



**Anti-Racism, Diversity, Equity and Inclusion Policy and  
Procedure**

Name of Document	Anti-Racism, Diversity, Equity and Inclusion Policy
Policy/Code/ Manual/ Guideline	Policy
Group Level/ Sector Level	The Mahindra United World College India
Issuing Authority	Head of College
Owner of the Document	Head of College, DSL, ADO
Effective date of document	15 December 2024 (date on which we are reviewing the document)
Original Release Date	August 2022
Next review date	31st August 2025

## 1. Introduction

In 2021, the United World College (UWC) International board unanimously agreed to form the Anti-Racism, Diversity, Equity and Inclusion (ARDEI) Committee in recognition and appreciation of those voices in the UWC community pointing out manifestations of racism within UWC institutions. Racism in any form is injustice and we have a responsibility to know when we practice or enable injustice. MUWCI wholeheartedly endorses this initiative and is committed to implementing an ARDEI policy bespoke to the Mahindra United World College of India (MUWCI) context.

According to Ibram X. Kendi, to be an anti-racist one must recognize and advocate for the idea that racial groups are equals and none needs developing, and support policy that reduces racial inequity.<sup>1</sup> As part of efforts to establish Anti-Racism, Diversity, Equity and Inclusion (ARDEI) as values-in-practice at UWC campuses, MUWCI created a policy that reduces systemic inequity not just amongst races but between (in alphabetical order) different ages, castes, genders, (dis-) abilities, languages and literacies, religious and spiritual traditions, sexual orientations, and socio-economic backgrounds. This ARDEI Policy holds the MUWCI community accountable to uphold the values of ARDEI. It should also empower the MUWCI community to serve as a role model for, and valuable partner to, other UWCs as well as organizations and communities beyond the movement.

## UWC Mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

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<sup>1</sup> Kendi, Ibram X., *How to Be an Antiracist*, New York, One World, 2019.

## **UWC Values**

The UWC values underscore the need for MUWCI to address the values of ARDEI in a meaningful and substantive way. Creating an inclusive, equitable and intentionally diverse community is ultimately at the heart of the UWC experience. The beliefs and values we hold shape how we act in the world. Thus, if we, as the MUWCI community, truly want to solve the complex global problems facing us in the 21st century such as the climate crisis or war we must also address systemic inequity.

## **2. Vision and Goals**

At MUWCI, we want all of our community members to truly embrace the ideals of a UWC education and to co-create a space dedicated to the values of ARDEI.

We want all our Students to:

- Act as role models for promoting the values of ARDEI in our community.
- Demonstrate a commitment to learning, independently and collectively, about the systems, conditions, and actions that nurture inclusion in a diverse community.
- Stand up against injustice if they observe it.
- Speak out against acts or words that go against the values laid out in this policy.
- Practice introspection in their own actions, language, and approaches to foster self-awareness and reduce implicit biases that contribute to/enable injustice.
- Continuously raise awareness personally and collectively about these issues.
- Celebrate diversity as a part of the UWC experience because it is an opportunity to learn from one another.

We want all our Faculty and Staff to:

- Serve as role models for promoting the values of ARDEI.
- Hold each other and Students accountable when failing to uphold these values.
- Strive to set the framework for an inclusive working, teaching, and learning climate and, specifically, create learning opportunities that are guided by ARDEI values.

## **3. Our approach to promoting to promoting the values of ARDEI**

Given the intentional diversity of our campus situated within the Indian context, MUWCI is a unique place and as such should have a unique way of promoting the values of ARDEI. These values are the foundation on which the UWC mission can be pursued. ARDEI values must be holistic and should inform everything we do because it impacts every part of us as humans and the environment. Additionally, ARDEI values must be consistent in its application and outreach through bodies and forums that exist on campus including but not limited to Core, College Meeting, Global Affairs and Wada

Meetings. The ARDEI Steering Group will also ensure that the values of ARDEI remains at the center of MUWCI events and our curriculum in general.

Below are the key areas that we strive to protect, in alphabetical order:

### **Anti-Racism**

We acknowledge that all races are equal and as such are entitled to equitable treatment. We do, however, acknowledge differences in how certain groups have been treated both historically and presently and work towards challenging race-based injustice prevalent in society today. We define anti-racism as “the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.”<sup>2</sup> Thus, at MUWCI we must take a proactive approach to addressing racism where and when it occurs within our community as well as actively promoting anti-racism as a concept and process.

### **Gender Equality**

We affirm that gender denotes a range of fluid identities that do not correspond only to established ideas of male and female. We do, however, acknowledge that patriarchal systems have contributed in both historical and contemporary contexts to the ostracizing of women and gender minorities. We set out to uphold that whatever gender one identifies with should be accepted and respected and given equal treatment as all other genders.

### **LGBTQIA\* Inclusivity**

We use the term *LGBTQIA\** to stand for Lesbian, Gay, Bisexual, Transgender, Queer, (Questioning), Intersex, Asexual, and (Agender). While we do this with intentionality, it is still possible to hear many variations of the acronym in use on our campus (i.e. LGBT, LGBTQ, etc.) We understand that both sexual orientation and gender are wide spectrums and denote different aspects of a person's identity in relation to the gender or genders with which they do/do not identify and to which they are/are not sexually and/or romantically attracted. We do, however, set out to uphold that all sexual orientations should be given equal treatment and mutual respect in light of historical and contemporary injustices and oppression.

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<sup>2</sup> NAC International Perspectives: Women and Global Solidarity; retrieved from <http://www.aclrc.com/antiracism-defined>.

## **(Dis-) Ability Equity**

We accept that (dis-)ability comes in a wide range of forms and thus, there can be no single definition for what a disability is. We set out to uphold that whatever disability one may have, MUWCI will be as inclusive as possible and those with disabilities will not be prevented from fully enjoying the MUWCI experience. We also acknowledge that due to reasons beyond our control due to infrastructure or environmental reasons not all disabilities may be accommodated. We strive to improve upon this though and until then remain committed to becoming more inclusive.

## **Acceptance of All Faiths and Spiritual Traditions**

We acknowledge that in a diverse community such as MUWCI, many religious, spiritual and non-religious beliefs may be held. We stand committed to ensuring that people feel welcome and free to practice their religion as they wish and not to discriminate or judge based on one's religious background. Spaces for spiritual and/or religious practices and interfaith dialogue are provided on campus.

## **Socio-Economic Inclusivity**

We understand that MUWCI is a diverse community from a range of countries and socio-economic backgrounds. However, as a community we stand against gross wealth inequality and promote equity amongst all economic classes by providing scholarships and financial assistance as needed. As a community, we need to be mindful about excessive displays of wealth through our consumption patterns and be aware of the effect that can have on others. This extends to being empathetic not only to an individual's socioeconomic background but also to their nation's socioeconomic status.

## **Caste Equity**

We understand that MUWCI is international yet based in India. Within this local context, we must acknowledge the historical aspects of the caste system and its inherent inequalities. As a community we stand against casteism and the perpetuation of caste-based stereotypical behaviours and discrimination upon these stereotypes.

## **Procedure**

### **4. Promoting the values of ARDEI at MUWCI**

Below are the key ways in which MUWCI promotes the values of ARDEI:

#### **Teaching and Learning**

We aim to provide all our Students with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teachers, advisors, and mentors will endeavor to:

- Ensure equity of access to the whole MUWCI experience for all Students and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping or appropriation, e.g., reading literary texts from around the globe, exploring regional perspectives, centering perspectives of those often marginalized, etc.
- Promote attitudes, values, and skills that challenge discriminatory behaviour and build inclusive learning environments across campus.
- Ensuring differentiation in the classroom to account for a variety of academic backgrounds.
- Provide opportunities for Students to appreciate and more deeply explore their own culture, religion, and beliefs and celebrate the diversity of other cultures, e.g., Regional weeks, Project weeks, etc.

#### **Learning Environment & Climate**

To achieve the best possible learning outcomes for each individual, we recognise the importance of:

- All community members, including Students, Faculty, and Staff, acting as positive role models in their approach to all issues following the values of ARDEI.
- Creating an environment where all Students are encouraged to be actively involved in their own learning.
- Students need to co-create a non-competitive environment where personal growth and development, not grades, are the primary focus for all.
- Using a range of teaching methods to ensure that effective, relevant, and meaningful learning is accessible at all stages for all Students.

## **Curriculum at MUWCI**

We recognize differences in all our community members' backgrounds and work together to ensure that:

- Our Academic, Triveni, and Residential Life planning must reflect our commitment to promoting ARDEI principles and incorporate inclusive educational practices.
- Students will have opportunities to explore concepts and issues relating to ARDEI e.g., MUWCI Core or Global Affairs.
- The curriculum is balanced between the demands of the International Baccalaureate (IB) and the ideals of the UWC movement. The IB can be challenging for many students from non-Western backgrounds and all possible efforts to make it more inclusive, accessible and differentiated should be encouraged through the lens of ARDEI.
- Steps are taken to ensure that all Students have access to the curriculum by taking into account the unique backgrounds of all Students, their linguistic needs and their learning styles.

## **Ethos and Atmosphere**

We believe that everyone on campus including Faculty, Staff and Students are instrumental in demonstrating mutual respect between all members of the school community. To this end:

- There should be an 'openness' of atmosphere and mutual respect which welcomes everyone to the school including visitors and the local community.
- Everyone should attempt to create a positive and friendly atmosphere on campus e.g., by greeting each other when passing, inviting others to sit at their table, etc.
- Cliques and elite groups should be discouraged from forming as they can destroy the spirit of MUWCI's inclusion and acceptance of all.
- Faculty, Staff and Students should utilize curiosity to ask questions of others and inquire into cultures and backgrounds other than their own.
- Microaggressions, silencing and other forms of seemingly innocuous yet truly oppressive actions must be prevented in interactions amongst all groups on campus including the visitors of the campus. Faculty, Staff and Students should be educated about these forms of discrimination and made aware of any behaviours.
- Visitors on campus shall also be treated as if they were members of the MUWCI community and the principles of this document should apply to all interactions with visitors.

## **Language**

Language is tightly interwoven with identity formation and meaning-making processes. Thus, the language we use both reflects and may preserve existing power relations as it is rarely neutral. At the same time, language is a creative mechanism to foster inclusion and belonging, stimulate deep reflection, and redress systemic inequity and exclusion in dynamic classroom spaces. An example of a very effective practice of building community and providing models of inclusive language is sharing preferred names and gender pronouns along with information about academic backgrounds and fields in the first course session.

We recognise that it is important that all members of the MUWCI community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Creates and enhances positive images of all groups.
- Being respectful when attempting to correctly pronounce names as a sign of mutual respect.
- Uses appropriate gender pronouns and other terminology in referring to particular groups or individuals.

## **Provision for Bilingual/Multilingual Students**

We will make appropriate provision for all multilingual Students to ensure access to an appropriate curriculum. People from non-English backgrounds should be welcomed and the community should:

- Be tolerant but never condescending when speaking to each other.
- Be direct and simplify language when speaking in public fora so that all can understand and participate.
- Encourage but not pressure non-native English speaking Students to speak in public gatherings such as Core or Global Affairs, etc.
- Teachers should work with non-native English speaking Students to create the safest space possible for them to participate fully in class.



## **Personal Development and Pastoral Guidance**

Residential Life Staff take account of diverse (dis-) ability needs, gender, religious and racial differences, sexual orientation and the experience and needs of particular groups.

- All community members are given support as appropriate when they experience or perceive discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, remedial work is done to ensure that the actions do not occur again.
- Positive role models are used throughout the school to ensure that different groups of Students can see themselves reflected in the school community.
- Emphasis is placed on the value that diversity brings to the MUWCI community and treat challenges associated with diversity as transformative learning opportunities.

## **Harassment and Bullying**

It is the duty of everyone in the MUWCI community to challenge all types of discriminatory behaviour. The document addresses this duty in a number of different ways:

- Incidents where there is unwanted attention (verbal or physical) will be addressed. MUWCI has a procedure for dealing with incidents such as unwelcome or offensive remarks or suggestions about another person's caste, (dis-) ability, gender, race, religion, or sexuality.
- All bullying related to those with protected characteristics will be referred to the Designated Safeguarding Lead and the Anti-Discrimination Officer and dealt with as a serious incident. This will be recorded and investigated thoroughly.

## **Faculty Recruitment and Professional Development**

- All those involved in recruitment and the selection process will be trained and aware of what they should do to avoid bias taking effect as discrimination and ensure best practice in regards to promoting the values of ARDEI.
- MUWCI actively seeks to recruit from all geographic and cultural regions and socio-economic backgrounds.
- Access to opportunities for and the design of professional development is monitored on ARDEI grounds.
- All Students, Faculty, and Staff are made aware of the ARDEI Policy and Procedure and other related practices.

## **Responsibility for the Policy**

At MUWCI, all members of the community have a responsibility towards supporting the principles of ARDEI. Whilst all individuals are expected to adhere to this policy, specific responsibilities are laid out as follows:

### **The Head of College, and other Senior Leadership are expected to:**

- Provide leadership and vision in regards to the values of ARDEI.
- Ensure that all who enter the school are aware of, and comply with, the ARDEI Policy.
- Ensure that Students, Faculty, and Staff are aware of their responsibilities and given relevant training and support.
- Take appropriate action in response to incidents related, but not limited, to racism and discrimination of any kind.

### **All Faculty and Staff are expected to:**

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Serve as role models for Students as exemplars of upholding the principles of ARDEI.
- Keep up-to-date with the latest developments in regards to applicable training in inclusive education practices.
- Abstain from partiality and preferential treatment in dealing with Students.

### **All Students are expected to:**

- Act as role models to each other in regards to upholding the values of ARDEI.
- Speak out against microaggressions and discriminatory behaviour. Where this is not possible they should speak to the Designated Safeguarding Lead, the Anti-Discrimination Officer or a Faculty member to address the matter.
- Propose community sessions, for example, as part of Core or Global Affairs, on topics related to ARDEI and help promote these values in and beyond the classroom.

## **ARDEI Steering Committee and Policy Monitoring and Review**

Ongoing monitoring and reviewing of the effects of the policy will be carried out by an ARDEI Steering Committee made up of the Anti-Discrimination Officer, one Faculty representative, and, at least, three student representatives. The ARDEI Steering Committee meets regularly (approximately once in two weeks) to review the progress of the implementation of the policy and provide educational opportunities for the community. Amendments may be made to the policy in light of this monitoring and review. The ARDEI Steering Committee will consider feedback from a range of sources including but not limited to:

- Affinity groups and Trivenis such as Spectrum.
- Analysis of class attendance and disciplinary hearing (DH) figures.
- Incidents of racism, homophobia, and sexism and all forms of bullying and discrimination.
- Complaints (both formal and informal) from Students regarding discrimination.

## **Anti-Discrimination Complaints**

In the event of incidents violating the ARDEI policy, Students may have informal discussions with the Designated Safeguarding Lead (DSL) or the Anti-Discrimination Officer (ADO) to determine what might be the appropriate next step.

Following this, a formal complaint could be lodged with the Designated Safeguarding Lead. The Designated Safeguarding Lead will follow the procedure laid out by the “Anti-Discrimination Complaint Resolution Process” (See Appendix 1).

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Special thanks to the MUWCI ARDEI Policy working group for co-writing this policy. Acknowledgement is given to Dr. Dale Taylor, Reid Pierce, Iain Dzionk (Class of 2022), Ashley Venoaks (Class of 2023), Madhav Prakash (2022), Vani Mishra (2023), Berly Christ-Derival (2022), Maellynn Karuanga (2022), Francisco Silveira Azar (2023) and Vishal Pal (2022).

# Anti-Discrimination Complaint Resolution Process

The below description and flow-chart document the necessary steps for resolving an anti-discrimination complaint at MUWCI. These are not exhaustive by any means as they cannot describe all instances of discrimination. However, they provide a guideline for how such complaints should be handled. It should be noted that some degree of subjectivity and judgment are required based on the nature of the complaint. At all times, though, we should strive for a fair and just outcome.

MUWCI is committed to a restorative approach to addressing most matters related to discrimination. This preference for restorative, over punitive, approaches ensures that as a learning community we can build an environment of trust, forgiveness and growth. When complaints are investigated and resolved, the DSL and the Anti-Discrimination Officer facilitate discussions with all parties to lead to learning opportunities and change in behavior and attitudes.

### Step 1. Complaint Filed

A student or Faculty member should file a complaint to the Designated Safeguarding Lead or the Anti-Discrimination Officer. This can be verbally or in writing. The complaint will be documented by the Anti-Discrimination Officer.

### Step 2. Information Gathered by Anti-Discrimination Officer

The Designated Safeguarding Lead will speak with other parties potentially involved in the complaint. This may include conversations with the alleged perpetrator of the complaint as well as others involved in the matter. This could extend to other Students or Faculty members with knowledge of the incident. The purpose is to gather more details and determine the exact nature of the complaint.

### Step 3. Nature of Complaint Determined

Based on the information gathered, the Designated Safeguarding Lead will inform the relevant Office holder and/or Committee. The nature of the complaint can fall under three main categories: Bullying, Act or Speech, and Safeguarding.

**Step 4a. Bullying**

If the issue pertains to bullying, the matter will be delegated to the Designated Safeguarding Lead. The appropriate procedures set out for such an incident will be guided by the Anti-Ragging Policy.

**Step 4b. Act or Speech**

If the issue pertains to a discriminatory act or speech, the Designated Safeguarding Lead and the Anti-Discrimination Officer will determine the severity of the incident. They will consider the intent behind the act or speech as well as the context in which it occurred.

**Step 4c. Safeguarding**

If the issue pertains to a safeguarding issue, the matter will be delegated to the Head of Student Life and the Designated Safeguarding Lead. The appropriate procedures set out for such an incident will be guided by the Child Protection Policy.

**Step 5. Outcome**

Based on Step 4, a Disciplinary Hearing (DH) may be warranted. This will be determined by the respective parties responsible for handling the incident.

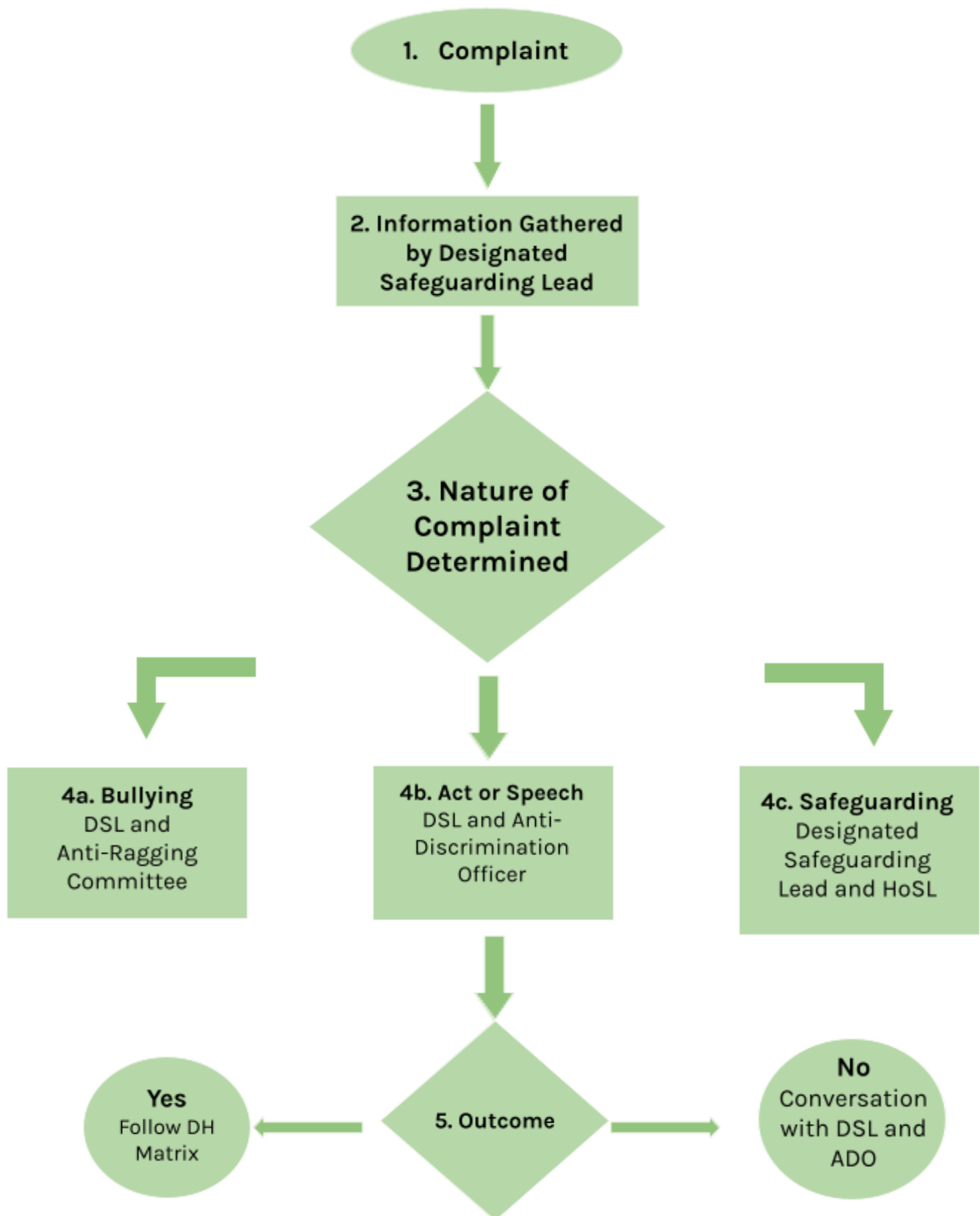
**If a DH is warranted:**

If the responsible parties conclude that a DH is warranted, the appropriate steps will be taken following the DH protocol as laid out in the Code of Conduct. The DH Matrix will apply and help guide the outcome of the anti-discrimination complaint.

**If a DH is not warranted:**

If the responsible parties conclude that a DH is not warranted, a conversation including the Designated Safeguarding Lead, the perpetrator of the complaint, the Anti-Discrimination Officer and/or other relevant parties will take place. It could also entail further steps such as offering an apology or writing a reflective essay on why their actions were inappropriate.

The principles of this ARDEI Policy shall also be applicable while dealing with any visitor on the campus, wherever applicable and in the event any visitor is aggrieved, such visitor shall be entitled to file a complaint as per the above mentioned complaint procedure.



## Appendix 2

### Glossary

**Abstain from:** restrain from doing something.

**Adhere to:** believe in and follow the practices of

**Amendments:** a change or addition to the terms of a document.

**Anti-Discrimination Officer:** A Faculty member responsible for receiving and documenting complaints raised by Students, Staff, or Faculty about possible cases of discrimination at MUWCI prejudice for or against one person or group, especially in a way considered to be unfair. The Anti-Discrimination Officer is also the Chair of the ARDEI Steering Group.

**Bias:** prejudice for or against one person or group, especially in a way considered to be Unfair. Bias may be conscious and intentional However, bias is often implicit or unconscious. (See 'implicit bias').

**Caste:** each of the hereditary classes of traditional Hindu society, distinguished by degrees of ritual purity or pollution and of social status.

**Caste-ist:** one who discriminates against another based on caste distinctions.

**Cis-gender:** denoting or relating to a person whose sense of personal identity and gender corresponds with their birth sex.

**Clique:** a small close-knit group of people who do not readily allow others to join them.

**Complainant:** a person who files a complaint against someone else.

**Consumption pattern:** how often and how much we spend money to buy things (a pattern is a repetition in your behavior).

**Cultural appropriation:** the inappropriate or unacknowledged use of an element of one culture or identity by members of another culture/ identity. This can be controversial when members of a dominant culture appropriate from minority cultures.

**Discrimination:** the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.

**Diversity:** the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

**Entitlement:** the fact of having a right to something or the belief that one is inherently deserving of privileges or special treatment.

**Equality:** providing each individual or group of people with the same resources or opportunities.

**Equity:** recognizing each individual has different circumstances and providing the exact resources and opportunities needed to create equal opportunity for learning and participation in our community.

**Exhaustive:** including or considering all elements or aspects; fully comprehensive.

**Gender fluidity:** change over time in a person's gender expression or gender identity, or both.

**Homophobia:** dislike of (or prejudice against) queer people.

**Implementation:** application, execution of a plan.

**Implicit Bias:** a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors.

**Inclusion:** the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.

**Intent:** intention or purpose.

**Linguistic needs:** Needs of Students based on their language proficiency (mostly referring to the English language, the main language of communication on our campus).

**Majority:** adjective describing a group of people whose practices, race, religion, ethnicity, or other characteristics are larger/ dominant in numbers than the other groups of those classifications.

**Manifestations of racism:** the different forms of racism (some forms can be individual, internalized, interpersonal, institutional, structural/ systematic, etc.)

**Microaggression:** a statement, action, or incident considered as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority. Microaggressions may be brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional that communicate oppressive ideology.



**Minority:** adjective describing a group of people whose practices, race, religion, ethnicity, or other characteristics are fewer in numbers than the main groups of those classifications.

**Minoritize:** to make (a person or group) subordinate in status to a more dominant group or its members.

**Oppression:** prolonged cruel or unjust treatment or exercise of authority and power.

**Partial and preferential treatment:** a treatment given that provides an advantage over other parties or groups based on specific criteria or sympathies.

**Peace:** a state or period in which there is no war or a war has ended. World peace is the desired goal of the UWC movement and underscores all that we do.

**Perpetrator:** a person who carries out a harmful act

**Privilege:** a special right, advantage, or immunity granted or available only to a particular person or group.

**Queer:** a word that describes sexual and gender identities other than straight and cisgender. Lesbian, gay, bisexual, and transgender people may all identify with the word queer.

**Racism:** prejudice, discrimination or hatred directed at someone because of their colour, ethnicity or national origin.

**Restorative:** having the ability to restore health, strength, or well-being

**Stereotype/ Stereotyping:** a widely held but fixed and oversimplified image or idea of a particular type of person or thing

**Stereotype Threat:** the threat of being viewed through the lens of a negative stereotype or the fear of doing something that would inadvertently confirm that stereotype

**Sustainability:** The United Nations defined sustainability as “meeting the needs of the present without compromising the ability of future generations to meet their own needs.” We see this in terms of economic, environmental and social sustainability.

**Transgender:** relating to a person whose sense of personal identity and gender does not correspond with their birth sex.

**To lodge a complaint:** to file a complaint

**Visitor:** people from the local community or guests of MUWCI Faculty, Staff and Students may be regarded as visitors. This may also extend to contractors or those employed by the College for short term contracts.