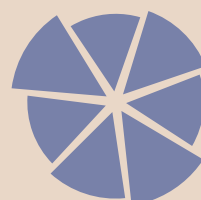


# ANTI-RACIST TRAINING IN SCOTLAND'S PUBLIC SECTOR

TEN STANDARDS FOR TRAINING  
FROM AN ANTI-RACIST PERSPECTIVE

COALITION FOR RACIAL EQUALITY  
AND RIGHTS, OCTOBER 2023

(reissue of 2021 edition)



**CRER**  
coalition for racial  
equality and rights

The design of this publication is inspired by the infographic posters created by the sociologist W.E.B. DuBois and his colleagues for an exhibition at the Paris World Fair of 1900.

These posters used statistical evidence to show the realities of oppression, marginalisation and discrimination affecting African American people at that time.

Although his views and context are separated from ours by over 100 years of change, we share his commitment to achieving racial justice for all, using evidence-based and rights-based approaches to eradicate racism and racial inequality.



# WHO WE ARE

The Coalition for Racial Equality and Rights works to eliminate racial discrimination and promote racial justice across Scotland. Through capacity building, research and campaigning activities which respond to the needs of communities, our work takes a strategic approach to tackling deep rooted issues of racial inequality.

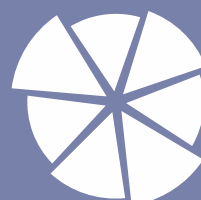
CRER has experience of anti-racist work covering areas such as community engagement and empowerment, research and resource development, practical training and equality mainstreaming support for Public and Voluntary Sector organisations.

CRER takes a rights based approach, promoting relevant international, regional and national human rights and equality conventions and legislation.

For more information on this report or the wider work of CRER, or to request this report in an alternative format, please contact: [research@crer.org.uk](mailto:research@crer.org.uk)

[www.crer.scot](http://www.crer.scot)

CRER is a charity registered in Scotland (SC029007)



**CRER**  
coalition for racial  
equality and rights

# CONTENTS

<b>INTRODUCTION</b>	<b>5</b>
<b>RACE EQUALITY STANDARDS</b>	<b>8</b>
<b>UNDERSTANDING ANTI-RACISM</b>	<b>11</b>
<b>MAINSTREAMING RACE EQUALITY</b>	<b>16</b>
<b>IDENTIFYING TRAINING OBJECTIVES</b>	<b>18</b>
<b>LEADERSHIP ON RACE EQUALITY</b>	<b>22</b>
<b>CHOOSING A TRAINER</b>	<b>24</b>
<b>CHOOSING THE RIGHT TYPE OF TRAINING</b>	<b>27</b>
<b>CREATING A TRAINING PLAN</b>	<b>31</b>
<b>DECIDING HOW TRAINING SHOULD BE DELIVERED</b>	<b>32</b>
<b>EVIDENCE BASED APPROACHES TO RACE EQUALITY TRAINING</b>	<b>34</b>
<b>SUSTAINABLE PROGRESS THROUGH EVALUATION</b>	<b>36</b>
<b>CONCLUSION</b>	<b>38</b>
<b>APPENDICES</b>	<b>39</b>

This publication is a reissue of standards originally published in 2019, with some minor amendments for 2023.



# INTRODUCTION

This guide aims to support the effective implementation of anti-racism training in Scotland's public sector.



The Coalition for Racial Equality and Rights has many years of experience in delivering, and researching the benefits of, race equality and anti-racist training. This includes our previous publication *Considerations for Race Equality Training* (now out of print) and development of a trainers' handbook as part of the European INAR partnership.<sup>1</sup>

Building staff capacity to address racism and racial inequality is crucial, however our experience has shown that organisations often find it challenging to make the best use of the training opportunities offered. We previously developed a set of principles on evaluating anti-prejudice interventions on behalf of the Equality and Human Rights Commission,<sup>2</sup> and the evidence on this clearly shows that lessons about what works to challenge racism and reduce racial inequality have not yet been learned.<sup>3</sup>

Establishing whether anti-racism training will be effective for your organisation can be difficult. The emphasis is often on simply providing some kind of training, rather than planning to reach a desired outcome. This means that in many cases, organisations who have invested in this are left feeling underwhelmed by the lack of impact. This discourages them from future investment in staff development on race and racism.

In Scotland's public sector, very few organisations regularly provide training that directly addresses race equality issues or anti-racism. Our engagement with a number of public bodies has shown that, whilst half had provided some kind of all-staff training on race equality, this was most commonly as part of a short e-learning programme on generic equality matters.<sup>4</sup> Unfortunately, evidence shows that short e-learning programmes are not effective for creating behaviour change, especially amongst white male employees.<sup>5</sup>

In recent times, a renewed focus on race equality due to the Black Lives Matter movement and ethnic disparities within the COVID-19 pandemic has led to calls for all public bodies to undertake comprehensive race equality training. However, the impetus for this is not new – for example, the Race Equality Framework for Scotland 2016–2030 includes a commitment from Scottish Government to embed race equality effectively into induction and professional development for public sector staff.<sup>6</sup>

---

1. **INAR trainers handbook.**

2. Equality and Human Rights Commission (2017). **What Works? Eight principles for meaningful evaluation of anti-prejudice interventions.**

3. See also Equality and Human Rights Commission (2016). **Prejudice and Unlawful Behaviour: Exploring levers for change.**

4. Background research for the development of this publication included a review of Public Sector Equality Duty reports, and a snapshot survey of the views of staff with equality and/or training responsibilities in Scotland's public sector. Summaries are available at appendices 1 and 2.

5. Paluck, E. L. et al (2021). **Prejudice Reduction: Progress and Challenges** in Annual Review of Psychology vol. 72:533-560.

6. Scottish Government (2016). **Race Equality Framework 2016-2030.**

This guide aims to support the effective implementation of anti-racism training in Scotland's public sector. It sets out ten standards for organisations to use in planning and commissioning training. These standards aim to ensure that the training they access is based on robust evidence and meets the needs of their particular workforce.

There is no single, prescriptive way to achieve this, so the suggestions within the following sections for each standard need to be combined with reflection and analysis of your organisation's own needs and context.

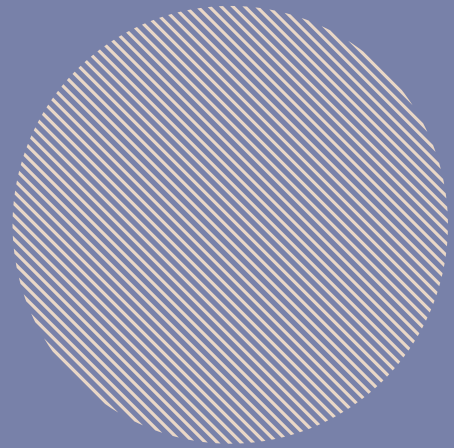
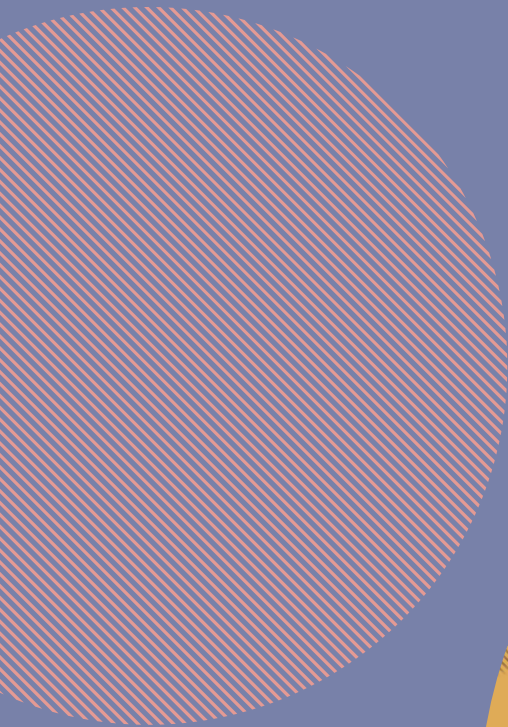
These standards should provide the consistency and solid foundations needed to ensure race equality training within your organisation can make a real difference in addressing racism and racial inequality.





# RACE EQUALITY STANDARDS

Ten standards for planning  
and commissioning training.





**1**

**Training is based on robust anti-racist principles.**

**2**

**Training is part of a wider programme of work to proactively reduce racial inequalities and address racism within the organisation.**

**3**

**Training objectives are set using a strong evidence base and training needs analysis.**

**4**

**Senior managers hold responsibility for ensuring training is appropriate and impactful, and this is reflected in their objectives or work plan.**

**5**

**Training is carried out by experienced and competent race equality and anti-racism trainers.**



**6**

The type of training to be provided will meet the training objectives.



**7**

Trainers work with the organisation to create a training plan tailored to meet its needs.



**8**

The mechanism for delivering training is effective.



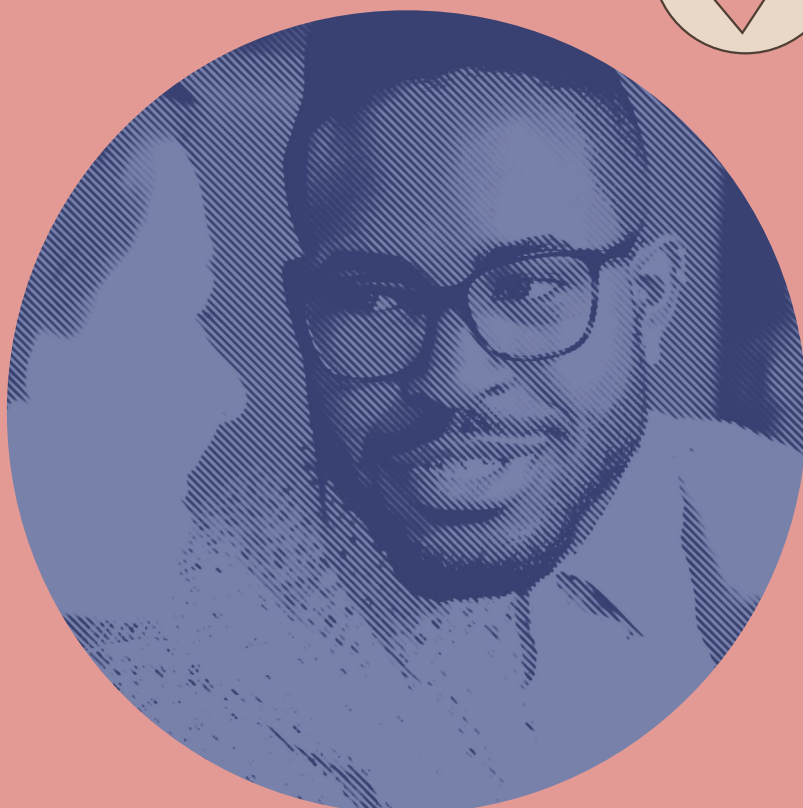
**9**

Training content and delivery is based on evidence about the effectiveness of training approaches.

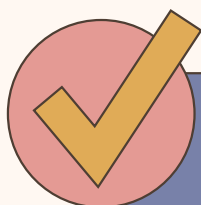


**10**

Evaluation is built into the training plan, is well implemented and is used to inform future work.



# UNDERSTANDING ANTI-RACISM



**Standard 1: Training is based on robust anti-racist principles.**

## Race equality and anti-racism – what's the difference?

Public sector organisations have a variety of legal, practical and ethical motives to undertake race equality work. Broadly speaking, 'race equality work' might be understood as activity to reduce racial inequalities and discrimination. In more precise terms, according to the three needs of the Equality Act 2010 general equality duty, this work seeks to eliminate prejudice, discrimination and victimisation, advance equality of opportunity and foster good relations (in this case, regarding the protected characteristic of race).

However, not all race equality work is effective. Research undertaken by CRER on behalf of the Equality and Human Rights Commission shows this clearly. Our findings demonstrated that the work undertaken by public bodies in Scotland to meet the public sector equality duties has resulted in very little change in the lives of people with protected characteristics.<sup>7</sup>

In our experience, a lack of understanding about what racism is and how it operates as a structure at personal, social and institutional levels in Scotland has been a barrier to effective action in the public sector. Before any race equality work can be done effectively, organisational culture needs to shift. Organisations, especially at senior management level, must understand the context of race and racism and be prepared to transparently reckon with their own challenges and weaknesses in this area.

The importance of this is outlined in our publication *Changing the Race Equality Paradigm: Key concepts for public, social and organisational policy*.<sup>8</sup> In this publication, "Change what we mean by 'racism'" was the first of five areas in which we recommended organisations should develop new approaches in order to tackle racism and racial inequality.

7. Equality and Human Rights Commission (2018). **Effectiveness of the PSED Specific Duties in Scotland**.

8. CRER (2016). **Changing the Race Equality Paradigm: Key concepts for public, social and organisational policy**.



Anti-racism is the framework that builds this understanding. You might find it useful to think of anti-racism as the guiding principle that creates the foundations for effective race equality work.

## Anti-racist training in theory and practice

Anti-racism differs from other concepts around race equality (like diversity, equity and inclusion) in that its focus is on taking action to tackle racism as a structural issue. This means looking at all of the ways racism manifests – personal, social and institutional. It goes beyond having a positive ethos, to pro-actively making changes.

Too often, race equality work is not based on effective ways to address the real issues impacting people's lives on each of these levels. This means that even the most well-intentioned actions fail to have any impact.

Anti-racist training provides the knowledge and practical understanding needed to be able to identify and address issues of racism and racial inequality. Within organisations, these tools are essential in order to set outcomes and objectives that actually work.

This type of training can be described as either anti-racist or anti-racism training. 'Anti-racist training' was at one point the predominant term, however in some areas of public sector policy (such as health), 'anti-racism training' is increasingly adopted as a more palatable term. In CRER's view, the content of the training is of far more importance than the title, so we may use these terms interchangeably.

Anti-racist training today tends to draw particularly on critical race theory, an area of academic study which explores how racism and racial inequalities are created and maintained within society. Its origins are in US legal studies, beginning in the 1980s.

Many scholars have contributed to critical race theory, each bringing their own perspective, including academics such as David Gillborn, Nicola Rollock, Namita Chakrabarty and Paul Warmington in the UK. Kimberlé Crenshaw, who first developed the theory of intersectionality, is one of the better-known critical race theorists globally.



Common themes in critical race theory include:<sup>9</sup>

- There is no such thing as race, biologically – the concepts of whiteness and race are constructed by society, with whiteness bringing certain advantages to people who are perceived by others as white (white privilege, which at its most basic is freedom from the impact of racism)
- Institutions and legal frameworks reflect and support racism within society
- Intersectionality describes the very specific types of racism and discrimination faced by Black and minority ethnic women<sup>10</sup>
- Racism is so ingrained in our way of life that many people find it difficult to see how widespread it is; when we look more closely, we can see that things which appear normal often have a racist impact (i.e. creating or maintaining racism and racial inequalities)
- It's difficult to persuade white people to tackle racism, because even if they are concerned about it, the advantages it brings make it hard to see why they should take specific actions; they have to be able to see why it's in their interest to do so ('interest convergence')
- The voices of people who experience racism should be at the forefront when aiming to tackle it, and change can only happen this way – from the ground up

Many anti-racist trainers will also draw on postcolonial studies in explaining how racism as we know it today has developed:<sup>11</sup>

- The origins of racism lie in the historical efforts of nations like Britain to dominate ethnic groups in other nations, with a particular impact on non-white groups who were negatively impacted by the process of racialisation – using pseudo-science and racial stereotyping to create false categories of difference between ethnic groups
- The impact of this process of racialisation and the power imbalance it served to justify continues into the present day

Although drawing from these well-established areas of research and study, a key feature of effective anti-racist thought today is that it responds to and develops alongside new theories and new contexts. This means that you can expect trainers to be informed by a wide variety of viewpoints, for instance interculturalism, multiculturalism, intersectionality and pluralism. They will also be responsive to the changing social and political environment – changes in how racialisation and racism manifest over time.

This doesn't necessarily mean that trainers should always adopt the latest buzzwords or new terminologies. New doesn't automatically mean good. An effective race equality trainer moves with the times, without forgetting the valuable work of those who came before them.

---

9. See, for example, Rollock, N. and Gillborn, D. (2011). **Critical Race Theory**. London: BERA.

10. This term is widely misused; although it can be useful in talking about some other combinations of protected characteristic, it is not the same thing as multiple discrimination. It was developed because Black women face a unique set of stereotypes and discriminations that don't apply to either Black men or white women.

11. See, for example, Bhabra G. K. (2014). **Postcolonial and decolonial dialogues**, in *Postcolonial Studies*, 17:2, 115-121.

The basic features of anti-racist training include:

- Exploring the nature of racism and how it operates as a structure in society
- Acknowledging the impacts of racism and the imperatives for challenging it
- Providing practical information on racism at the institutional level
- Developing opportunities to take action against racism and racial inequality within your organisation

Anti-racist training will often involve exploring how racism as a social structure today is founded in the histories of empire, slavery, colonialism and migration. This inevitably highlights the role of majority ethnic Scottish and British people in creating those histories.

The purpose of discussing this and linked structural issues like white privilege is not to encourage a sense of guilt, or to blame majority ethnic people today for historical wrongs. The purpose of clarifying this history is simply to set out factual information that helps us to understand where racism comes from, and why it persists.

This is vital, because neglecting to talk about the origins of racialisation (where the concepts of whiteness and racial stereotyping come from) reduces racism to an anomalous “BME issue”. This detracts from the role of majority ethnic people in tackling it now.

Nevertheless, some people may be resistant to these messages. A helpful way of looking at this is to consider how most majority ethnic Scottish and British people are comfortable hearing positive messages about their cultural history, for example “We won Word War II”, or indeed “We abolished the slavery trade”.

No-one is suggesting that the speaker or listener is personally responsible for these events, but it is understood that these events shaped the world we live in now.

The tendency to focus only on the positive contributions that the majority ethnic group have historically made is a key part of the social structure of racism, and coming to new understandings that reflect the truth is a key part of dismantling racism.

This isn't to say that anti-racist training focusses heavily on ethnic or cultural differences – although this has been a criticism of some takes on anti-racism in the past, it's widely regarded as the wrong approach. On the contrary, it aims to break down the perception of difference by explaining why ethnic and cultural groups came to see each other as different. It comes from the perspective that the social structures of racism are what prevents us from recognising how much we have in common.



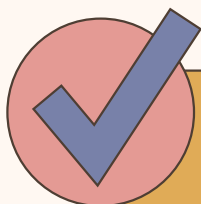
Anti-racist training will always take a rights based approach. Rights based approaches recognise that inaction on racism and racial inequalities breaches the rights of minority ethnic people. Other potential reasons to take action which may be more palatable, such as 'the business case' for equality, are counterproductive because they suggest that there needs to be some extra benefit for those in power.

The examples and viewpoints given here are not exhaustive, and there will be differences of opinion on their relative importance. Every trainer will have their own approach and focus.

The central point of anti-racist training, however, is for participants to learn about how the structures of racism work in practice, and most crucially, actively use that learning to break down those structures within their personal and professional lives.



# MAINSTREAMING RACE EQUALITY



**Standard 2: Training is part of a wider programme of work to proactively reduce racial inequalities and address racism within the organisation.**

Any form of race equality training can only work as part of a wider range of activity to identify and tackle issues of racial inequality and racism within an organisation. It's necessary to prepare for training by developing a wider programme of work in this area.

For most organisations, a period of research and reflection will be required to identify what needs to be done.

Some institutions choose to work with external organisations or consultants to develop a programme of work on race equality. However, it is strongly recommended that these should have an advisory or partnership role only. Work on race equality will not be sustainable unless responsibility for leadership, planning and implementation lies within the organisation itself.

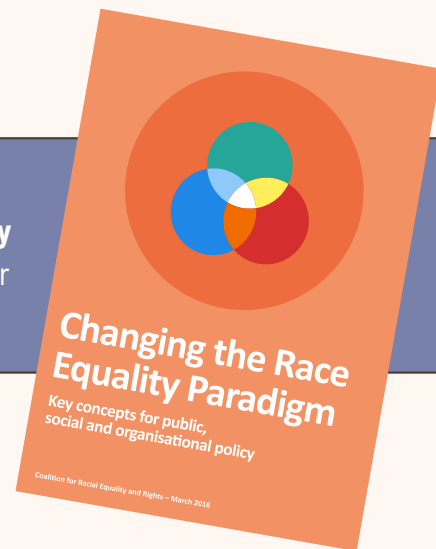
Any programme of work on race equality should be tailored to your organisation's own context. Some examples of areas to consider in developing a programme of work include:

- Building an evidence base – gathering and addressing any gaps in data, identifying the issues affecting staff and service users, using internal and external sources of evidence to understand racial inequalities<sup>12</sup>
- Identifying the impact of previous activity around race equality – what worked, and what didn't?
- Looking at levers for change and ways to mainstream race equality and anti-racist approaches into the work you already do
- Planning targeted action to tackle issues of racism and inequality – this might include changes to policy and/or practice, as well as any necessary capacity building and resourcing
- Designing monitoring, evaluation and reporting mechanisms for the new approaches you take

12. You may find [CRER's series of research and policy publications](#) useful.

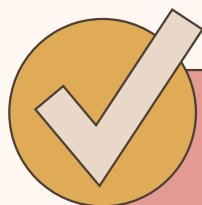
The importance of evaluation cannot be overstated. Lack of evaluation of previous initiatives leads to bad planning in the future, with wasted effort on actions that may fail to make a difference (see p.36 for further details).

CRER's resource **Changing the Race Equality Paradigm: Key concepts for public, social and organisational policy** provides some useful information to help frame your wider approach to race equality.





# IDENTIFYING TRAINING OBJECTIVES



**Standard 3: Training objectives are set using a strong evidence base and training needs analysis.**

It can be tempting to plan race equality training according to what seems most easily available, or to look for a type of training your organisation hasn't accessed before. However, neither of these options are likely to provide what your organisation actually needs. To target training effectively, first you'll need to identify what you want to achieve – your training objectives.

The following sections work on the assumption that setting objectives first, then finding a trainer with the right approach to achieve these will work for your organisation. However, this might not always be the case. If there are issues around capacity to work out what you need, or relationship/power dynamics in the organisation that might cause difficulties, you may wish to engage a trainer first and allow them to support you to set objectives.

## Setting your objectives

Bringing an anti-racist perspective to race equality training means that it's not enough to simply raise awareness or increase understanding. There also has to be a practical focus that will enable change to happen within the organisation.

The first step to setting objectives, then, is to work out which changes need to be made. A training needs analysis can help to determine this.

A basic training needs analysis template is included at appendix 3. This concentrates on identifying the specific areas of work you might want to improve. Some of these will have more potential impact on race equality than others, however, so you'll want to prioritise the areas that create the most valuable opportunities for change.

To prioritise effectively, you'll need a solid evidence base. Both internal and external sources of evidence can be used. This will differ for each organisation, but generally speaking, this might include:

- Qualitative and quantitative evidence on issues of racism and racial inequality facing staff and service users (similar to the evidence that public bodies subject to the Scottish public sector equality duties might consider in setting equality outcomes)
- An overview of the work your organisation already does regarding race equality and its effectiveness (again, for many public bodies, equality mainstreaming and outcome progress reports could be useful here)
- Results of staff and service user surveys disaggregated by ethnicity, to identify differing experiences and views
  - This could include surveys aiming to capture specific information to help set race equality training priorities
- Results of focus groups or consultation meetings, particularly with minority ethnic staff and/or service users

Staff surveys can be used to measure levels of confidence in implementing race equality in different areas of work. It's important that such surveys have a positive focus on the organisation's ambitions to be proactive about race equality. A negative focus that makes staff feel 'put on the spot' in terms of racist attitudes and behaviours will skew the survey results, as people will not answer the questions honestly (this is sometimes called 'response bias'). One option to mitigate response bias is to ask a two-part question asking how confident the person responding feels, and how confident they think others in the organisation feel.

For example, a ratings scale could be used to measure the confidence of HR staff or managers in responding to incidents of racism:

**How confident do you feel in supporting staff who need to raise an issue about racism in the workplace?**

Not at all confident  Not very confident  A little confident  Very confident

**How confident do you think other staff feel in supporting staff who need to raise an issue about racism in the workplace?**

Not at all confident  Not very confident  A little confident  Very confident

The wording of a survey question like this is important. It should encourage honest self-reflection, and be designed to minimise the availability of neutral options. For example, the survey questions above don't include a 'neither' option, and the second question avoids asking the respondent how colleagues 'should' feel as this would encourage an overly optimistic answer.

As with all staff surveys, it's important to ensure that the results can be disaggregated by ethnicity and other relevant characteristics, as views may vary.

A survey, however, is unlikely to give you all of the information you need even if it can be disaggregated. Involving minority ethnic staff and service users is vitally important. People with lived experience are often best placed to spot and explain any areas of weakness or shortcomings in your organisation's work regarding racial inequalities or racism.

If you have a network for minority ethnic staff, you may want to them to lead the evidence gathering and prioritisation process. However, when engaging with staff, bear in mind that not every minority ethnic person will want to be involved in developing race equality work. Placing any undue burden on someone to lead or participate in this process would be a mistake, particularly if the person has had cause for complaint regarding racism within the organisation. It's vital that minority ethnic staff feel free to contribute (or not) to whatever degree they wish. CRER's previous research into the post-Black Lives Matter environment in Scotland's organisations includes recommendations for positively involving minority ethnic staff in race equality work.<sup>13</sup>

Once you've identified the areas where you want change to occur, think about what you want staff at the relevant levels to be able to do in order to create that change. For example, you may want them to know how to build evidence on racial inequality into service development, or you may want them to be able to support staff facing racial harassment and take appropriate disciplinary action where this occurs. The behaviours and actions you want to see from staff can be used to form your training objectives.

Examples of training objectives on race equality might include:

- Anti-racism is embedded in our approach to corporate planning
- Our organisation can develop positive action measures to address under-representation of minority ethnic people in the workforce
- Minority ethnic staff facing racial harassment are better supported, and grievances resolved to their satisfaction

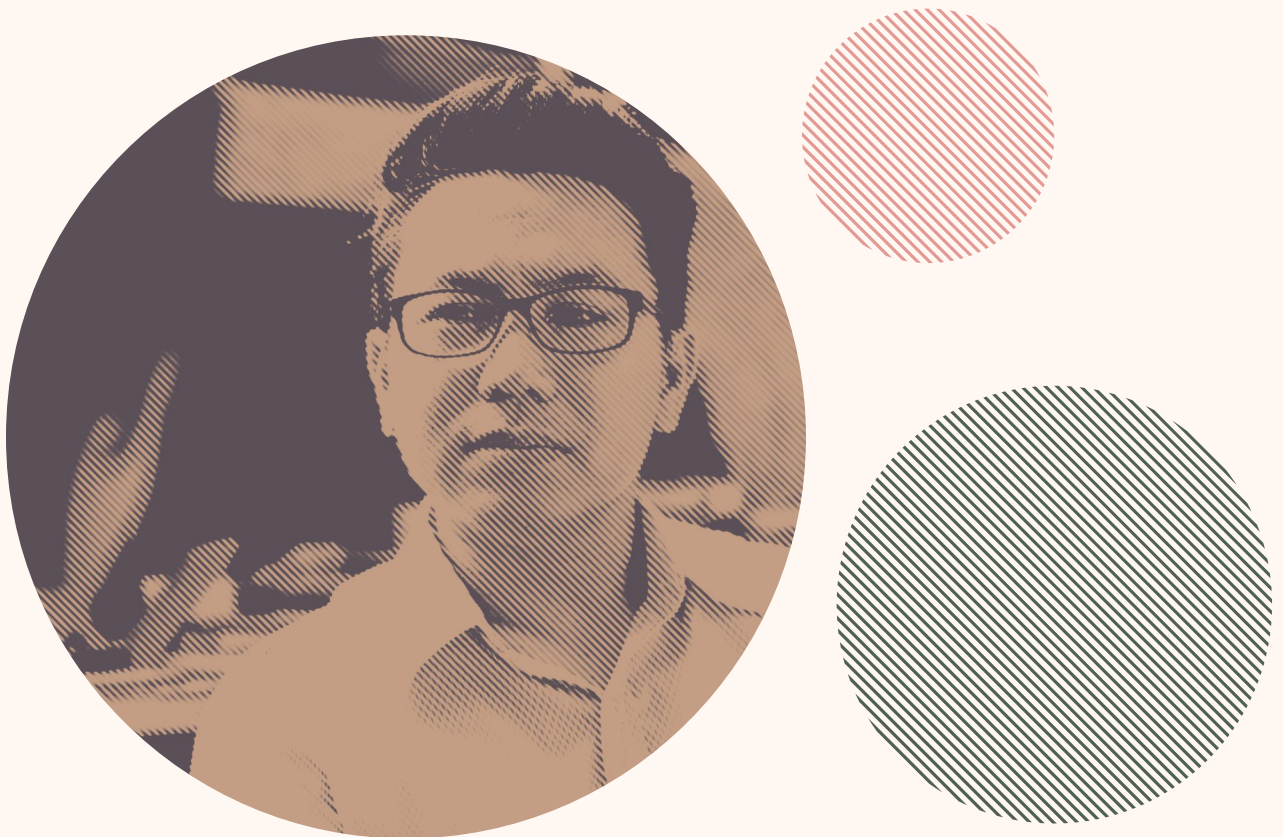
---

13. CRER (2023). [Do Black Lives Still Matter in Scotland?](#)

Notably, none of the above examples include words like 'understanding' or 'awareness'. Basic awareness raising courses are not shown to lead to positive outcomes, and some of the popular forms of this such as unconscious bias training have been shown to sometimes backfire.<sup>14</sup> More in-depth and on-going awareness raising may be effective in creating attitude change, but would be disproportionately time consuming and expensive.<sup>15</sup> In short, it's arguably not possible for an organisation to change the attitudes of its staff through training.

What is possible, however, is to give staff the tools to improve their (and the organisation's) behaviours; both discouraging negative behaviours or increasing confidence to model positive behaviours.<sup>16</sup>

Work undertaken as a follow on from this type of training could, in fact, have a bigger impact on racial equality than attitude change within the organisation. Even the most well-meaning staff can't address inequalities if they aren't equipped and empowered to take practical action. This also has implications for leadership; effective training will be useless if management then creates barriers to action.



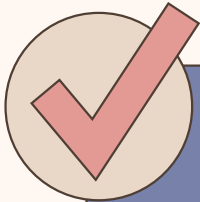
14. Atewologun, D., Cornish, T. and Tresh, F. (2018). **Unconscious Bias Training: An assessment of the evidence for effectiveness.**

15. McBride, M. (2015). **What Works to Reduce Prejudice and Discrimination?**

16. Paluck, E. L. et al (2021). **Prejudice Reduction: Progress and Challenges** in Annual Review of Psychology vol. 72:533-560.



# LEADERSHIP ON RACE EQUALITY



**Standard 4: Senior managers hold responsibility for ensuring training is appropriate and impactful, and this is reflected in their objectives or work plan.**

It's vitally important that race equality is mainstreamed within organisations; in other words, embedded throughout the work they do. It should be treated as seriously as health and safety. Indeed, racism in the workplace and racial inequalities across someone's lifetime create serious risks to health and wellbeing which cannot be underestimated.<sup>17</sup>

To ensure that the organisation demonstrates strong leadership on anti-racism, accountability for how training is planned, implemented and evaluated should lie with senior management, alongside the organisation's wider work on race equality.

Senior managers with responsibility for work on race equality will want to consider which staff groups require which type of training, and when the right time to deliver this would be. Providing a selection of learning opportunities that link directly into people's work over a longer period of time is likely to sustain the impact more than a single session attended by all staff over a shorter time period.

The nature of your training objectives will determine which groups of staff should attend. Within the relevant groups, we would recommend that attendance is mandatory. Voluntary opportunities to attend race equality training are usually only taken up by people with an existing interest. Those who need the training most are the least likely to take part.

This is supported by evidence from evaluation showing that, whilst voluntary training opportunities are received more positively by staff, mandatory training is more likely to produce the changes in behaviour which the training intends to achieve.<sup>18</sup>

17. Sandoiu, A. (2021). **'Weathering': What are the health effects of stress and discrimination?**

18. Atewologun, D., Cornish, T. and Tresh, F. (2018). **Unconscious Bias Training: An assessment of the evidence for effectiveness.**

If both management and operational staff are attending, thought may be required about the power dynamics involved. Fear of 'getting it wrong' in front of managers can easily stifle discussion. The interactive elements of training are where the majority of the learning that's retained happens, so it's important to ensure the training environment encourages questions and contributions.

Consideration about when training should be carried out is also important. Organisations are often known to commission race equality training in response to an incident or complaint; this isn't necessarily a good idea. It reinforces the image of racism as acts on the part of particular people. This is against the principles of anti-racism, which focus on the structural aspects of racism that are present within organisations regardless of whether it can be seen overtly or not.

In larger organisations, there may be a role for training to be provided as part of an induction package. However, this is unlikely to be useful if it's the only opportunity provided. With the volume of information new staff need to take in over the first few months of joining an organisation, the message may easily be lost.

As race equality training is only useful as part of a wider programme of work to address inequalities, the best time to provide it will largely be dictated by how it fits in with the work being planned. Responsibility at a senior level within the organisation will ensure the right fit with wider strategic priorities.



# CHOOSING A TRAINER



## **Standard 5: Training is carried out by experienced and competent race equality and anti-racism trainers.**

Once you've identified your objectives, you'll need to find a trainer who can deliver these.

Some key attributes to look for when identifying the right person to undertake equality training include:

- Credibility and expertise – look for someone with high quality references, recommendations, published work or other evidence of their suitability as an anti-racist trainer
- Understanding of your context – someone who has worked with similar organisations or can otherwise demonstrate that they understand what your organisation does
- Knowledge that fits your objectives – this will vary depending on what you need, but should include knowledge of both UK equality law and anti-racist theory
- Skills to manage sensitive discussion – conflict management, assertiveness, anti-oppressive practice
- Facilitation skills that are responsive to group dynamics (including power hierarchies, motivation, prior knowledge, attitudes and learning styles)

The ability to engage unmotivated and resistant learners is key. What works for this group compared to those who are motivated to learn can be very different, especially with challenging topics that can create feelings of defensiveness if delivered poorly.<sup>19</sup>

A good race equality trainer will be able to explore potentially sensitive or provocative subjects without creating undue defensiveness. However, it is natural that participants will feel some level of racial discomfort during race equality training. In the case of majority ethnic participants, if they don't, this could suggest that the training lacks impact.

Majority ethnic participants in quality anti-racist training should begin considering their own ethnicity and the impact of being white on their lives in a new light. They may find their previous beliefs and attitudes challenged significantly. An experienced and skilful race equality trainer will manage this to the best of their ability.

19. For more information on engaging resistant learners, see [INAR trainers handbook](#).

For minority ethnic participants, engaging in training from their own perspective informed by lived experience can be a powerful situation. A good trainer will be aware of the potential for both good and bad outcomes, and be prepared to adapt to a variety of possible reactions. Especially where there are existing issues regarding racism affecting staff, there is a risk that exploring these issues through training creates distress. The responsibility for managing this risk does not lie only with the trainer - it lies with the organisation, in that issues within its remit should be resolved appropriately before training is implemented and the staff affected supported accordingly.

Trainers should be prepared to examine their own beliefs and to be responsive to the nuances of discussion. A good trainer will appreciate the input of participants in exploring sensitive issues, and be aware of their own position of power when leading discussion.

The ethnicity of the trainer you choose may be important, depending on what you want to achieve. You may want a trainer with lived experience of racism, who can guide discussion using their personal perspective and deep understanding of the issues.

Where there are resistant learners who might hold some degree of prejudice, evidence suggests that attitude and behaviour change is more likely to happen if the trainer is a peer – someone they see as being 'like them' – to reinforce the fact that prejudice is not the norm for their social group. Specific evidence exists to show that racist behaviours in white men decline significantly if a white person who they see as credible challenges their views.<sup>20</sup>

However, be aware that these concerns need to be balanced out with due consideration to the legal requirements of employment discrimination legislation where trainers may be considered as 'workers', for example if they have a contract to personally undertake the work.

Some organisations choose to have co-trainers from both Black and minority ethnic and majority ethnic backgrounds who can work together, bringing different types of experience and skill. However, in these situations it's important to ensure input is balanced well between the two trainers in order to avoid any appearance of tokenism.

---

20. Paluck, E. L. et al (2021). **Prejudice Reduction: Progress and Challenges** in Annual Review of Psychology vol. 72:533-560.



## Internal or external?

In many cases, organisations will commission an external trainer to deliver race equality training. There are not many individuals in Scotland who provide this and most can be easily found through an internet search, so it isn't difficult to identify a pool of trainers to select from. More rarely, however, there may be someone within the organisation who has the necessary experience and knowledge to deliver it. A third possibility which may be effective for very large organisations is to commission a programme of anti-racism training-for-trainers in order to make internal training viable.

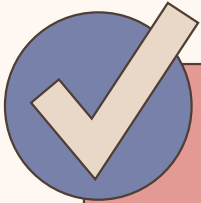
There are both positive and negative aspects to using internal trainers. On one hand, if working relationships are good, this can help to cement the learning as it's more likely the conversations and practical suggestions made during training will be taken forward.

On the other hand, however, internal trainers can be put in a difficult position if some of the participants are reluctant. If there are issues with racism and racial inequality in the organisation, they may be seen as complicit if they deliver training when these issues are not fully resolved. This is especially detrimental if they would otherwise be seen as a source of support.

The suggestions within this guide work on the basis that an external trainer is being commissioned, however the standards are just as relevant for internal training. It's important not to make assumptions about an internal trainer's perspective, capability and understanding of organisational context.



# CHOOSING THE RIGHT TYPE OF TRAINING



**Standard 6: The type of training to be provided will meet the training objectives.**

Not all anti-racist training will be titled as such, and not all race equality trainers will take an anti-racist approach. It's important to understand the pros and cons of different types of race equality training, so that you can effectively negotiate with trainers offering these types of training and ensure their perspective is an anti-racist one.

In some cases, it will be straightforward to set out your objectives during negotiation because the training you need is focussed on a particular practical aspect of your work – for example, race equality training for staff involved in recruitment and selection. In other cases, you may have a broader range of objectives that can be achieved through a more overarching training session. Either way, you need to be clear about the purpose and ethos you want to be reflected.

Many trainers offer standard training courses which can be adapted to meet your needs. However, no two training courses will be the same, even if they have the same title. This is because each trainer develops and delivers courses from their own perspective.

Some common examples of the types of training on offer, and the potential pros and cons of these, are explained in the following table.

Type of training	Pros	Cons
Anti-discrimination	Usually provides information on legal responsibilities, which can be useful for encouraging compliance with the law.	Often fails to properly explore the causes of discriminatory behaviour - the personal, social and institutional structures of racism and the power dynamics which underpin these.

Type of training	Pros	Cons
<b>Anti-racist</b>	Focusses on active ways of addressing racism, making it explicit that your organisation recognises the need to tackle it in all of its forms.	Different providers will approach this in different ways, and, rarely, may reduce anti-racism to a list of 'dos' and 'don'ts'; this approach is ineffective.
<b>Cultural sensitivity /awareness</b>	Sets out useful information for people undertaking sensitive work (e.g. health or social care work) where cultural context has a bearing on service users' needs and experiences. This is especially useful when working with first generation migrants.	Can reinforce stereotypes and is not useful as an approach for race equality training more broadly, given that almost 40% of BME people in Scotland are UK born and many more will have lived most of their lives in the UK.
<b>Cultural humility</b>	Cultural humility is a practice rather than a learning concept, so this training aims to teach people how to practice cultural humility. It shares some of the features of intercultural competence, in that the aim is to change how participants relate to those perceived as 'different'. However, it has a distinct focus on participants interrogating their own position and redressing power imbalances.	Not yet widely used or evaluated in the UK, so effectiveness is unclear. The degree of shift in beliefs and behaviours it seeks to create may be challenging for new or resistant learners. May be more useful for some sectors than others (most prevalently used in health care within the USA).

Type of training	Pros	Cons
<b>Diversity</b>	This title is applied to many different types of training, but will often have a focus on representation in the workforce and/or for service users.	Sometimes takes a deficit based approach by focussing on ways to 'support' BME people through upskilling, mentoring and other opportunities which are of no use when the barriers faced are related to racism.
<b>Intercultural competence</b>	Uses approaches that enable people to connect and communicate with people they perceive to be 'different' by challenging their views of what difference is, reducing reluctance to engage and increasing understanding of commonality.	Occasionally the title is misapplied to training which is more similar to cultural sensitivity training.  Sometimes downplays the power dynamics that maintain social structures of racism or fails to adequately address the impact of racism on community cohesion.
<b>Unconscious bias</b>	Explores how people can unwittingly hold racist attitudes and undertake racist behaviours, with the aim of encouraging trainees to address this through self-reflection and critical thinking.	Can be highly counter-productive if undertaken in a way that suggests racism is in any way natural or inevitable, as opposed to being a result of deeply ingrained social structures and unequal power relations. <sup>21</sup>

21. Atewologun, D., Cornish, T. and Tresh, F. (2018). **Unconscious Bias Training: An assessment of the evidence for effectiveness.**

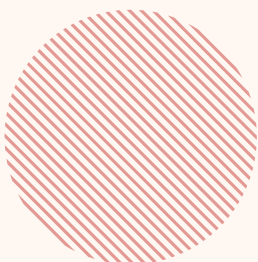


These examples show that none of the available types of training are entirely guaranteed to take the high quality, effective approach that organisations are looking for.

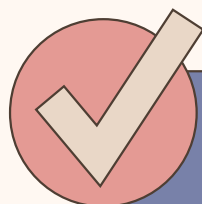
It's important to note that, although it's bad practice to do so, some trainers will apply one of the above titles simply as a marketing device rather than as a reflection of the content of training. This means that the title of the training is much less important than the content and delivery methods.

The key to avoiding disappointment is to communicate well with prospective trainers and establish that their approach is the right one for your organisation.

From the beginning, you'll need to set out your expectations in regard to your objectives, the trainer's skills and competences, and the practical and theoretical aspects you feel are needed.



# CREATING A TRAINING PLAN



## Standard 7: Trainers work with the organisation to create a training plan tailored to meet its needs.

Once a trainer has been identified, you will need to discuss some key aspects of the work going forward in order to create a training plan:

- Further detail on your training objectives and how you identified these
- Which groups of staff will participate, what their work entails and, if relevant, any potential implications of groups of staff with different levels of power or responsibility (i.e. operational and management, academic and administrative)
- Any training previously undertaken within the organisation, and the impact of this (be aware that informal staff feedback is not always an accurate measure – see the section on evaluation at p.36)
- Evaluation planning, including identifying a baseline before training delivery and ways to measure short, medium and long-term impact
- Ways to protect confidentiality, acknowledge sensitive issues and create safer, braver spaces (including how the trainer communicates these issues to participants)

It's essential that you provide the trainer with basic information about any existing racism or racial inequality issues within the organisation. This should be done in a confidential way that avoids identifying specific staff involved. The purpose of this is to ensure that the trainer can plan the session sensitively and tackle issues in a way that is helpful, rather than potentially distressing, for any staff affected by these issues.

It's important to ensure that the approaches they plan to use will be effective in achieving the objectives you've set.

More information on effective methods and content is provided at p.32 and p.35. This should help you to understand whether the trainer's proposed ways of working are likely to be successful.

The self-reflection checklist provided at appendix 4 should help you to ensure that all of the basic considerations in planning race equality training have been taken into account.

# DECIDING HOW TRAINING SHOULD BE DELIVERED



## **Standard 8: The mechanism for delivering training is effective.**

The ways in which training is delivered have shifted considerably over time, and following the COVID-19 pandemic in 2020/21, online delivery through video conferencing and meeting platforms has become prevalent. This could be seen as a middle ground between remote e-learning and physical face-to-face delivery.

E-learning is defined here as online learning using an off-the-shelf software package. The flexibility and relatively low costs of e-learning are appealing for organisations facing capacity and budget constraints.

In preparing to write these standards, we identified 80 examples of e-learning provision compared to 66 examples of face-to-face training within Public Sector Equality Duty reporting (see appendix 1). In the remaining cases where organisations didn't explicitly state how training was delivered, the nature and description of the training often seemed likely to be something delivered through e-learning.

However, descriptions of training provision in these reports suggested that many organisations were recognising the drawbacks of the one-size-fits-all e-learning approach. Tailored, interactive learning opportunities are likely to be a more rewarding investment; this view is supported by research evidence on effective anti-racist training.

For example, a large-scale study on how behaviours change within organisations following a short e-learning course on diversity showed that the behaviours of white male employees didn't change after completing the course. Only women and people from minority ethnic groups became more likely to show supportive behaviour towards people from marginalised groups, for example nominating them for internal awards or offering mentorship. In a working environment where disproportionate levels of power rest with men from white ethnic backgrounds, this suggests that e-learning can make a limited difference at best.<sup>22</sup>

22. Paluck, E. L. et al (2021). **Prejudice Reduction: Progress and Challenges** in Annual Review of Psychology vol. 72:533-560.

Learners will only engage successfully with e-learning packages if they have sufficient self-motivation and are willing to put effort into their learning. It can easily be treated as a 'tick box' process. Where e-learning is used to deliver race equality training this becomes a serious problem, because the people who need the learning opportunity most are often those who are least motivated to learn.

The evidence on what works to challenge prejudice also suggests that methods involving personal interaction are more likely to succeed. The quality and content of discussion between participants is likely to be richer in a face-to-face environment. One of the main benefits of offering face-to-face training is the ability to tailor learning very specifically for the group of staff involved, and for the trainer to manage individuals with very different perspectives appropriately. This is explored in more detail in the following section.

The shift in working practices over 2020 demonstrated that, where there is no physical face-to-face option, training can be delivered through platforms that replicate this environment as much as possible - staff attending collectively, content developed for the specific organisation's context and opportunities to reflect and ask questions.

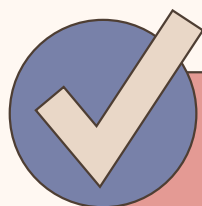
However, it's important to dedicate an appropriate amount of time and space for this to happen productively. A few shorter sessions with practical tasks or group discussion to be completed in between are likely to be more useful than the traditional full or half day of training. In fact, evidence shows that in some cases a light touch approach has a stronger and longer lasting impact than training that takes a more heavy-going approach. Effectiveness is more important than length or depth.<sup>23</sup>



23. Paluck, E. L. et al (2021). **Prejudice Reduction: Progress and Challenges** in Annual Review of Psychology vol. 72:533-560.



# EVIDENCE BASED APPROACHES TO RACE EQUALITY TRAINING



## Standard 9: Training content and delivery is based on evidence about the effectiveness of training approaches.

Certain training approaches have been shown to be particularly effective in creating attitude and behaviour change, especially where the objective is to reduce prejudice. These include:

- Cooperative and active learning opportunities which enable participants to educate themselves and think critically and with empathy<sup>24</sup>, especially where a diverse range of people work together<sup>25</sup>
- No-blame methodologies which avoid making participants feel defensive, threatened, angry or humiliated<sup>26</sup>
- Trainers who are perceived to have expertise<sup>27</sup> covering a range of key concepts which are crucial to understanding and challenging racism
- Training methods and content which support the development of intercultural competence<sup>28</sup>
- Creating conversations where participants talk about rights, from the perspective of a marginalised group (evaluation has demonstrated that this can work well even if a member of the group in question isn't part of the conversation)<sup>29</sup>
- Input which combines information proving discrimination is real with activities to motivate individuals to reject prejudice and take action<sup>30</sup>
- Including an implementation element, where participants are required to describe how they will change their behaviour (specific examples of circumstances where they will put their learning into action)<sup>31</sup>

24. McBride, M. (2015). **What Works to Reduce Prejudice and Discrimination? A review of the evidence.**

25. Amodio, D. and Devine, P. (2005). **Changing Prejudice: The Effects of Persuasion on Implicit and Explicit Forms of Race Bias.** In: Brock, T. and Green, M.. (Eds). *Persuasion: Psychological insights and perspectives*, 2nd ed.

26. Abrams, D. (2010). **Processes of prejudice: Theory, evidence and intervention.**

27. Fleming, M. (2011). *Attitudes, Persuasion and Social Influence: Applying Social Psychology to Increase Evaluation Use in Mark, M., Donaldson, S. and Campbell, B. (Eds) Social Psychology and Evaluation.*

28. CRER (2016). **Promoting Good Relations: New approaches, new solutions.**

29. Paluck, E. L. et al (2021). **Prejudice Reduction: Progress and Challenges** in *Annual Review of Psychology* vol. 72:533-560.

30. Sritharan, R. and Gawronski, B. (2010). **Changing Implicit and Explicit Prejudice Insights from the Associative-Propositional Evaluation Model** in *Social Psychology* 2010; Vol. 41(3):113-123.

31. McKenzie-Mohr, D. and Schultz, W. (2012). *Choosing Effective Behavior Change Tools.* Available from: <http://media.cbsm.com/uploads/1/BECC.pdf>

A great deal of the approach taken by trainers will depend on the objectives you set. However, it should also reflect the evidence on what works to engage a range of learners. The INAR trainers' handbook<sup>32</sup> sets out examples and information on developing anti-racist training which works where there are resistant learners. As well as the aspects previously mentioned in this section, it includes suggestions on content and provides an example training module with exercises.

Considering how resistant learners can be reached is vital, because the target audience of any training session will inevitably include people who may hold implicit or explicit biases. In addition, they may be motivated or unmotivated learners. Each of these qualities creates a different response to different types of intervention. As a compromise, effective interventions could be expected to use a range of approaches which suit different types of learner, and to avoid techniques which have been shown to be ineffective.

As set out in the INAR trainers' handbook, examples of approaches which the evidence suggests won't work well include:

- Messages delivered by or focussed on someone / a group which the participant dislikes or doesn't identify with; this will encourage them to do the opposite of what the message is promoting
- Messages which suggest the desired behaviour (for example, challenging racism) is exceptional, for example that participants should be 'a hero' or break a cycle of some sort; this makes the behaviour seem less achievable
- Presenting simple, positive information about a group facing prejudice to those who hold prejudiced attitudes; some studies have shown that the prejudice will actually increase as a defensive response
- Using approaches which make participants feel guilty, angry or defensive, or which involve any threat to self-esteem
- Diversity activities which reinforce stereotypes and / or overly stress 'cultural difference'

Some common types of exercise have also been shown through evaluation to be questionable. For example, 'myth busting' exercises which repeat myths can have the effect of entrenching belief in false information rather than challenging it.<sup>33</sup>

---

32. **INAR trainers handbook.**

33. Paluck, E. L. and Green, D.P. (2009). **Prejudice Reduction: What Works? A Review and Assessment of Research and Practice** in Annual Review of Psychology 2009. 60:339-67.

# SUSTAINABLE PROGRESS THROUGH EVALUATION



**Standard 10: Evaluation is built into the training plan, is well implemented and is used to inform future work.**

Lack of meaningful evaluation of previous initiatives is perhaps the biggest barrier to progress on racial inequality and racism. A range of reports carried out on behalf of the Equality and Human Rights Commission have illuminated this in recent years. These reports are part of a programme of work on prejudice and unlawful behaviour.<sup>34</sup>

As part of this programme of work, CRER were contracted by the Equality and Human Rights Commission to develop a set of principles for evaluation of anti-prejudice work.<sup>35</sup> These principles were intended to support organisations to put in place a minimum standard of evaluation which would be robust enough to provide lessons for future practice, but would be proportionate and avoid adding too much additional pressure on workload.

Whilst these principles were developed with anti-prejudice initiatives in mind, they arguably work just as well for most areas of race equality work, including the wide variety of possible training inputs. We would therefore recommend that organisations use the Equality and Human Rights Commission's principles in designing evaluation of race equality training as part of these standards.

Although evaluation is the subject of our final race equality training standard, it must be an integral part of the planning process and ready to implement before training commences. This is vital, because for the vast majority of training interventions, a baseline to measure progress against can't be effectively identified once the training has been delivered.

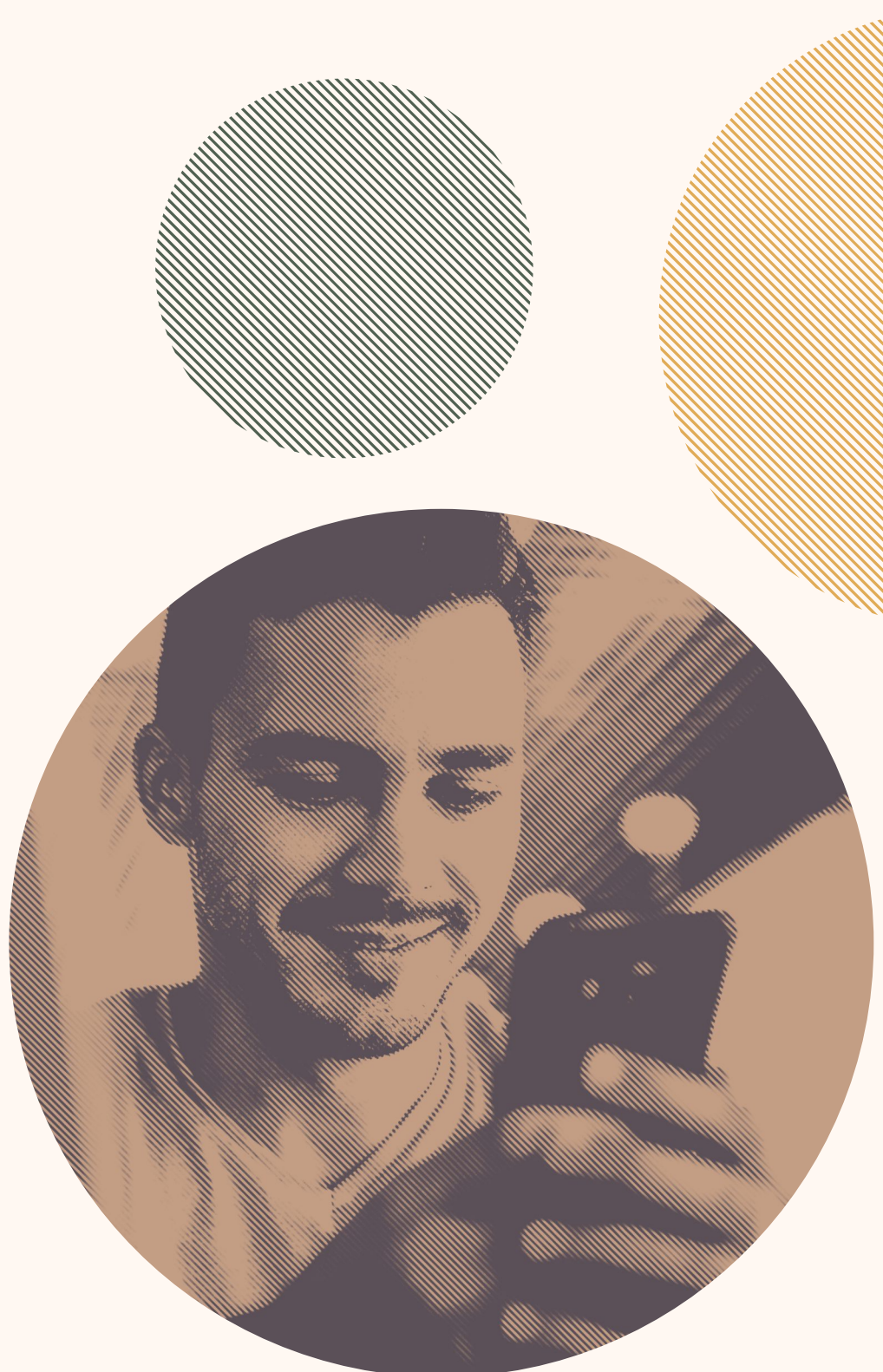
The aim of evaluation should be to identify changes in practice within the organisation, so it can be expected to have short, medium and long-term aspects. As previously mentioned, awareness raising or increasing understanding are of little use if nothing changes within working practices.

34. The range of reports can be viewed at the Commission's website section on [Prejudice and Unlawful Behaviour](#).

35. Equality and Human Rights Commission (2017). [What Works? Eight principles for meaningful evaluation of anti-prejudice interventions](#).

Robust evaluation will enable you to identify what works best for your organisation, and to eliminate anything that doesn't work well from your future training plans. A modest investment of time and energy in evaluating training can save a lot of wasted effort in the future.

Beyond your own organisation, positive evaluation results can make a marked difference to race equality by providing good practice examples for other organisations to follow.



# CONCLUSION

**Appropriate opportunities for staff development and capacity building are an essential part of tackling racism. Individual organisations can and will improve the experience of minority ethnic staff and service users if they provide staff with training that equips them to combat institutional racism. These standards aim to create a shared understanding of how this can be done effectively.**

Training should not be seen as the be all and end all of this process. It is arguable that much of the criticism accorded to race equality training (and equality training more generally) is a product of expectations being too low, of training provision being treated as a tick-box exercise and of the need to be seen to be 'doing something'.

The end goal is to ensure that minority ethnic people in Scotland can work for and use public services without fear of experiencing racism, discrimination and inequality. Creating this change is a legal responsibility for most public sector organisations in Scotland. However, it can only happen with concrete, targeted and effective action developed using the skills and knowledge gained through training.

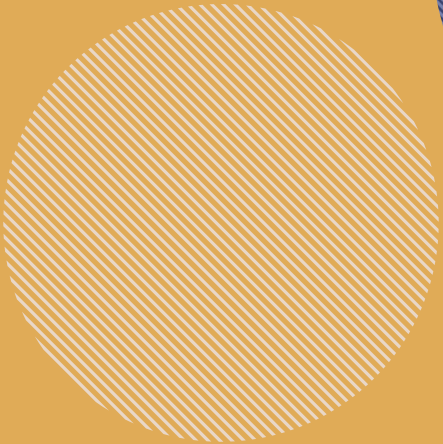
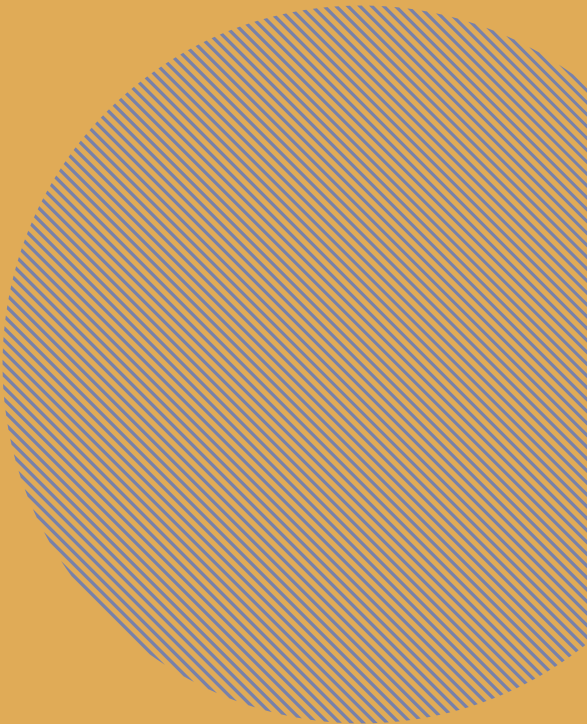
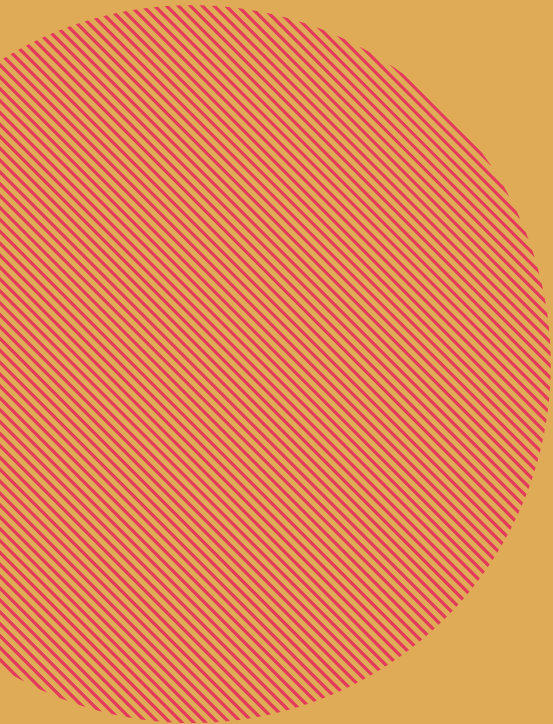
Training and learning must work in conjunction with any other processes that support sustainable anti-racist change, including robust implementation, monitoring, evaluation and management systems.

In both legal and ethical terms, it's time for all of Scotland's public sector organisations to build capacity and take action to meet their responsibilities on race equality.





# APPENDICES



# APPENDIX 1

## Summary of Public Sector Equality Duty Reports Review

In 2019, CRER analysed training related content within the 2017<sup>36</sup> public sector equality duty reports of 127 public sector bodies in Scotland. This focussed on race equality focussed training, and generic equality training. The study was intended specifically to inform development of these standards for anti-racist training, first issued in 2021.

It is recognised that the findings detailed here present a snapshot of the training environment pre-2020, and that significant commitment to providing capacity building on race was evident in Scotland's public sector following the rise in awareness of the Black Lives Matter movement and the racial inequalities exposed by the COVID-19 pandemic. More recent research by CRER demonstrated that staff development or training was one of the most commonly reported actions on race between 2020 and 2022, with commitments made by almost every organisation participating in the study. However, comments on the impact of such training were very rare, suggesting that change is not yet embedded as a result. A survey of Black and minority staff involved in race equality work as part of the same research showed that 41% had not received any training or capacity building support.<sup>37</sup>

In the 2019 study, 13 organisations made no mention of either race or generic equality related training. For the remaining sample, the majority of organisations were not providing race equality focussed training, with only 31 examples of this collected in total (within this, some organisations recorded more than one example, with one Health and Social Care Partnership providing three different kinds of race equality focussed training). In 22 of these cases, the training related to one specific race equality related topic – honour based violence (2), language and interpretation (8), asylum seekers and refugees (4), specific cultural groups (2), and equality for Gypsy/Travellers (6). The remaining 9 cases were primarily around race and unconscious bias, cultural sensitivity or race equality in general. Only one instance of training in anti-racist practice was recorded, again by a Health and Social Care Partnership.

---

36. The 2017 reports were selected for analysis because these were the final reports for the first four year reporting cycle of the public sector equality duties. Also, at the time analysis began, several 2019 reports had not been published (failing to comply with the legal duty to publish by April 30th 2019).

37. CRER (2023). **Do Black Lives Still Matter in Scotland?**

In contrast, 381 examples of equality training focussed across all protected characteristic groups were recorded. Most of these had generic titles, most commonly 'equality and diversity training', and it was generally not clear what type of information was being delivered through the training. For the more specific examples, the most common type of training seemed to be training on using Equality Impact Assessment (EQIA) systems, which in practice often has no content intended to develop understanding of equality issues but instead focusses entirely on the administrative process of completing an EQIA form. Forty-four organisations used this type of training, with two of these not providing any other equality training.

Unconscious bias training not specifically focussed on race was also common, with 24 organisations offering this. This is problematic, both because some types of unconscious bias training have been shown to backfire (specifically where bias is presented as natural or inevitable) and because evidence suggests that general equality training covering all aspects is less effective than training focusing on one protected characteristic.

Some organisations provided as many as eight equality training opportunities, covering different topics or delivered to different staff groups. This shows that there is a willingness to provide a suitable range of equality training in many organisations. The inclusion of training focussed on other protected characteristics would illuminate this even further.

Nevertheless, the large proportion of organisations providing very little training (and none focussed on race) illustrates the risk that the approaches being taken are too basic to have a real impact on practice within organisations.

It was rare for training to be provided to all staff in an organisation. In many cases, training was specifically aimed at a small number of staff with equality responsibilities, particularly those with responsibility for completing equality impact assessments. It was also notable that, in many cases, it was not clear when the training had been delivered. Some of the examples gathered may relate to training delivered several years previously.

In our experience, training initiatives are very rarely evaluated to identify their impact. This was supported by our analysis of public sector equality duty reports. Twenty-three of the organisations studied made some mention of monitoring processes such as collecting attendee numbers or feedback sheets, but didn't explain what these processes found. A further four gave a single line expressing that feedback from attendees had been 'positive'. In terms of measurable information, three gave the percentage of staff which had completed training and two stated the proportion of staff who said they felt training was effective or felt it had impacted their work (the latter of which is a better measure of effectiveness).

This suggests that there are opportunities for improvement in how organisations reflect on the effectiveness of training, and future potential to share information on the effectiveness of approaches in order to encourage better practice across the public sector.

# APPENDIX 2

## Summary of Feedback from Public Sector Survey

CRER undertook a small scale, snapshot survey of public sector staff with responsibility for equalities and/or training to identify some examples of current practice on race equality training in Scotland's public sector in 2019 to support development of the original training standards preceding this reissue.

The survey had 35 responses from a wide range of organisations in the health, further and higher education, local government and NDPB (non-departmental public body) sectors.

The majority of those who responded were in organisations which had provided equality training featuring or focussing on race in the last 12 months, although some organisations had last provided training some time ago, with two last providing this 3-5 years ago and two last providing this 6-10 years ago.

Respondents were asked to give the titles of training provided. This informed the overview of types of available training within the guide.

Examples given included:

- Unconscious Bias
- Equality and Human Rights
- Race Equality
- Equality, Diversity and Inclusion
- Cultural Awareness
- Equality and Diversity Essentials
- Diversity in Customer Service
- Intercultural Awareness
- Diversity in the Workplace
- Inclusive Practices
- Transformative Change: Making Equality Matter
- Understanding the Public Sector Equality Duty
- Equality Induction
- Equality and Diversity – The Law
- Harassment and the Alport Scale of Prejudice
- Equality and Human Rights Impact Assessments
- Race Awareness
- Planning Positive Action
- Equality and Diversity for Managers

Just under half of organisations said all staff had received some kind of race equality training in the last three years. These were primarily organisations providing generic online equality training, for example induction training.

For the remaining respondents, service delivery staff were most likely to have received training, followed by management staff and staff involved in governance (for example board members or Councillors). Some stated that human resources staff had received training, but this was less common.

A multiple-choice question was asked regarding different types of race equality training, and the extent to which organisations have provided or would be interested in providing these.

Organisations were most likely to have provided training in 'ensuring race equality is reflected in equality impact assessment', with two thirds of organisations having undertaken this. The next most common training being provided was 'ensuring race equality is reflected in our approach to other Specific Public Sector Equality Duties (e.g. equality outcomes, mainstreaming)', with just over half of respondents saying this had been provided. Just under half had provided training on 'ensuring decision making processes take account of race equality' and/or 'preventing and addressing racial harassment/bullying in the workplace'.

The remaining options were less popular, with around 40% providing training on 'equality in organisational planning/processes', 'human resources issues (e.g. workforce representation, equality monitoring, managing staff)' and/or 'understanding race equality in our sector/area of business'. Just over a third had provided training in 'promoting equality through customer services' and only around a quarter had provided training on 'planning services to promote race equality' and/or 'ensuring our work reflects the needs/views of minority ethnic communities (e.g. community involvement training)'.

Understandably then, looking at what kinds of training organisations would be interested in providing, the order was reversed to a certain extent with enthusiasm for training options which hadn't yet been accessed. The most popular options were 'planning services to promote race equality' and 'ensuring our work reflects the needs/views of minority ethnic communities (e.g. community involvement training)', with two thirds of organisations interested in providing these. Over half wanted to provide training on 'equality in organisational planning/processes', 'ensuring decision making processes take account of race equality', 'human resources issues (e.g. workforce representation, equality monitoring, managing staff)' and 'preventing and addressing racial harassment/bullying in the workplace'.

Just less than half were interested in providing training on 'promoting equality through customer services', with the two least popular options being 'ensuring race equality is reflected in equality impact assessment' and 'ensuring race equality is reflected in our approach to other Public Sector Equality Duties (e.g. equality outcomes, mainstreaming)', with 40% and 44% of organisations interested respectively.



Some organisations named training options they would not be interested in, however these varied widely, with no option being rejected by more than one organisation.

A few organisations chose to put forward suggestions for other types of race equality training they would find useful.

These included (paraphrased to group similar suggestions together):

- The impact of racism on health and wellbeing
- Taking an anti-racist approach to understanding systemic issues
- Bystander intervention
- Understanding white privilege
- Training that enables well-informed discussion of race and reduces reluctance around this
- Institutional racism
- Developing racially diverse and inclusive environments
- Race equality in leadership development and career progression
- Black history and the historical background to race equality now
- Unconscious bias
- Decolonising the curriculum
- Marketing
- Positive action

Several organisations also chose to share their views on the barriers which make delivering race equality training difficult within their organisation.

These included (again, paraphrased to group similar comments together):

- Cost
- Workload pressures causing difficulty releasing staff to attend or reluctance to attend by staff (particularly those staff who need training most)
- Geographical location of organisation or spread of staff
- Difficulty in accessing genuinely bespoke training which reflects the organisation's work, or perceptions that off-the-shelf training will not be comprehensive
- Staff preference for competing training opportunities
- Lack of understanding of the need for race equality training, particularly in areas/organisations which are lacking in diversity
- Size of organisation and range of different staff training needs

# APPENDIX 3

## Training Needs Analysis tool

Reflective questions:

**What are the issues we aim to address through training?**

**What is the ultimate outcome we want to see for staff undertaking training?**

**What competences do we want staff to have?**

## Race Equality Training Needs Analysis

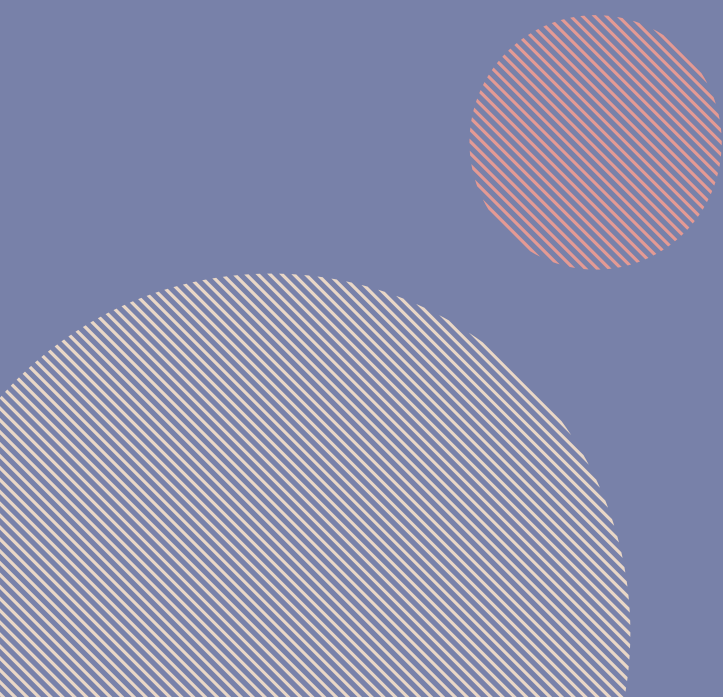
### Organisational Analysis

Identify your organisation's objectives (priority level 1 = high, 2 = medium, 3 = low).

Objectives	Priority level		
<b>Equality in organisational planning/processes</b>	1	2	3
Ensuring decision making processes take account of race equality and anti-racism			
Planning services from an anti-racist perspective			
Ensuring race equality is well reflected in Equality Impact Assessment			
Ensuring race equality and anti-racism are well reflected in our approach to other public sector equality duties (e.g. equality outcomes, mainstreaming)			
Ensuring our work reflects the needs/views of minority ethnic communities (e.g. community involvement)			

Objectives	Priority level		
<b>Human Resource</b>	1	2	3
Increasing the representation of minority ethnic staff in our workforce			
Improving career progression opportunities for minority ethnic staff			
Improving our equality monitoring processes			
Ensuring managers/supervisors understand their race equality responsibilities			
Preventing and addressing racial harassment/bullying in the workplace			
Understanding equality law in employment			
<b>Customer Service</b>	1	2	3
Promoting race equality through customer service			
Responding to race equality concerns from customers			
Anti-racist / anti-oppressive approaches to service provision			
Providing culturally sensitive services (NB: this will usually only be relevant for workers delivering services where cultural context is of significant importance, for example health and social work)			
Understanding equality law in service provision			

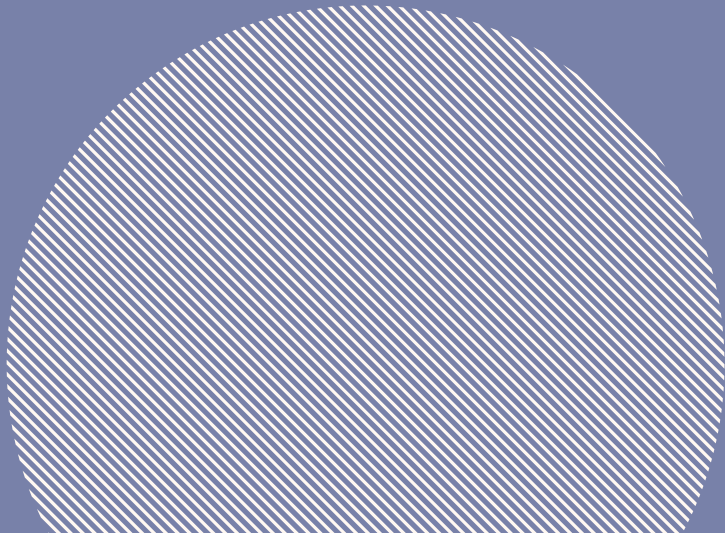
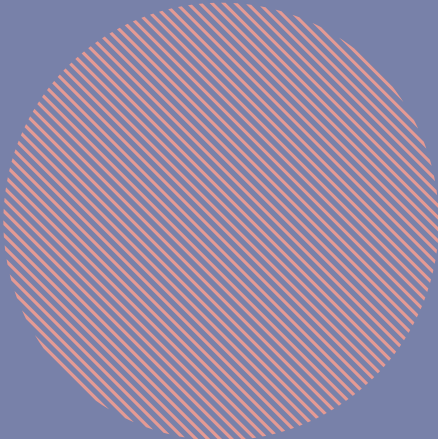
Objectives	Priority level		
<b>Overarching – training topics suitable for all staff</b>	1	2	3
Anti-racist practice in our sector / area of business			
Promoting dignity and respect at work			
Understanding race equality and anti-racism (general)			
Understanding equality law (general)			
<b>Other (Please state)</b>	1	2	3



Select the highest priority objectives from the previous table and use them to set out what training is required below. Consider whether different training objectives are required for different groups of staff (e.g. those doing specific types of work or in specific departments). You may wish to survey managers and/or staff to identify whether this is the case. However, bear in mind that reticence around talking about race and racism means that managers and staff are likely to report having fewer training needs in this area than they actually do.

<b>Training objectives</b>	<b>Level</b> (entry level, intermediate, advanced)	<b>No. staff requiring training</b>	<b>Department(s) /area of work</b> (if relevant)

Notes (add any extra details regarding specific topics or approaches you would want training to include):





# APPENDIX 4

## Anti-Racist Training Standards checklist

This checklist provides a series of self-reflection questions to support organisations seeking to implement the anti-racist training standards.

The points for reflection are not intended to be comprehensive and don't set out everything you might expect to find in your training plan. They are intended simply to highlight some of the key things to consider when developing a plan in line with the standards.

### Anti-Racist Training Standards

<b>1. Training is based on robust anti-racist principles.</b>	
Before engaging a trainer, have you set out clearly the organisation's intention to seek training that reflects the approach described in this section of the standards?	
Is there adequate leadership within the organisation on its decision to take anti-racist action, and therefore the need to plan training?	
<b>2. Training is part of a wider programme of work to proactively reduce racial inequalities and address racism within the organisation.</b>	
Have you gathered the evidence you need to identify issues around racial inequalities and racism which your organisation needs to address?	
Has the evidence been used to create a formal plan of action to address these issues?	
What implications does the action you will take have for training needs?	

### 3. Training objectives are set using a strong evidence base and training needs analysis.



Have you gathered the evidence you need to identify the nature of the training needed?

Have you identified the changes in behaviour and practice that you want staff to achieve following training and used this information to set clear objectives?

Have you set out your rationale for these training objectives in a way that both trainers and participants can understand and support?

### 4. Senior managers hold responsibility for ensuring training is appropriate and impactful, and this is reflected in their objectives or work plan.



Have you identified which manager(s) hold responsibility for race equality training, and the wider work being done on race equality?

Have they shown leadership on this and communicated to other managers and staff how these areas of work link with each other and into wider organisational strategies and priorities?

Has responsibility for implementing this training, evaluating it and reporting on its outcomes been detailed within the specific manager(s) objectives or work plan?

### 5. Training is carried out by experienced and competent race equality and anti-racism trainers.



Have you researched and considered which trainer(s) you feel would be well placed to deliver this training?

Have you sought information about their prior experience in delivering different types of race equality and anti-racist training?

Can they provide specific examples of prior training delivery?

### 6. The type of training to be provided will meet the training objectives.



Have you clearly specified your training objectives to the trainer(s)?

Have they provided you with adequate information to assure you that the type of training they deliver will meet these objectives?

### 7. Trainers work with the organisation to create a training plan tailored to meet its needs.



Have you explained the context your organisation works in to the trainer?

Is the trainer aware of any sensitive issues around racism and racial inequality within the organisation (whilst ensuring that staff confidentiality is not breached)?

### 8. The mechanism for delivering training is effective.



Have you asked the trainer how they would prefer to deliver the training, including their reasons for this?

Have you considered the needs of staff and which delivery mechanism would maximise attendance?

Have you considered the information given about the effectiveness of different ways to deliver training detailed within this section of the standards?

### 9. Training content and delivery is based on evidence about the effectiveness of training approaches.



Have you established that the trainer will develop the session(s) using robust evidence on what works to achieve the training objectives you've set?

Are the needs of different types of participant going to be met, including participants who may be resistant or unmotivated?

Does the training planned reflect the information given about effective content and delivery approaches within this section of the standards?

### 10. Evaluation is built into the training plan, implemented well and used to inform future work.

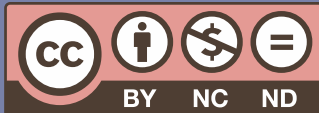


Is evaluation built into the planning and design of the training?

Is it based on robust methods of measuring change, with appropriate baselines?

Will the findings provide the information you need to assess whether organisational behaviours and practices have changed, in order to inform future training plans?

# COPYRIGHT INFORMATION



This work is licensed under a **Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License**.

You are free to Share, Copy and Redistribute the material in any medium or format.

The licensor cannot revoke these freedoms as long as you follow the license terms:

- Attribution – You must give **appropriate credit**, provide a link to the license, and **indicate if changes were made**. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- NonCommercial – You may not use the material for **commercial purposes**.
- NoDerivatives – If you **remix, transform, or build upon** the material, you may not distribute the modified material.
- No additional restrictions – You may not apply legal terms or **technological measures** that legally restrict others from doing anything the license permits.



## For more information on CRER:

Sign up to receive CRER email updates: [eepurl.com/s3kR5](http://eepurl.com/s3kR5)

Website: [www.crer.org.uk](http://www.crer.org.uk)

Twitter: [@crer\\_scotland](https://twitter.com/crer_scotland)

Facebook: [CRER-Scotland](https://www.facebook.com/CRER-Scotland)

Email: [mail@crer.org.uk](mailto:mail@crer.org.uk)

Postal address: **CRER, 8 John Street, Glasgow G1 1JQ**

