Equality and Human Rights Commission

Research report

Show Racism the Red Card:

Evaluating the impact of anti-racism educational interventions on the attitudes of young people in secondary school education

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Show Racism the Red Card

University of Kent

Equality and Human Rights Commission

Contents

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Tables and figures

Acknowledgements

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Show Racism the Red Card (SRtRC) would like to thank the teachers and young people from John Lyon School, Harrow on the Hill, Middlesex, and Bedlingtonshire Community High School, Northumberland, who recognised the benefits of engaging SRtRC in the delivery of one-day anti-racism educational interventions and welcomed the opportunity to participate in the evaluation. Thanks also to Frank Gasking for his technical support throughout the project.

This work has been enabled by a partnership between the Anne Frank Trust UK (AFT) and SRtRC in 2015, in which AFT and the research team at the University of Kent enabled SRtRC to make use of AFT evaluation tools and procedures. Kiran Purewal and Dominic Abrams at the University of Kent School of Psychology developed the measures and online survey, and we are grateful to Annie Boskova for assistance with analysing the data derived from this evaluative process.

Executive summary

The Equality and Human Rights Commission (EHRC) funded Show Racism the Red Card (SRtRC), in partnership with the University of Kent, to adapt a more generic evaluation tool from the Anne Frank Trust UK (2014, 2016) to evaluate the impact of SRtRC's anti-racism educational intervention on the attitudes of young people in secondary school education.

The evaluation was carried out with two participating schools based in England – John Lyon School, Harrow on the Hill, Middlesex (South) and Bedlingtonshire Community High School, Northumberland (North East) – via evaluations before ('pre') and after ('post') interventions delivered during early to mid-February 2017.

Understanding whether, and how, SRtRC is meeting its intended aims will enable the organisation to strengthen its current educational content and form part of a 'virtuous circle' of feedback to support the continual revision and development of SRtRC workshops with both young people and adults.

Prior to undertaking this evaluation, the broad aims and intended outcomes of SRtRC's education work with young people of all ages have been to:

- equip young people with a better understanding of what racism is and how it affects individuals (both 'targets' and 'perpetrators') and society
- increase young people's awareness of the responsibility to challenge racism in themselves and others, and how this can be done
- increase young people's awareness of critical thinking and its usefulness in challenging stereotypes and recognising media bias
- enable young people to gain more knowledge about appropriate/inappropriate terminology relating to ethnicity and race.

The evaluation was designed to determine the extent to which the first two of these aims are satisfied by the interventions and examine areas in which the interventions are, or are not, effective in achieving the stated outcomes. These goals were achieved through working with the University of Kent as an external partner and implementing a new and independent methodology for evaluation.

Available resources limited the scale and scope of the evaluation, and so the evidence is primarily relevant to outcomes associated with the first two aims, but also helps with consideration of aspects of the third and fourth aims by highlighting further areas for exploration by future evaluations.

Key findings

SRtRC defines racism as 'treating people badly or differently because of differences in skin colour, religion, nationality, culture'. This was discussed in detail with young people during interventions. Based on this definition, the evidence revealed:

- An appropriate understanding of racism among those surveyed increased from 53.2% pre-intervention to 58.6% post-intervention; this was a statistically significant improvement.
- Post-intervention saw an increase in the proportion of young people who provided 'ideal' responses to all the questions (20.2%), while those answering all questions with 'non-ideal' responses decreased from 16.4% (pre-intervention) to 9.2%.

There was also evidence that the young people showed reduced bias against other groups.

- Pre-intervention – young people expressed significantly greater social distancing from (i.e reluctance to associate with) both German and Muslim people than from British people. Following the intervention, there was a significant improvement in their relative willingness to associate with Muslims as well as with Germans.
  - SRtRC recognises that significant numbers of young people conflate the separate 'outgroups' of Muslims and 'foreigners', and as a result SRtRC workshops purposely comment on the fact that anyone can follow the religion of Islam and that a person can of course be both British-born and Muslim.
  - The evaluation sought to highlight social distancing based on both nationality or ethnicity and religion.
- The measures of young people's willingness to intervene or act in response to witnessing a racist incident revealed 'ceiling effects' (when it is difficult to detect raised scores) because even at the pre-intervention stage 74% of participants reported that if an incident occurred because of someone's ethnicity they were

likely or very likely to tell a teacher or member of staff about it. It is likely that more sensitive measurement is required to detect changes.

The presence of a statistically significant (reliable) improvement in the understanding of racism and a positive attitudinal change in other primary areas of interest demonstrates that while the intervention broadly achieves its existing core aims, future evaluations should be sufficiently extensive to test whether all aims are being achieved.

Outcomes and next steps

- With the cooperation of, and in partnership with, the Anne Frank Trust UK and University of Kent, educational interventions and associated evaluations will be refined to build on positive outcomes and address gaps in evidence to demonstrate the effectiveness of work to tackle prejudice.
- We will increase the simplicity and scope of the evaluation methodology and ensure such evaluation processes are embedded within SRtRC, and encourage other organisations to adopt this approach to tackling prejudice with secondary school pupils.
- We will reflect on the impact of 'socially desirable responding' (when people reply in a way others will view favourably) and 'ceiling effects' and adjust measures accordingly to reduce their effects on evidence of positive outcomes. For example, large percentages of young people may suggest they would report racism, not because they understand how and why, but because they recognise that they are 'expected' to.
- We will conduct further analysis of post-intervention data to inform medium to long-term follow-up/analysis conducted three to six months afterwards to examine retention of information and longevity of attitudinal change. These follow-up activities fall outside of the scope of this evaluation.
- In conjunction with related work from other organisations, such as the Anne Frank Trust, the evidence from this evaluation could be used to support a rationale for establishing opportunities to analyse additional forms of prejudice and discrimination towards individuals with other protected characteristics to look at 'what works' in tackling prejudice more widely.
- The positive outcomes on attitudes towards racism and willingness to challenge it, together with the limitations of creating measureable effects associated with the

provision of ‘one-day’ interventions, indicate the need for greater emphasis on challenging prejudice as a continuous theme within formal educational curricula.

- It would be useful to consider how the findings from this evaluation may apply across other education systems in Britain, for example in Scotland with the Scottish Government’s anti-sectarianism work.

1 | Introduction

Show Racism the Red Card (SRtRC), a leading anti-racism educational charity, was established in January 1996. The organisation uses the high-profile status of football and football players to help tackle racism in society. Most of the campaign's activity involves educating young people and adults in schools, workplaces and at football events. Across Britain, Show Racism the Red Card delivers training to more than 50,000 people a year.

SRtRC's main audience is children in primary school education throughout England, Scotland and Wales. For over 10 years the organisation has been delivering anti-racism education workshops containing a range of auditory, visual and kinaesthetic activities (involving discussion, visual prompts, decision making and action) to engage all learners in safe and responsible discussions about the issue of racism.

SRtRC has also started to run workshops in secondary school settings, but this has been on a reactive basis following a specific request from a school or local authority. As a result, SRtRC has not been able to thoroughly examine the effectiveness of its anti-racism education model at secondary school level in a way that is comparable with its work with children aged six to 11 years. This is what the evaluation set out in this report is designed to address.

The report is part of an Equality and Human Rights Commission project that aims to 'lift the floor' on what works in tackling prejudice, discrimination, and identity-based violence and harassment in Britain by robustly evaluating promising interventions and improving the evidence base.

The results of the SRtRC evaluation will inform development of future training programmes for both primary and secondary school teachers, in which data can be used to better support teachers and others working in the education sector to embed successful practices with the aim of reducing prejudice and discrimination.

SRtRC intends to use the evaluation to further demonstrate the value of its existing education models, and as a foundation to develop similar models for intervention to tackle prejudice towards other protected characteristics and aspects of individual identity. We believe that this will enable SRtRC to strengthen the case for a more dedicated, standardised and appropriately resourced approach to addressing issues including racism, xenophobia, Islamophobia and other forms of prejudice and discrimination as part of school curricula.

In recent years, SRtRC has adapted educational content to reflect growing concerns about a rise in religious discrimination and anti-immigration sentiment. The rise in racially and religiously motivated hate crime following the outcome of the EU referendum (Home Office, 2016) provides an important context in which interventions designed to tackle prejudice, discrimination and identity-based violence and harassment in Britain are carried out and evaluated.

This evaluation will begin to examine changes in participants' awareness of the presence of racism and other examples of prejudice or prohibited behaviour that they may encounter in school (such as swearing), and changes in their understanding of racism and religious discrimination. It will use quantitative methods of evaluation, delivered online, substantially expanding on previous efforts by SRtRC to measure the effects of its interventions.

By doing so, it is hoped that the evaluation will provide more evidence of 'what works' to tackle prejudice and build capacity, and help to identify other areas of work to be undertaken by SRtRC and similar specialist practitioners.

2 | The intervention and planned outcomes

A SRtRC secondary school intervention examines racism in a safe and non-judgemental way, highlighting the negative effects of terminology and methods of transmission while working towards a definition of racism that supports young people in recognising and responding appropriately to it.

By looking critically at racism, young people are armed with the necessary critical thinking skills to deconstruct misinformation about people and aspects of their identity, which empowers them to reject hatred and prejudice.

A standard one-day intervention comprises an introductory assembly, followed by a carousel of workshops and activities, all of which are delivered by SRtRC staff (see appendix A). This evaluation of interventions, facilitated through the Commission's project to evaluate what works and build capability in tackling prejudice and unlawful behaviour, focuses on SRtRC classroom-based workshops; it does not take into account the impact or effectiveness of the 'fitness-fun' sessions delivered by SRtRC workers (including former professional footballers). These have not been included because they are used to encourage participation and engagement, but do not carry specific anti-racism or educational messages.

In preparation for an intervention, participating schools are required to watch the SRtRC anti-racism education film. This is a 20-minute introduction to the concept of racism, featuring professional footballers,other role models and young people sharing their experiences of racism and offering advice on what viewers should do if they experience racism.

On the day of an intervention, the opening assembly provides a platform to support the anticipated learning. It acts as a recap on the key themes of the SRtRC anti-racism education film and provides the first opportunity for young people to discuss their initial understanding of racism, its historical and contemporary context, and its methods of transmission. SRtRC education workers begin by establishing a 'safe space'.

Talking about themes relating to racism requires maturity and compassion for others. The activities contained within an SRtRC intervention are intended to increase empathy and broaden young people's perspectives; however, certain discussions may cause prejudices and stereotypes to surface.In addition, some participants may express anger, frustration, discomfort or sadness, or have difficulty accepting alternative views.

It is extremely important to dedicate some time to creating the right environment to keep all participants and facilitators safe. A useful and necessary way to encourage openness and positive behaviour, and also to provide a safe space for learners, is to introduce a 'working contract' or 'ground rules' (see appendix B).

After taking part in the introductory assembly, the young people undertake two complementary classroom-based workshops (see appendix C). Each workshop session has been designed to combine a range of auditory, visual and kinaesthetic activities (involving discussion, visual prompts, decision making and action) to engage all learners, irrespective of the level of existing understanding of the issue of racism, and taking into particular consideration different learning styles and other classroom-based challenges.

The workshops aim to deliver the following broad outcomes for the young people who participate in them:

1. a better understanding of what racism is and how it affects individuals (whether targets or perpetrators) and society (although this evaluation focused on assessing participants' understanding of racism in relation to individuals, not its impact on wider society[1])
2. an increased awareness of their own and others' responsibility to challenge racism and how this can be done
3. an increased awareness of critical thinking and its usefulness in challenging stereotypes and recognising media bias
4. more knowledge about appropriate/inappropriate terminology relating to ethnicity.

[1] SRrTC interventions also explore the prevalence and impact of racism on wider society, however young people were not asked to comment on this as part of the evaluation.

The evaluation covered in this report aimed to capture evidence to support outcomes one and two; outcomes three and four fall outside its scope although the evaluation may highlight areas for future exploration in relation to them.

Our evaluation, delivered in partnership with the Anne Frank Trust and University of Kent, seeks to provide quantitative data to support existing qualitative feedback about the extent to which the outcomes are achieved.

It also uses an experimental design method of evaluation that substantially adds to previous efforts by SRtRC and others to measure the impacts of interventions. The tools for this evaluation were first developed by the Anne Frank Trust and University of Kent (2014, 2016), and our partnership with the Anne Frank Trust has enabled these to be adapted for use by SRtRC.

SRtRC anticipates that the evaluation will also provide quantitative data to support its assertion that the SRtRC educational model for challenging racism can be applied to other forms of prejudice and discrimination. This would then support the case for establishing a robust evidence base to support the delivery of similar interventions focused on reducing prejudice and discrimination towards people who share a range of protected characteristics. In practical terms, SRtRC hopes to use the data derived from the evaluation to help deliver more interventions tackling homophobia, biphobia and transphobia, as well as supporting the case for delivering hate crime focused interventions in the future and the need for these to be robustly evaluated.

3 | Evaluation methodology

The design of this evaluation involved quasi-experimental (non-random assignment) measurement of attitudes and intentions before and after the intervention. Questions were administered using a self-completion questionnaire, delivered via a Qualtrics (electronic survey and experiment software) platform.

The methodology has been subjected to detailed ethical scrutiny, and follows British Psychological Society rules and procedures for research with human participants.The research assistant is Disclosure and Barring Service (DBS) checked so they have been cleared to work with young people, and independently of the SRtRC team. The methodology has received full ethical approval from the University of Kent School of Psychology ethics committee.

The methodology has been adapted from work done with the Anne Frank Trust (2014, 2016), and developed to relate to the specific objectives and contexts relevant to SRtRC.

The evaluation of the effectiveness of SRtRC interventions was carried out with two participating schools based in England; John Lyon School, Harrow on the Hill (South) and Bedlingtonshire Community High School, Northumberland (North East) via evaluations undertaken before and after interventions delivered in early February 2017. These schools were selected to create the opportunity for future analysis of any regional variations in existing attitudes towards racism and in the overall effectiveness of the interventions. Such analysis does not fall within the scope of this evaluation.

Table 1 shows the gender and ethnic characteristics of the participants in the pre-intervention stage of the evaluation.

Table 1: Demographic characteristics of participants at the pre-intervention phase

Demographics: pre-intervention		Frequency	Percentage
Gender	Male	93	63.7
	Female	53	36.3
Ethnicity	White British	110	75.9
	White Other	4	2.8
	Black Caribbean/British Black Caribbean	1	0.7
	Black African/ British Black African	1	0.7
	Other Black	2	1.4
	Indian/British Indian	7	4.8
	Pakistani/British Pakistani	4	2.8
	Other Asian	5	3.4
	Mixed – White Asian	8	5.5
	Other Mixed	2	1.4
	Other	1	0.7
	Total	145	

A smaller number of participants (109) completed the post-intervention questionnaire. Of these, 81 (74%) were male and 28 (26%) were female. Some of these had not been present during the pre-intervention survey. Data was incomplete or missing on some measures. For the purposes of analysis, the data set generally provided 85 participants (57 male, 28 female) with complete responses across both pre-intervention and post-intervention surveys.

Each of the outcomes linked to the aims of SRtRC was measured using relevant items in the survey. Examples of these are given below (see appendix C for further details). For instance, the understanding of racism measure involved a series of statements that could potentially involve racism and captured areas that SRtRC had previously established that young people either misunderstood or were uncertain about. Most of the items did not involve clear instances of racism but ones where there was a potentially racist element if applied in some situations.

Table 2: Example items used to evaluate outcomes relating to the SRtRC aims

Outcome	Example item	Reponses scale	Scale type
Understanding of racism	'You assume that somebody is religious because of their appearance?'	1 *(definitely not)*-5 *(definitely yes)*	Likert-type scale
Seriousness of racism	'How big a problem do you think racism is in your school?'	1 (not at all)-5 (very much)	Likert-type scale
Personal prejudice measured as social distance	'Imagine that you will have to spend every lunchtime for 1 week with one person you had never met before. How much would you like it if this person was German/ Muslim/ British?'	1 *(not at all)*-7 *(very much)*	'Star' measure [2]
Positive and negative stereotypes of groups	'Generally, Muslims are friendly.'	1 *(strongly disagree)*-5 *(strongly agree)*	Likert-type scale
Prevention	'You hear Alex say something nasty to Sam because Sam is black. How likely is it that you would tell a teacher or a member of staff?'	1 *(very unlikely)*-5 *(very likely)*	Likert-type scale
Awareness of racist incidents	'Have you ever been a victim of/witness to prejudice because of race?'	1 *(never)*-5 *(everyday)*	Likert-type scale

[2] 'Star' measure of social distance (Anne Frank Trust, 2014, 2016; Purewal and Abrams, 2014, 2016)

4 | Outcome of the evaluation and what this adds to evidence on 'what works'

The evaluation methodology has been designed to deliver the following outcomes (see Appendix D for further details):

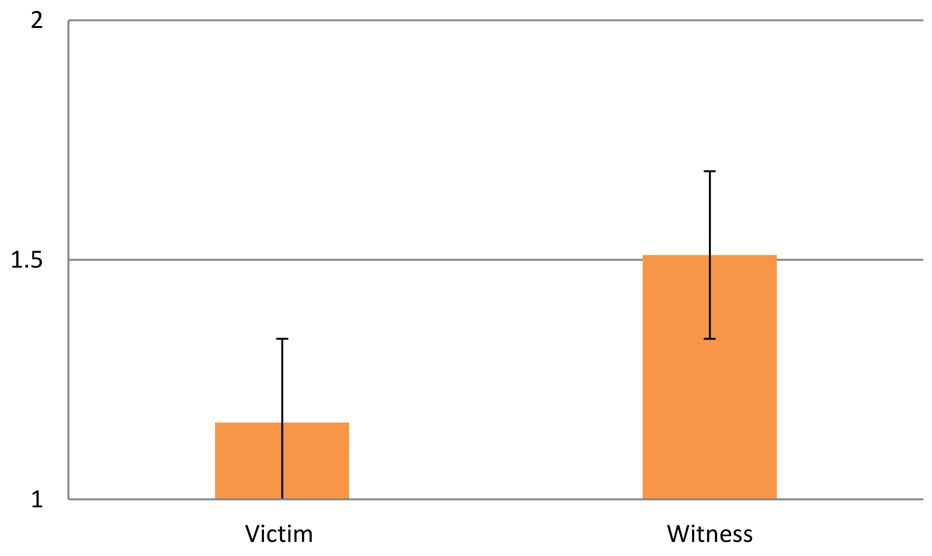
- recognising racism – extent to which a set of scenarios are racist
- perceptions and measures of racial attitudes:
  - how serious a problem is racism compared to other issues in your school?
  - assessment of participants' prejudice – likelihood of spending lunchtime with target groups
  - judgements of target groups – perceived attributes of target group members
- confidence in tackling prejudice themselves – 'bystander' intentions
- acceptance or rejection of discrimination – 'how ok is it?'
- experiences and frequencies of racist incidents as a target, or 'victim'
- experiences and frequencies of racist incidents as a witness.

4.1 Evidence of young people's experiences of racism, both as a 'victim' and as a witness

Before the intervention took place, 86% of the young people surveyed in the two schools stated that they had never been a victim of racism, 13% reported having been a victim at least once, and 1% said they had been a victim 'most days'. However, 41.6% said that they had witnessed racism at least once, and the remaining 58.4% said that they had never witnessed racism. This creates a helpful baseline for young people's initial understanding and awareness of the issue of racism, although previous attempts to evaluate the effectiveness of SRtRC interventions at primary school level have suggested that many children and young people have a narrow or confused understanding racism as a concept. This is why these interventions have the primary aim of creating a better understanding of what racism is and how it affects individuals (as both targets and perpetrators) and society.

Post-intervention evaluations were generally completed immediately following delivery of the intervention. Therefore, participants would not have had an opportunity to witness or experience new instances of racism, and for this reason it was decided that it would be confusing and inappropriate to measure the perceived levels of or experiences of racism again in the post-intervention stage. However, we would expect to see changes in these measures if the post-intervention evaluation was carried out several weeks or months later.

Figure 1: Pre-intervention perceptions of the frequencies of racist incidents



Note: Mean scores, within a possible range from 1 (never) to 5 (every day) of participants' ratings of the frequency of racist incidents as either a victim or witness. 95% confidence intervals are shown by error lines.

The higher levels of witnessing racism compared with being a victim or target of racism indicates a probable difference in the experiences of ethnic majority and minority participants, and is also in line with SRtRC's experiences of working with targets of racism. The finding reinforces SRtRC's proactive approach to working with entire year groups rather than in a reactive way with only those young people who have been targets or perpetrators of racism. By increasing an entire 'community's' understanding of racism, the intention is to create advocates who can help remove the burden of responsibility to respond from victims or targets and appropriately recognise and respond to racist incidents.

4.2 Evidence of young people's understanding of racism and their ability to define it

Pre-intervention:

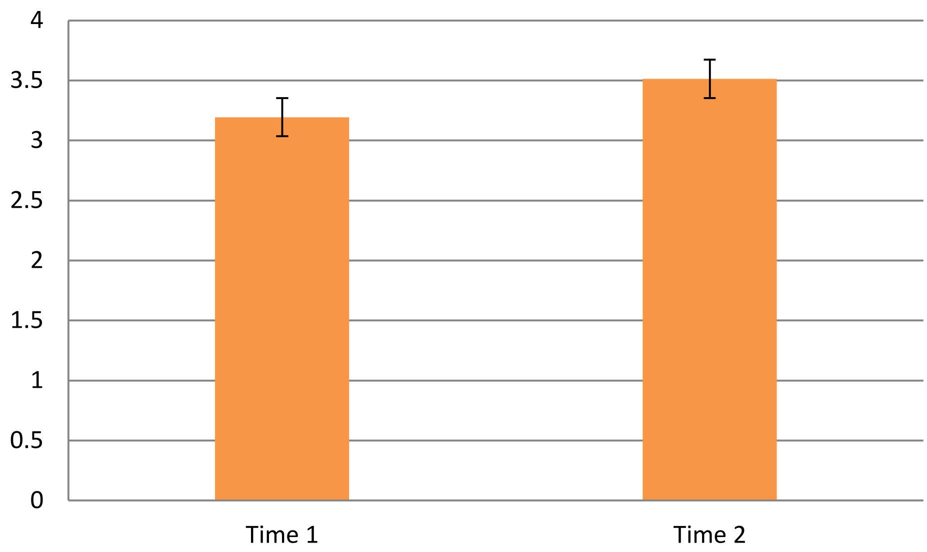
Across a set of questions, 53.2% of pupils showed an appropriate understanding of racism (based on SRtRC's definition that 'racism is treating someone badly or differently because of their skin colour, nationality, religion or culture'). However, only 11.2% of young people provided a full set of 'ideal' responses to the questions. This is explained by the complex nature of racism and its many manifestations and forms of transmission, but may also indicate that the language used in the evaluation was too complex in places; this was an issue reported by Bedlingtonshire Community High School during the evaluation process.

Post-intervention:

Overall understanding of racism had increased to 58.6%. This was a statistically significant improvement. Post-intervention saw an increase in the proportion of pupils who provided 'ideal' responses to all the questions (20.2%), while those answering all questions with 'non-ideal' responses decreased from 16.4% (pre-intervention) to 9.2% (post intervention).

The outcomes of primary interest showed a similar pattern, though more strongly in some than others. In response to the question 'Is it racist if you describe someone as Black/Jewish/Asian?', the correct answers given (for example, 'no') increased from 50% to 58%. In response to the question 'Is it racist if you assume someone is not British because of their appearance?', appropriate answers (for example, a greater tendency toward 'yes') increased from 45% to 58%.

Figure 2: Mean 'understanding racism' scores pre-intervention (time 1) and post-intervention (time 2) phase

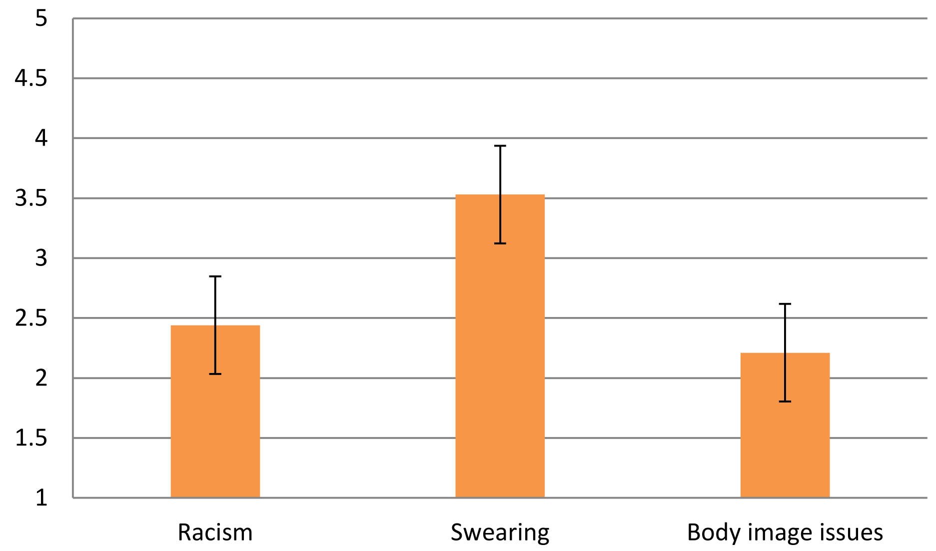


Note: Mean Note: Mean scores, within a possible range from 0 (low) to 5 (high), measuring racism awareness. 95% confidence intervals are shown by error lines

4.3 Perceptions and measures of racial attitudes: how serious a problem is racism compared to other issues in school

At the pre-intervention phase, the young people did not perceive racism to be as significant an issue as swearing within their schools. This result is in line with expectations based on SRtRC's experiences of working with young people in schools. The seriousness of racism was regarded as a similar to that of other examples of prejudice, such as discrimination because of body image issues. This suggests a relatively low level of awareness of forms of prejudice, and that there is a need to educate young people about the complexities and many methods of transmission of racism.

Figure 3: Pre-intervention participants' perceptions of the seriousness of different types of problem at school



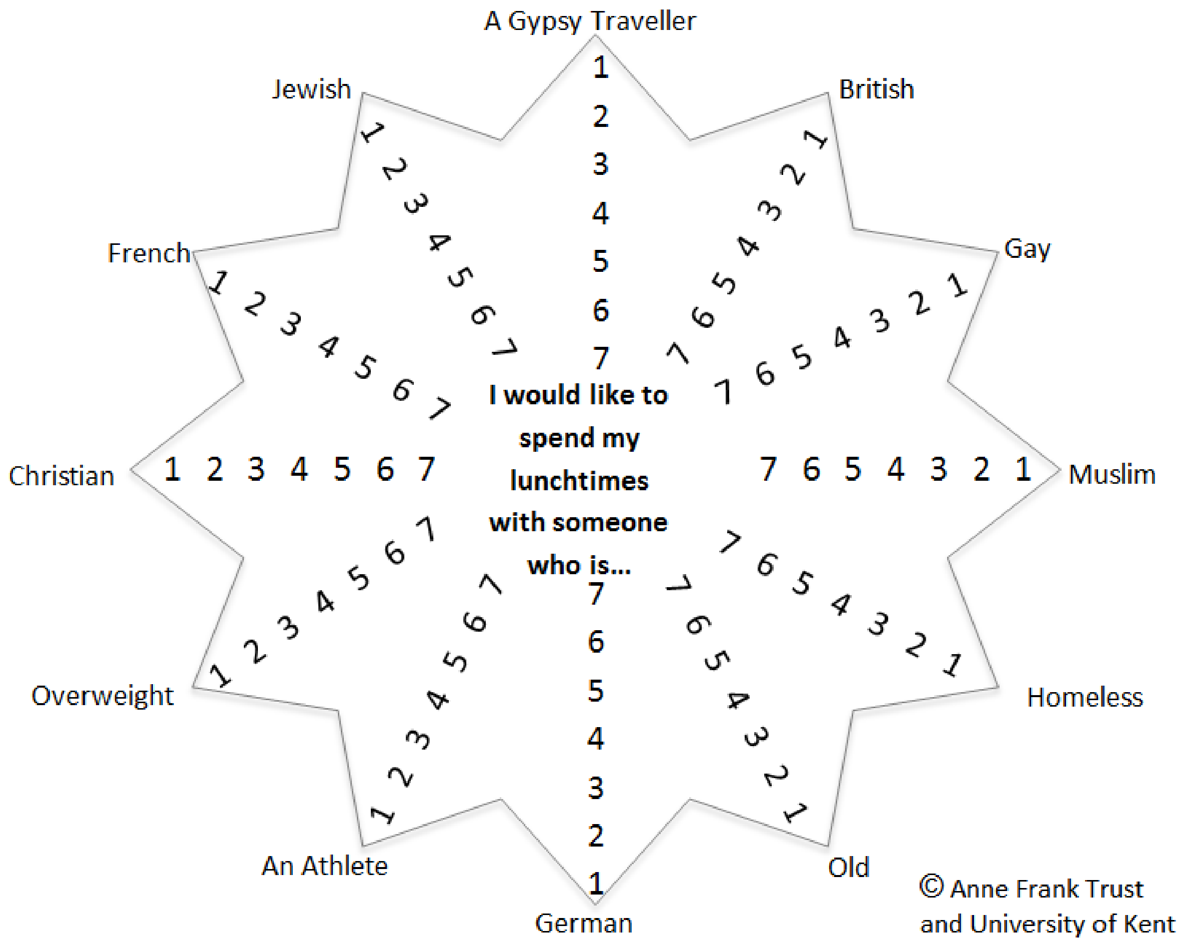
Note: Mean scores, within a possible range from 1 (low) to 5 (high), of pre-intervention participants' ratings of the seriousness of racism, swearing and body image issues in their school. 95% confidence intervals are shown by error lines

4.5 Analysis of pre-existing attitudes and impact of SRtRC intervention on these attitudes based on the AFT/Kent star measure of social distance

The 'star' measure of social distance was developed by the Anne Frank Trust with Kiran Purewal and Dominic Abrams, supported by the Economic and Social Research Council (Anne Frank Trust, 2014, 2016; Purewal and Abrams, 2014, 2016).[3] The measure provides a useful way to elicit preferences towards (or against) different social groups and is a convenient way to measure forms of 'social distance', which is a classic social psychological measure of prejudice. Analysis for this report examines social distance data in relation British people, a minority religious category (Muslim) and a different national group (German). Both Muslims and Germans have been shown in previous research to be likely targets of prejudice in Britain (Abrams, Houston, Van de Vyer *et al*., 2015; Abrams, Rutland, Pelletier *et al*., 2009).

[3] For details please contact info@annefrank.org.uk

Figure 4: The Anne Frank Trust/University of Kent 'star' measure



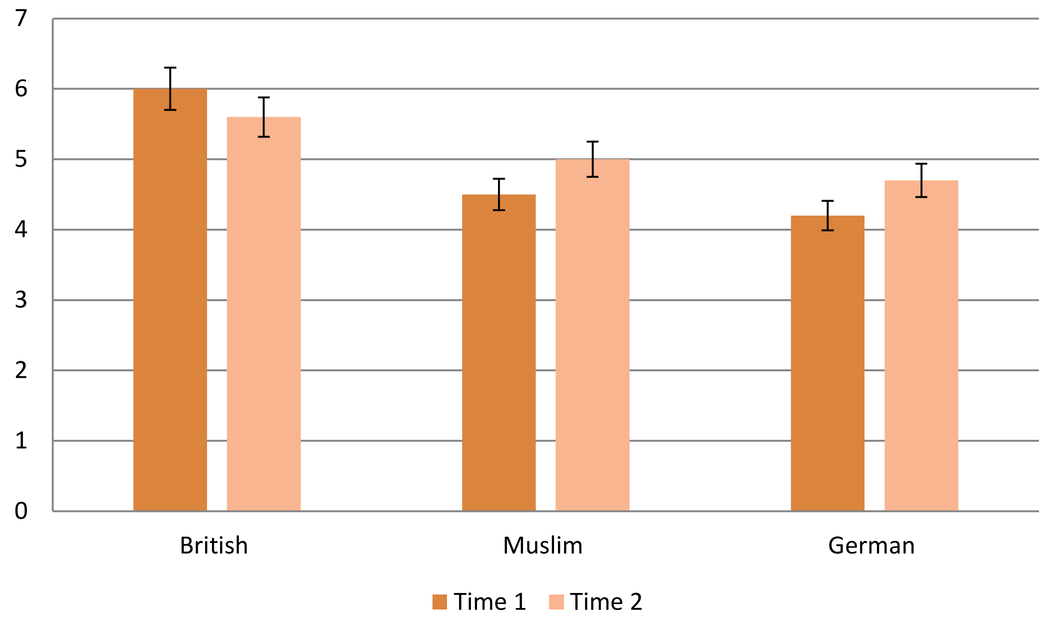
Pre-intervention:

Pupils expressed significant social distance from both German and Muslim people relative to British people.

Post-intervention:

There was a significant increase in young people's opinion of Muslims as well as a small increase for Germans.

Figure 5: Social distance scores towards British, Muslim and German people, derived from the star measure at pre-intervention (Time 1) and post-intervention (Time 2)



Note: Mean scores, within a possible range from 1 (low) to 7 (high) of participants' ratings of how likely they are to spend lunchtime someone that is British, Muslim, or German. 95% confidence intervals are shown by error lines

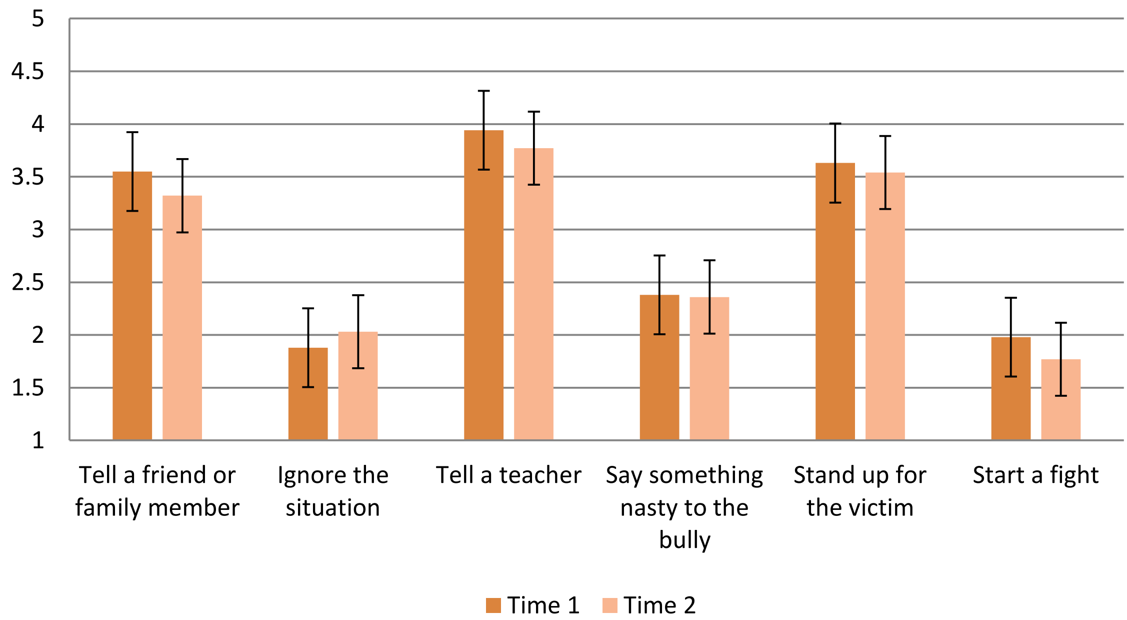
Importantly, whereas in the pre-intervention stage pupils showed a statistically significant preference for British people over the other two groups, by the post-intervention stage this preference had reduced to become not statistically significant in both cases. In other words, the intervention had produced a significant improvement in levels of prejudice expressed as social distance.

4.6 Evidence of confidence in tackling prejudice – bystander intentions

A comparison of pre-intervention and post-intervention data indicates that there were no statistically significant changes in young people's intended responses to witnessing a racist incident. The measure is derived from previous academic research (Abbott and Cameron, 2014; Abrams, Pelletier, Cameron *et al*., 2015; Mulvey, Palmer and Abrams, 2016), These results are shown in Figure 6.

Across different measures, the changes seem to indicate that young people tended to become less likely to respond aggressively to a racist incident by starting a fight or insulting the perpetrator. The other measures suggest a lack of understanding about the 'ideal' outcome of reporting. In the post-intervention measures, young people were slightly less likely to say that they would respond by telling a friend or family member, or a teacher, or by standing up for the victim.

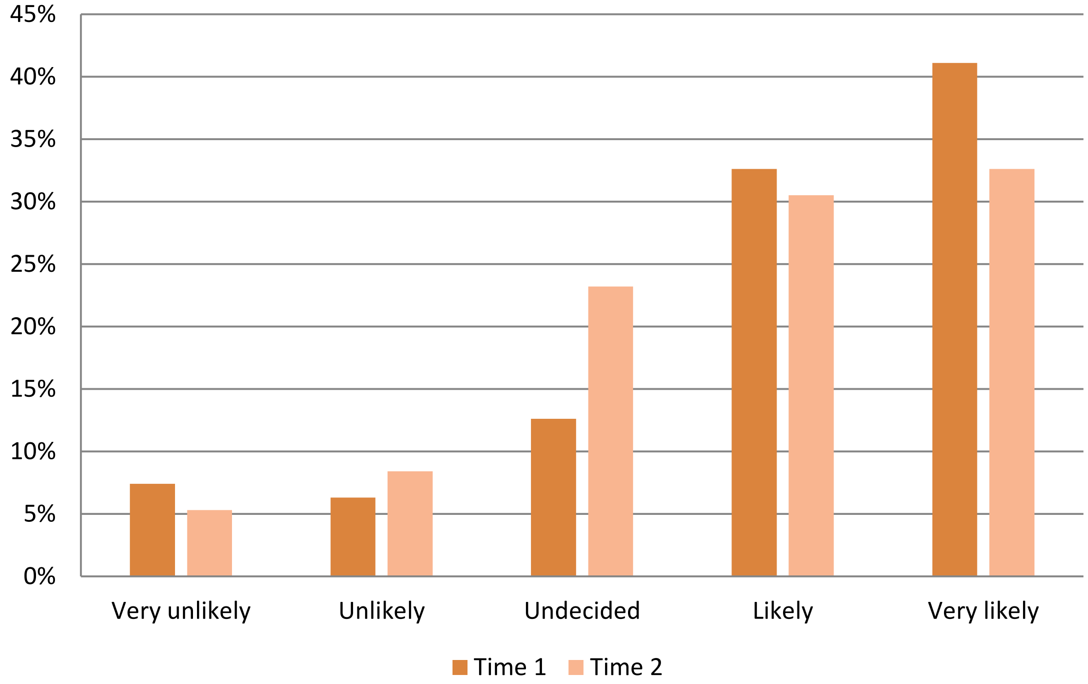
Figure 6: Pre-intervention and post-intervention participants' responses to how they might react to witnessing a racist incident



Note: Mean scores, within a possible range from 1 (low) to 5 (high) of likely response to a racist incident. 95% confidence intervals are shown by error lines

We were particularly interested in the 'tell a teacher' item as this reflects a target response that the intervention aims to encourage. It is likely that there was a 'ceiling effect' on this measure (so it could not increase further, or a further increase could not be detected), because even at pre-intervention stage 74% of pupils reported that they were likely or very likely to tell a teacher or member of staff about a racist incident. This was an encouragingly high number. However, the actual impact would depend on whether young people are likely to recognise an incident as racist in the first place. Figure 7 provides a more detailed picture of how pupils' responses to this question changed from the pre-intervention to post-intervention stage.

Figure 7: Pre-intervention and post-intervention participants' inclination to report racism to a teacher



Note: Percentage of participants reporting each level of likelihood of telling a member of staff or a teacher about a racist incident at Time 1 and Time 2

Although the proportion of pupils who said they would not alert a teacher stayed quite low (from 13% at pre-intervention to 12% at post-intervention), the proportion of young people who were likely or very likely to tell a teacher if a racist incident occurred had also non-significantly reduced to 64%. This indicative change is perhaps attributable to the finding that more pupils expressed uncertainty over whether it was necessary to go directly to a teacher (increasing from 13% to 26%).

This evidence raises some questions. It is possible that the intended aim of the intervention to encourage reporting of racist incidents made no difference or it may mean that questions about reporting were not fully capturing changes in participants' views about how to respond. For example, pupils may have felt that they had more proactive options, such as educating others. Therefore, it seems that, as well as checking that the intervention itself is addressing its intended outcomes clearly, measurement of responses to racist incidents is an avenue for further investigation and development by future evaluations.

5 | Scalability or application of the outcomes to other contexts, sectors and protected characteristics

This evaluation presents several opportunities for scalability and application of the outcomes to other contexts, sectors and protected characteristics, as well as some challenges to consider when developing and refining the evaluation process and the intervention itself.

The evaluation successfully analysed the impact of an educational intervention on young people's overall understanding of racism, demonstrated by an increase in the number of young people who provided 'ideal' answers to all of the relevant questions.

The evaluation suggests that young people's tendencies to act in accordance with stereotypes and show favour towards particular social groups is reduced by taking part in this educational intervention. Specifically, attitudes towards 'others' – in this case Muslims or Germans – are improved following the intervention. This evidence is highly relevant to planning for future projects that seek to address issues of effective societal integration and community cohesion.

The evaluation indicates that greater emphasis on appropriate reporting of racist incidents is required within interventions to achieve 'ideal' outcomes – young people feeling more enabled to report racist incidents, whether as a 'victim' or as a witness. The evaluation methodology may also require further refinement in this area.

The evaluation method included the capacity to compare the effectiveness of reducing racist prejudice with that of reducing other forms of prejudice. However, owing to the relatively small sample size, and the fact that the intervention itself was focused entirely on race, it was beyond the scope of the design or data analysis to address this question. Other work, such as that by the Anne Frank Trust UK, which has a different approach and wider scope, is relevant to this issue. Nonetheless, our use of measures based on the trust's work does demonstrate that the approach and general methodology are highly translatable for use with prejudice-reduction interventions that have more specific aims and targets.

Evaluations inevitably involve trade-offs between comprehensive measurement and ideal design against the accessibility of participants, the time available to work with them, and the resources available to develop, conduct, analyse and interpret the evaluation evidence. This evaluation reflected these trade-offs while also showing that it is possible to achieve useful outcomes. It is undoubtedly the case that a large-scale evaluation over a longer period would have provided clearer findings and would have allowed us to understand more about the impact of the intervention. We believe the approach and methodology are highly scalable but draw attention to two points: the evaluation design was limited by practical constraints in ways that need to be addressed; and aspects of the approach offer opportunities for further expansion and continuation.

A major challenge highlighted during the evaluation has been the need to embed best practice evaluation techniques in the existing intervention methods. In the case of Show Racism the Red Card's intervention model, this means finding ways to simplify and clarify the purpose of the evaluation and ensure this aspect of the intervention is clear to schools. For example, participating schools struggled to complete the pre-intervention and post-intervention measures within the required timescales. We believe that, over time and working annually with schools, the intervention can be adapted to accommodate sufficient time and convenience, as well as additional participation from 'control' schools that do not receive the intervention. Where external academic organisations are responsible for conducting or overseeing evaluation (which seems to be a highly advisable approach), time has to be allowed for ethical clearance, and the procedures required for such clearance may well place additional burdens on the intervention. Therefore, it seems likely that both the organisation carrying out the intervention, and the external organisation doing the evaluation, both need to devote time beforehand to ensuring these procedures are minimally intrusive and presented in ways that are well received by participants and schools.

In terms of scalability, there is value in establishing the longer term effects. The value comes both from information on the sustainability or durability of interventions (which might inform how frequently they are required), and from the statistical strength of the case that can be made about impact evidence. If an organisation has collected evidence pre-intervention, this can provide a very useful baseline for multiple repeat tests of the effect it has on the same participants. For example, returning to schools three months after the intervention, and then six months afterwards, would make for an interesting comparison. It could provide opportunities to examine how much information is retained by individuals and the extent to which interventions have successfully contributed to a reduction in racist incidents and embedding ‘ideal’ or appropriate responses to them. On the other hand, these repeat evaluations are expensive and complex to conduct, requiring continuity of contact with the schools as well as the expertise and staffing to carry out increasingly complex data analysis. It seems likely that the scalability of such evaluations is therefore partially dependent on the available resources, and a judgement about the likely return on investment in terms of knowledge gained.

6 | Conclusions and next steps for the intervention

The presence of a statistically significant improvement in understanding of racism and reduction in prejudicial preferences for social relationships demonstrates that the intervention broadly achieves two of its core aims.

Next steps:

- Increase simplicity of evaluation methodology and ensure such evaluation processes are embedded within SRtRC's approach to intervention with all secondary schools.
- Reflect on possible 'ceiling effects' and socially desirable responding (such as participants stating that they would report racism because they know they are 'expected' to, but without fully understanding how to recognise a racist incident, how to go about reporting, and what factors might inhibit their actions). Adjust measures accordingly to ensure that they are sufficiently sensitive and well focused.
- Explore ways to find resources for collection and analysis of further post-intervention data to inform medium to long-term follow-up/analysis. This would ideally be conducted at approximately three months and/or six months following the intervention to examine retention of information and longevity of attitudinal change.
- Consider how the findings from this evaluation could apply to non-English educational contexts, for example with the Scottish Government's anti-sectarianism work (Scottish Government, 2017). The small scale of this evaluation project could not incorporate schools in Scotland or Wales, but this could be a possibility for future evaluation as SRtRC has a presence in both Glasgow and Cardiff.

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Appendices

Appendix A

Example timetable for secondary school intervention working with five classes

Time	Class 1	Class 2	Class 3	Class 4	Class 5
09:45 – 10:15	**Opening assembly** Introduction to staff and the day ahead				
10:15 – 11:20	**SRtRC Workshop 1** SRtRC staff	**SRtRC Workshop 1** SRtRC staff	**SRtRC Workshop 1** SRtRC staff	**Fitness-fun** SRtRC coach	Normal lessons
11:20 – 12:20	**SRtRC Workshop 2** SRtRC staff	**SRtRC Workshop 2** SRtRC staff	**SRtRC Workshop 2** SRtRC staff	Normal lessons	**Fitness-fun** SRtRC coach
12:20 – 13:00	**LUNCH**				
13:00 – 14:00	**Fitness-fun** SRtRC coach	**Fitness-fun** SRtRC coach	Normal lessons	**SRtRC Workshop 1** SRtRC staff	**SRtRC Workshop 1** SRtRC staff
14:00 – 15:00	Normal lessons	Normal lessons	**Fitness-fun** SRtRC coach	**SRtRC Workshop 2** SRtRC staff	**SRtRC Workshop 2** SRtRC staff

Appendix B

Creating a safe space for discussion (guidance for discussion with young people) [taken from SRtRC education pack resource, which was developed with input from GLSEN]

Talking about themes relating to racism requires maturity and compassion for others. While the activities in this resource are intended to increase empathy and broaden young people's perspectives, certain discussions may cause prejudices and stereotypes to surface. In addition to this some participants may express anger, frustration, discomfort, sadness or have difficulty accepting alternative views.

It is extremely important to dedicate some time to creating the right environment to keep all participants and facilitators safe.

A useful and necessary way to encourage openness, positive behaviour and also to provide a safe space for the learners is to introduce a working contract or ground rules. Work collaboratively with the students to develop a working agreement that communicates expected standards of behaviour and interaction and ensures safety and respect. Try and include the following:

Example ground rules:

- **Respect others:** You will hear ideas and opinions that may be different, new to you, or with which you disagree. As you participate and interact, try to take in new information without judgement and to keep an open mind. Make sure that your words and body language reflect a respectful attitude towards others. Learn by listening to others.
- **Own your own values:** Speak from the 'I' perspective e.g. 'I feel' or 'in my experience'. Avoid 'you should' or 'you all think that'. If you are going to disagree with something, challenge the opinion or the behaviour, not the person.
- **Be open and honest:** Ask questions without fear of judgement. There is no such thing as a 'silly' question. It is important to try to understand as much as possible. If you are not confident about asking questions publicly, then speak to the facilitator privately.

- **Respect confidentiality:** Everything said in the room stays in the room. When sharing personal anecdotes, make sure you avoid using real names and don't disclose any personal information about anyone else. Carefully consider what personal information you choose to share.
- **Share 'air time':** You are encouraged to express your ideas and opinions. Take it in turns to contribute. Help create a safe space where everyone is encouraged, and feels comfortable, to speak. Don't monopolise the discussion. You are not obliged to speak; it is fine to 'pass'.

As you engage in discussions about racism, be aware that it may provoke strong feelings for some young people due to internalised prejudices, past experiences or because they have friends and/or family members with racist beliefs or they themselves have been the perpetrator of racism in the past. Carefully monitor student's responses, allow adequate time to debrief and process their feelings, and provide further support and resources to young people when needed.

Appendix C

Secondary school workshop – Facilitator notes

Wherever possible, move tables to the side of room and position chairs into a U-shape.

Workshop 1 (Approximately one hour)

- Set up, safe space, explain format of session, emphasis on thinking and questioning
- Ground rules/expectations – listened to, one voice at a time, not laughing at each other, hands/thumbs up
- Swap places if ... (sister/ brother/ ever told a lie/ like living where you live)

- Ask group to guess percent of immigrants in UK
- Introduce concept of 'world view' – everyone has their own and lots of factors/influences. Take some suggestions of what might influence our own world view (internet, TV, parents/carers, teachers, family, friends, community – basically everything)
- Activity: New Neighbours – Could any neighbours be more than one category (e.g. Black/immigrant family, hoodies/wealthy/immigrants, bald man/Muslim man)? Could any of them be a brilliant neighbour?
- Discussion – Why did we ask you to do this activity? Stereotypes/judging – can lead to racism. How do I know?/world view
- What is racism? I have a question for you … Swap places if … you think picking on someone because of their hair colour is racism/you think it is racism to call your local Chinese takeaway the Chinkies. Take suggestions from a few people about why. So, what is racism then? Definition.
- We need to talk about words! – Terminology activity (thumbs up/down, ticks/crosses/question marks; move from 'racist'/'not racist'/'unsure' zones) depending on space and group engagement.

Words: Black, White, coloured, half caste, mixed heritage, Traveller, Gypsy, gyppo, chink, paki, nigger.

Workshop 2 (approximately one hour)

- What have you learned so far today? Any thoughts/feelings? Anything that you are already thinking about differently? Maybe give them 60 seconds to talk to partner, then share.
- Swap places if … learned something new today/people born racist/know what a stereotype is/good people can do bad things.
- Diversity of beliefs – we've talked a lot about racism in general but now we want to give you a chance to show how you feel:
    1. The police treat everyone fairly.
    2. You should be allowed to live and work in another country if you want to.

3. Cannabis should be legalised.
4. Islam is a violent religion that encourages terrorism.
5. Britain is being flooded by immigrants.
6. Computer games make young people violent.
7. Jokes about skin colour/religion/sexuality etc are OK if they are only meant as a joke.
8. Immigrants are stealing jobs and houses.
9. Jobs should be given to the most qualified person.
10. People who want to come and live and work in the UK should be allowed to.
11. People who have racist ideas cannot be changed.

- Discussion: Round robin/swap places if … little bit of feedback regarding fact/opinion/any statements they feel strongly about.
- Activity: Evidence – 'Pass the parcel' to music. When music stops pick a fact/evidence out of the envelope and share with the group. What do you think about it? Does it change anyone's mind about the issue? Does it make anyone feel angry/confused/frustrated/upset? Tell us what you think … Allow discussion to be led by young people; they have the option to pass during the activity if they're not comfortable. Try to refer back to the 'diversity of beliefs' statements they are connected with.
- So, where do you think we get a lot of our ideas? Where do some of these misconceptions come from? Remember world view – but discuss media. Activity: Whisper down the line.
- Show Bob meme – discuss burden of perpetrator. There's more to the discussion than the victim alone. Reveal 'pyramid of hate' and explain that we are not born with racist ideas; there is always a starting point before awful tragic events happen.
- Introduce Stephen Lawrence: explain that the people who killed Stephen Lawrence will have moved through each of the rungs of the pyramid – it can happen far too easily. Include institutional racism briefly in the discussion to show that it is not just a personal/individual problem but actually something

that is deeply engrained in even the services that are protecting us. If you are part of an ethnic minority group and understand this to be true, could you ever truly feel safe?

- Bring discussion to close by coming back to Bob meme and reminding about 'How do I know?' Explain that we have to hand over responsibility to the young people now and that we believe they can really make a difference (just by changing little things). Go and be activists!

Appendix D

Statistical information from data analyses - t-tests for difference between mean scores

Measure	Item	Mean change T1 to T2	t	df	Statistical significance (*p*-value)
Understanding of racism	Is it racist if ... you describe somebody as Black/Jewish/Asian?	0.22	1.20	106	0.23
Understanding of racism	Is it racist if ... you sometimes don't comment or do anything when you hear somebody use a racist word?	-0.02	-0.12	106	0.91
Social distance	British	0.32	1.42	84	0.16
Social distance	Muslim	-0.58	-2.36	84	0.02

Social distance	German	-0.43	-1.5	84	0.13
Difference in social distance	British v Muslim	-0.89	3.39	85	0.001
Difference in social distance	British v German	-0.74	2.46	85	0.016
Difference in social distance	German v Muslim	0.15	0.52	85	0.60
Response to racism	How likely is it that you would …tell a teacher ...?	0.25	1.13	64	0.26

Note: All figures rounded to two decimal points. Significance levels less than 0.05 are conventionally regarded as statistically significant. T1 and T2 relate to before and after intervention.

Contacts

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