Anti-Racist, Anti-Hate and unconscious bias

KATIE GARDNER

Today's lecture

- Identify Anti-racist practice
- Outline concept of Anti-hate
- Consider Unconscious bias and PCET practice

Anti-racist

KATIE GARDNER

What is…

- On your tables find a definition of each of these
- Race
- Culture
- Ethnicity
- Identity
- How are they different?

	Characterised by	Perceived as	Assumed to be	In reality
Race	Physical appearance	Physical, permanent	Genetically determined	Socially constructed
Culture	Behaviour, attitudes, etc.	Social, changeable	Passed down by parents/parental substitutes	Variable and changeable blue-print for living
Ethnicity	Sense of belonging	Psychological, partly changeable	How people see themselves in terms of background and parentage	Culture-race mixture
Identity	Subjective feelings	Phyco-personal, several parts. Each fairly fixed once formed	Formed through upbringing and experience	Feelings about heritage; personal choice

Fernando, S. *Mental Health, Race and Culture,* 3rd edn, Bloomsbury Publishing Plc, 2010. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/trinity/detail.action?docID=4763932.

The Reality of ‘Race’

- It is argued that the big difference among human groups are the result of culture
- NOT biological inheritance or race
- All human beings belong to the same species and the biological features essential to human life are common to us all
- Yet, in spite of this, truth and wisdom Racism remains a major hindrance to successful intercultural communication

(Samovar, 2010, p.178)

Definition of Ethnicity

- ‘Ethnic character; the fact or sense of belonging to a particular ethnic group’
- So…
- What is meant by ethnic group?

Definition of Ethnicity

- Anthropologists define ethnic groups as:
  - A group which is largely self-perpetuating
  - A group which shares fundamental cultural values
  - A group which makes up a field of communication and interaction
  - A group which has a membership which identifies itself and is identified by others as constituting a category distinguishable from other categories of the same order (i.e. other ethnic groups)

(Barth *cited in* Fenton, 2010:p.91)

Ethnocentrism

- Ethnocentrism is the notion that one's own ethnic culture is superior to any other
- It is the idea that other cultures should be measured by the degree to which they live up to our cultural standards
- We are ethnocentric when we view other cultures through the narrow lens of our own culture or social position

(Samovar, 2010, pp.178-179)

Multi-culturalism: What does it Mean?

- Used to refer to the existence of ethnically or racially diverse segments in the population of a society. As seen in the stats above.
- It represents a perception that such differences have some social significance-primarily because of perceived cultural differences though these are frequently associated with forms of structural differentiation.
- Multiculturalism emphasises that acknowledging the existence of ethnic diversity and ensuring the rights of individuals to retain their culture

Wales in numbers

- The next 10 slides have census information within them for you to look at in your own time
- This will give you insight into the numbers of how people are identifying in Wales.

Census 2021

The main changes to the 2021 Census of England and Wales, compared with the previous Census, were:

- the ‘Roma’ group was added under the ‘White’ ethnic group
- a write-in response was added for the ‘Black African’ ethnic group

The ethnic groups were:

Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background

Black, Black British, Caribbean or African

- Caribbean
- African
- Any other Black, Black British, or Caribbean background

Mixed or multiple ethnic groups

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed or multiple ethnic background

Mixed or multiple ethnic groups

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed or multiple ethnic background

White

- English, Welsh, Scottish, Northern Irish or British
- Irish
- Gypsy or Irish Traveller
- Roma
- Any other White background
- In Wales, ‘Welsh’ is the first option in the White category.

- **Other ethnic group**
- Arab
- Any other ethnic group

Ethnicity Wales 2021 Census

- 2.9 million usual residents in Wales identified as “White”
- 93.8% of the population, compared to 95.6% in 2011.
- 89,000 people identifying as “Asian, Asian Welsh or Asian British”
- 2.9% of the population, compared to 2.3% in 2011.
- 49,000 identified as “Mixed or multiple ethnic groups”
- 1.6% of the population compared to 1.0% in 2011.

- 28,000 residents in Wales identified within category “Black, Black Welsh, Black British, Caribbean or African”
- 0.9% of the population, compared to 0.6% in 2011.
- 26,000 residents in Wales identified as “Other ethnic group” 0.9% of the population, compared to 0.5% in 2011.
- The local authorities with the highest proportions of high-level ethnic groups other than “White” were mainly urban areas such as Cardiff, Newport and Swansea.
- 5.3% of households in Wales were multiple ethnic group households, up from 4.2% in 2011.

National identity Wales 2021 Census

- 1.7 million usual residents in Wales identified with a “Welsh” only identity
- 55.2% of the population, down from 57.5% in 2011.
- 8.1% of the Wales population specified both a “Welsh” and “British” identity
- up from 7.1% in 2011.

- The most common UK identities in Wales other than “Welsh” only or both “Welsh” and “British” were
- “British” only (18.5%),
- “English” only (9.1%)
- And both “English” and “British” (1.8%).
- 1.9% of the population identified with other UK identities or combinations of UK identities.

- 5.4% residents in Wales chose at least one non-UK national identity
- up from 3.8% in 2011.
- Within this group 4.2% of the population did not associate with any UK identity
- up from 3.4% in 2011.

- The most common identity amongst people without a UK identity in Wales was Polish (0.7% of usual residents), followed by Irish (0.3%), Romanian (0.2%) and Indian (0.2%).
- The percentage of people identifying with a “Welsh” only identity was smaller in 2021 than in 2011 for most local authorities, while all local authorities saw increases in the proportion of people identifying as both “Welsh” and “British”.

Anti-racist

KATIE GARDNER

Racism – what is it?

- In pairs define racism and feedback to the room

Definition of Racism

- Racism is the belief in the inherent superiority of a particular race
- It denies the basic equality of humankind and correlates ability with physical composition
- It assumes that success or failure in any societal endeavour will depend upon genetic endowment rather than environment and access to opportunity

(Samovar, 2010, p.176)

Social construction of Racism

- Carl Linnaeus (1707-1778)
- *Systema naturae* in 1735
- Linnaeus and Race | The Linnean Society

Is it a problem?

What and why?

- Seen as a problem due to
- Media portrayal
- Fear
- Different
- Threat
- Why do you think this might be the case?

What is personal racism?

- Consists of racist:
- acts,
- beliefs,
- attitudes,
- and behaviours on the part of the individual person

What is Institutional Racism?

- Racial inferiorising or antipathy perpetrated by specific social institutions such as schools, corporations, hospitals, or the criminal justice system as a totality
- It can be intentional or unintentional
- In either case is has a detrimental effect on specific groups and society as a whole

(Samovar, 2010, p.176)

Early Socialisation

- Racism, stereotyping, prejudice are prevalent as they are learned early in life
- Learnt in the same way as culture
- Become part of our way of seeing the world

(Samovar, 2010, p.176)

- What impact can/do we have in PCET?

Barriers – what are they?

- Education
- Work
- Housing
- Financial services
- Health
- Employment

Need to address institutionalised inequalities

- Look at barriers
- Reduce unconscious bias
- Representation
- Create a fair society through education

Racism in the UK

- In your own time look at:
- https://www.youtube.com/watch?v=sI607wWfMSw

Racism in the UK | DW Documentary

- https://www.youtube.com/watch?v=VTr29p4H4TE

COVID19 and people of colour.

- https://www.youtube.com/watch?v=z5Z2pydF_hw

The politics of nationalism and racism in post-Brexit Britain | LSE Research

Language

- Akala on the use of the N word
- I dont see colour
- Dear White People: When You Say You ‘Don’t See Color,’ This Is What We Really Hear
- Festive-Q4'25-ODG-15s-16x9

Use of BAME

- Central government says…
- We do not use the terms BAME (black, Asian and minority ethnic) and BME (black and minority ethnic) because they emphasise certain ethnic minority groups (Asian and black) and exclude others (mixed, other and white ethnic minority groups). The terms can also mask disparities between different ethnic groups and create misleading interpretations of data.
- In March 2021, the Commission on Race and Ethnic Disparities recommended that the government stop using the term BAME.
- One of the recommendations in the final report on COVID-19 disparities, published in December 2021, was to refer to ethnic minority groups individually, rather than as a single group.
- This was supported by research commissioned by the Race Disparity Unit

What is anti-racist?

- A person who opposes racism and promotes racial equality
- Opposing racism and promoting racial equality
- Views, ideas and political actions that oppose the prejudice and oppression of those who experience racism
- Anti-racist practice refers to deliberate and proactive actions taken to challenge and dismantle racism, discrimination, and systemic inequalities within educational settings. It involves promoting inclusivity, cultural awareness, and equity while actively addressing racial biases and stereotypes.

Examples

- Can you think of any examples of anti-racist practice in your experience as a PCET educator?
- In society?
- If not, spend 10 minutes individually and see if you can find anything online which would constitute as anti-racist.

How can we become anti-racist?

Dr Louise Taylor Bunce

- Needs to be of your own volition and not because someone else is telling you to do it; it should reflect your authentic commitment to anti-racism and not be a superficial act.
- Completing various training courses because they are compulsory won't necessarily help.
- Seek others around you who will support you in becoming anti-racist, and who may also be trying to become anti-racist themselves
- Take time to develop a sense of mastery or belief in your ability to become anti-racist

Consider these 10 steps…

- Discover what you weren't taught in school – does it match history? Does it cover racism in British history?
- Diversify your bookshelf
- Check your understanding of racism and its consequences
- Empathise with people's personal stories of lived experience of racism – e.g. No. You Cannot Touch My Hair! | Mena Fombo

- Diversify your social media feeds- Follow some groups who advocate for Black rights or individuals who campaign for equality
- Travel
- Be inspired by biographies of those who have fought to overcome racial discrimination
- Reflect - Reflect on what equality means to you, Were you taught to treat everyone equally? Does that necessarily lead to equal outcomes? What stereotypes or assumptions do you make if you see a person of colour?

- Check your language – ‘Where are you from?’ is a question that we might ask someone who looks different from us, usually out of friendly curiosity. But to the receiver, the frequency of it can contribute to feeling different and not belonging, so resist the temptation to ask it, or ‘I don’t see colour’.
- Adapt your teaching practice - Consider setting up discussion groups for students of colour in your department so that they can share their experiences of racism and be empowered to raise any issues of concern with the teaching team
- https://www.advance-he.ac.uk/news-and-views/how-can-we-become-anti-racist-guide

What else can I do?

- Lead by example – call out unacceptable behaviours
- Be proactive rather than reactive
- Empower students to utilise their available support systems
- Recognise our own bias and presumptions
- Reduce assumptions around ‘common sense’ knowledge
- Reflect on our own practices

- Acknowledge the history of your teaching content
- Broaden examples and materials
- Self-learn and professional development

Why it matters stats

- Commission on Race and Ethnic Disparities - GOV.UK (www.gov.uk)
- Entry rates into higher education - GOV.UK Ethnicity facts and figures
- Undergraduate degree results - GOV.UK Ethnicity facts and figures

Different graduate outcomes

- Once at university, ethnic minority students - with the exception of Asian students – are
  - more likely to drop out,
  - have lower levels of attainment,
  - have lower earnings after graduating.
- The highest overall non-continuation rate at 15.5% is found amongst Black students.
- For White students the non-continuation rate was 10.9%

- 341,550 people graduated from an undergraduate degree course in the 2021 to 2022 academic year – this only counts students who were UK residents before their degree and whose ethnicity was known
- 36.1% of white students got a first-class degree,
- 17.3% of black students got a first-class degree

- Attainment at A level in schools and colleges is the most important factor influencing entry to the highest tariff courses and universities.
- Measures to reduce attainment gaps need to be tackled early by engaging young people while their expectations are still forming, engaging teachers and parents, providing them with career guidance, and removing the academic, financial and cultural barriers to meeting their ambitions, rather than assuming that ambitions themselves are low.

- Another explanation is that ethnic minority students, and especially Black students, from lower social status backgrounds are not being well advised on which courses to take at university.
- About 40% of Black African people and 39% of people from the Bangladeshi ethnic group are overqualified for their roles, compared with 25% of White workers

Apprenticeships and vocational education

- Data in the higher education section above shows that
  - (1) academic students are not getting into the top universities at the rate that they should, and
  - (2) non-academic students are heading to lower tier universities and dropping out.
- This is particularly true for Black students.
- The data shows that:
- young ethnic minority people are under-represented in the apprenticeship system, including both school leavers and those who take up apprenticeships in their early 20s

- in London, Black ethnic group were well represented in apprenticeships overall
- however, they were also more likely to be clustered in lower level and lower paid apprenticeships
- higher level apprenticeships are dominated by employees aged over 25

Anti-hate

KATIE GARDNER

Anti hate practice

- In groups define anti-hate
- What is it?
- Who does it cover?
- What is anti hate practice?

CPS says

- The law recognises five types of hate crime on the basis of:
- Race
- Religion
- Disability
- Sexual orientation
- Transgender identity

Hate crime | The Crown Prosecution Service

- Any crime can be prosecuted as a hate crime if the offender has either:
- demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity
- Or…
- been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity
- Someone can be a victim of more than one type of hate crime.

13,307

Hate crime offences prosecuted in the rolling year to June 2024.

87%

Charge rate

85%

Conviction rate

78%

Uplifted sentences

Number of cases

Racial: 9,550 cases

Homophobic: 2,846 cases

Religious: 455 cases

Disability: 338 cases

Transphobic: 118 cases

Prosecutions

Activity

- Hate crime has a particularly harmful effect on its victims, as it seeks to attack an intrinsic part of who they are or who they are perceived to be their:
- race,
- religion,
- sexual orientation,
- disability or
- transgender identity

- In new groups look at how one of these groups could be treated differently in further or higher education
- consider what your response would be as PCET practitioners
- Present your findings – referenced, to the group.

Types of abuse…

- Victims suffer verbal abuse and threatening behaviour such as
- having derogatory terms shouted at them,
- being threatened,
- having invasive or inappropriate questions asked of them or
- being refused service by businesses.
- For many who face anti hate harassment is a regular occurrence.

Stop Hate UK

- https://www.stophateuk.org/
- Stop Hate UK is a leading anti-hate and anti-discrimination organisation for corporate, statutory, and community sectors.
- operate the UK's only free dedicated 24-hour anti-Hate Crime reporting service for all monitored strands of a person's identity or perceived identity
- Includes Disability, Race, Faith/Religion/Belief, Sexual Orientation, and Transgender identity, as well as Alternative Subculture and Gender/Misogyny.
- British Sign Language Video on 'What is Hate Crime?' - Stop Hate UK

Unconscious bias

KATIE GARDNER

- On your table define unconscious bias
- Feedback
- Why does it matter?
- What can we do in PCET practice?
- The prejudice you don’t know you have - University of Edinburgh research

Today's lecture

- Identify Anti-racist practice
- Outline concept of Anti-hate
- Consider Unconscious bias and PCET practice

References and useful reading

- https://assets.publishing.service.gov.uk/media/5f8db94a8fa8f56ad07d1152/2016_Hate_Crime_Action_Plan.pdf
- Blakemore, K. and Griggs, E. (2007) *Social policy an introduction.* 3rd ed. Maidenhead: Open University Press.
- Bourdieu, P. & Passeron J-C. (2013) Reproduction in Education, Society and Culture. UK: Sage.
- Carnegie Trust UK (2020) *Race Inequality in the Workforce* Available at: https://d1ssu070pg2v9i.cloudfront.net/pex/carnegie_uk_trust/2020/03/27160925/Race-Inequality-in-the-Workforce-Final.pdf (Accessed: 12 April 2021).
- EHRC (2020) *Race Report Statistics* Available at: https://www.equalityhumanrights.com/en/race-report-statistics (Accessed 10 December 2024)

- EHRC (2016) *England's most disadvantaged groups: Gypsies, Travellers and Roma* Available at: https://www.equalityhumanrights.com/sites/default/files/is-england-fairer-2016-most-disadvantaged-groups-gypsies-travellers-roma.pdf (Accessed: 6 February 2021).
- Farrell, M. (2006) *The Effective Teacher's Guide to Moderate, Severe and Profound Learning Difficulties : Practical Strategies*, New Directions in Special Educational Needs, Taylor & Francis, London, Available at: https://search-ebscohost-com.ezproxy.uwtsd.ac.uk/login.aspx?direct=true&db=nlebk&AN=161087&site=ehost-live (Accessed 28 November 2022)
- Freire, P (1996) Pedagogy of the Oppressed. UK: Penguin Books.

- Fenton S (2010) *Ethnicity,* Cambridge: Polity Press.
- Fernando, S. *Mental Health, Race and Culture,* 3rd edn, Bloomsbury Publishing Plc, 2010. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/trinity/detail.action?docID=4763932.
- Retif, M. and Letšosa, R. (2018) 'Models of disability: A brief overview'. *Hervormde Teologiese Studies,* **74**(1)
- Samovar LA, Porter RE & McDaniel ER (2010) *Communication Between Cultures,* Boston, MA: Wadsworth
- Scott, J. and Marshall, G. (2009) A *Dictionary of Sociology* Oxford: OUP

- Social Metrics Commission, (2019) *Measuring Poverty 2019* Available at: https://socialmetricscommission.org.uk/wp-content/uploads/2019/07/SMC_measuring-poverty-201908_full-report.pdf (Accessed: 4 February 2021)
- https://www.stonewall.org.uk/list-lgbtq-terms
- Swain, J., & French, S. (2000). Towards an affirmation model of disability. *Disability and Society*, *15*, 569–582.
- Taket, A., Crisp, B., Nevill, A., Lamaro, G., Graham, M. and Barter-Godfrey, S. (2009) *Therorising Social Exclusion,* Abingdon: Routledge.

- Taket, A., Crisp, B., Nevill, A., Lamaro, G., Graham, M. and Barter-Godfrey, S. (2009) *Therorising Social Exclusion,* Abingdon: Routledge.

- The Traveller Movement, (2020) *History and Culture of Ethnic Gypsy, Roma, and Traveller Communities of Great Britain* Available at: https://travellermovement.org.uk/about/gypsy-roma-traveller-history-and-culture#values (Accessed: 4 February 2021).
- https://www.ucas.com/file/535266/download?token=XF_6zKDw
- Unconscious Bias | Equality, Diversity and Inclusion
- Warwick-Booth, L. (2019) *Social Inequality.* 2nd edn. London: Sage.
- Yang PQ (2000) *Ethnic Studies:* Issues and Approaches, New York: State University of New York.