

Ohio Sexual and Intimate Partner Violence Prevention Consortium

Statement of Philosophy for Inclusivity and Attention to Diverse Communities as we Promote the Prevention of Sexual and Intimate Partner Violence in Ohio

The elimination of gender inequality and other systemic oppression are an integral part of sexual and intimate partner violence prevention work. Our ultimate goal is to achieve human rights and social justice for all Ohioans. Our intention is to develop a plan that is both inclusive and attentive to diverse communities in Ohio. The Consortium's plan aspires to encompass the universal population of the state, while consciously taking into account the varied range of experiences which affect each individual's ability to create the vision we seek to achieve.

We recognize the need to expand organizational capacity to incorporate cultural competence, inclusiveness and appropriateness, and to encourage ourselves, our colleagues and allied partners in anti-oppression work to increase organizational as well as individual capacity. Within the scope of cultural competence, inclusiveness, and appropriateness are included but not limited to the following: culture, ethnicity, race, religion, age, socio-economic status, ability, sexual orientation, gender and gender identity.

Our task requires that the plan challenges and raises consciousness of flawed social norms to achieve our vision of social justice and human rights. We recognize that achieving cultural competence, inclusiveness and appropriateness requires our collective desire and effort to be open, accepting and respectful of Ohio's diversity and mindful of its constant evolving nature.

Attention to cultural competence, inclusiveness and appropriateness is a priority for the Consortium. We adapted and established shared definitions for related phrases used in the Plan, listed below. A key concept for the implementation of the work of the Consortium is that attention to these issues is a constant, on-going responsibility that requires action, not just intent.

Culturally Competent: (adjective)

Organizations have demonstrated the capacity and responsibility, in an on-going, proactive and reflective way, to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference (including differences in people, systems and practices), (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve (Cross, et al., 1989).

Cultural Competence: (noun)

Both individuals and organizations are at various levels of awareness, knowledge and skills along the cultural competence continuum. (Cross et al., 1989) Achieving cultural

competence is a developmental process by which individuals and systems respond respectfully and effectively to all people in a manner that recognizes, affirms and values the worth of individuals, families and communities and protects and preserves the dignity of each. (National Association of Social Work, 2001)

Linguistic Competence: (noun)

The capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is inclusive and understood by diverse audiences including persons of limited English proficiency, those who have low literacy skills or are not literate, and individuals with disabilities. Linguistic competency requires organizational and provider capacity to respond effectively to the health literacy needs of populations served. The organization must have policy, structures, practices, procedures and dedicated resources to support this capacity. (Good & Jones, 2000)

Cultural Inclusiveness: (noun)

Including, embracing and practicing an all encompassing approach to persons of all cultures.

Cultural Appropriateness: (noun)

- I. Being sensitive to and respectful of people from different cultures; providing services and programs that are culturally sensitive to clients, organizations and communities with the most effective services and programs.
- II. Recognizing the importance of the knowledge of the social and cultural contexts in which people live to ensure that learning experiences are meaningful, relevant, and respectful for the clients and their families as well as the organizations and communities in which people work, learn and live. (Adapted from: Wisconsin Model Early Learning Standards, Wisconsin Department of Public Instruction, 2008 Edition.)

Social Justice: (noun)

- I. The distribution of advantages and disadvantages within a society. (Webster's Millennium, 2007)
- II. Fair and proper administration of laws conforming to the natural law that all persons, regardless of ethnic origin, gender, race, religion, sexual orientation, etc. are to be treated equally and without prejudice. (Business Dictionary, 2008).

Systemic oppression:

Systemic is defined as "of, relating to or common to a system." Oppression means unjust or cruel exercise of authority or power, or something that oppresses especially in being an unjust or excessive exercise of power (Merriam-Webster, 2009). Issues of oppression are pervasive throughout all aspects of our societal system and often hamper efforts to prevent violence.

