, and assumptions?

How do power and privilege shape different identities?

How do identity and power play out in your professional space?"

Choose a social identity and list **10 things** you think are a **fact** about that identity category.

Case Studies.

1.   **People with disability**

2.   **Gender dynamics, norms, and expectations**

3. **Holidays and cultural practices**

4. **Socio-economic status**

5. **Language**

Psychological safety is a feeling of safety within a particular environment to express one's thoughts and feelings, without censorship, and without the fear of judgment, exclusion or penalty. A psychologically safe environment is a trusting and respectful environment, where good intentions are assumed, and all individuals are free to make mistakes.

Psychological safety

Ways to create Psychological safety

1 **7 ways to create psychological safety**

1. **Re-evaluate your curriculum**

   a. Giving examples even if not present in the text or curricula about non-dominant groups- using names while creating examples/questions from non-dominant groups, highlighting culture, achievements, history of targeted groups, creating a culture of saying the names correctly

2

7 ways to create psychological safety

2. Get to know your students

a. Ask your students about their cultural practices, their culture, and their history

b. Give examples where your students feel included and visible

c. Examine whose voices are missing while giving examples and include them

d. If it is not in the textbook, create the narratives!

3

7 ways to create psychological safety

3. Take the initiative to address inequities

a. Discuss diversity, equity, and inclusion

b. Create a diversity statement

c. Use language that promotes positivity and doesn't reinforce existing stereotypes. For example, the phrase "boys will be boys" shouldn't be used to justify sexism or aggression.

d. Respond immediately and effectively to inappropriate comments or actions. Take infractions seriously and keep families informed.

3

7 ways to create psychological safety

e. Model inclusion and acceptance. Encourage students to include all of their peers if they see division forming along racial or economic lines.

f. Remove existing markers of inequality in your school. For example, make sure students who are eligible for scholarships based on socioeconomic status or with a disability or from different religions aren't singled out and made to feel different.

4

7 ways to create **psychological safety**

4. Micro affirmations

a. Crediting ideas to the students
b. If a student from the targeted group points out something, readdressing it
c. Body language and hand gestures
d. Learning their names

5

7 ways to create psychological safety

5. Meet diverse learning needs

a. Use adaptive technology to address different needs
b. Use inclusive language, example: do not use languages like blindspot, Xnazi, or differently-abled
c. Create different opportunities for students to contribute. For example, students who are neurodivergent can take up roles as note-takers.

6

7 ways to create psychological safety

6. Create a culture of consent and accountability

a. Create a space to ask questions

b. Use consent as a tool to set boundaries

c. **Fail forward:** Be the first one to be accountable if you do a mistake.

d. Remember including a DEI lens is a journey, and the goal here is to learn.

7

7 ways to create psychological safety

7. Hire, support, and manage diversity

a. Conduct a diversity audit
b. Provide opportunities for professional growth and development

Key takeaways
from today

You are now onboard to fostering DEI spaces!

March on...