Free Speech Union briefing

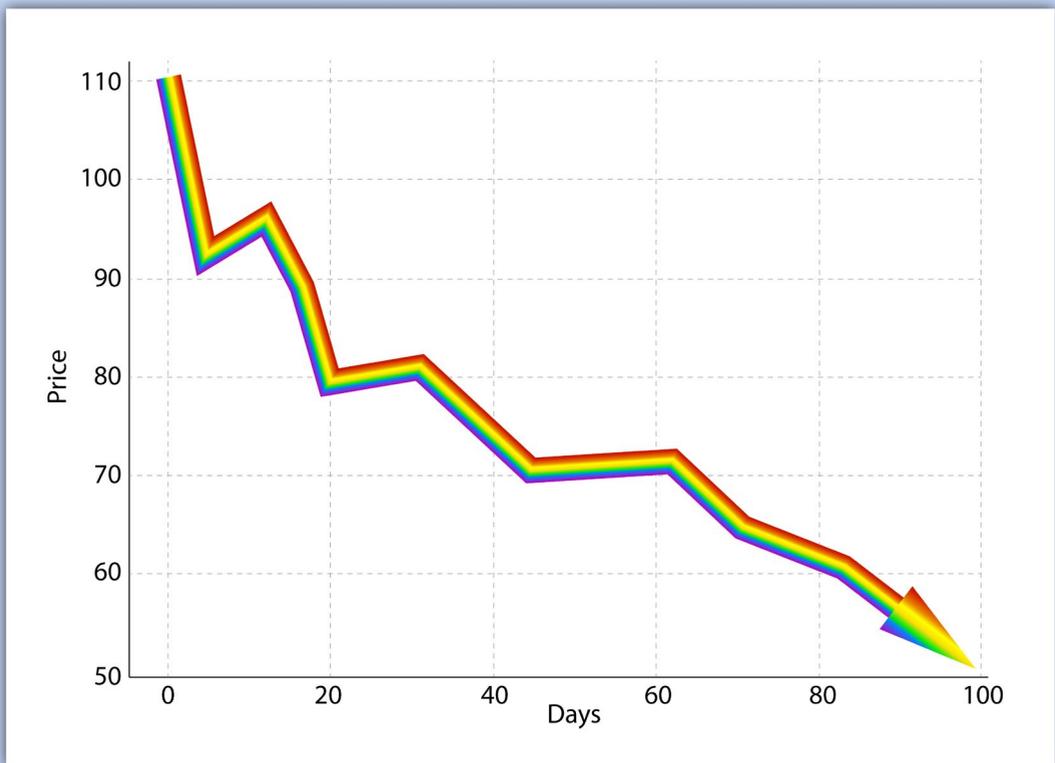# The EDI Tax:

How Equity, Diversity and Inclusion is Hobbling British Businesses

Thomas Harris

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Executive Summary

Our latest research reveals that authoritarian Equity, Diversity, Inclusion and Climate (EDIC) training is now endemic in the British workplace. Contrary to the popular slogan that expenditure on these courses is 'just good business', we have discovered that it operates, in effect, as an 'EDI Tax'. Many ambitious employees and senior managers are leaving companies because of the excessive time they're expected to spend on these courses and, ironically, they are proving most irksome to those they purport to benefit, i.e. members of the LGBTQ+ community and ethnic minorities. Given the extent of self-censorship revealed by our research, many UK employees are thinking twice before contributing to workplace conversations. Genuine diversity of thought is required for any business to thrive, but much EDIC training is having the opposite effect and embedding a new form of groupthink.

Our findings are consistent with the report of the Inclusion at Work panel commissioned by the UK's Minister for Women and Equalities, Kemi Badenoch.[1] Following interviews with 100 people representing 55 organisations, the report noted a "lack of accessible, plain-language, robust data on the efficacy of D&I [Diversity & Inclusion] interventions", as well as a lack of evidence that these interventions were effective in achieving their purported objectives.

In December 2020, the government's Behavioural insights Team[2] came to a similar conclusion in its review of unconscious bias training. The Written Ministerial Statement accompanying that study noted that, "Despite a growing diversity training industry and increased adoption of unconscious bias programmes, a strong body of evidence has emerged that shows that such training has no sustained impact on behaviour and may even be counter-productive."

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1 https://www.gov.uk/government/publications/inclusion-at-work-panel-report-on-improving-workplace-diversity-and-inclusion/report-on-the-inclusion-at-work-panels-recommendations-for-improving-diversity-and-inclusion-di-practice-in-the-workplace
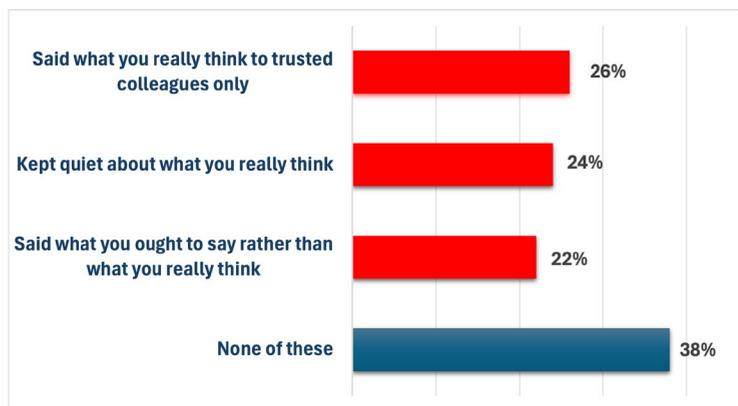2 https://www.gov.uk/government/news/written-ministerial-statement-on-unconscious-bias-training

Meanwhile, expenditure on EDIC initiatives continues to grow exponentially. Recent research by the Taxpayers' Alliance discovered that the amount spent by local authorities on equality, diversity and inclusion roles rose from just over £12 million in 2020/21 to almost £23 million in 2022/23. This has happened in a context where 10 councils have declared effective bankruptcy, according to the Institute for Government.

In this briefing paper, we report the results of an FSU survey of a representative sample of 800 UK workers, all of whom had undertaken some form of EDIC training with either a current or former employer. Respondents were asked about the content of the training, the way in which it had been delivered and the impact that it had had, both positive and negative. We engaged independent consumer panels to conduct the survey and were thereby able to achieve a balanced sample by age, industry, geography and employer size.

According to our survey, 65% of UK employees have now been put through some form of EDIC training by either their current or former employer.

Headline results from those who have experienced EDIC training are:

1. Sixty-two per cent said they have had to conceal what they really think about the training they've received, including 22% (rising to 31% among Black and Asian respondents) who have been compelled to say things that they don't really believe, e.g. said they believe it has been beneficial when in fact they think it was a waste of time:

Said what you really think to trusted colleagues only	26%
Kept quiet about what you really think	24%
Said what you ought to say rather than what you really think	22%
None of these	38%

2. Forty-five per cent said their EDIC training conflicted with their

personal, religious or political views (or 'values'):

   a. This proportion was higher among men, ethnic minorities, religious groups and 30 to 39 year-olds.

   b. Politically, the people who found the training most difficult were those who described themselves as centre or right-of-centre.

   c. Top/senior managers also reported a greater degree of conflict between the EDIC training and their values, suggesting that, despite their seniority, they are not necessarily in control of the training content.

3. Thirty-six per cent have witnessed staff being penalised in some way by their current employer because they challenged EDIC training. This includes 12% who have witnessed staff being fired for doing so. The media and communications sector stood out in the data as being particularly prone to penalising its employees.

4. Thirty-one per cent have left a former employer because of that employer's endorsement of woke ideology. This proportion was also higher among minority groups (43% for Black, 46% for Asian, 46% for LGBT). This represents a significant 'brain drain' from employers, especially of groups whose interests EDIC training is supposed to serve.

5. Nine per cent have such a negative view of the EDIC training that they said they might leave the employer who has insisted on it.

6. Forty-four per cent of employees who had gone through EDIC training claimed that their employer had or was seeking at least one type of EDIC accreditation (such as becoming a certified 'Carbon Literate Organisation'). These schemes can make it hard for employers to change course because they frequently require EDIC training to be embedded in business operations. Employers with or seeking accreditation for the 'Race at Work Charter' or 'Stonewall Diversity Champion' were far more likely to be among those that have fired employees or penalised them in some way for challenging EDIC training.

7. Sixty-six per cent of employees have had concepts from EDIC training incorporated into their annual performance goals. This rises to 74% for those given environmental training. In most organisations, pay increases and/or promotions are directly related to the achievement of an individual or team goal or goals established at the beginning of each assessment year.

8. Thirty-five per cent of employers engaged an external company to deliver their EDIC training. This was lower than we expected, but we expect many employers operate a 'train the trainer' approach. The Carbon Literacy Project[3] (CLP), for example, offers a Carbon Literacy Trainer Certification Scheme.[4] It may not always be obvious to course attendees that training materials will normally enjoy the imprimatur of CLP.

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3 https://carbonliteracy.com
4 https://carbonliteracy.com/trainer-consultant/

Methodology

Between 25th and 31st of January 2024, we conducted a survey of UK employees working either full time (83%) or part-time (17%) in the UK. The sample was taken using Dynata consumer access panels[5] and designed to be representative of the UK working population by age, industry, geography and employer size. Groups excluded from the survey were (among others) those who run their own company, students (not working), homemakers, the unemployed and retirees.

Eight hundred people qualified for the full survey, these being those who had been through at least one of the following four types of training with an existing or former employer:

- Unconscious Bias Training.
- Race related training.
- Gender identity, sexuality or transgender related training.
- Environmental awareness/carbon literacy training.

Additionally, we asked respondents about their employer's attitude to the use of preferred pronouns among staff members. The responses revealed that 61% of employers who provided EDIC training also expected or encouraged their employees to use these in some way, either in work correspondence or listed within their work email signature or on a work lanyard.

Given our previous research on B-Corps and Carbon Literacy Training, we asked respondents who had been through any type of EDIC training whether their employer had or was seeking one of the following accreditations:
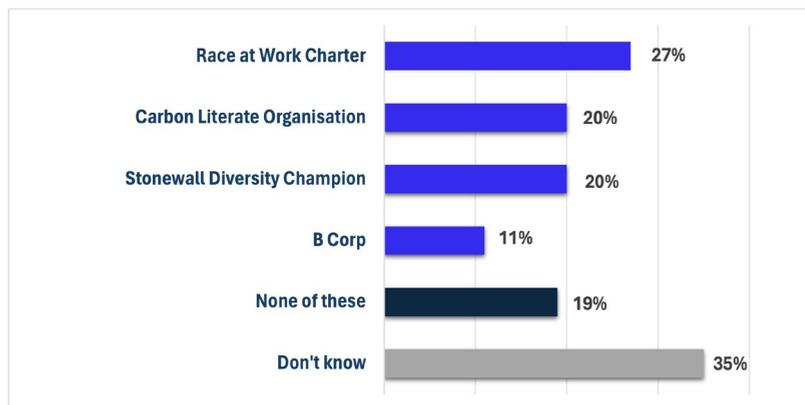
- B-Corps.

- Race at Work Charter.
- Carbon Literate Organisation.
- Stonewall Diversity Charter.

Forty-four per cent of respondents confirmed that their employer already had or was seeking at least one of these types of certification scheme:

The survey was structured as follows:

1. **Content of EDIC training**. These questions listed the most frequently occurring topics underlying each type of training (e.g., 'allyship' for gender-related training) and respondents could indicate whether or not each individual topic had been included.
2. **Manner in which training was delivered**.
   a. **Practical Considerations** – 'brass tacks' questions, such as the size of the training group, frequency of training, and whether the training was in person or online. Small groups (<20 people) were more common across all types of EDIC training.
   b. **Subjective Insights** – whether participants were able to challenge the training or whether the training offered alternative perspectives on the issues raised. In this section, we also asked whether, in the opinion of the respondent, the training had led to greater cohesion within their team. Of those who had undertaken gender related training, for example, 42%

reported unchanged or worse team cohesion afterwards.

   c. **Performance Goals** – whether EDIC training was subsequently incorporated into employee annual goals. This was true to some extent for two thirds of respondents.

3. **Overall sentiment towards employer.**

   a. **Likelihood of Leaving** – as well as general sentiment, we asked whether, following the training, people were more or less likely to recommend their employer to others, as well as their own likelihood of leaving. Nine per cent stated that their EDIC training had made them more likely to leave their current employer.

   b. **Clash of Values** – respondents were separately able to indicate whether the training had conflicted with their religious, political or personal views. This had happened to some extent for 45% of respondents.

4. **Potential consequences of EDIC training**. Respondents could identify various sanctions meted out by their employer that they had either suffered themselves or witnessed happening to others. These ranged from social exclusion through to dismissal or, at the most extreme, being reported to the police. Forty-two respondents, or 1-in-20, had witnessed this.

5. **EDI Departments.** We asked whether employers have set up specific EDI departments internally and if so whether the respondent considered these a net benefit to the business. Fifty-eight per cent reported either a dedicated EDI person or EDI department within their company, but only 41% of these considered the EDI person/ department to be a net benefit to the organisation. This section included an open-ended, free-form text question where respondents could add their own more detailed comments on EDIC training.

6. **Profiling.** In the final section, we asked about respondents' career history, including trade union membership, the number of promotions they had had and whether they might want to run their own business in future. Fifty-two percent of respondents had never been a member of a trade union. We also asked additional demographic questions around age, religion, political leaning, ethnicity and membership (or not) of the LGBT+ community. Seventy-eight per cent of respondents described themselves as white.

Futher Results

3.1 Differences by Sub-Group

From the data, we derived an index to measure the relative likelihood of various sub-groups containing the following:

1. Employees who have left an employer in the past due to EDIC training.
2. Employees with values (personal, religious or political) that conflicted with EDIC training.

An index value of 100 indicates average incidence of the above employee types within a group, 200 means twice as likely, etc.

Sub-Group	Characteristic	Conflicted Values Index	Past Leavers Index
Entrepreneurial Activity	Currently Run Business	174	246
Religion	Muslim	167	185
Ethnicity	Ethnic Minority	135	141
Seniority	Top/Senior Management	133	142
Trade Union Membership	Past Trade Union Member	127	135
Politics	Politically Right of Centre	127	119
Entrepreneurial Activity	Interest in Running Business in Future	123	123
Politics	Politically Centre	122	138
Age	30-39 Years Old	122	126
Religion	Christian	115	117
Sex	Male	112	115
Ethnicity	White	90	89
Sex	Female	86	83
Trade Union Membership	Never a Union Member	79	67
Religion	No Religious Following	71	65
Politics	Left of Centre	70	77
Age	50 years+	67	42
Entrepreneurial Activity	None	66	49
Seniority	Executive, Admin, Secretarial	65	56

The table above highlights those areas that were either significantly higher (red) or significantly lower (green) than average, where 'significantly' means with formal statistical significance of at least the 90% confidence interval. It shows, for example, that those who currently run their own business (while still being employees) are most likely to report holding values that conflict with EDIC training or to have left an employer in the past due to an employer's involvement in social justice issues.

3.2 Respondent Comments

The survey gave respondents an opportunity to express their thoughts on EDIC and these were also illuminating:

- "I think everyone is too scared to speak about topics like this anymore and certainly free speech doesn't exist in my company." (Female, 55-59 years, White, Right of Centre).

- "It's dead wrong, anti-human, racist and ignorant. Bring back meritocracy and get EDI in the bin. it makes it so much worse." (Male, 40-44 years, White, no political leaning).

- "I think employers are largely reactive to social circumstances. George Floyd was a big instigator. However, if employers were true to their word of an inclusive, equality employer, blind applications would be required to make meaningful change. Everything else is lip service. Employers also need to include class disparity as working-class white people are overlooked. There are various degrees of privilege, it's not just black and white." (Female, 35-39 years, Asian, Left of Centre).

- "I don't think employers should force views and different ways of thinking on people. Everyone is entitled to an opinion and who decides what is right and wrong?" (Male, 40-44 years, Black ethnic, Left of Centre).

The topics covered by EDIC training, as reported by respondents, are summarised below.

Training Content

EDI (ex C)	Occur %
Unconscious Bias	62%
intersectionality	29%
Allyship	24%
Can't Remember	19%
Total #	

Environment	Occur %
Net Zero	56%
Measuring Your Carbon Footprint	44%
Company Action	43%
Climate Emergency	42%
Carbon Literacy	41%
Personal Action	36%
Societal Impact of Climate Change	34%
Integrating Climate into Decision Making	29%
Climate Justice	26%
Other	1%
Can't Remember	7%

Race	Occur %
Equity vs. Equality	51%
Systemic Racism	47%
Being Race Conscious	44%
Anti-Racism	33%
White Privilege	32%
Microaggresions	31%
Decolonisation	18%
Other	1%
Can't Remember	11%

Gender	Occur %
Gender Identity	67%
Gender Self ID	46%
Multiple Genders	41%
Pronoun Declarations	35%
Replacing Genderd Language	20%
Single Sex Spaces	19%
Heteronormativity	17%
Cissexism	11%
The Genderbread Preson	7%
Other	1%
Can't Remember	13%

3.3 A Fresh Approach to EDIC Training

We asked respondents whether their EDIC training had made them more or less well-disposed towards their employer. There was a striking split in the responses depending on whether the EDIC training had presented alternative perspectives and/or whether participants had been invited to challenge the content. In the case of race training, for example, 66% of those who felt more negative to their employer after the training reported they had not been able to challenge the underlying concepts.

The Inclusion at Work Panel[6] has put forward a recommended framework for D&I success based on five criteria. These criteria map out a path which might also start to tackle the negative trends identified in our survey. We believe they can be adapted for all elements of EDIC training, including environmental:

1. **Gathering evidence systematically and comprehensively.** This allows organisations to identify context-specific problems within their organisation rather than assuming that society wide inequalities (*or environmental crises*) are present.

2. **Putting evidence into practice.** Many current EDIC approaches are driven by pre-conceived notions, assumptions and pressures rather than empirical evidence.

3. **Reviewing interventions and processes regularly.** Meaningfully evaluating EDIC interventions entails not just evaluation of impact on the workplace, but evaluation of value for money.

4. **Widening diversity of thought and experience.** The evidence strongly suggests that homogeneity within an organisation breeds groupthink and stifles creativity and progression.

5. **Restoring the importance of clear performance standards, high quality vocational training and excellent management as the most effective means to improve equality of opportunity, inclusion and belonging.**

6 https://www.gov.uk/government/publications/inclusion-at-work-panel-report-on-improving-workplace-diversity-and-inclusion/report-on-the-inclusion-at-work-panels-recommendations-for-improving-diversity-and-inclusion-di-practice-in-the-workplace#recommended-framework-for-di-success

Appendix
EDI Training: Two Egregious Examples

Introduction

Since its creation in 2020, the FSU has handled over 2,500 individual cases and queries relating to free speech. Of our free speech cases, 46% are in some way associated with the workplace and, among these, approximately one fifth concern EDI (Equity, Diversity and Inclusion) training (approximately 230). In practice, this means that our members are asking whether they'll get into trouble if they refuse to do the training, or seeking our help because they've already got into trouble for challenging it.

We recently carried out a representative nationwide poll on EDI and climate training. We found that 62% of British workers have had to conceal what they really think about the issues covered in their training, including 22% who have been compelled to say things they don't believe.

In some cases, EDI training extends to telling employees and professionals how they should behave *outside* the workplace, such as the insistence that employees should use the preferred pronouns of trans people in their private life. For instance, in 2021 the FSU wrote to Somerville College, Oxford,[1] which was insisting that all students undertake unconscious bias training and achieve a 100% score in the end-of-course assessment. After our intervention, the insistence that the course-takers score 100% in the assessment was dropped.

At an individual level, many of our most high-profile cases have involved people getting into trouble for challenging EDI training. FSU member Simon Isherwood, for example, was sacked in 2021 for questioning whether black privilege might exist in black majority countries such as Ghana during a diversity training session. His case was reported in the *Daily Mail*. With our help, he challenged his dismissal in the Employment Tribunal and

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1 https://freespeechunion.org/letter-to-baroness-royall-regarding-unconscious-bias-training-at-somerville-college/

won.

Also in 2021, civil servant Anna Thomas was dismissed from the Department for Work and Pensions for blowing the whistle on EDI resources – and in particular the department's 'Anti-racism Hub' – that breached civil service impartiality guidelines. The FSU's chief legal counsel, Dr Bryn Harris, has written about Anna's case for *The Critic*. With our help, Anna won £100,000 in compensation.

In this appendix, we've looked at two examples of EDI training in which employees are not allowed to challenge the trainers' ideological biases. The first comes from a workplace setting, while the second has been rolled out by a professional/regulatory body.

Workplace Example: *Glamazon*

Amazon has a permanent UK workforce of over 75,000 people.[2] In December 2021, Amazon's internal LGBT+ affinity group 'Glamazon'[3] was named a top 10 LGBT Network in the Global Diversity List 2021.[4] According to the Amazon website, Glamazon has over 3,000 members spread over 60 chapters worldwide.

An Amazon employee provided us with a copy of the Glamazon training material that is rolled out to Amazon employees in the UK with supervisory responsibilities (the managers concerned are referred to as 'Glamazonians'). It is not clear how or whether the material is adapted for different Amazon locations across the globe or whether it is UK-specific. The course contains many of the familiar LGBT+ topics but, as highlighted by our member who said that employees feel "silenced and scared to admit their own beliefs", it slides into authoritarianism when discussing "preferred gender pronouns". The following is taken directly from the Glamazon UK training material:

> The #PushforPronouns initiative is aimed at normalizing the sharing of pronouns to ensure all people have the opportunity to define and be referred to by the pronouns they personally identify with. While

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2 https://www.aboutamazon.co.uk/workplace#:~:text=Amazon%20is%20a%20place%20 where,heart%20of%20everything%20we%20do
3 https://www.aboutamazon.co.uk/news/diversity-equity-and-inclusion/glamazon-is-named-as-one-of-the-top-10-global-lgbt-networks
4 https://www.globaldiversitylist.org/

it's not an exhaustive list, here are some examples of pronouns people may identify with: they/them/theirs, she/her/hers, zie/zim/zirs, he/him/his, ey/em/eirs.

This is followed by three "quick and easy" suggestions for how Amazon employees can navigate this field, such as adding your preferred pronouns to the 'Phone Tool'[5] and email signatures. But the training material makes a third recommendation:

Start introducing yourself with your pronouns. Whenever you're introduced to somebody new, it's easy to state your pronouns alongside your name. This helps others understand how to refer to you in the future, and encourages them to also share their pronouns.

The training says that employees should:

Do this at work and in your personal life to help establish pronoun sharing as a standard practice with your team, your business org, and your community.

The Glamazon training course goes on:

Ignoring what others identify themselves as can be alienating, and at times traumatising, to others [sic].

Intentionally using the wrong pronouns or misgendering an individual is a form of harassment. If you make a mistake, apologize and correct yourself. Never intentionally use the wrong pronouns for a person who has identified their preferred pronouns.

If this is a reference to 'harassment' as defined in the Equality Act 2010, then it's misleading. Gender critical beliefs are not mentioned in the Glamazon course material, begging the question of whether Amazon is aware that in the UK those beliefs are protected by the Equality Act. Although the law remains unclear on 'misgendering', it is likely that an employee with gender critical beliefs could not be lawfully penalised for refusing to use the preferred pronouns of a trans colleague, particularly if the employee did not intend to demean or offend their colleague. Amazon's demand that its employees should introduce themselves using their own preferred pronouns outside the workplace is an example of overreach.

5 The 'Phone Tool' is an internal Amazon tool.

The Glamazon training goes on to cover additional EDI concepts, listed here with their Glamazon definition:

- **Deadnaming**: the act of referring to a person (especially a transgender individual) by their birth name instead of their chosen name.

- **Micro-aggressions**: subtle intentional or unintentional verbal, physical or environmental slights that communicate hostile, derogatory, or negative attitudes towards stigmatized or culturally marginalized groups.

The FSU has also been provided with a sample of material from Amazon's staff training course entitled "Ethnic Minority Inclusion and Allyship". It includes the following definition of privilege:

- **Privilege**: unearned social advantages, benefits, or degrees of prestige and respect that an individual has by virtue of belonging to a certain social identity or ethnic group. It exists when someone has something of value that is denied to others simply because of group membership and not based on what they have done or failed to do.

The course then launches into a description of Western societies that owes a great deal to Critical Social Justice ideology:

> Within Western societies, the privileged social identities of people who have historically occupied positions of power over others include: White people, males, people who identify as heterosexual, and wealthy or upper class people, to name a few. Being an ethnic minority does not directly determine denied access, but these characteristics can easily and quickly make these individuals less likely to be hired, recognised, or rewarded in a variety of situations.

Following this description, course participants are given the opportunity to take a "Check Your Privilege" exercise to understand what privileges exist in the workplace that they might be unaware of.

Being forced to go through these EDI courses did not sit well with the Amazon employee and FSU member who shared this material with us. She told us:

> I'm furious that I have to complete this training despite my own

beliefs (in science). I'm led to believe that unless I play along with this charade and become an LGBTQIA+ 'ally' I'm basically a bad person. Most of the people I have spoken to regarding this have the same beliefs as me; that there are two genders that are not interchangeable. They feel silenced and scared to admit their own beliefs for fear of losing their job or facing disciplinary action.

Such fears are not unfounded. Under the 'Protect' section of the Glamazon training, we find the following:

Ensure gender neutral language is used in documents and meetings, making sure employees are aware that we have zero tolerance of homo/bi/transphobia and educating employees on the LGBTQIA+ community.

Professional Example: Royal College of Speech and Language Therapists

The Royal College of Speech and Language Therapists (RCSLT) is the professional body for people working in or studying speech and language therapy in the UK.[6] It has just under 22,000 members and recently collaborated with the UK SLT Pride Network to produce a guide entitled 'Supporting LGBTQIA+ colleagues in the workplace: a guide for all' ('the Guide'). This is intended for all speech and language therapists, as well as support workers and students, irrespective of whether they identify as LGBTQIA+.

Tellingly, the Guide signposts readers to external organisations such as Stonewall[7] and the LGBT Foundation,[8] both of which have attracted controversy in the recent past on issues of gender and sexuality. In 2023, the Minister for Women and Equalities, Kemi Badenoch, told Whitehall officials to withdraw from Stonewall's diversity scheme. The LGBT foundation, meanwhile, published research in the same year that was later criticised by researchers at the universities of Oxford, Coventry and the West of England. It was claimed the study was "one-sided", "methodologically flawed" and peppered with terms that suggest an uncritical belief in Gender Identity Ideology.

6 https://www.rcslt.org/
7 https://www.stonewall.org.uk/
8 https://lgbt.foundation/

The Guide immerses the reader in the language of critical social justice. For example, the section entitled, 'Why does this guidance matter?' includes phrases such as the following:

- [Quoting from NHS England]: We know the weathering effect that microaggressions have on our people.
- Heteronormative and cisnormative privileges directly impact on LGBTQIA+ people in the workplace (and outside the workplace).
- Allied to this is the unconscious bias that non-LGBTQIA+ people may have towards LGBTQIA+ people. This privilege and unconscious bias can lead to LGBTQIA+ people feeling unable to be their authentic selves at work. It can lead to them experiencing microaggressions, bullying, and, in some cases, discrimination, related to their LGBTQIA+ identity.

The Guide urges its readers to go beyond what's required by the Equality Act:

While the protections of this legislation are good, they are not sufficient. We need to work towards a world where the culture of workplaces is inclusive for everyone: workplaces where everyone is treated equitably, with the same level of respect, and the same level of dignity, irrespective of their characteristics or status. People should not need to rely on the law for that. It is a basic human right.

In our experience, this gold-plating of the Equality Act inevitably has a chilling effect on free speech and the language is misleading – the Guide is not in fact recommending "the same level of respect" for transgendered people and gender critical feminists, for instance.

Further on, the Guide provides a link to an LGBTQI+ audit tool which aims "to provide services and individuals with a tool against which they can measure their work in supporting LGBTQIA+ colleagues, including students on placement, and LGBTQIA+ people accessing speech and language therapy". The Guide is focused on advice relating to LGBT issues, but it also invokes other controversial concepts in critical social justice theory, including 'anti-racism', 'intersectionality' and 'microaggressions'.

We have listed below the more troubling elements of the audit tool:

For Services

Under 4. Language and terminology
- We encourage the use of gender-neutral language wherever possible. For example, we discourage the use of "ladies and gentlemen" when speaking to a group of people and the use of a "girls night out" for staff events.

- We have a code of conduct which covers the acceptable and unacceptable use of language and terminology. This includes examples of where 'banter' may verge on being discriminatory.

Under 5. Microaggressions
- Our policies include material on microaggressions.

- It provides details of what microaggressions are, how they can be spotted, and how they can and will be combatted.

For Individuals

Under 1. General policies and publications
- I have undertaken allyship and active bystander training. I have taken LGBTQIA+, allyship, and active bystander, anti-racism, and disability affirming training.

- If white and not disabled, I understand and feel confident about my role in anti-racism and disability affirming work and support of LGBTQIA+ people of colour and disabled people.

- I understand and feel confidence about my role in anti-racism.

Under 6. Active development towards allyship
- I have attended LGBTQIA+-specific training or have some booked.

- I am aware of current news and media topics affecting the LGBTQIA+ population.

- I am aware of national or international days for LGBTQIA+ population, for example, the International Day Against Homophobia, Biphobia and Transphobia.

- I understand and feel confidence about my role in anti-racism.

An FSU member contacted us because of her understandable concerns about the Guide:

> [O]ne would have thought that the RCSLT would be better occupied with addressing the terrifying increase in children with communication problems and soaring staff vacancies since lockdown.
>
> I have watched with dismay as the needs of those we are here to work with (predominantly children with communication needs) have taken second, third and fourth place to the priorities of a very small group of people who have extremely concerning priorities.

It is not clear how a member of the RCSLT who does not believe in Gender Identity Ideology or Critical Race Theory might fare if they were to make their position public during the training, or even in the workplace, given that 'active bystander' training requires people to 'call out' 'discriminatory' behaviour, such as refusing to use the preferred gender pronouns of trans colleagues. We do know from our casework, however, that individuals who have protested at similar training from other regulators have found themselves in trouble.

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