

A “life-changing,” “transformative” and  
“inspiring and triggering” programme.  
Building Racial Literacy Programme  
Evaluation: impact and ways forward

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the collective, March 2024



## Acknowledgements

Many thanks to the past and present participants who engaged with the research who shared their valuable time and insights for this report. We'd also like to thank the compassion captains and the programme leads for their input, reflections and time.

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## Executive summary

### Successes

The Building Racial Literacy programme (the programme) has achieved its goals in supporting participants to become racially literate and anti-racist educators. To a lesser extent, participants have also been able to become catalysts for change within their setting and wider community. We were struck by the deeply profound and transformative experience of many participants with some sharing that the programme was “life changing.”

Participants who have undertaken the programme shared that their confidence has grown, their knowledge of racism has increased and their ability to challenge racism has increased. One told us, “My confidence has grown allowing me to voice my opinion on racist perspectives when in the past I may have stayed quiet.”

Many shared that they have changed their practice as a direct result of the programme; developing new lesson plans, anti-racist groups, listening to children and young people, purchasing more diverse resources, becoming more confident in challenging discrimination and becoming less race evasive. One shared, “the benefit isn't just about developing an action plan and implementing it, it's also the personal development that you go through in the knowledge gained and critical conversations you have.”

The key components of the success of the programme are;

- The work of the programme staff and highly skilled facilitation
- Overall structure of the programme including the resources and activities shared, with built-in time for reflection
- Guest speakers who spoke of lived experiences
- The Slack space, initially challenging for some, became crucial for real-time connections.
- The positive community that has been developed
- Determination and dedication of participants
- Support from power holders
- Dedicated time to pursue the work

Community connections and community building were seen as crucial for the success of the programme with one sharing “most useful is the identity group as we have shared experiences and understanding and can bounce things off each other in a way that you might not be able to do with other people.”

### Challenges

Whilst the programme has had many successes, we also found that fewer participants have been able to deliver professional learning to other staff in their setting or develop cluster-wide resources.

We also found that there exists racialised differences in the support participants of colour receive from power holders in their own contexts and the levels of risk and harm they experience compared to white participants. Similarly, nearly all of the participants we spoke with were women. Women of colour are often undertaking multiple roles to progress the work with less support than their white peers.

For participants of colour there is therefore more isolation, less support from power holders and more emotional and mental work. As we heard, this work “comes with explicit emotional complications for BME participants.”

For those wishing to embed the programme in their setting and beyond we heard that there is an “argument against BRL that all these women of colour are angry and have a chip on their shoulders. White participants can share their stories over and over again and not have that backlash and it’s a privilege they have. That’s luxury.”

Challenges that we have identified then include;

- Racialised challenges for women of colour including less support from power holders
- Racialised challenges for participants of colour around publicising work on social media due to racist trolling
- Lack of support from power holders generally
- Lack of time given in settings to implement changes
- Workload and therefore lack of time to be able to develop resources
- Concern that anti-racism work is tokenistic

### Next steps

The challenges we have identified are systemic. Local authority and management support is vital in order to support participants to embed their work and make long term changes. Our recommendations are summarised below;

- Many we spoke to called for **more resources** and the need to be ‘resource ready’ on programme completion. This may include a national resource of lesson plans and activities for each level of the Curriculum for Excellence (CfE), reading lists and videos that have been developed by Education Scotland and shared on a nationally available dashboard.
- We were conscious that **most of the participants we engaged with were women**. Women of colour face multiple discriminations and burdens. We found that they received less support than their white peers from management and local authorities. In terms of long-term sustainability, ensuring that women of colour are not progressing the work at the expense of their own wellbeing is vital. We recommend then that going forward, **data is disaggregated** according to racialised and gendered identities to understand more about who is doing what and what work is being supported.

- Supporting emotional sustainability may look like; **co-facilitation out with cluster groups, white peers undertaking more work to open doors in local authority areas, mentors, and the ability to cycle in and out of the programme in order to maintain healthy mental health.** Going forward, spaces for people of colour should continue to be offered in order to support those navigating isolating and resistant settings. Spaces for white participants should explore how best white participants can use social power effectively without replicating white supremacy and the centring of white voices, experiences and feelings.
- Whilst many noted that children and young people were drivers for participation, we know little about the impact on children and young people. We heard some participants share that anti-racist clubs have become a “safe space for children and young people” but that when “children want to celebrate it in their newspaper... the DHT was commenting it being an echo chamber”. **Understanding more about the impact on children and young people** through their own voices would be welcomed going forward.
- This requires **wider commitment from Local Authorities/ Scottish Government** on equalities work within schools.
- **Ring fenced, nationally available funding** to enable more dedicated time would be welcomed
- **How to introduce this work to more educators whilst still creating space for the depth of work needed will be an ongoing conversation.** This could look like short introductory sessions to support engagement in the longer programme. Other suggestions from participants included running the programme bi-annually.
- **The programme should become a baseline professional qualification,** in order to promote the work across the country in **creating more systemic change.** We also recommend that local authorities who have supported this work engage with other areas who haven't engaged thus far or where participants have had difficulty in progressing work
- Finally, we recommend **more policy coherence** between the work happening around the programme, digital harms, extremism and community development. That extremists have been able to commit online harms towards programme staff should be recognised and ways to prevent these experiences should be shared across different policy areas.

Overall, participants and programme staff continue to work hard to share and embed learning in different settings. As we were told, the programme is, “really aspirational...strong vision ...anti-racism being a baseline professional value and holding on to aspiration despite workload.”

## Section 1: Background and what we know so far

The Building Racial Literacy Programme (the programme) was established in 2022. It was initially developed as part of [the Anti-Racism in Education Programme \(AREP\)](#), formerly known as the Race Equality and Anti-Racism in Education Programme (REAREP), in response to the Black Lives Matter movement and protests in 2020. The programme also built on the work of anti-racist activists and educators who had been working across the country to challenge racism within the education system and education practice.

Within the Anti-Racism in Education Programme there are four workstreams;

- Education Leadership and Professional Learning (ELPL)
- Diversity in the Teaching Profession
- Curriculum Reform
- Racism and Racist Incidents

From the ELPL workstream, the programme was developed with the aim to “ensure that every educator in Scotland is racially literate and not race evasive.” By promoting “anti-racism as a baseline professional value, empowering educators to identify and implement anti-racist behaviours and processes in their everyday practice.”<sup>1</sup>

### How it was developed

The programme was developed via an iterative model of prototyping, testing, and changing; both in how the resources developed and how participants are recruited. For the initial cohort, participants were recruited via Career Long Learning Leads and Directors of Education. For cohorts 2 and 3, there was an open recruitment, and for cohort 4 there was also an open recruitment, however priority was given to nationally identified priority groups:

- Headteachers
- Middle Leaders (Depute Headteachers, Principal Teachers and practitioners with formal leadership responsibilities)
- Initial Teacher Education (ITE) practitioner / Community Learning and Development (CLD) training provider / Early Learning and Childcare (ELC) training provider / Into Headship programme provider
- CLD and ELC practitioners
- Practitioners working in Comhairle nan Eilean Siar and Shetlands (local authorities that hadn't been represented on previous BRL cohorts)
- Black, Asian and Minority Ethnic practitioners

More information on who has taken part in the BRL programme is detailed in Appendix 1.

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<sup>1</sup> Interim Evaluation; <https://education.gov.scot/media/2483/brl-interim-evaluation-report-may-2022.pdf>  
Building Racial Literacy Programme Evaluation: impact and ways forward



Across the cohorts, the following participants took part;

Cohort 1 – 55 participants

Cohort 2 – 97 participants

Cohort 3 – 107 participants

Cohort 4 – 155 participants

The programme consists of five sessions, with participants encouraged to share their learning and reflections throughout. Participants are also given support via the compassion captains, (trained counsellors) who can respond to any emotional needs that occur. Participants can access the training through live sessions and well as through recordings. Multiple mediums are used within the programme including videos, discussions and slides. Each session on the programme begins with recapping the [programme principles for creating safer, braver learning spaces](#). Whilst the structure of the programme has been unchanged, content of the programme has shifted according to participant feedback.

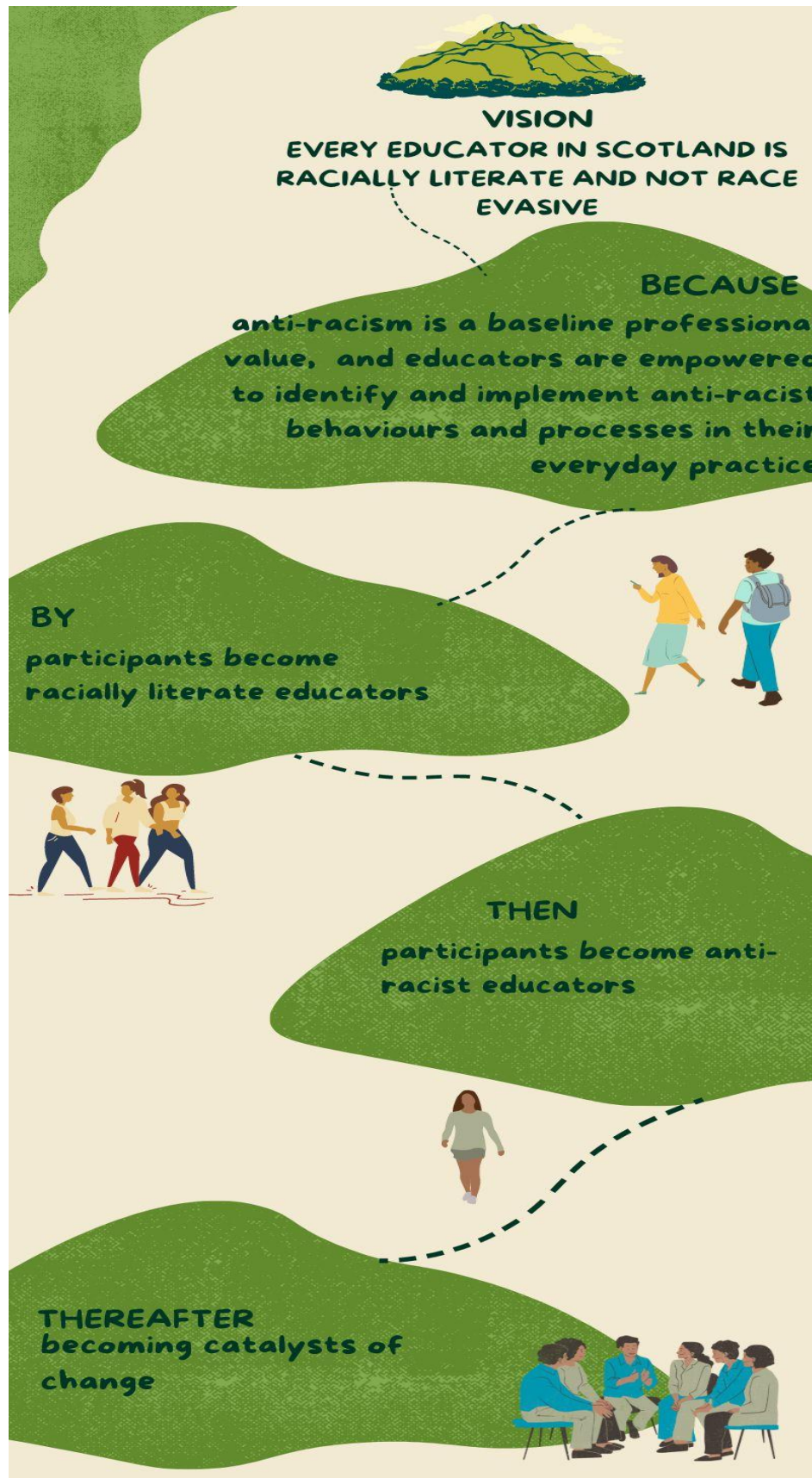
### How change happens

The overarching aim of the programme is to make every educator in Scotland “racially literate, effective at dealing with racism and confident in leading anti-racism<sup>2</sup>.”

Whilst the programme is not working to a formalised theory of change, from our reading, we have surmised the changes sought and the pathways to these change in the diagram below (Fig.1);

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<sup>2</sup> <https://education.gov.scot/media/2483/brl-interim-evaluation-report-may-2022.pdf>  
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The three main areas the programme tested against in the interim evaluation were;

- Do participants become racially literate?
- Do participants become anti-racist educators?
- Do participants become catalysts for change?

As noted in the Interim Evaluation; racial literacy is defined from France Winddance Twine's definition as 'a form of anti-racist training' with:

- A. a recognition of racism as a contemporary, not just historical, problem
- B. a consideration of intersectionality (the ways racism intersects with other factors such as class and gender)
- C. understanding that racial identity is a social construct
- D. understanding the impact of whiteness
- E. the development of language to discuss race, racism and anti-racism
- F. the ability to decode race and racial microaggressions (A White Side of Black Britain: Interracial Intimacy and Racial Literacy, 2010)

Anti-racist educators are also defined as;

- Confident and Courageous Educators
- Anti-Racist Collaborators
- Practicing Anti-Racist Thinking, Behaviours and Practice
- Committed to the Long-Term Process of Anti-Racism

How educators become catalysts for change has been measured as;

- **Transformative** change- looking to change both themselves and the communities and systems they're part of
- How well participants feel **connected** to each other to create communities of change

The interim evaluation shows that the programme has had a life changing impact on participants. Participants report positive impacts against all three outcomes, highlighting that within the short term the programme has indeed met its goals.

### **Our positionality**

As intersectional, feminist researchers we are not neutral. We work to address and challenge inequality. We recognise that racism is structural and that it intersects with other identities such as gender, ability, sexuality and age in a very real, and very harmful way. As a team of three, two members are women of colour, and one is a white woman. One team member is also an educator and brings real world experience of the classroom and education structures and systems in Scotland. We take a socio-ecological approach to our work, understanding that racism, like other public health issues, can be prevented or promoted across multiple levels, as outlined in the diagram below.



Fig 2<sup>3</sup>

As such, we were curious about how participants of the programme are able to make and sustain change across multiple levels, including within their interpersonal relationships, their communities, institutions, and broader social changes.

The assumptions we wanted to test within this report are that;

- **Participants of colour experience greater barriers** around change making because of racism within and outwith the education system; including social media harm, white colleagues as barriers and the de-prioritising work from management (hereafter, SLT, management and local authorities are termed power holders, unless explicitly defined otherwise by participants)
- Education is a hierarchical space. As such sustainable change can only be achieved if there is buy in from power holders
- **Relationships** are key to transformative social change

To test these assumptions, we wanted to build on the interim findings to explore if participants:

- became more confident and knowledgeable
- were able to use that knowledge to make changes
- were able to sustain those changes

To do this we wanted to look at i) how relationships, safety and emotions impacted on participants, ii) disaggregate findings across participant's ethnic identities exploring how and if programme outcomes differed between participants of colour and white participants and iii) explore how and if participants were able to sustain positive outcomes, again by disaggregating the impacts for participants of colour and white participants.

<sup>3</sup> From Watson-Thompson, J., Hassaballa, R.H., Valentini, S.H. *et al.* Actively Addressing Systemic Racism Using a Behavioral Community Approach. *Behav. Soc. Iss.* **31**, 297–326 (2022). <https://doi.org/10.1007/s42822-022-00101-6>  
[Building Racial Literacy Programme Evaluation: impact and ways forward](#)

As such this report is structured around confidence and knowledge, making changes and sustaining changes across the individual, community, institutional and broader policy spheres.

### A note on language

In the collective, we use the terms people of colour and communities of colour in our work. For the purpose of this evaluation, we have used the terms “participants of colour” and “white participants” to describe the groups we engaged with to understand the differences we have identified between participants' experiences of the programme, the impact it has had on them, their practice, their spheres of influence and beyond.

On the Building Racial Literacy programme, the terms “people of colour” and “white people” are used, in addition to other terms such as “Black and Minority Ethnic people,” “white majority ethnic people” and “people with lived experiences of racism” to account for the complex legislative, policy and grassroots contexts for anti-racism.

## Section 2: What we did

Our initial task was to undertake a desk review. We read the interim evaluation report, reviewed data gathered from previous evaluations and reviewed workshop materials. We also reviewed online publications shared by participants, and explored some resources developed in local areas in direct response to undertaking the programme.

We then designed surveys for past and present participants, of which 26 people responded. Of which 25 respondents identified as female.

We hosted four focus groups - for past and present participants and for participants of colour and white participants. 14 attended and 13 identified as female.

We undertook one in depth interview with staff at Education Scotland. We heard from compassion captains around the impacts they have seen.

### Limitations of our research

This evaluation took place over a period of three months, placing some limits around how flexible we were able to be around seeking input from participants. We were also conscious of the changes that have occurred since 2022 when the programme launched, in that less people, particularly teachers who are back in the classroom, use online platforms, with some challenges around “zoom fatigue”. Whilst we were interested in sustained, systemic change, we were unable to learn more about the impact of the programme on education systems.

### **Context in which this research was conducted**

This research took place as those in the education sector are under increasing pressures around the cost-of-living crisis, teacher workload, violence in schools and related stress and health impacts. We were also mindful of how and if initial interest in anti-racist work would be sustained, and if new priorities had emerged for senior leaders and policy makers since the programme began.

## Section 3: Confidence and knowledge

In this section we explore how and if people's confidence and knowledge around racial literacy changed after completing the programme. To do this we analysed post programme evaluation data alongside our own survey results and focus group discussions.

We reviewed the post-programme evaluations across the cohorts and found that significant numbers of attendees shared that;

- 1) They felt **confident in dealing with a racist incident in the their workplace** (average of 89.87% agreed across cohorts)
- 2) They felt **confident in anti-racist curriculum development** (average 86.16% agreed across cohorts)
- 3) They were able to **identify with confidence aspects of their anti-racist practice that need to improve** (96.19% agreed across cohorts)
- 4) They can **confidently identify the impacts of race and racism in their context** (91.25% agreed across cohorts)
- 5) They **collaborate effectively with their colleagues to identify anti-racist practices** and processes in their day-to-day job (78.65% agreed across cohorts)
- 6) They use **research and policy to effectively inform their anti-racist practice** (90.21% agreed across cohorts)
- 7) They **gather evidence and evaluate the impact of anti-racist changes** in their practice on the people in their care and/or the people they work with (68.31% agreed across cohorts)
- 8) They **understand the cultural value of whiteness** in their context (94.03% agreed across cohorts)
- 9) They **understand that anti-racism is relevant to their practice** (94.87% agreed across cohorts)
- 10) They can **confidently identify the ways in which race and racism are influenced by other factors such as class and gender** (92.54% agreed across cohorts)

These are detailed more fully in Appendix 2.

In our survey, one respondent shared that “My confidence has grown allowing me to voice my opinion on racist perspectives when in the past I may have stayed quiet.” 86% of respondents also shared that they were able to instigate changes due to their increased confidence and knowledge. 100% of survey respondents also told us they had continued to learn more about anti-racism since completing the programme.

Awareness and confidence were repeated time and time again across our focus groups and surveys, with participants sharing that they have developed; “My own awareness of daily racism, my confidence to positively challenge others, my own scratching the surface to understand systemic racism and my desire to continue my learning”. Another white participant shared that, “I thought I had a good understanding around language of white fragility. But I realised that I really

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didn't." One participant of colour shared that "the benefit isn't just about developing an action plan and implementing it, it's also the personal development that you go through in the knowledge gained and critical conversations you have."

We found then that **levels of confidence and knowledge are at substantially high levels**. Areas with slightly less confidence included participants' ability to gather evidence, evaluate their work and collaborate with colleagues. Barriers and challenges will be explored in section 8.

**The programme therefore seems to be meeting its goal of supporting participants to become more confident and knowledgeable about anti-racism.**

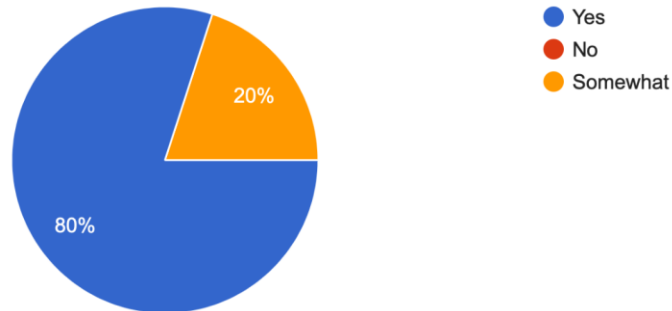


## Section 4: Making changes

In our survey, we asked how people have been able to progress their anti-racist action plans, 80% shared that they have been able to.

Thinking back to the anti-racist action plan you developed through the programme, have you been able to implement one or some of these actions?

15 responses



We also asked participants to tell us what changes they have been able to make since completing the programme, they told us;

What	Percentage of respondents
Changing my practice to be more anti-racist	67%
Challenging racist perspectives	67%
Delivering Staff training on anti-racism	67%
Feeling more connection with others doing this work	60%
Raising public awareness about anti-racism	47%
Supporting the development of activities for children and young people (such as anti-racist clubs)	40%
Changing my settings policies and procedures to be more anti-racist	33%
Purchasing more diverse materials	27%
Taking on anti-racist roles	27%

**Most participants who completed the survey have been able to change their practice, challenge racist perspectives, deliver training on anti-racism and feel more connected with others.** Participants have been less able to take on anti-racist roles, use more diverse materials and change their settings' policies and procedures.

Overall, participants were able to build on their confidence and knowledge, and to a large extent, put into practice the learning they have gained. One shared that “participation in this programme has fundamentally changed my outlook on all aspects of my job.” These, however, were mostly in the form of personal and professional development rather than impactful and sustainable change within their respective settings and within their sphere of influence; “I found it much easier to achieve the professional learning [actions], more difficult on some of the others.” In section 8 we will explore more fully the challenges participants face in embedding their work.

In the following section we disaggregated these findings to understand more about who, how and why participants are able to change practice, challenge perspectives and deliver training. We explore firstly how participants of colour made changes after taking part in the programme, how and if the programme has impacted them, their school, their community and/or the wider Scottish education system.

We thereafter look at the impacts on white participants. We explore their motivations for taking part, how the emotional work is processed, and how online space may have impacted on their ability to progress work. We also explore if they have seen changes in their community, their peers, for children and young people and within their education settings policy or practice. We then turn to look at what impact this may have had beyond the school community, and how practitioners are able to sustain these changes.

## **Making change; participants of colour**

### **Individual changes**

We wanted to find out more about why people took part in the programme, if motivations differed for participants of colour and white participants, and how and if this impacted on their ability to make change.

We heard from participants of colour that they were motivated to join the programme from both a professional and personal experience. One survey respondent of colour shared; [it's been a] “personal/professional journey - as an EAL teacher/leader of learning I work with YP [young people] of different ethnicities. I wanted to educate myself to be able to support my learners and their families and to upskill as an educator”.

Many also shared how learning about the experiences of racialised groups other than the individual's own identity was “powerful and important,” particularly in relation to Traveller experiences. These were seen to “open your eyes and extend your thinking.”

For many, their experiences of multiple forms of oppression and inequality influenced their desire to take part and instigate the changes they wished to see. A focus group participant shared that they were; “reinvigorated after George Floyd, then we had the pandemic and all the inequalities that came out of that. No hiding. People were responsive.”

The Black Lives Matter (BLM) movement in response to the murder of George Floyd was hugely impactful for participants of colour, and for many, intensely triggering of their own experiences of racist harm and for the children and young people they worked with. The global BLM movement activated pupils wishing to lead work in some establishments whereby; “pupils (mostly pupils of colour) were responsive and .. enthusiastic.. it didn’t give management a choice and it meant that pupils were pushing it.”

Similarly, another shared that, “I think because of the passion that the pupils had and knowing that these action plans were beneficial for their futures, this motivated me even more.”

Because of these deeply personal and harmful experiences of racism that participants of colour experience, some shared that they had, “been inspired and been triggered too” through taking part in the programme. One focus group participant spoke about struggling with the “emotional capacity” they needed to get through the programme, particularly being the lone (diverse) voice and encountering resistance in their setting. Another shared that the programme “has increased my confidence as an educator who does not identify as white, that my own personal experiences are valid” highlighting how important the programme has been for participants of colour to be seen, heard and understood.

**Supporting people of colour to navigate the emotional journey of undertaking anti-racist work is therefore a vital component in ensuring the impact of the programme can be sustained beyond increased confidence and knowledge.**

In conversations with programme leads, it was clear that a care-ful and heart centred approach<sup>4</sup> was foundational in how the programme was developed. Compassion captains (trained counsellors) and support from the programme team were hugely important to those we spoke with, with 73% of survey respondents from previous cohorts sharing that the support from the programme team helped them to make changes after the programme. One survey respondent told us that they are “constantly in touch with my BRL networks. Continue to engage with the anti-racist club network. Access support and guidance when needed”. Another stated; “BRL team is always in touch. I find it is an inclusive continuous approach.”

One compassion captain told us that in their work with participants of colour; “They are often the ‘only one’ in their work team and found the experience of being in ethnicity groups energising.

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<sup>4</sup> <https://humanimpact-hip.medium.com/heart-centered-practice-embodiment-a-racial-justice-framework-1e8b32d0e7d>

Being together and having assertive discussions about a topic sometimes considered 'difficult' gave them confidence to be more themselves back in their teams."

### Community changes

We turn now to look at any changes that participants of colour experienced in the broader community sphere because of their involvement in the programme. Within their peer groups, we found multiple cases whereby participants witnessed and experienced change occurring from their peers. One compassion captain noted that, "The programme has given hope that there will be significant and lasting change, but they are also aware that many of their white colleagues are at the beginning of a long journey." With some "frustrated that many of their white colleagues are only just beginning to acknowledge their responsibility to challenge racism and promote inclusion."

For participants of colour who may be navigating their own racial traumas whilst working alongside white peers who were at a different stage in their learning journey, the connections they were able to form with other participants of colour enabled them to 'do the work.' All focus group participants underscored the positive impact of fostering connections amongst each other and having the safe space to "be themselves with like-minded people". One participant shared, "Most useful is the identity group as we have shared experiences and understanding and can bounce things off each other in a way that you might not be able to do with other people." Another stated, "It has been isolating working on my own in my authority. Having a network I could reach out to has been so useful". One survey respondent shared that the programme; "has shown me that there is a network of people out there who want to make the same changes that I do and will support me through it." These statements are particularly important when considering that many participants of colour spoke of isolation in their establishments, whereby they are often the only educator of colour.

We also found that participants of colour were more likely than white participants to hear about the programme from friends/colleagues, highlighting how important safe networks of support are for participants of colour. These networks have been central in terms of maintaining their own wellbeing, motivations for making change and becoming catalysts for change. As "participants feeling connected to each other to create communities of change" is a crucial component of becoming catalysts for change, there is ample evidence to suggest that **participants of colour do indeed feel well connected to each other and are creating communities of change.**

### For children and young people

We asked people to tell us if they were able to implement some elements of their anti-racist action plans. One survey participant told us that they were able to; "because of the passion that the pupils had and knowing that these action plans were beneficial for their futures, this motivated me even more." Another told us the power of youth voice in that; "staff heard what young people had to say and there was nowhere to go." One focus group participant spoke about the challenges of being a new teacher and how the programme and their anti-racist action plan "spurred me to stay into teaching and put things forward and make a change (to teaching and learning)."

The sense of being encouraged and rejuvenated to make change because of the children and young people participants are in contact with was reiterated by the programme team. All participants of colour shared that the work is hard and requires “sheer determination and doggedness”. Part of how they have been able to sustain themselves is through the connections and friendships that have been established. For others, maintaining energy and joy in the hard work was also found in the impact their work is having on children and young people in their setting.

Another shared that the programme had helped them to “be more open and willing to share with young people when they ask questions regarding race/religion, rather than shying away and worrying about judgement from colleagues.” This is a particularly important finding in terms of supporting participants to become less race evasive.

Elsewhere some children and young people have shared the impact of the programme. For example, “Children feel empowered to lead anti-racist change within the school community and beyond” through the anti-racist work in their school.<sup>5</sup> Similarly, one young person shared that as President of their school’s anti-racist club it has “given us confidence, we are learning from each other about being anti-racist, we are more aware of other people’s cultures, and we feel anti-racism is being taken seriously in our school. We are feeling safer, proud, happier, stronger and most importantly - heard”.<sup>6</sup>

Whilst we recognise that not all participants will be engaging directly with children and young people and some participants did share the impact on children and young people of colour in their establishment, it was less well evidenced and captured than other areas of impact. As such this could be an area the programme team explores in more depth going forward.

## Policy and practice

Whilst only 33% of survey respondents were able to change their education setting’s policy and practice, we heard of substantive work taking place in different local authority areas due to participants’ involvement in the programme. This included a wealth of work in Inverclyde, including delivering training for all schools. The participant who led this work shared that;

“Our school was commended for practice worth sharing for our anti racist work, created a film which was shown in cinemas over the summer 23, participated in UNESCO conference in New Lanark, have run workshops for all schools in our council, presented at several webinars in partnerships with universities, EIS and other agencies. We’ve created a film which has been shown in cinemas over the summer 2023 and distributed widely. Set up guidance and equalities network for authority.”

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<sup>5</sup> [Anti-racism and racial literacy at Newark Primary School](#)

<sup>6</sup> [Young Person's Perspective](#)

All participants of colour who completed the survey shared that they have been active in shifting their education setting's policy and practice whether they are delivering training to colleagues, changing resources, or "having difficult conversations with pupils." One shared that they have been "Changing my setting's policies and procedures to be more anti-racist, learning more about anti-racism, taking on anti-racist roles, challenging racist perspectives, Delivering staff training on anti-racism."

Many noted the hierarchical nature of Education and the importance of support from power holders in positions of authority. One focus group participant shared "I can say 'this is a priority at Education Scotland level' so it gives it validity with management and head teachers can see the value."

### What happens back in the "real world"?

**There is ample evidence to suggest that the programme has been able to build confidence and knowledge, instigate changes in practice and support people to become catalysts of change.** The role of power holders in enabling or preventing progress cannot be under-estimated.

The vast majority of participants who were able to implement some of their anti-racist action plan highlighted support from the programme as key in helping them make changes to their practice. However with regards to change on the ground, support from power holders was seen as key. Where anti-racism work was part of a school's improvement plan (SIP), or deemed "important at local authority level," participants felt they were supported in making and sustaining change:

- "support from LA creating seconded posts - them listening was a huge part of that"
- "It is very much part of the local authority aims"
- "happily found myself in a role where I can do more as part of job"
- "my job remit is in line with some of those targets"
- "my HT [head teacher] was very much on board and we know that is a huge barrier in some cases."

While some were able to make and sustain significant change without additional support, **change was most sustained when participants' job remits were in line with the aims of the programme and in the development of their action plans.**

We heard that having dedicated time and resources were crucial for being able to be a catalyst for change. As noted, some participants spoke about "protected" and "ring fenced" time which helped them sustain their work, with one teacher stating that they had, "happily found myself in a role where I can do more as part of (my) job." Whilst having that support enabled more time to dedicate towards embedding anti-racist work in their area, this was very clearly coupled with exceptionally hard work and determination. One shared that the progress they were able to make was due to "determination and working round the clock (literally)", with a teacher sharing, "I feel that I'm doing

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two full-time jobs. I went in with my eyes open but what has happened is that I'm doing a full-time (unpaid) diversity job as well as a teaching job.”

For those who didn't have the support of the power holders in their area, they were more likely to say they were “somewhat” able to progress their anti-racist action plans, with all focus group participants expressing worry about sustaining the workload and emotional toll. A common theme was that despite lack of time given for anti-racist work, participants of colour felt responsible to carry out their action plans as they felt they were the only ones to “step up to take on the work”. Other comments included:

- “Direct line manager is supportive but have not received any other support or encouragement from elsewhere”
- “It felt like a big burden and responsibility. I felt like management was on board but there was still resistance from others and it has fizzled out”
- “I do this because it is the right thing to do, but it is exhausting and unsustainable”.

In terms of sustainability it is important to reflect on how people of colour are able to maintain the levels of work, emotional labour and energy they are currently giving in order to affect longer term change. The alumni networks and the support provided by the programme team are a vital part of this sustainability process. However, as shared by participants, **there is a level of change making that can only occur if supported by those in positions of power**. Both time and resources are key, particularly with teachers and practitioners already experiencing tremendous workload challenges.

## Section 5: Making changes; white participants

In this section, we turn to look at the impact the programme has had on white participants. We were interested in their motivations in taking part and any emotional impacts they experienced. We then turned to look at any community changes they were part of, and how and if they had an increased awareness of the racism their peers of colour experienced, and any actions they took to address this.

We also wanted to find out if they had been part of any changes for children and young people and within their education setting's policy and practice. Beyond the education setting, we were also curious to explore any impacts on families, and on their own friends and family. Finally, we then looked at allyship, and if their approach to allyship had changed since undertaking the programme.

### Individual changes

Many of the white participants we spoke with shared that they were initially motivated to take part to strengthen their understanding, having previously been involved in social justice work. Another shared that they have family members who are people of colour and saw how racism impacted on their lives. As with participants of colour, who we are as people in our lives and community hugely influenced who took part in the programme and why.

For some white participants we spoke with, they shared that they wanted to deepen their understanding on anti-racism to better care for/educate children and young people of colour in their setting. One shared that they are a “big believer in you can't be what you can't see” and this had influenced their practice in terms of purchasing resources and seeking out more information. Many commented on the training deepening their own understanding and self-awareness:

- “Developed a heightened awareness of the effects of racism and a true sense of my ‘whiteness’”.
- “... Whilst I thought I was racially literate I have identified gaps in my understanding”.
- “I have realised how emotive and essential the increasing self-awareness of our hidden biases are to engaging in the programme and becoming a true anti racist educator. “

Many white participants spoke of the “life changing” and “transformative” impact of the programme. One focus group participant shared; “I can't believe how much I've learned in such a short space of time, the depth of learning on a personal and professional level.” Relating to their previous engagement with social justice movements, one shared; “I thought I had a good understanding around language of white fragility. But I realised that I really didn't.” One current participant told us, “I have realised how emotive and essential the increasing self-awareness of our hidden biases are to engaging in the programme and becoming a true anti-racist educator.”



Many participants spoke of the “journey” they undertook through taking part in the programme. Those we spoke with shared that in order to make change; “you have to turn into the discomfort.” As with participants of colour, **being able to connect with peers through the Alumni networks as well as take on facilitator roles were seen as crucial in maintaining motivation and community.**

### **Community changes; peers**

Some of the white participants shared that the programme has been; “life changing, both inside and outside of the school”, as such, we were interested to hear what impact the programme had beyond the actions of the participants themselves. One told us that the programme provided her with “the language to tackle things such as white fragility as there were issues and resilience to the work” in their setting, with some peers seeing the work as “divisive.”

For white participants, we heard that this resistance could be played out in “raised eyebrows”. For these participants, it was clear that they were taking the knowledge and learning outwith their setting and into their personal lives. One shared that her family and friends know that anti-racism is “her issue” and for others, they felt more able to confidently challenge racism within their own family and friends. Many shared that they gained a lot of insight through “collaborating with colleagues from around Scotland.”

### **For children and young people**

One of the biggest drivers for white participants was responding to the needs of the children and young people with whom they worked. As such, many had established anti-racist clubs, purchased more diverse resources, and one spoke of engaging with the families in their setting to ensure their work reflected the needs of the family.

For many white participants in the current cohort who completed our survey, they also shared that they wished to undertake the programme in order to ensure “children are helped to fully understand the social construct of racism, the historical context of racism and the importance of privilege, empathy and diversity”. Others reported that they wanted to take part in the programme to support not only staff but parents and learners.

One also shared that since the programme, they now “take a beat to think about how different pupils may be experiencing different things.” Another participant in the current cohort shared; “I have become more confident talking about race which has enabled me to discuss with staff and children with greater sensitivity and understanding.”

As also shared by participants of colour, much of this work was prompted by children and young people wanting to see more accountability and more actions within their setting in response to the murder of George Floyd and the work of the global BLM movement. One shared that the “empowerment of young people keeps you going” and that anti-racist clubs have been vital for young people in that it was the “creation of a safe space, [whereby] young people really used the space and also helped to tackle divisions.”

## Policy and practice

Within their settings, white participants have been taking forward actions developed in their anti-racist action plans through engaging with families, and developing training, resources and workstreams. One shared how they have been “developing training for staff [which] has been really helpful in ensuring our whole school understands how to be actively anti-racist.” Another shared that it is now “part of whole school improvement plan.”

Those that were able to progress work shared that this was able to happen as “support and openness to new learning within my staff was key” as well as having dedicated time and specific, protected roles in order to progress work. Similarly, many current participants shared they have been able to progress some work at this stage due to support from management and protected time to undertake the work.

Whilst purchasing resources, delivering training and some curriculum development was able to occur, less was shared around changes in school policy and whole setting approaches.

## Allyship

For white participants, connecting with their peers of colour was found to have an impact on their practice. One shared that since completing the programme they have “the confidence to reach out to others and having the language to say, 'I'm working on building my racial literacy, would you join me, and what can I learn from you?' This course really made me reflect on that learning/relearning journey, and to realise I don't have to be an expert in order to start making change happen.”

Leaning into discomfort, challenge and relearning was seen as particularly important for white participants, and being able to do this in a safe, supported way turned them towards the programme and the actions they wanted to take. This **humanistic approach of learning and relearning in a safe way was able to happen due to the work of the programme team and their peers of colour.**

However, one survey participant on the current cohort reflected that ““I am a little worried (based on lack of engagement in group discussions etc) that a small number of white participants on BRL are simply taking part in the course to tick a box but aren't fully engaging with the learning or challenging their existing beliefs and preconceptions.” A participant of colour also shared with us concerns that “SMT [senior management team] see it as one thing - as a tickbox thing? But do I need to necessarily embed it?”

## Section 6: What differences are there? Why?

We found that across the board change happened because of a variety of factors. This included; more confidence, more knowledge, the language to challenge racism, a wealth of personal determination and support from power holders to enact change. Almost all respondents were women, and there is undoubtedly a gendered and race element to who is doing the work and who is being supported to do this. Whilst all participants we engaged with were clearly dedicated, there was an additional element of “determination and working round the clock (literally)” for women of colour.

We found that **white participants were given more support by senior leadership** and time to dedicate to the work which then impacted on their ability to sustain changes. Participants of colour were less likely to receive support and dedicated time from management.

In our survey, white participants who have been able to progress work shared that this was able to happen because of the support and ring-fenced time they received. Whilst only a few participants of colour responded to the survey, at least one talked about sheer determination being the driver for change, rather than receiving support to progress the work. (see more in barriers section).

This was reflected in other conversations whereby we were told [we] “hear from people [of colour] who say I’ve developed X Y Z and not mentioned or recognised by school; [this] comes with explicit emotional complications for BME participants.”

As noted previously by the compassion captain, some participants of colour experienced some conflicting feelings towards how white participants engaged in the programme. For example, one white participant shared; “I thought society moved on, doing the course, it hasn’t”. These conversations were welcomed in terms of both sitting with discomfort **and** feeling frustration that this understanding was new to some of the white participants. **The programme is able to hold space for this tension, whereby discomfort is welcomed as a necessary part of change.** Participants are seen as being on a journey, and it is understood that people are at different stages of their understanding. We found that discomfort was experienced differently by participants of colour and white participants; fewer participants of colour spoke of feeling uncomfortable than their white peers.

White participants are more likely to talk about their experiences online and one white participant sought out right wing content to further understand how those conversations are happening. **For some participants of colour, their ability to sustain changes and become catalysts of change were limited by their inability to share their learning online;** two survey respondents of colour mentioned online abuse as a barrier to making changes.

The key differences therefore were that;

- Participants of colour received less support than white participants from power holders
- White participants were more likely to experience discomfort than participants of colour
- White participants were found to be more conscious of their whiteness
- Participants of colour were more likely to experience isolation than white participants
- Participants of colour were more likely to experience online harms and threats, limiting their ability to progress the work.

### **Impact on facilitators and programme leads**

When reflecting on how and if participants have been able to become catalysts for change, the role of programme staff was seen as central. They were seen as open, honest, vulnerable experts who were able to share their experiences in a way that connected deeply with participants. These positive relationships undoubtedly shaped the impact the programme was able to have on participants. **Highly skilled and sensitive facilitation has been key to the success of the programme so far.**

In our interviews with programme leads we were also struck by the impact of the programme on them. Those involved in delivering and developing the programme also spoke of the “transformative” and “supportive” role the programme has had in their lives, and their ability to make change- both in their personal and professional lives. Those who have been involved shared their experiences of speaking up about the racism they had experienced, the harm this has caused and how the programme has been “by my side as I’ve gone through it.” Like many other participants, programme leads have also taken on more roles around anti-racism and enhanced their formal education after being involved in the programme.

One key challenge has been the levels of hate programme leads of colour have experienced online, with racist trolling and stalking from white supremacist groups. As reflected by some participants of colour, white participants being able to safely share “experiences online is a privilege.” **Participants and staff of colour have experienced serious harm online.** Any work going forwards - whether in local authority areas or at the national level - should build in protection for participants of colour. Experiences of harm should be shared across Government departments, particularly in departments focusing on online harms and extremist ideologies.

## Section 7: Key elements of making change for all participants

We asked survey respondents and focus group participants to tell us what has worked well about the programme and why. This included how and if people were able to implement some of the actions in their anti-racist actions plans. They told us;

What helped you make changes?	Percentage of respondents
Increased knowledge and confidence	87%
Support of BRL team	73%
Support of fellow BRL participants	60%
Support of colleagues	60%
Protected time	47%
Support of SLT/management	33%
Support of Learners	33%
Support of Local Authority	27%

**There is ample evidence to suggest that the programme is meeting its goals of supporting people to become catalysts for change in their practice. This was due to; support from programme staff, support from Alumni networks, gaining skills and confidence, developing their understanding, having dedicated time and support from power holders and determination and drive.**

A key element of the programme is that it understands that we are not either professionals or people; we are both. We carry with us the experiences of our lives into our workplaces. The programme recognises this and is successful in supporting people to navigate spaces where the personal is both the political and the professional.

**For participants of colour in particular it is important to reflect on the additional workload, emotional labour, and serious harm they may face in progressing this work.** We were struck by the dedication, work and determination participants of colour showed in progressing this work, often as the only person of colour in their setting and often experiencing racism. They were less likely to receive support from those in power to progress work and be given the time they needed to do the work.

**Racialised stresses that participants (and staff) of colour face in progressing work are also likely to have an impact on the programme's long term impact and sustainability.** This is particularly important if people experience burn-out whilst attempting to progress the work in hostile and

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racist environments. As most respondents we spoke to were women, there are also gendered aspects to who gets to progress work and at what cost to their own wellbeing. **We recommend that Education Scotland undertake work to understand more about the well-being of participants of colour** from cohorts 1-3, and support people to step in and out of the work on a cycle of peer support across cohorts.

## Section 8: Barriers in the system- have they been able to be catalysts for change?

Whilst individual participants do seem to have built confidence, knowledge and changed their practices to build in anti-racism in their own setting, almost all shared they had experienced barriers in sustaining the work and widening engagement. This included **difficulties around influencing school policy and broadening engagement within their local authority area.**

### Barriers from peers

The barriers that participants experienced were somewhat different according to racialised identities. Participants of colour told us that they faced barriers to progressing the work due to the isolation they faced within their setting, and lack of support from white peers across the sector. One told us; “We need more people who are not minority ethnic to step up and do the work. Can take several years for the work to be embedded & nobody else came forward to take on the work DESPITE HT [head teachers] being supportive. Hard for HT to encourage others to get involved. We need [the] majority to be involved to make change.” Participants of colour were clear that they wanted to see “more white participants” take part and “When there is anti-racist training there should always be a white colleague to bring that perspective.”

### Barriers from senior management

When asked what barriers people faced in progressing work, **all participants of colour in the survey mentioned isolation in schools due to being the only person of colour, and nearly all mentioned lack of time given and lack of support from power holders,** with one sharing that online abuse was a barrier.

For white participants, all said **workload** was the biggest barrier to making change, two shared that they had a lack of support from their management, with only one participant sharing that barriers existed because of the isolation they experienced as the only person doing it. White participants reflected that the lack of time given hindered their ability to create new resources and implement new learning materials alongside supporting children and young people through the creation of anti-racist clubs and training other staff in their setting.

Overall, **white participants were more likely to receive support from management and the time to progress work than participants of colour.** When management was initially supportive, we also found that it “felt like management was on board but still resistance and it has fizzled out. No time given but allowed to share plans with Cluster.” Whilst participants were given some time to progress work within the setting, sharing the learning was somewhat limited.

The lack of time given to implement work and sustain actions was a significant barrier for all participants.

Addressing racism within Education structures should be part of work going forward in order to enable all participants to enact the change they are working towards.

### **Barriers in the local authority area**

A further barrier identified by many participants was lack of local authority support. One current participant told us they would be able to do more by; “having a more defined and meaningful approach to anti-racism from Local Authority which supports work in school.”

Whilst we did see a difference in how many participants took part from different local authority areas over the years, there remain some areas with particularly low uptake. This is particularly problematic when considering that support from power holders-including local authorities- is a key element to catalysing change. **Support from local authorities enables staff and management to create dedicated time and space to embed long term, systemic changes.** One survey respondent told us ‘HT [head teachers] should be more willing to allow staff to attend this training and not be a barrier for them. They should also support and encourage staff who have attended the programme to implement their action plan. LAs [local authorities] should continue to encourage all schools to have staff enrol on the programme every time it is offered. LAs should make it a priority and one of their key focusses to make the workplace an equal and inclusive place.’

The link between local authority support and management support was further elucidated by one who shared; “Further priority from local authorities to prioritise anti-racist education. This will become particularly important as the funding for RICs is withdrawn. Enhanced understanding of teachers and SLT about the importance of making education about anti-racism, diversity and empathy.”

Another told us that; “Local authority involvement in co-ordinating anti- racist development work between schools particularly schools which have a similar pupil/parent profile or ethnic majority represented” would be helpful in supporting change.

### **Barriers at the national level**

Some participants also shared that competing priorities on educators meant that there were some fears around work becoming lost. Some focus group participants spoke of the sense of precariousness about the programme with some participants asking;

- What happens when it’s one educator leading the work and they leave?
- What happens if there’s a change in Government?
- What happens to the children who go to a setting down the road who aren’t in an anti-racist environment?

Across the cohorts, there was a sense of frustration that **the work could not progress in the ways they wanted it to without dedicated time, more support from white peers, support from power**



holders and sustained work at the national level. For participants of colour there also existed additional barriers around sharing work and making broader connections online. How social media companies respond to racism that is faced by individuals- many of whom are Government employees- is a pressing issue that should be addressed at the policy level.

### Summary of barriers

The barriers that participants faced in progressing work are therefore;

- Workload
- Competing priorities
- Lack of support from power holders

The additional barriers that participants of colour faced included;

- Isolation in roles
- Lack of support from white peers
- Lack of support from power holders
- Lack of policy coherence
- Online abuse

The **barriers we identified are systemic barriers rather than individual ones**. We found that the majority of participants who have taken part in the programme are working hard to effect change within their own setting, yet are prevented from developing the resources they need, sharing learning and changing policy in the ways they want to due to blockages within the education system.

## Section 9: Recommendations and next steps

### Individual successes.

We found that the programme has indeed increased confidence, knowledge and skills around actioning anti-racist work within education settings for the participants who responded to our evaluation.

Many spoke of the transformative impact of the programme, sharing that “[the] Programme is inspiring, stimulating and challenging. Some of the most thought-provoking material I have engaged with in my professional career.” We found that the approach, resources and skills of the programme team was hugely impactful on those who took part. White participants also shared how impactful the programme was outwith their work setting, with many now confident to challenge themselves and their friends and family.

From building confidence, connections and knowledge, participants have been able to speak out about racism, become less race evasive and to a lesser extent train other staff in their setting and establish anti-racist groups.

What is clear is that workload is impacting participants' ability to drive and embed long term change, including the time needed to re-develop and purchase resources and plans. Many we spoke to called for more resources, and the need to be ‘resource ready’ on programme completion. **This could include a national resource of lesson plans and activities for each level of the CfE, reading lists and videos that have been developed by Education Scotland and Alumni and shared on a nationally available dashboard.**

We were conscious that most of the participants we engaged with were women. Women of colour face multiple discriminations and burdens. We found that they received less support than their white peers from management and local authorities.

In terms of long-term sustainability, **ensuring that women of colour are not progressing the work at the expense of their own wellbeing is vital.** One compassion captain shared that they have witnessed “overwhelm regarding the programme reading and learning from session to session on top of the day-to-day workload participants already have. I have also observed overwhelm as regards the possibilities of where work can be done in your individual establishments going forward and a sense of individual responsibility to see this through.”

Women of colour who have completed the programme may be the only person in their setting taking work forward whilst experiencing racism within their own lives. The very real emotional impact this has should continue to be considered. We recommend that going forward, **data is disaggregated according to racialised and gendered identities to understand more about who is**

doing what, what work is being supported and what care looks like across the alumni community, particularly for women of colour.

### Community Successes

We found a wealth of evidence that spoke to building community and support. We heard that the “Most common impact is ‘community’ - start with people feeling isolated and on the programme people feel like they have a community of people they can speak to & shared understanding.” Indeed, across focus groups and surveys most participants commented on the importance of building networks and community. **The alumni network should therefore continue to support participants.**

Whilst the alumni network and the support of the community (including programme staff) is central in supporting community connections, other options that could be considered for development may be; co-facilitation outwith cluster groups, fostering effective connections between educators and teachers, white peers undertaking more work to open doors in local authority areas, mentors and the ability to cycle in and out of the programme in order to maintain healthy mental health. The programme navigates challenges around allyship and white voices sensitively. Going forward, spaces for people of colour should continue to be offered in order to support those navigating isolating and resistant settings. Spaces for white participants should explore how best white participants can use social power effectively without replicating white supremacy and the centering of white voices, experiences and feelings.

Whilst many noted that children and young people were drivers for participation, we know little about the impact on children and young people. We heard some participants share that anti-racist clubs have become a “safe space for children and young people” but that when “children want to celebrate it in their newspaper. the DHT [deputy head teacher] was commenting it being an echo chamber.” **Understanding more about the impact on children and young people through their own voices would be welcomed going forward.**

### Institutional successes

We found that some education settings have embedded the work due to a combination of “sheer determination” of individuals, management support and the support of local authorities. **Support from power holders is key in enabling systemic change outwith an individual’s own practice. This requires wider commitment on equalities work within education settings from Local Authorities, Scottish Government and other education system power holders such as inspectorates, SQA and educator-training institutions.**

Ring fenced, nationally available funding to enable more dedicated time would be welcomed with one focus group participant sharing “I’m desperate for a role where I can do one job. I feel that I’m doing two full time jobs. I went in with my eyes open but what has happened is that I’m doing a full time diversity job as well as a teaching job. That ‘diversity job’ should be a post. Other authorities have money but we don’t have it.”

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A further option may be to develop a “BRL light program. It’s terrific but you have to be so committed and so much time dedicated to it. Lighter program because every teacher should have BRL input without the whole commitment for this programme”. However, we recognise that the deeply emotional journey that participants go on is a crucial part of the success of the programme. How to introduce this work to more educators whilst still creating space for the depth of work needed will be an ongoing conversation. This could look like short introductory sessions to support engagement in the longer programme. Other suggestions from participants included running the programme bi-annually.

The programme should become a baseline professional qualification, in order to promote the work across the country in **creating more systemic change**. We also recommend that local authorities who have supported this work engage with other areas who haven’t engaged thus far or where participants have had difficulty in progressing work. Activating power holders who have seen positive change in their local authority area to engage with power holders in other areas will also reduce the burden of women of colour in trying to open doors that are closed to them.

Outwith the education system, there should be **more policy coherence** between the work happening around the programme, digital harms, extremism and community development. That extremists have been able to commit online harms towards programme staff should be recognised and ways to prevent these experiences should be shared across different policy areas.

## Section 10: Conclusion

Overall, the programme is achieving its goals of supporting participants to become racially literate, anti-racist educators and catalysts for change within schools and also wider social settings.

The emotional impact of the programme is clear for almost all participants; it is “life-changing”, “transformative”, “inspiring and triggering.” Many respondents have been able to action changes in their own setting and within their own communities outside of their working environment.

People are connecting with each other and providing support to each other in order to instigate change. However, many participants are experiencing isolation, lack of support from their management and local authorities, and have little time to purchase or create resources. They are less able to take on anti-racist roles and change policies and procedures. These experiences are racialised and gendered. Most participants we engaged with were women. Those who experienced more barriers within the system were women of colour. In order to fully support participants to become catalysts for change, structural barriers should be addressed. As one told us; “Teachers may be keen in classrooms but needs [sic] to come from the top.. Equality should be threaded into every area - not as a separate thing.”

The programme can be profound for many participants; white participants talk of the impact in their setting, with their friends and family. For participants of colour, many are women of colour experiencing racism in their own settings, in their communities and within online spaces, whilst trying to progress work in unsupportive environments. One noted; “Everyone still seems frightened to take on racist incidents when they happen, passing the buck to people of colour in the establishment, despite management being positive about the programme. Then we are asked to do more training and it’s on me to provide it.” **The programme should be promoted not as a luxury for local authorities, but as a necessity, with dedicated time and resources for practitioners of colour to enable them to be fully supported, sustained and successful in order to lead change.**

## Appendix 1: Local authority area representation:

Local authority area	Cohort 1	Cohort 2	Cohort 3
Aberdeen City Council	1	2	0
Aberdeenshire Council	0	2	1
Argyll and Bute Council	3	0	2
Comhairle nan Eilean Siar	0	0	0
Highland Council	3	1	1
Moray Council	2	0	2
Orkney Council	2	1	0
Shetland Islands Council	0	0	0
City of Edinburgh Council	8	8	4
East Lothian Council	2	0	0
Fife Council	2	1	3
Midlothian Council	3	1	0
Scottish Borders Council	4	1	0
Clackmannanshire Council	4	1	2
Falkirk Council	3	1	1
Stirling Council	4	0	0
West Lothian Council	5	2	4
East Ayrshire Council	2	1	0
South Ayrshire Council	3	1	1
North Ayrshire Council	0	0	1
Dumfries and Galloway	3	0	1
Angus Council	1	2	2

Dundee Council	5	2	5
Perth and Kinross Council	0	2	0
East Dunbartonshire Council	2	0	1
East Renfrewshire Council	4	4	1
Glasgow City Council	7	7	8
Inverclyde Council	2	3	1
North Lanarkshire Council	2	0	0
South Lanarkshire Council	2	1	1
Renfrewshire Council	4	0	0
West Dunbartonshire Council	2	0	1

## Appendix 2: Representation from different groups of educators:

	Cohort 1	Cohort 2	Cohort 3
Early Learning and Childcare practitioners	10	2	11
CLD practitioners	4	0	6
LA officers	27	0	8
Primary Teachers	19	19	54
Secondary Teachers	28	20	21
Third Sector workers	2	0	2
Higher/Further Education Sector	1	0	4
Independent schools		2	
Specialist education		2	2
Initial Teacher CLD training			10
Primary and secondary		2	1
Heritage and culture sector			1
Volunteer			1



### Appendix 3: Changes in racial literacy

	I feel confident dealing with a racist incident in my workplace	%participants	%participants	%participants
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	38	32.26	18.64	29.63
Agree	58	53.23	69.49	60.24
Strongly Disagree	0	0.00	0.00	0.00
Disagree	0	0.00	8.47	2.82

	I feel confident in anti-racist curriculum development			
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	36	32.26	16.95	28.40
Agree	52	48.39	72.88	57.76
Strongly Disagree	0	0.00	0.00	0.00
Disagree	4	9.68	3.39	5.69

	I identify with confidence aspects of my anti-racist practice that need to improve			
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	48	56.45	37.29	47.25
Agree	52	35.48	59.32	48.94
Strongly Disagree	0	0.00	0.00	0.00
Disagree	0	0.00	0.00	0.00

	I can confidently identify the impacts of race and racism in my context			
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	38	35.48	20.34	31.27
Agree	54	54.84	71.19	60.01
Strongly Disagree	0	6.45	0.00	2.15

Disagree	6	1.61	6.78	4.80
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	I collaborate effectively with my colleagues to identify anti-racist practices and processes in our day-to-day job			
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	28	24.19	20.34	24.18
Agree	54	48.39	61.02	54.47
Strongly Disagree	0	1.61	1.69	1.10
Disagree	10	16.13	13.56	13.23

	I use research and policy to effectively inform my anti-racist practice			
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	50	40.32	33.90	41.41
Agree	42	46.77	57.63	48.80
Strongly Disagree	4	4.84	0.00	2.95
Disagree	4	4.84	6.78	5.21

	I gather evidence and evaluate the impact of anti-racist changes in my practice on the people in my care and/or the people I work with			
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	22	25.81	11.86	19.89
Agree	44	41.94	59.32	48.42
Strongly Disagree	0	1.61	0.00	0.54
Disagree	20	19.35	22.03	20.46

	I understand the cultural value of whiteness in my context			
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	52	48.39	44.07	48.15

Agree	48	37.10	52.54	45.88
Strongly Disagree	0	1.61	0.00	0.54
Disagree	0	3.23	0.00	1.08

	I understand that anti-racism is relevant to my practice			
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	72	70.97	77.97	73.64
Agree	24	19.35	20.34	21.23
Strongly Disagree	0	0.00	0.00	0.00
Disagree	0	0.00	0.00	0.00

	I can confidently identify the ways in which race and racism are influenced by other factors such as class and gender.			
	cohort 1	cohort 2	cohort 3	average
Strongly Agree	56	45.16	50.85	50.67
Agree	38	43.55	44.07	41.87
Strongly Disagree	0	0.00	0.00	0.00
Disagree	0	1.61	3.39	1.67