



# Naz Legacy Foundation

## Diversity Days

### Evaluation Report 2019-2020



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## Introduction

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The Naz Legacy Foundation, founded in 2012, aims to raise the aspirations of young people from ethnic and minority backgrounds in the UK by providing educational, cultural, and inspirational experiences to encourage and inspire positive action and integration.

This year, The Naz Legacy Foundation planned four diversity days that focused on career aspirations and higher education pathways. The three events that were delivered were as follows,

- MEDIA: A tour of the Daily Telegraph Head Quarters
- CULTURE: A tour of the Tower of London
- EDUCATION: A tour of Cambridge University
- FINANCE: A tour of HSBC Head Offices (postponed due to Coronavirus)

The Naz Legacy Foundation is grateful to the Cosaraf Charitable Foundation who sponsored the programme and to Cambridge University who funded transport costs.

This report presents an evaluation of all the pupils who attended these events.

## Summary

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- 92 pupils attended Diversity Days in 2019-2020.
- The Diversity Days provided a new experience for 84% of the pupils
- 94% 'agreed/strongly agreed' that they had gained new knowledge and understanding through attending the Diversity Days
- 90% 'agreed/strongly agreed' that they had enjoyed the experience
- 86% 'agreed/strongly agreed' that they had been encouraged to think differently about opportunities available to them through attending the Diversity Days
- 60% of the pupils felt that they would now consider a career in journalism or arts and heritage or a university application since attending one of the Diversity Days.

# Why has the Naz Legacy Foundation selected these areas?

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## MEDIA

Recent studies have found that 94% of UK journalists are white (compared to 87% of the working population in the UK and 70% of the working population in London) and that 55% are male<sup>i</sup>. Additionally, a Sutton Trust report found that 51% of leading print journalists had attended private school<sup>ii</sup>. Further research found that only 0.4% of British Journalist are Muslim and only 0.2% are Black compared to 5% and 3% of the UK population respectively<sup>iii</sup>.

Media organisations, like the Daily Telegraph, are keen to encourage more BAME young people to enter the profession and hosted a Diversity Day to discover what a working newsroom looked like, to explore the different pathways into journalism and to meet and question working journalists.

## CULTURE

An Arts Council report found that although heritage centres and museums were working hard to encourage more BAME visitors, there was still an underrepresentation of BAME professionals working in the field, with around 5% of workers identifying as BAME<sup>iv</sup>. This was exacerbated by the narrow entry to the field due to a large number of over-qualified professionals in the market alongside a 'pipeline' issue with school-age children not knowing enough about the broad range of Arts and Heritage jobs that museums and heritage centres can offer<sup>v</sup>.

Cultural organisations, like The Tower of London, are working hard to encourage greater engagement and wider participation for all minority groups. The Tower of London hosted a Diversity Day to explore the unique collections and learn about the diverse number of roles that are connected to working in the Arts, heritage and museum sector. Additionally, pupils attended a workshop on spoken word poetry, facilitated by renowned artists, Ms Yankey and Fusion. The pupils were given the opportunity to write spoken word exploring the role diverse communities have had on British History.

## HIGHER EDUCATION

Cambridge University has worked hard to obtain and maintain a representative number of BAME pupils across its campuses<sup>vi</sup>. Around 15% of Cambridge pupils are from BAME backgrounds (figures from 2009, includes international pupils). However, intersectionality, where several factors, such as ethnicity, social class and gender, are considered has resulted in Universities across the UK working towards encouraging and supporting pupils who fall into one or more of these categories to aspire towards a University Education. Cambridge University hosted a Diversity Day where the pupils were able to experience University life and find out more about the wide range of higher education opportunities at Cambridge University.

## FINANCE

In 2017, Labour MP Dawn Butler launched the 'Investing in the Ethnicity and Race Initiative', to improve the representation of BAME employees in business and finance<sup>vii</sup>. HSBC is among the many financial firms that have signed up to this initiative. HSBC is already a global organisation with representation across five continents, however, they recognise the vital contribution that a diverse workforce brings to the success of an organisation and strive to continue to work towards a representation of staff that reflects that of their local communities<sup>viii</sup>. Overall, financial organisations in the UK have an underrepresentation of BAME at senior management level; only around one in five companies in the UK have ethnic diversity of more than 10% at senior management<sup>ix</sup>.

HSBC was to host a Diversity Day in 2020, but unfortunately, this was cancelled due to the outbreak of the Coronavirus. HSBC hopes to reschedule in 2021.

## WHO ENGAGED IN THE DIVERSITY DAYS?

The Naz Legacy Foundation worked with seven different schools located in London Boroughs that are 4 or 5 on the Indices of Multiple Deprivation (with 1 being most deprived and 10 being the least deprived postal areas)

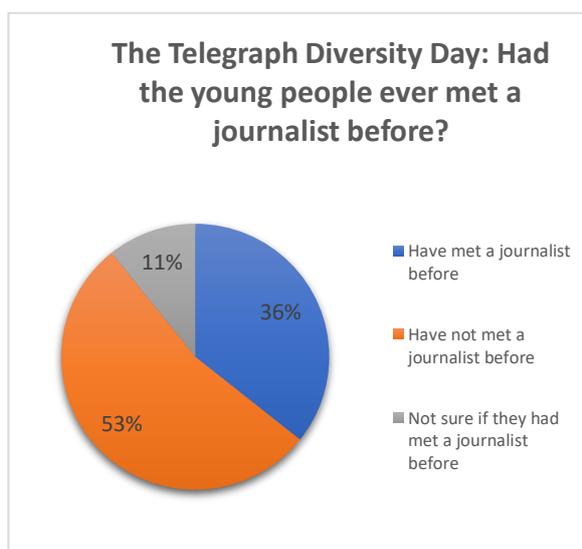
92 pupils, aged 13-16 years old, experienced a Naz Legacy Foundation Diversity Day in 2019-2020. A breakdown of the age and ethnicity of the pupils is provided below,

Gender	Age	Ethnicity
79% Female 18% Male 3% No Answer	21% were aged 12-13 years old 62% were aged 14-15 years old 14% were aged 16-17 years old 3% did not provide their age	50% British Asian/Asian 22% Black British/African 9% North African/Middle East 8% Mixed ethnic heritage 11% No Answer

Diversity Day	Number of young people
The Daily Telegraph Diversity Day	28
The Tower of London Diversity Day	37
University of Cambridge Diversity Day	27
<b>Total</b>	<b>92</b>

The Diversity Days offered 84% of the young people new encounters that they have not experienced before. Therefore, the Diversity Days offered opportunities to these pupils that they ordinarily would not have been available to them.

Further exploration found that, of the pupils who attended the Tower of London Diversity day, only 3% were frequent visitors to arts and heritage sites, 57% were infrequent visitors (1-3 trips per year) and 40% never visited arts and heritage sites. Of the pupils who attended The Telegraph diversity day, 53% stated that had never met a journalist before whilst 36% had and 11% were not sure<sup>1</sup>.



<sup>1</sup> This question was not asked to the pupils who attended Cambridge University.

## EVALUATION METHOD

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The evaluation of the diversity days utilised a post-activity paper evaluation form for all the young people and accompanying teachers. These were distributed and collected immediately after the Diversity Day before pupils and teachers returned to schools. The evaluation sought to explore the impact of the Diversity Day on four key areas:

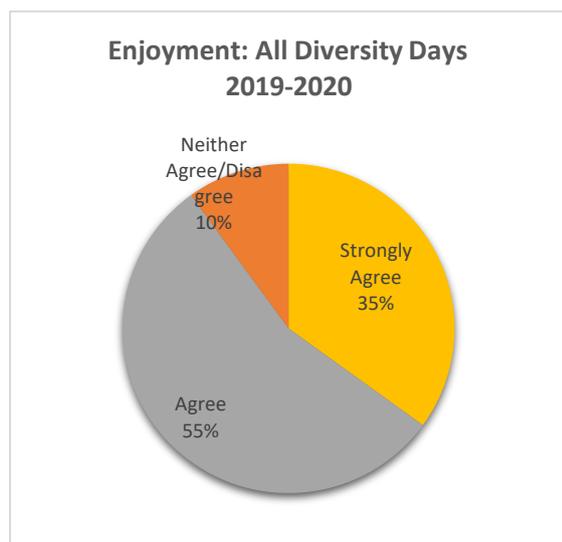
- **Enjoyment and Experience:** Whether the young people had been exposed to new experiences that they had not experienced before and whether they enjoyed the experience
- **Knowledge and Understanding:** Whether they felt that they had gained any new knowledge and understanding, particularly concerning equality of opportunity and diversity and representation around BAME opportunities
- **Attitudes and Values:** Whether the diversity days were able to change minds or better inform the young people about opportunities available to them
- **Behaviour and Progression:** Did the diversity day encourage the young people to consider careers/further education opportunities in new areas that they had not considered before (such as Journalism, arts and heritage or Oxbridge places)

The following results explore these four key areas.

## Key Impacts of the Diversity Days

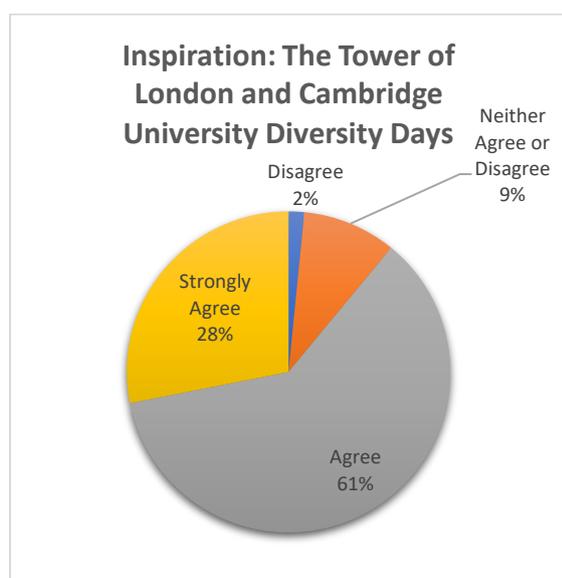
### Enjoyment & Inspiration

The pupils were asked a scaled question seeking to find out whether they had enjoyed the experience of the Diversity Day. 90% of the pupils 'agreed' (55%) or 'strongly agreed' (35%) that they had enjoyed the diversity day. Further analysis by the type of diversity day found that the pupils were most likely to strongly agree that they enjoyed The Telegraph Diversity Day closely followed by The Tower of London.



Enjoyment			
	Neither Agree nor Disagree	Agree	Strongly Agree
<b>The Daily Telegraph</b>	10.7%	50.0%	39.3%
<b>The Tower of London</b>	5.4%	56.8%	37.8%
<b>Cambridge University</b>	14.8%	59.3%	25.9%

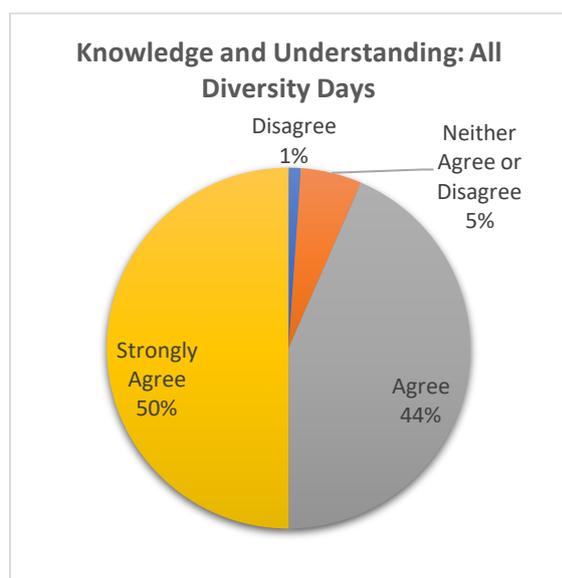
89% of the pupils 'agreed' (61%) or 'strongly agreed' (28%) that the Diversity Days was inspirational. The pupils were most likely to strongly agree that The Tower of London diversity day was inspirational (*note: this question was not asked on the evaluation of the Daily Telegraph Diversity Day*)



Inspiration				
	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>The Tower of London</b>	2.7%	2.7%	59.5%	35.1%
<b>Cambridge University</b>		18.5%	63.0%	18.5%

## Knowledge and Understanding

The pupils were asked a scaled-question that sought to find out whether they perceived the Diversity Day had improved their knowledge and understanding (of journalism, of diversity and representation in British History or of what is on offer at University). 94% of the pupils 'agreed' (44%) or 'strongly agreed' (50%) that attending the diversity day had increased their knowledge and understanding of the areas covered. A breakdown by the type of Diversity Day and shows that the pupils were most confident that the Telegraph Diversity Day had the most impact on their knowledge and understanding.



Knowledge				
	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>The Daily Telegraph</b>			35.7%	64.3%
<b>The Tower of London</b>		10.8%	51.4%	37.8%
<b>Cambridge University</b>	3.7%	3.7%	40.7%	51.9%

The pupils who attended all the Diversity Days were asked what new knowledge that they had learned that day. 95% of the pupils provided a written response to this question. The comments mainly related to new knowledge that they had acquired through the experience, but some comments specified a change in the perception of accessibility of certain careers and pathways for people from BAME backgrounds. Below are some quotes from the pupils that illustrate the learning acquired,

### The Telegraph Diversity Day

*"I learnt how newsrooms work, what they're like. Also, it helped me gain knowledge on work-life in this industry, and it is very exciting"* (Female, aged 14, The Telegraph Tour)

*"It broadened my knowledge on the many different job opportunities available in the journalism community"* (Female, aged 13, The Telegraph Tour)

*"I learnt about the diversity being brought into journalism"* (Female, aged 14, The Telegraph Tour)

*"I learnt that you can be a journalist for different things, and you can write different things and if you're a journalist there isn't a certain thing that you have to do"* (Female, aged 14, The Telegraph Tour)

### The Tower of London Diversity Day

*"I learnt that people of any background can have a passion for history"* (Female, aged 14, The Tower of London Tour)

*"I learnt that there are different ethnicities in this industry"* (Female, aged 13, The Tower of London Tour)

*"I learnt about BAME people in British history that I have not heard before"* (Female, aged 15, The Tower of London Tour)

*"I learnt that poetry can tell about anything and that you can use poetry to bring history to life"* (Female, aged 16, The Tower of London Tour)

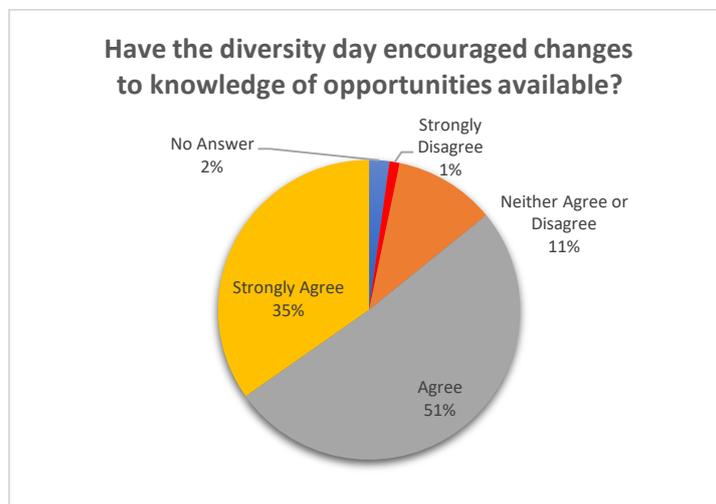
### Cambridge University Diversity Day

*"I learnt how to approach applications (for university) and what organisations to go for help"* (Female, aged 15, Cambridge University Tour)

*"I learnt about the Russel Group universities and the different types of universities available to me"* (Female, aged 15, Cambridge University Tour)

## Attitudes and Values

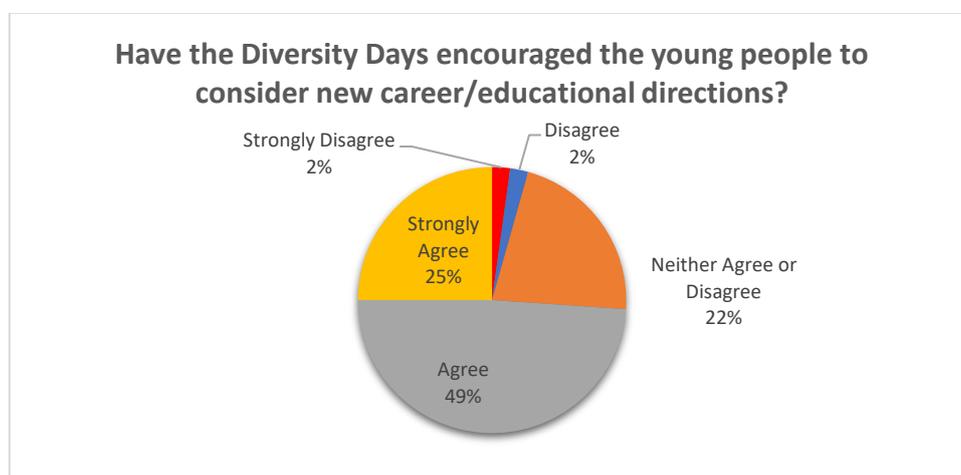
The pupils were asked a scaled question about whether attending the diversity day had encouraged them to think any differently about the opportunities available to them. 86% of the pupils 'agreed' (51%) or 'strongly agreed' (35%) that the diversity days had encouraged them to think differently about their opportunities. A breakdown by type of Diversity Day and shows that the Cambridge University day was most able to make pupils think differently about opportunities available to them. The next section explores this further



Attitudes: Encouraged young people to think differently about opportunities available to them					
	No Answer	Strongly Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>The Daily Telegraph</b>			3.6%	64.3%	32.1%
<b>The Tower of London</b>	2.7%	2.7%	16.2%	45.9%	32.4%
<b>Cambridge University</b>	3.7%		11.1%	44.4%	40.7%

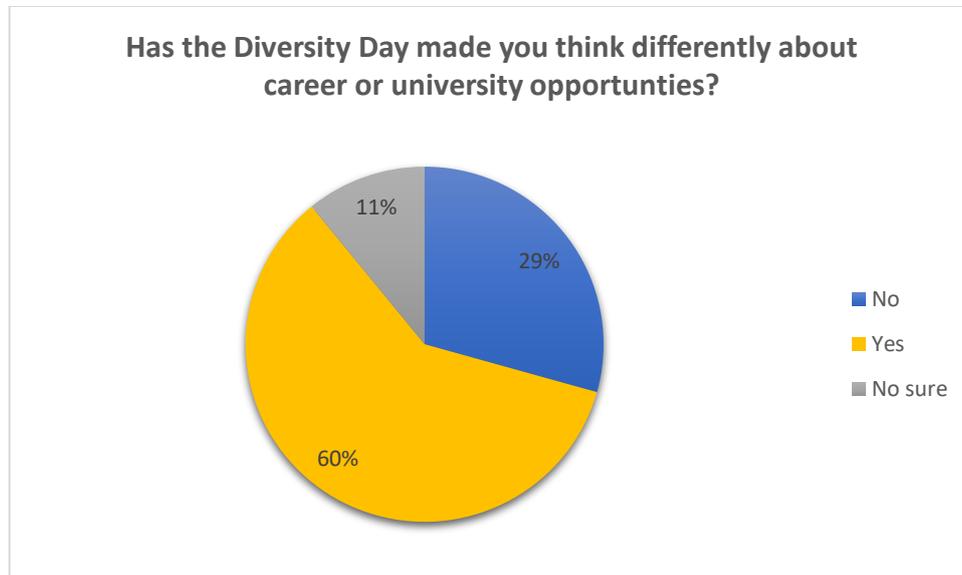
## Behaviour and Progression: Opening Doors to Career or University Opportunities

The pupils were asked two questions that related to careers, One was a scaled question that asked whether the diversity day experience had encouraged them to think about journalism/arts & heritage as a career or whether it had encouraged them to consider applying for university. The other question was open-ended and sought to find out if the experience had made them think differently about their future progression and if so, why? The response to the scaled-question revealed that 74% of the pupils felt that the experience had encouraged them to consider journalism/arts & heritage or applying to university. A breakdown by the type of Diversity Day and shows that the pupils were most confident that the Cambridge University and the Telegraph Diversity Days were able to encourage them to consider new career/educational directions.



Career Progression					
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
<b>The Daily Telegraph</b>		7.1%	21.4%	39.3%	32.1%
<b>The Tower of London</b>	5.4%		27.0%	54.1%	13.5%
<b>Cambridge University</b>			14.8%	51.9%	33.3%

The pupils were asked an open-ended question about whether the Diversity Day experience had made them think differently about career opportunities (in journalism, history, arts & heritage) or university opportunities. 60% of the pupils felt that the experience had resulted in them thinking differently about career or university opportunities.



Further analysis by the type of Diversity Day attended shows that the pupils who attended the event at The Daily Telegraph or Cambridge University were most likely to state that the trip resulted in them thinking differently about career or university opportunities available to them. A selection of comments gathered from the pupil data is presented below,

	Yes	No	Not sure
<b>The Daily Telegraph</b>	64.3%	32.1%	3.6%
<b>The Tower of London</b>	51.4%	35.1%	13.5%
<b>Cambridge University</b>	66.7%	18.5%	14.8%

### Telegraph

The pupils presented a range of different answers to whether the experience had made them think differently about careers in journalism. Some of the responses are presented below,

*“Yes, it has made me think differently. It has made me think if I want to go to university to study journalism of just do an NCTJ” (Female, age 14)*

*“Yes, it has made me think that I might want to go into journalism and it's not like I thought it would be” (Female, age 14)*

*“Yes, it has made me think differently because you can study something other than journalism and then move into a newspaper later on” (Female, age 14)*

*"Yes, I came to England 6 years ago and I am now thinking about my future as a newspaper reporter!" (Female, age 17)*

### *The Tower of London*

The pupils presented a range of different answers to whether the experience had made them think differently about careers in culture, arts and heritage. Some of the responses are presented below,

*"This trip has given me an idea of the potential that history can trigger"*  
(Male, Age 15)

*"It has shown me how we can have fulfilling jobs to do with History"*  
(Female, age 13)

*"This trip has made me pick up an interest in learning history from different perspectives"* (Female, age 13)

*"Yes, it has made me think differently because hearing about the way people recruited for their jobs made me believe that you can do anything if you try hard enough"* (Female, age 13)

### *Cambridge University*

*"Yes, it has made university feel more attainable and an opportunity for me"* (Female, age 15)

*"Yes, it has made me think differently because I was reluctant to apply to Cambridge but now I feel I can apply"* (Female, age 15)

*"Yes, it has, because now I know I am able to apply to universities because of the help I can receive"* (Female, age 15)

*"Yes, it has made me think differently because the undergraduates gave us advice on how open the choices are at University"* (Female, age 15)

## Additional Impacts: Most Interesting thing about the Diversity Day

The pupils were asked what they found most surprising about the day and what most interested them about the day. The comments have been collated and are presented for each of the Diversity Days below,

### *The Telegraph Tour*

The response from the three open-ended questions illustrated that the tour was able to provide a good understanding of a working newsroom as well as challenge some of the misconceptions that the pupils may have had. For example, one pupil stated that “the Q&A showed me that people of all types of backgrounds can become journalists” and another commented, “It surprised me that you don’t have to have gone to university to become a journalist” and a further comments said, “I didn’t know that you can become a journalist with an A-Level - it doesn’t have to be an English A level”. The experience gave insight into the life of a working newsroom. One pupil commented, “the newsroom was so interesting - seeing how people work and how tranquil is. Also, talking to a journalist and finding out about her journey was fascinating”. For other pupils, they learnt something new about the Telegraph itself. One pupil commented, “I never knew that the Telegraph had been around for over 100 years!” and another stated, “I was surprised that the telegraph has social media accounts suitable for a younger audience”.

### *The Tower of London Tour*

The open-ended responses from the pupils illustrated how the tour had presented the pupils with a range of opportunities and experience that they valued. Most mentioned were, seeing the history learnt and crown jewels, the careers talk and the poetry/spoken word workshop. One pupil commented, “I was most interested in seeing the crown jewels because it was really interesting to find out all about their history” and another stated, “The most important part of the trip for me was being able to look at this old place which I have never seen in my life. Knowing and finding out about the past as it was interesting for me”. For other pupils, the careers presentation and Q&A presented a new opportunity for them that expanded their ideas about careers in heritage and the arts. One pupil commented, “the most interesting part for me was the career part. Amazing, inspirational speakers” and another stated, “I really enjoyed learning about the different careers offered”. The poetry workshop, hosted by Ms Yankey and Fusion, was also a popular choice with several comments relating this including, “the spoken poetry session was very interesting as it took a more fun approach to poetry” and “I really enjoyed listening and writing the spoken word poetry”. Links to the event can be accessed here:

<https://www.instagram.com/p/B76auzgAiy9/>

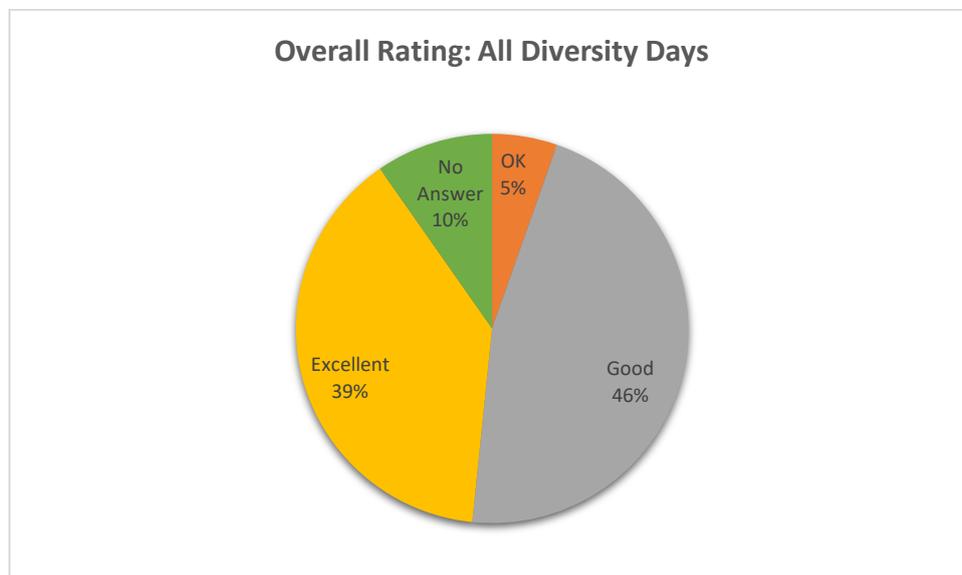
### *Cambridge University*

The open-ended responses from the pupils demonstrated that the Cambridge University experience was valuable in presenting a picture of university life at Cambridge and beyond. The pupils were most likely to mention the undergraduate talk, the critical thinking exercise and the

advice on bursaries and applications that they received. The talk from the undergraduates was valued as it enabled the pupils to talk about social life as well as the options available to them. This talk also challenged some of their perceptions about who attends Cambridge, “I was surprised to find that 70% of people who go to Cambridge are not posh rich kids” and another stated, “I was surprised by the support offered by the university to their pupils” however, for some, it also highlighted some of the pressure that pupils can feel when at university. The advice given on bursaries available to some groups was also appreciated and for some opened up avenues that they thought might be closed off, one pupil commented, “I found out that Cambridge University gives out bursary and this encouraged me to think about applying”.

## OVERALL RATING

85% of the pupils rated the Diversity Days ‘Excellent’ (39%) or ‘Good’ (46%). (Note: 95% of those who responded)



<sup>i</sup> Diversity in Journalism: Report for the National Council for the Training of Journalists. By Mark Splillsbury 2017 (accessed April 2020: <https://www.nctj.com/downloadlibrary/DIVERSITY%20JOURNALISM%204WEB.pdf>)

<sup>ii</sup> All Party Parliamentary Group on Social Mobility: The Glass Ceiling: Increasing Access to Leading Professions 2019. The Sutton Trust (accessed April 2020 [https://www.suttontrust.com/wp-content/uploads/2019/12/APPG-on-Social-Mobility\\_Report\\_FINAL.pdf](https://www.suttontrust.com/wp-content/uploads/2019/12/APPG-on-Social-Mobility_Report_FINAL.pdf))

<sup>iii</sup> The Guardian: British journalism is 94% white and 55% male, survey reveals, March 2016 (Accessed April 2020: <https://www.theguardian.com/media-network/2016/mar/24/british-journalism-diversity-white-female-male-survey>)

<sup>iv</sup> Equality, Diversity and the Creative Case: A data report 2017-2018. The Arts Council UK. 2018. (accessed April 2020 [https://www.artscouncil.org.uk/sites/default/files/download-file/Diversity\\_report\\_1718.pdf](https://www.artscouncil.org.uk/sites/default/files/download-file/Diversity_report_1718.pdf))

<sup>v</sup> Valuing Diversity: The Case for Museums, 2016. A Museum Association Report (Accessed April 2020 <https://www.museumsassociation.org/download?id=1194934>)

<sup>vi</sup> <https://www.undergraduate.study.cam.ac.uk/representation-of-ethnic-minorities-university-of-cambridge>

<sup>vii</sup> Maturity Matrix, Version 2.1. 2019. (Accessed April 2020

[http://www.investinginethnicity.com/uploads/6/3/5/1/6351759/appg\\_matrix\\_2019\\_conference.pdf](http://www.investinginethnicity.com/uploads/6/3/5/1/6351759/appg_matrix_2019_conference.pdf))

<sup>viii</sup> McKinsey & Company, Women Matter 2012: Making the breakthrough, 2012

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<sup>ix</sup> Diversity and Inclusion in Banking. BBA The Voice of Banking Report, 2015. (Accessed April 2020: file:///C:/Users/Natasha%20Simons/AppData/Local/Packages/Microsoft.MicrosoftEdge\_8wekyb3d8bbwe/TempState/Downloads/diversity-in-banking-low-res-Final%20(1).pdf)