

DIVERSITY, NON-DISCRIMINATION, CULTURAL COMPETENCY, ANTI-OPPRESSION, & SOCIAL JUSTICE:

Making Connections with Advocacy and the Experiences of Survivors

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Resource
Sharing
Project



WCSAP
Washington Coalition of
Sexual Assault Programs

Social Justice

Anti-Oppression

Cultural Competency

Non-Discrimination

Diversity



Making Connections

- Advocating on behalf of survivors and being an ally includes thinking about services, survivors, and yourself in terms of diversity, non-discrimination, cultural competency, anti-oppression, and social justice.



Diversity



Diversity

- **Think about** the ways in which the people in your family or in your agency are diverse.
- **Consider** that our beliefs about sexual violence are diverse.
- This is a good way to interact in the world, so why don't we stop here?

Diversity

- Diversity helps me understand that as an individual you are similar to and different from me, but it does not necessarily require me to do anything with that information.
- It is a basic level of understanding that does not necessitate **connection**.

Diversity

Making connections:

- If I am an able bodied person and I am advocating for a survivor of sexual assault with disabilities, I would certainly recognize the differences in abilities. I would also recognize our similar belief that survivors deserve healing and justice. But beyond recognizing this diversity I may not necessarily do anything different in the way that I advocate for this survivor.



Social Justice

Anti-Oppression

Cultural Competency



Non-Discrimination

Diversity

Non-Discrimination

Defined as the ability to provide services that are available and delivered without discrimination by reason of race, color, religion, disability, pregnancy, national origin, sexual orientation, gender, age, ethnicity, income, veteran status, marital status, or any other basis prohibited by federal, state or local law.

Non-Discrimination

“No person in the United States shall, on the basis of actual or perceived race, color, religion, national origin, sex, gender identity (as defined in paragraph 249(c)(4) of title 18, United States Code), sexual orientation, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity funded in whole or in part with funds made available under [VAWA], and any other program or activity funded in whole or in part with funds appropriated for grants, cooperative agreements, and other assistance administered by the Office on Violence Against Women.”

Nondiscrimination Grant Condition in the Violence Against Women Reauthorization Act of 2013

<https://www.justice.gov/sites/default/files/ovw/legacy/2014/06/20/faqs-ngc-vawa.pdf>

Non-Discrimination

Making Connections:

- If an organization does not have an elevator/ramp to their office/shelter and declines services to a survivor in a wheelchair because they cannot accommodate them, then they are violating the Americans with Disabilities Act. All organizations receiving federal funding, which includes most sexual and domestic violence organizations, must comply with the ADA.



Social Justice

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Cultural Competency

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Diversity

Cultural Competency

- Defined as the ability to recognize and respect diverse cultural factors and the effects of these factors on various communities' need for and access to services.

Consider:

How many cultures do you think exist in the State of Washington?

Cultural Competency

There are as many cultures as there are people in Washington State. That's more than 7 million people.



Cultural Competency

Using Census data

→ NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
 Yes, Mexican, Mexican Am., Chicano
 Yes, Puerto Rican
 Yes, Cuban
 Yes, another Hispanic, Latino, or Spanish origin — *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↘

9. What is Person 1's race? Mark one or more boxes.

- White
 Black, African Am., or Negro
 American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↘

- | | | |
|---|--|--|
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean | <input type="checkbox"/> Guamanian or Chamorro |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Other Asian — <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> ↘ | <input type="checkbox"/> Other Pacific Islander — <i>Print race, for example, Fijian, Tongan, and so on.</i> ↘ | |

- Some other race — *Print race.* ↘

1. Print name of **Person 2**

Last Name

First Name

MI

2. How is this person related to Person 1? Mark ONE box.

- | | |
|--|---|
| <input type="checkbox"/> Husband or wife | <input type="checkbox"/> Parent-in-law |
| <input checked="" type="checkbox"/> Biological son or daughter | <input type="checkbox"/> Son-in-law or daughter-in-law |
| <input type="checkbox"/> Adopted son or daughter | <input type="checkbox"/> Other relative |
| <input type="checkbox"/> Stepson or stepdaughter | <input type="checkbox"/> Roomer or boarder |
| <input type="checkbox"/> Brother or sister | <input checked="" type="checkbox"/> Housemate or roommate |
| <input type="checkbox"/> Father or mother | <input checked="" type="checkbox"/> Unmarried partner |
| <input type="checkbox"/> Grandchild | <input type="checkbox"/> Other nonrelative |

3. What is this person's sex? Mark ONE box.

- Male Female

4. What is this person's age and what is this person's date of birth?

Cultural Competency

- Not possible to be 100% culturally competent.
- Learning about other people and cultures needs to primarily be self-educated, self-motivated.
- Nobody “represents” their entire culture/community.
- One facet of becoming culturally competent requires that I do something to make sure services are meaningfully accessible and relevant.

Cultural Competency

Making Connections:

- Do advocates know how to work the TTY?
- Do the advocates know to sit or kneel next to someone in a wheelchair (not stand over them)?
- Are the organization's services helpful in ways as defined by the disability community?



Social Justice



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Anti-Oppression

- We are going beyond the good points of diversity, non-discrimination, and cultural competency to an analysis of power relations – the causes and connections in power disparities.

Anti-Oppression

Oppression is the domination of one group/s of people for the benefit of another group of people.

Access To Power	Limited Access to Power	Oppression
Men	Women, transgender, intersex	Sexism
Adults	Children, youth, elders	Ageism
White people	People of color	Racism
Middle-class and wealthy	Low income, poor people	Classism
Able-persons	People with physical or mental disabilities	Ableism
Higher education	People without a high school diploma or college degree	Classism
Heterosexuals	Lesbians, gay men, bisexuals	Homophobia, Heterosexism
Cultural Christians	Jews, Muslims, non-Christians	
U.S. born	Immigrants and Refugees	Xenophobia

Anti-Oppression

Three characteristics of oppression:

1. Oppression is different from prejudice* or discrimination*.
2. Oppression affects whole groups of people not just individuals.
3. Oppression is a system upheld by institutions (media, gov't, education, healthcare, religion, banks, etc.), laws/policies, economic systems, and societal beliefs and norms.

***Prejudice:** A positive or negative attitude toward a person or group, formed without just grounds or sufficient knowledge. Prejudice is an attitude.

***Discrimination:** Unequal treatment of people based on their membership in a group. In contrast to prejudice, discrimination is a behavior.

Anti-Oppression

Making connections:

- We know that sexual assault affects women with disabilities at disproportionately high rates, so why aren't more women with disabilities accessing services?
- Transportation
- Caregivers
- Provider insensitivity
- and more



Anti-Oppression

- Beliefs and behaviors in our society send messages that people with disabilities are not or cannot be sexual people. This is an oppressive stereotype that may be used against the survivor by someone they are dating to convince the survivor that they won't be believed.

Anti-Oppression

- As targets, we may experience oppression based on perceived memberships in certain groups like disability, gender, ethnicity, class, sexual orientation, etc.
- As agents, our perceived group memberships are ascribed power, privilege, and access over other groups.

Anti-Oppression

Making connections:

- As an able-bodied person, systems and places are designed with me in mind. I can expect to move about freely and easily. My ease of movement and access **does come** at the expense of people with physical disabilities. Everything from living independently to being able to open a door.



Anti-Oppression

Making connections:

- These privileges can be expected, whether wanted or unwanted, simply because I am able-bodied.



Anti-Oppression

- All oppressions are linked by common origin – power and control, and common methods – violence, threat of violence.
- The survivors we work with experience multiple oppressions.
- Our work must also occur on a personal, individual level – examining our roles and responsibilities in ending oppression.

Social Justice



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Social Justice

“If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.”

Lila Watson, Indigenous Australian activist

Social Justice

“I don't believe in charity. I believe in solidarity. Charity is so vertical. It goes from the top to the bottom. Solidarity is horizontal. It respects the other person. I have a lot to learn from other people.”

Eduardo Galeano, writer

Social Justice

Our prevention work is our social justice work.

- Primary prevention requires us to get to the root causes of violence and oppression. We have to shift the use of acceptance of violence as a means of power and control.
- In Washington State our primary prevention approach is deeply connected to social justice work.
 - We have prioritized community-led prevention strategies.
 - An anti-oppression framework is one of the key components of how we vision comprehensive primary prevention.

Social Justice

Making connections:

- When we look at sexual violence against women with disabilities we see the intersection of sexism and ableism.



Social Justice

- This requires our primary prevention work to not only address root causes of sexual violence, but also the dynamics that devalue the bodies and sexuality of people with disabilities.
- The intersection of sexual violence and ableism can be seen in the large focus of curricula for those with disabilities teaching healthy sexuality.

Social Justice

“The difference between social service and social justice” is that social service “works to alleviate hardship” while social justice “aims to eradicate the root causes of that hardship.”

Dr. Martin Luther King, Jr.

Social Justice

- Achieving social justice means that fighting ableism, homophobia, transphobia, racism, xenophobia, classism, ageism, sexism, etc. are a part of our work as advocates, preventionists, and as an agency.
- Systems of oppression are not going to change themselves, we have to take action to transform society to liberate ourselves and our communities.

Reading and Resources:

- Anti-Racism Process in Practice, WCSAP Publication
<http://www.wcsap.org/anti-racism-process-practice>
- Creating an Anti-Racist Organization, WCSAP webinar
<http://www.wcsap.org/becoming-anti-racist-organization-0>
- Intersections of Oppression and Sexual Violence, Sexual Assault Task Force Oregon
<http://oregonsatf.org/wp-content/uploads/2011/02/Intersections-of-Oppression-and-SV-Paper-Final-9.29.15.pdf>.

Reading and Resources:

- Social Justice as a Foundation to Prevention Work, PreventConnect Podcast Series
 - Part 1: http://www.preventconnect.org/2013/02/socialjustice_1_aldridge/
 - Part 2: http://www.preventconnect.org/2013/03/socialjustice_2_aldridge/
- Designing a Comprehensive Primary Prevention Strategy, WCSAP Prevention Tip
<http://www.wcsap.org/designing-comprehensive-primary-prevention-strategy>
- Sexuality Education for Youth & Adults with Cognitive or Developmental Disabilities, WCSAP Prevention Tip
<http://www.wcsap.org/sexuality-education-youth-or-adults-disabilities-tip>