



Tackling Racism in Youth Work

Scottish Youth Workers' views on dealing with racist attitudes and behaviours

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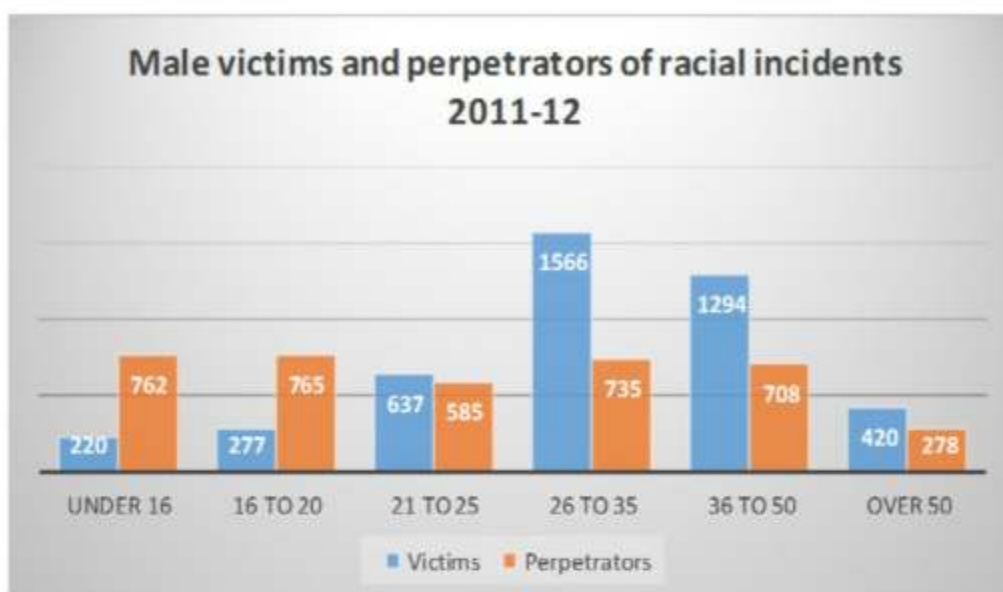


Introduction

Racism remains a significant problem in Scottish society. Hate crime statistics released by the Crown Office and Procurator Fiscal Service in June 2013¹ showed that, despite a 12% drop in racially aggravated criminal charges (from 4,544 to 4,012 per year), an average of 76 of these charges were made every week. Hate crimes are known to be seriously under-reported, so this is likely to be the tip of the iceberg.

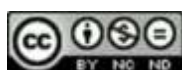
Approaches to tackling racism in Scotland have tended to focus on education and awareness raising activities with young people; an understandable approach to prevention of future discrimination. However, there is a lack of evidence around the impact these initiatives are having on young people's attitudes and behaviour, especially in the longer term.

Recent analysis of criminal justice statistics by the Coalition for Racial Equality and Rights² shows that the level of racist incidents being perpetrated by young people has not changed in the last eight years. In 2011, males under 21 constituted 40% of perpetrators of racist incidents (but only 11% of the victims). This suggests that further exploration is needed around racism and young people.



This research briefing summarises the results of a survey carried out by the Coalition for Racial Equality and Rights in early 2013. The survey aimed to explore how racist attitudes and behaviours are tackled within youth clubs and projects. It was expected that the less formal and standardised environment (in comparison with formal education) would provide a diverse range of perspectives on dealing with these issues.

Thirty Youth Workers from across Scotland participated in the survey, providing a 'snapshot' of their experiences in dealing with racist attitudes and behaviours expressed by young people. It also explored their general opinions on how these issues are dealt with within their organisation, and their suggestions for building youth workers' confidence on race equality. These views informed the recommendations provided on page 18.



In line with standard definitions of a racist incident, the survey defined racist attitudes and behaviours as “Any attitudes or behaviour by young people (or workers) which someone might feel is racist.” Further detail on the survey methods and a list of questions can be found in the Appendices on pages 19-21

About CRER

The Coalition for Racial Equality and Rights is a Scottish anti-racist organisation which focusses on helping to eliminate racial discrimination and harassment and promote racial justice across Scotland. For more information on this report or the wider work of CRER, or to request this report in an alternative format, please contact:

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“There is a strong inclusive culture which may or may not be reflected in our policy...”

Policies and Processes

At the beginning of the survey, Youth Workers were asked about the policies, processes and staff development approaches that their organisations use in relation to race equality.

Race equality policies

Almost all respondents knew that that their organisation had an equality policy (93%) and half of the respondents felt that the policy worked well. Only one felt that the policy didn't work well, but a total of 40% were unsure about how well their organisation's race equality policy worked.

Despite the high level of awareness about the existence of a policy, some comments made by participants indicate that their organisations could do more to raise staff awareness of policies on equality:

“Whilst I am unaware of our bureaucratic processes in this, I am confident that there is a strong inclusive culture which may or may not be reflected in our policy.”

“They [policies] are accessible through the main office but I do not go there often!”



Racist incident recording

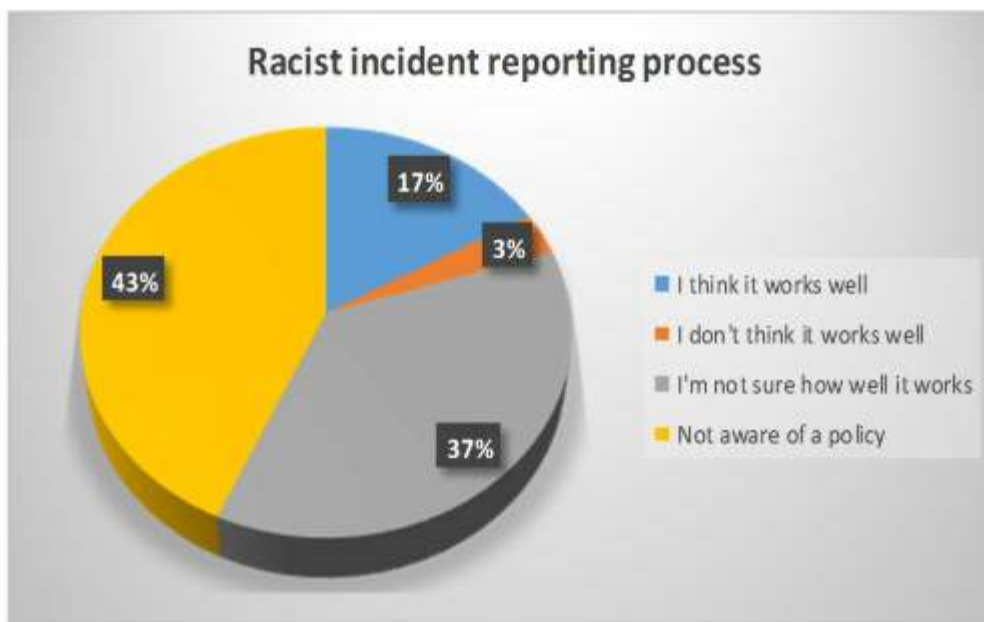
A slightly less positive view emerged regarding how racist incidents are recorded. Just over half of the Youth Workers knew that their organisation had a racist incident recording process, but only 16% were confident that it worked well.

One felt that it didn't work well, and 36% were unsure how well it worked. 43% said that, as far as they knew, their organisation had no process in place for recording racist incidents.

Two respondents said that although their organisation didn't have a formal process, they had other methods of recording this – one used bullying and harassment procedures, and the other included this information in their session records.

This mixed picture is understandable. Unlike schools, which are subject to Local Authority education department policies and a range of standardised procedures, policy and practice on dealing with racist attitudes and behaviour is the responsibility of each individual youth project. Comments made in later stages of the survey suggest that youth workers would like to see a co-ordinated, strategic approach taken (see p.13). Racist incident recording is a potentially useful part of this equation; this will be explored further in the recommendations (p.18).

Further information on racist incident recording in schools settings, including an overview of the purpose and use of recording systems, can be found in CRER's 2012 research briefing 'Racist Incident Recording in Scotland's Schools'³.



Training and development

There was also a mixed response to how organisations were providing staff development around race equality. Youth Workers were asked whether they had received any training around race equality (this could be a training course on race equality or anti-racism, or a general equality training course which covered issues around race and racism). 53% had received no training at all, but for those who had received it, the experience was positive – 43% had received training and felt that it was useful to them.

Only one had received training that they didn't feel was useful, primarily because the trainer was too focused on their own situation rather than being prepared to work with other people's experiences.

Two participants said that although they themselves hadn't received training they were aware that some colleagues had. Some participants gave further details about the training received, and it appeared that the type of training and the frequency of training varied considerably; for example, one participant had received two training sessions but this was more than five years ago.

Types of training provided ranged from training as part of broader CLD or equalities learning opportunities, to specialist sessions focusing on hate crime or issues affecting refugees.

Confidence within the organisation

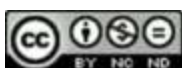
The survey asked participants to think about the level of confidence within their club or project in dealing with racist attitudes and behaviours. To give a broad overview of the situation within the organisation, they were asked to say how confident they personally felt, how confident they thought paid staff were overall, and the same for volunteers and managers. The following responses were available: not at all confident, not very confident, quite confident, very confident or not applicable.

Youth Workers tended to rate themselves and managers as the most confident in the organisation. 53% described managers as 'very confident' and a further 23% described them as 'quite confident', with only two individuals selecting each of 'not very confident' or 'not at all confident' for managers.

No participant said that they were not at all confident personally in dealing with racist attitudes and behaviours. Only one felt personally not very confident, and the remaining respondents were almost evenly split between 'quite confident' (50%) and 'very confident' (46.7%).

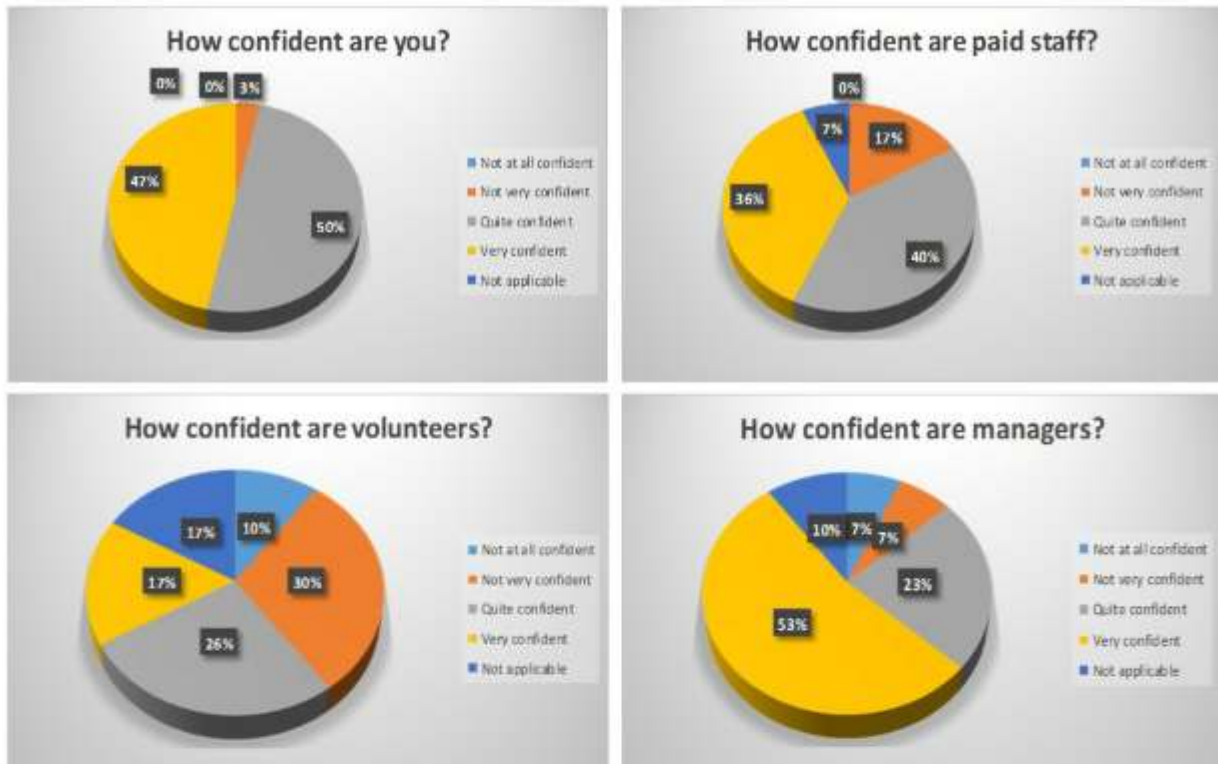
This high percentage may have been affected by the self-selection survey method, it seems likely that those with an existing interest in race equality would have been more likely to choose to complete the questionnaire.

A majority of participants also seemed positive about the confidence levels of paid staff within their club or project. Of the 28 who worked with paid staff, 42% felt that those staff were 'quite confident' and 39% felt they were 'very confident'. No individuals said that paid staff were 'not at all confident', although almost 18% thought that they were 'not very confident'.



Volunteers were perceived to be the least confident group in dealing with racist attitudes and behaviours.

A total of 25 participants worked with volunteers, and of these, whilst almost a third thought the volunteers were 'quite confident' and a further 20% 'very confident', 36% felt that they were 'not very confident' and three individuals 'not at all confident'.



The next section of the survey looked at dealing with racist incidents and behaviours, raising a variety of issues around how this confidence (or lack of confidence) plays out in practice. It also explored ways in which confidence could be increased.

***“There is nothing in place
To measure the long term impact.”***

Dealing with racist attitudes and behaviours

Prevalence of racist attitudes and behaviours

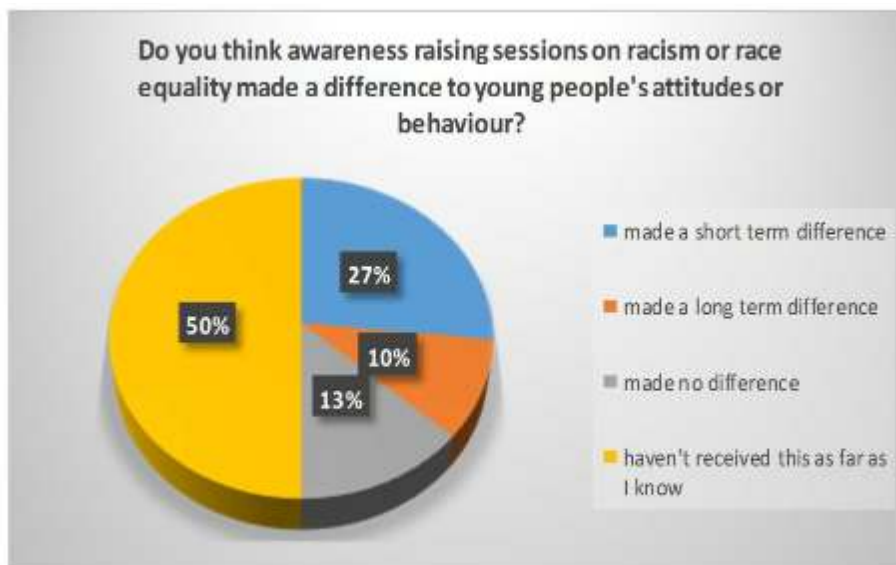
In order to gauge how widespread Youth Workers felt racist attitudes and behaviours were within the groups they worked with, participants were asked if they felt these attitudes and behaviours could be seen in almost every session, regularly, sometimes, rarely or never.

Perhaps unsurprisingly, responses were clustered around the middle of this scale. No-one felt that these issues were evident in almost every session, and 10% (three respondents) had never encountered racist attitudes or behaviours. The remaining responses were almost evenly spread, with 26.7% selecting selecting ‘regularly’, exactly a third selecting ‘sometimes’ and 30% selecting ‘rarely’.

Awareness raising

Youth Workers were asked whether the young people themselves had received any awareness raising sessions on racism or race equality, and if so, whether this had made a difference to their attitudes and behaviour.

Half of the participants said that, as far as they knew, the young people had not received any sessions like this. The remaining Youth Workers had varying feelings about the difference this had made to the young people’s attitudes and behaviours. A slight majority (almost 27%) felt that it had made a difference, but only in the short term. Only three (10%) felt that it had made a long term difference, and the remaining four (13%) said they did not feel it had made any difference to their attitudes and behaviours. This demonstrates the need for clearer evaluation of the impact of preventative work with young people, and the danger of assuming that simply providing awareness raising sessions will have the effect of reducing racism in the long term.



Commentary provided by a participant with specialist knowledge in this area supports this view:

“We provide... workshops to schools, youth groups and other organisations to raise awareness about issues of discrimination and equality. There is nothing in place to measure the long term impact.”

Some organisations take a different approach to race equality input for young people, for example working to embed opportunities for development on diversity and equality into the sessions they deliver:

“Whilst we haven’t had specific awareness sessions, we have been doing work concerning people’s ethnic origins to promote an understanding of diversity.”

As part of wider evaluation activities, research comparing how embedded approaches fare in comparison with delivery of standalone awareness raising sessions would be valuable.

For those organisations which had taken advantage of awareness raising sessions for young people, examples given included input provided by the Local Authority, workshops making use of resources from Show Racism the Red Card and a meeting with young asylum seekers hosted by the Scottish Refugee Council.

Challenging racist attitudes and behaviour

To explore good and bad practice around dealing with racist attitudes and behaviour, Youth Workers were asked to describe their ‘best’ and ‘worst’ example of a time when they or a colleague needed to deal with these issues.

A broad selection of the examples given is provided here to give a ‘snapshot’ of participants’ experiences. In some of these cases, specific details have been omitted from quotes to ensure confidentiality and anonymity.

“...Their behaviour towards me had a negative effect on how I felt about myself.”



'Best' examples

Participants described a wide range of experiences where they felt that racist attitudes and behaviour were successfully challenged. This included specific incidents where individual behaviours were challenged, but also measures taken to combat patterns of stereotyping and prejudice amongst the young people.

Some of the successful actions involved reflecting on the personal experiences of Youth Workers and young people:

"Young people were making fun of my accent... [they] were told how I felt when having to hear [this]... I explained that the accumulative effect of their behaviour towards me had a negative effect on how I felt about myself."

"People often use racist language and we are on the ball about challenging this. Mostly we challenge this with asking the young people about a time they've felt marginalized and tried to explain that this is how they are making others feel. Many do not realise that their language or attitudes are racist and all it takes is some gentle Explanation."

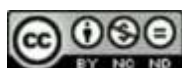
'Unintentional' racism was a running theme in several of the examples:

"Occasionally a participant might express an opinion that could be construed as racist or discriminatory (often innocently and merely seeking guidance). In such an event we will often use reasonable discussion to challenge the matter."

"The most recent incident was racism towards some young people from the travelling community that come to our youth club. I took the perpetrator to one side and told him that his behaviour wouldn't be tolerated. Turns out he didn't even know that he was being racist."

"A young person who volunteered at the youth club used an inappropriate word for a black person through ignorance and upbringing. I explained to the person why it was wrong to use the word in question and she accepted this."

***"...Challenging them
in a way that makes them feel
valued enough to overcome racist attitudes."***



In several cases, parental influence and upbringing were singled out by Youth Workers as the main cause of racist attitudes amongst young people. However, it is interesting to note that the behaviours described almost always involved anti-immigration sentiments which are currently prevalent in media and wider social discourse:

“Working with a group of 14-16 year olds who [complained] about refugees taking houses and jobs. I spoke to them about the reason these people were in this country and their backgrounds. Also spoke to them about the way housing works. Challenged negative attitudes which had been a result of listening to their parents.”

“The most common instance of racism I see is when anti-immigration attitudes are shared, myself and colleagues I work with tackle this effectively by relating it to the bigger picture - there are no jobs/not enough houses available and immigrants are exploited. By challenging negative views, we challenge this effectively.”

Many of the responses talked about taking an informative approach to tackling racist attitudes and behaviours, based on facts and experiences:

“Discussed life back home for [migrant] workers, poverty, missing family... talked about Scots emigrating all over world, in past and now...”

“We will often use reasonable discussion to challenge the matter. For example on one occasion [when a racist comment was made]... we explained that the wearing of hijabs was an important part of the Islamic faith...” (This discussion took place in reaction to a specific incident; the authors fully acknowledge the wider context around the tradition of head covering which women from a range of cultural backgrounds may, or may not, undertake.)

“It never works to be judgemental...”

The importance of discussing issues openly with young people was stressed by several participants as the key to genuinely changing attitudes:

“Our development officers tackle racism in schools not by shouting at the pupil but by listening to them and challenging them in a way that makes them feel valued enough to overcome racist attitudes. The most important thing is to set up a relationship with the pupil, empathise with them and challenge racism in such a way that the pupil takes responsibility for their own beliefs. This has been extremely successful.”

“To be honest the kids I work with are very open-minded and regularly tackle issues of gender and racial equality with a level of maturity unrivalled by some adults I have to work beside. I believe this is because they have been coming to the group for a long time and have adopted positive attitudes and an open mindedness.”

“Any of the times we challenge language or stereotypes, allowing young people to be honest about what they think, why they use certain language. It never works to be judgemental or say “You can’t say that word in here!” but not explain why.”



“Had they received training in the appropriate way to conduct themselves then perhaps this wouldn't have happened.”

‘Worst’ examples

Slightly fewer responses were received regarding bad examples compared to good, however not all of the ‘good’ example responses were aimed at sharing best practice. For example, one participant outlined how staff had actively challenged racist language but that the young people had continued to use it regardless of this input. Another stated:

“Honestly? I can't remember a time when I've seen a racist incident handled successfully. They are usually 'tackled' but there is little doubt we (collectively) could deal with situations better.”

The examples given often involved complex situations which were distressing for both the young people involved and the staff or volunteers. Sometimes, a mismatch in priorities between the different adults involved caused ineffective responses:

“Racist comments made towards a young girl by a group of girls as a reaction [to another underlying conflict] provoked an angry reaction from the ethnic minority girl... which turned into a fight. The Youth Leader was later accused by the parent of one of the girls [of encouraging] the hatred incident by simply having told the young girls that they should not shout racist remarks and gang against a single girl.

The ethnic minority girl ran away... the Police had to be called. Both the Police and Management tried to ignore the fact that the girls had shouted racist abuse to the other girl and this had provoked her aggressive behaviour. It was easier to blame the Youth Leader for not handling the situation properly.”

In some cases, the mismatch occurred during partnership working. In these cases, a sense of defensiveness seemed to impact the Youth Project staff's ability to deal effectively with racism:

“At an event [to promote anti-racism]... a young person made a racist comment to [another] young person. Staff involved from partner agencies could not agree on the best course of action in dealing with this and so I'm not confident the young person and [staff from partner organisation] would have felt we handled it well.”

One participant described a disagreement between a community artist and managers at a Youth Club over inappropriate racial stereotypes:

“The managers felt very uncomfortable and defensive when challenged and the community artist was told her services were no longer required. The [racially stereotypical] artwork piece was continued and an opportunity for learning missed.”



Several Youth Workers felt that overly defensive, 'zero tolerance' approaches were unproductive when used in isolation:

"I got really offended and upset and ended up being quite authoritarian rather than explaining what was wrong."

"Challenging language used within groups without giving a reason behind it. For example we ask young people not to say 'Chinky', 'Paki', 'Tally' etc. Bad practice is to not give reason for this and [need] to discuss further."

Lack of willingness to challenge 'casual' racism was also identified as a problem:

"I've been in projects where racist slang has been said and the youth workers there have not challenged it or [have] been unconfident when challenging it."

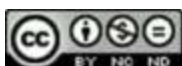
"Racist statements, made in a 'casual' context, when there is a lot of other things going on for staff to deal with can sometimes be overlooked."

One respondent pointed out that staff can demonstrate racist views too:

"It wasn't a young person but an older member of staff who responded in an openly negative and to my mind offensive way. This behaviour was not acceptable. Had they received training in the appropriate way to conduct themselves then perhaps this wouldn't have happened but I think that people with deep seated prejudice should not be put in a position of influence with young people."

Another raised issues around how Youth Clubs react in the aftermath of a situation which hasn't been handled well:

"I can't remember if they were advised that they would be entitled to make a complaint... I also don't think it was followed up with the partner organisation afterwards."



***“We respond with the best of our abilities
as untrained individuals.”***

Organisational approaches

The survey explored participants’ opinions overall on how their organisation dealt with racist attitudes and behaviours, and asked what could be done to improve people’s confidence in dealing with these issues.

General opinions on how racist attitudes and behaviours are dealt with

Participants had varying views on how their organisation dealt with racist attitudes and behaviours. Some felt that these issues were dealt with well, with one participant giving credit to the young people they worked with in this regard:

“I am generally impressed by the levels of awareness surrounding discrimination amongst young people, and find that most young people display attitudes of tolerance and acceptance of diversity.”

Other participants felt that, although in their organisations may be taking the right approach, attitudes and issues in wider society affected their ability to tackle these issues:

“They are dealt with well. However, in the area we work in, there is a certain level of ignorance about race issues making some people hostile to the perceived ‘threat’ of asylum seekers.”

“Racist opinions and behaviour are symptomatic of poor education, inequality, low self-esteem and disrupted family life. Only by holistically tackling Scotland's social problems and placing young people at the centre of this process can we overcome racism.”

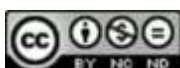
“There is an attitude in the community of “this kind of thing does not happen here!” But it does.”

One participant felt that racism in the local community had the effect of excluding young BME people from youth work provision:

“Young polish, Lithuanian and Congolese people in our areas tend to stay away from provision because of some of the young people's attitudes. Racist attitudes stop projects being open to everyone.”

Many respondents felt that a strategic approach focussed on staff development would improve the organisation’s ability to deal effectively with racist attitudes and behaviour:

“I think we deal with [racist attitudes and behaviours] intuitively and are lucky on the whole to have an educated and open minded staff. However, we respond with the



best of our abilities as untrained individuals. We are employed by a big organisation who do not ask us about our CPD. I think this is a major fault in the organisation.”

“Each youth project and worker adopts different attitudes; could be improved by having a consistent approach.”

“It is important that management keep staff and volunteers training up to date and create safe spaces for everyone to explore and challenge their own prejudices.”

Some felt that a wider strategic approach would allow the organisation to combat racism in a more sophisticated way than simply dealing with attitudes and behaviours:

“My feeling is that an anti-racist approach should be embedded in the organisation’s recruitment, policies and procedures. The organisation could be more proactive at looking at the reasons for low uptake of our service among the BME community in order to take action. Overt racism would always be tackled, but the more subtle racist attitudes may not always be picked up on depending on who you are dealing with.”

“...Organisations have a responsibility to protect their young service users.”

Improving youth workers’ confidence

After exploring the best and worst examples around tackling racist attitudes and behaviours, the survey aimed to identify opportunities for improvement. Participants were asked “What do you think would help most in improving people's confidence about dealing with racist attitudes and behaviours in your youth club/project?”

The majority of responses concentrated on professional development opportunities for staff:

“Anti-racism training (rather than cultural awareness - though this is important too).”

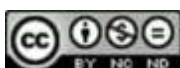
“Us having more tools and knowledge and techniques for challenging the long term mindsets.”

“Training on how to plan and facilitate activities which are not skewed towards any ethnic, racial, religious bias.”

Two responses suggested that some degree of compulsion should be used to ensure that projects and/or staff would take advantage of training.

Several youth workers felt that giving staff the tools and skills to deliver anti-racist input to the young people was key:

“Staff training, which gives the staff tools to be able to offer workshops etc. to their youth groups.”



“A toolkit for volunteers/workers to deliver sessions on racism to young people would be useful.”

“Group work sessions that could be delivered. A ‘no question is too silly’ type resource that could be used to answer young people’s questions/ opinions on different races/ religions.”

Whilst this type of input would be appropriate for youth groups which run structured sessions, it would presumably be of less use to those where provision has an unstructured ‘drop in’ format. This demonstrates the need to avoid a one-size-fits-all approach to building capacity around race equality in the youth work sector.

The potential benefits of reflecting real experiences of racism when tackling racist attitudes were raised by several participants:

“Using young people to talk to other young people about racism. Involving BME organisations in the construction of projects that tackle racism.”

“Using interactive examples such as video clips of people affected by racial abuse.”

As in the previous section, strategic approaches were identified as a priority:

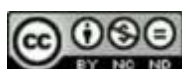
“Keeping people informed about the correct codes of conduct for dealing with and reporting racist behaviour. Good connections between organisations is always useful for the spread of information.”

“Having good systems in place so that everyone knows how racist incidents are dealt with in the organisation - ideally, including young people themselves.”

One participant summed up the need for a holistic approach within organisations:

“I think training is key. I think contact time with other youth workers to relate experiences is also important. When dealing with racism and the issues surrounding it, the whole picture must be looked at as usually prejudice comes from a lack of Understanding.

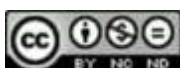
It is passed from generation to generation... I have come across racist and homophobic attitudes in many youth workers. I think this is where organisations have a responsibility to protect their young service users and make sure their staff are properly educated and trained.”



Recommendations

The views put forward in this 'snapshot' survey raise many potential areas for improvement, as well as strengths which organisations can capitalise on. There are difficulties in making over-arching recommendations for a sector which varies so widely in its structure and type of provision, especially in relation to a small scale study such as this. Nevertheless, some suggestions for future practice can be identified.

- Provision and take up of training and development is currently patchy, but was seen as a priority by Youth Workers. Co-production approaches could be used to link organisations with appropriate expertise (potentially including umbrella organisations, statutory partners and equality organisations) and Youth Work organisations themselves in order to develop practical anti-racist / anti-discrimination training or tools to meet their needs
- Awareness raising activities for young people are not always evaluated, and a body of evidence demonstrating what works best in creating long-term attitude change is needed to ensure best practice. Youth Work organisations and the organisations offering awareness raising sessions should work together to explore ways of capturing and sharing evidence from long and short term evaluations.
- Consistent approaches are needed within individual organisations. Commentary provided by participants suggests that these approaches could usefully include:
 - A robust, practical race equality policy which is clearly explained to all staff (including as part of induction for new staff); this should ideally include a mechanism for monitoring and recording racist incidents which can be used as an evidence base to inform future practice on tackling racist attitudes and behaviours
 - Ensuring that all staff and volunteers can access appropriate training and development on race equality, including anti-racist approaches
 - Building opportunities for young people to learn about diversity, inclusion and anti-discrimination into youth work provision
 - Encouraging staff teams to explore how racist attitudes and behaviours are dealt with in practice in order to share experiences and build confidence
- There may be a role for existing informal or formal support networks, for example area based Youth Work Forums, in supporting capacity building on race equality. This could be determined by members according to their own priorities and needs, for example:
 - Providing opportunities for discussion on anti-racist approaches
 - Developing shared mechanisms for collection and analysis of data on racist incidents
 - Accessing and/or publicising opportunities for appropriate staff training and development

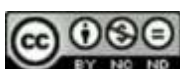


Appendix 1: Survey Method

The survey was open to anyone working in a Youth Work setting and was publicised to youth workers through CRER's email update service and Twitter account. Organisations including Youth Scotland, Youthlink Scotland, YWCA Scotland, CLD Standards Council and Glasgow Council for the Voluntary Sector also helped to publicise the survey either through newsletters or Twitter.

A total of 30 youth workers from across Scotland took part in the survey through Survey Monkey (list of questions available at Appendix 2). Participants were self-selecting.

- 87% of participants worked with young people in a paid capacity, 10% both paid and volunteering and 3% through volunteering
- Responses were received from Youth Workers in Glasgow, Edinburgh, Dundee, East Dunbartonshire, Falkirk, Highland, Inverclyde, Midlothian, Moray, the Western Isles, North Ayrshire and North Lanarkshire
- 50% of participants worked for a community, voluntary or charity based Youth Project, 47% for a Local Authority based Project and 3.3% for a uniformed club (Boys'/Girls' Brigade, Scouts, Guides etc.)



Appendix 2: List of Survey Questions

1. Please tell us if you work with young people...

(Options: As a paid member of staff; As a volunteer; Both paid and volunteering)

2. Please tell us about your youth club/project - if you work in more than one, please concentrate on the one where you work most often.

What area of Scotland is your youth club/project based in? (Options: list of 32 areas)

What type of organisation runs your youth club/project? (Options: Community, voluntary or charity; Local Authority / Council; Religious organisation; Uniformed club; Other)

3. Does the organisation that runs your youth club/project have an equality policy and/or a racist incidents recording process, and if so, do you think these work well?

(Options for both Equality Policy and Racist Incident Recording process: We have one, and I think it works well; We have one, but I don't think it works well; We have one, but I'm not sure how well it works; We don't have one as far as I know)

Any comments?

(Open comments box)

4. Have you received any race equality or anti-racist equality training through the organisation that runs your youth club/project? You can include general equality training, as long as this covered issues around race and racism.

(Options: Yes, and I thought it was useful; Yes, but I didn't think it was useful; No)

Please tell us about any training you received

(Open comments box)

The next few questions ask about dealing with racist attitudes and behaviours in your youth club/project. This includes any attitudes or behaviour by young people (or workers) which someone might feel is racist.

This could be aimed at a specific person, or could be just a general comment. It could be something obvious like using racist language, or it could be something more subtle like making someone unwelcome in the group because their ethnic background makes them seem 'different'.

5. Would you say that you or your colleagues see some degree of racist attitudes or behaviours in the youth club/project...

(Options: In almost every session; Regularly; Sometimes; Rarely; Never)

6. Please tell us about the level of confidence in your club/project about dealing with racist attitudes or behaviours...

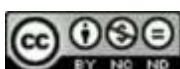
How confident are you?

How confident would you say the paid staff are?

How confident would you say the volunteers are?

How confident would you say the managers are?

(Options provided for each of the above: Not at all confident; Not very confident ; Quite confident; Very confident; N/A)



7. Have the young people you work with received any awareness raising sessions on racism or race equality? If so, do you think it made a difference to their attitude or behaviour?

(Options: Yes; I think it made a difference in the short term; Yes; I think it made a long-term difference; Yes; I don't think it made a difference; They haven't received this as far as I know)

Please tell us about the session they received, if you know

(Open comments box)

8. Please give us your best example of a time when you (or a colleague) have challenged racist attitudes or behaviour successfully - what happened, how was it tackled, what was the outcome?

(Open comments box)

9. Please give us an example of a time when racist attitudes or behaviour was handled badly - what happened, how was it tackled, what was the outcome?

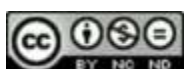
(Open comments box)

10. What's your general opinion about how racist attitudes and behaviours are dealt with in your youth club/project?

(Open comments box)

11. What do you think would help most in improving people's confidence about dealing with racist attitudes and behaviours in your youth club/project?

(Open comments box)



Reference

1. COPFS (2013) Hate Crime in Scotland 2012-13.
2. CRER (2013) State of the Nation - Race and racism in Scotland: Criminal Justice; available from the CRER website: <http://www.crer.org.uk>
3. CRER (2012) Racist Incident Recording in Scotland's Schools, available from <http://www.crer.org.uk>



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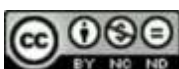
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