



EVALUATION of the BLACK RHINOS UBUNTU ANTI-RACISM LEADERSHIP PROGRAM

Report provided by The University of Melbourne



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Acknowledgment of Country

The authors would like to acknowledge that we live and work on the unceded lands of the Wurundjeri Woi-Wurrung people of the Kulin nation, and we pay respects to their Elders past and present.

Acknowledgements

The Black Rhinos UBUNTU Anti-Racism Leadership Program, developed by Afri-Aus Care (AAC) was a collaboration between Black Rhinos Basketball Program - a community crime prevention initiative that supports young African Australians, Lyndale Secondary College, Narre Warren South P-12 College, Taskforce Community Agency, City of Greater Dandenong, Adventist Development Belief Agency (ADRA), Community Four and the Victorian Department of Families, Fairness and Housing, supported by the Victorian Government Local Anti-Racism Initiatives Grant Program.

This evaluation is provided in-kind by The University of Melbourne.

The UBUNTU Philosophy

Working in an UBUNTU way is about promoting community connectedness, cohesion and safety. It's about living together in a complex multicultural society in ways that emulate village life – that is, being connected, being accountable to each other, understanding roles in relation to each other, and fulfilling obligations in those roles. It is also about drawing on the strengths of African Australian cultures, to learn and understand ways of connecting and supporting each other that are culturally safe and culturally responsive. It is about making people feel valued, connected, and understood.

(Words provided by Afri-Aus Care)

Table of Contents

1. Executive Summary	4
2. Introduction.....	6
2.1 Addressing Racism.....	6
2.2 The Black Rhinos UBUNTU Anti-Racism Leadership Program.....	7
3. Evaluation Methods	10
3.1 Program Participants	10
3.2 Evaluation Materials.....	11
4. Results	12
4.1 Process Evaluation.....	12
4.2 Common experiences of racism	14
4.3 Benefits to students	15
4.4 UBUNTU – a unique strength of the program	18
4.5 Impact of program adaptation	19
4.6 Support for program continuation	20
5. Discussion.....	22
6. References.....	23
7. Appendices.....	24

1. Executive Summary

This report presents the results of an evaluation of the Black Rhinos UBUNTU Anti-Racism Leadership Program developed and led by Afri-Aus Care and the Black Rhinos Basketball Club. This program was funded under the Local Anti-Racism Initiatives Grants Program by the Victorian Government and conducted in partnership with Adventist Development Belief Agency (ADRA), TaskForce Community Agency, Lyndale Secondary College, Narre Warren South P-12 College, Community Four, Swinburne University of Technology, City of Greater Dandenong (CGD), and Victoria Police.

Considering how commonly racism is experienced by people from culturally diverse and Indigenous populations in Australia, to achieve change in this area there is an urgent need for embedded anti-racism programs in school, community, and workplace settings. Consistent education regarding the varied forms of racism and the negative impacts of these are required to achieve inclusion and social and health equity.

Between November 2021 and April 2022, Afri-Aus Care conducted workshops with Black Rhinos basketball players, community members and young people from African-Australian backgrounds identified as emerging leaders in the community. The leadership program aimed to provide participants with tools to deal with discrimination and targeted bias through the use of UBUNTU practices. Following the leadership program, staff and young leaders developed the *UBUNTU Anti-Racism school toolkit* to roll out an anti-racism program in schools.

The young leaders and Afri-Aus Care then delivered anti-racism sessions in two high schools in South-East Melbourne, Victoria. Using a peer leadership approach, this program aimed to empower young people to take the lead in identifying racism and educating their peers in a school setting on racism, its harmful impacts and how it can be addressed.

Program materials, feedback from school-based participants, and interviews and focus groups with young leaders and program staff were analysed for this evaluation report. Evaluation findings suggest the UBUNTU Anti-Racism Leadership Program is an appropriate anti-racism education program for school settings to educate and empower school communities to stand up against racism. The program led to increases in participants' knowledge and understanding of racism, provided an accessible suite of tools with which to enable appropriate responses to racist behaviours, and built participant confidence to undertake anti-racist actions. By learning about how to draw on the UBUNTU philosophy and the 3Ds (Distract, Delegate, be Direct) to address racism, participants felt empowered. Through group work and shared experience, participants also found solidarity and felt emotionally supported to call racism out in the future. Participants in the program also reported new skills associated with

leadership; increased knowledge, confidence, empowerment and for some, a positive attitude towards life in general due to the solidarity built between program participants and staff. Along with these learnings and the UBUNTU philosophy these young leaders have assumed positions as role models for younger students.

These positive evaluation findings indicate that the UBUNTU Anti-Racism Leadership Program has potential for further impacts within school settings. While originally intended to be implemented as a whole-school intervention, the reach of the program was somewhat limited by school decisions to only deliver it to school participants who were identified as being at risk of being victims of racism, i.e., students from African and some other migrant and ethnic minority backgrounds. COVID-19 related delays also impacted the delivery and reach of the program. There is clear potential for the program to be further developed and implemented across whole-of-school communities to educate all students and staff on the harm of racism and how to be active upstanders against racism.



2. Introduction

2.1 Addressing Racism

Australia is a country settled by colonial invasion on Aboriginal land, and home to migrants from countries worldwide. Since white settler colonisation Australia has a history of fraught race relations, with racism in its various forms commonly directed towards the Indigenous population and migrants from numerous ethnic and religious backgrounds (Ben et al., 2022; Elias et al., 2021; Forrest et al., 2021). Racism is insidious and harmful and has negative impacts on those who experience it (Priest et al., 2019; Selvarajah et al., 2022).

Racism can be defined as differential treatment due to race, ethnicity, nationality, skin colour, culture, or religious background, in most cases by an individual with race-based societal power (Diversity Council Australia, 2022).

“Racism can be conscious or unconscious, active or passive, obvious or subtle.” (Diversity Council Australia, 2022)

Interpersonal racism may appear as overt discrimination, through racial slurs and abuse, and through stereotyping based on racist beliefs, understandings, attitudes and prejudices (Grigg & Manderson, 2015). Systemic racism is embedded within organisational policies, procedures and practices which directly or indirectly disadvantage people from racially marginalised groups (Castle et al., 2019; Priest & Williams, 2021).

To achieve racial inclusion and equality requires **anti-racism** action by actively standing up to and challenging racism (Diversity Council Australia, 2022). Recent research conducted by Priest and colleagues (2021) has demonstrated potential for a school-based anti-racism program titled ‘Speak Out Against Racism’, undertaken in 6 primary schools. Surveys results showed positive improvements to student prosocial skills and teacher inter-racial climate; with qualitative evidence for teacher attitudinal and behaviour change regarding racism, student reduced interpersonal racial discrimination, improved peer prosocial norms, commitment to anti-racism, knowledge of proactive bystander responses and confidence and self-efficacy to intervene to address racism (Priest, Alam, et al., 2021).

Considering how commonly racism is experienced by people from culturally diverse and Indigenous populations in Australia, to achieve change in this area there is an urgent need for embedded anti-racism programs in school, community and workplace settings.



2.2 The Black Rhinos UBUNTU Anti-Racism Leadership Program

In response to reports of African-Australian students experiencing racism at a high school in the South-East of Melbourne, Afri-Aus Care (AAC) developed The Black Rhinos UBUNTU Anti-Racism Leadership program. This program aimed to provide young leaders from the African-Australian community with opportunities to develop leadership skills and practise leadership in order to:

- become role models for their community,
- develop anti-racism materials, and
- change community attitudes and behaviours around racism through facilitated workshops delivered to their peers within a school setting.

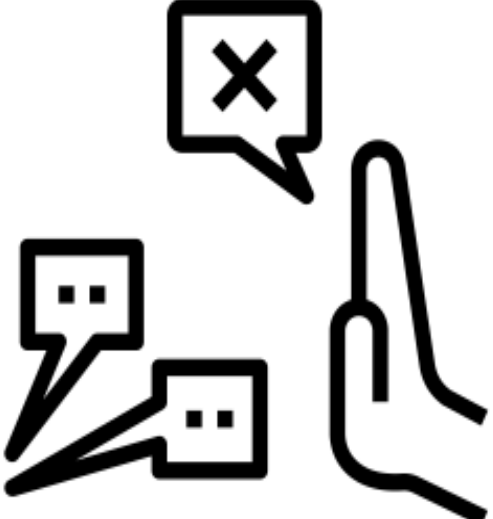
Between November 2021 and April 2022 Afri-Aus Care conducted workshops with Black Rhinos basketball players, community members and young people from African-Australian backgrounds identified as emerging leaders in the community. The leadership program aimed to provide participants with tools to deal with discrimination and targeted bias through the use of UBUNTU practices.

Following the leadership program, the **UBUNTU Anti-Racism school toolkit** was developed to roll out an anti-racism program in schools. The school toolkit consists of an educational PowerPoint and an interactive 'family feud' game to highlight examples of, and the impacts of racism (Appendix 3 and 4). These materials were developed using data generated from participants' own personal experiences

with racism discussed within the UBUNTU leadership program workshops, also backed by existing evidence-based research.

Using the school toolkit, Afri-Aus Care and the young leaders facilitated a 2-hour Anti-racism session at each of two secondary schools in the South-East of Melbourne. Through building knowledge and understanding of racism and anti-racism action, this program aimed to increase the self-awareness, confidence, positive attitude and mental wellbeing of the students. Increased knowledge of anti-racism centred on 3 ways to address microaggressions, micro assaults and micro-invalidations. The program firstly discussed racism in its different forms, with the 'Family Feud' game utilised to engage students to discuss ways in which discrimination occurs in different settings (community, school and employment).

The following response strategies were then taught which are referred to as the **3 D's – distract, delegate and be direct** (Afri Aus Care, 2022).

	<p>DISTRACT</p> <p>Distract the perpetrator to therefore stop the behaviour or remove the victim from the situation.</p> <p>DELEGATE</p> <p>Engage someone more qualified or in a position of power to help (e.g., school staff such as teachers, police, or security)</p> <p>BE DIRECT</p> <p>Talk directly to the perpetrator, call racism out and raise awareness of the perpetrator's harmful actions.</p>
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To **distract** involved either distracting the perpetrator to therefore stop the behaviour or removing the victim from the situation. This aims to ensure the victim is safe without having to directly address the perpetrator, and as evidence shows, potentially making it worse. **Delegating** involves engaging someone more qualified to help (e.g., school staff such as teachers, police or security). This approach is generally found to be a good strategy when the perpetrator is in position of power, or when violence is involved. The **direct** approach involves talking directly to the perpetrator, calling it out and raising awareness of their harmful actions. This is suggested a useful strategy for addressing derogatory

language or comments, when deemed safe to have a conversation about the incident (Afri-Aus Care, 2022).



Workshop with young leaders

By creating discussions about racism and encouraging reflexivity, AAC aimed to support victims of racism to feel empowered to address racism in a healthy manner, rather than through retaliation, violence or hate. By also aiming to educate perpetrators, the program aims to work towards shifting racist attitudes and behaviours in the Australian community. UBUNTU was then taught to enable the students to feel connected to each other, and 'grow the community towards to better future'.

3. Evaluation Methods

This evaluation has been conducted by The University of Melbourne to assess the impacts of the UBUNTU Anti-Racism Leadership program and its potential to be scaled up to be delivered more widely. Ethical approval for this evaluation was obtained from the University of Melbourne Human Research Ethics Committee (HREC 23047).

3.1 Program Participants

Table 1. Program participants by project activity

Project Activity	Aim	Participants
UBUNTU Anti-racism Leadership Program workshops (N= 6)	<ol style="list-style-type: none"> 1) Develop the leadership skills of young community members identified as emerging leaders. 2) Develop the participants' knowledge and understanding of Anti-racism and build the capacity of participants to respond to racism in their daily lives. 3) Develop toolkit materials for implementation in schools 	<p>N = 47</p> <p>Participants were African-Australian (predominantly from South Sudan, Somalia, Ethiopia)</p>
UBUNTU Anti-racism initiative implemented in two secondary schools	Young leaders deliver a two-hour anti-racism session drawing on the UBUNTU philosophy, evidence based anti-racism actions and personal experiences.	<p>Delivered 1 session to N = 30 students at Lyndale Secondary College</p> <p>Delivered 1 session to N = 20 students at Narre Warren P-12 College</p>



3.2 Evaluation Materials

3.2.1 Qualitative interviews and focus groups

Qualitative interviews (n=1) and focus groups (n=3) were conducted with staff, volunteers and student leaders involved in developing and delivering the program (n=10).

Inductive thematic qualitative analysis of interview and focus group data was undertaken. The themes that emerged from this analysis were: Common experiences of racism; Benefits to participants (Solidarity and connection with peers, Developed leadership skills, Empowerment through knowledge, confidence and support); Unique strength of UBUNTU, Impacts on program delivery; and Support for program continuation.

3.2.2 Secondary data analysis

Program documentation including program materials and feedback forms were provided by Afri-Aus Care to the researchers for process evaluation purposes



4. Results

4.1 Process Evaluation

Afri-Aus Care collected student feedback directly after the workshops conducted at the schools in the form of a short survey to assess enjoyment, engagement and to assess various components of the presentation. The collation of this data provided to the researchers is presented below (Table 2).

Table 2. Student ratings of enjoyment and engagement of the presentation

On a scale of 1 (low) to 10 (high) how	Mean
...much did you enjoy the UBUNTU Anti-Racism session today?	8.6
...engaged were you with the UBUNTU Anti-Racism session today?	7.7
...would you rate today's presentation	9

Student participants were then asked to select outstanding features of the presentation from a list of topics:

- Seeing racism in 3-D (Distract, Delegate, Direct)
- Finding out about all the different forms of racism (Family Feud round 1)
- How racism impacts individuals (Family Feud round 1)
- How racism may differ across different settings (schools, workplace and community)
- Realising that racism comes from a place of insecurity
- The UBUNTU philosophy
- Thinking about my own microaggressions

Results of this short survey show student participants valued having a suite of tools to deal with racism (the 3Ds) and building their knowledge of the various forms of racism (Figure 1).

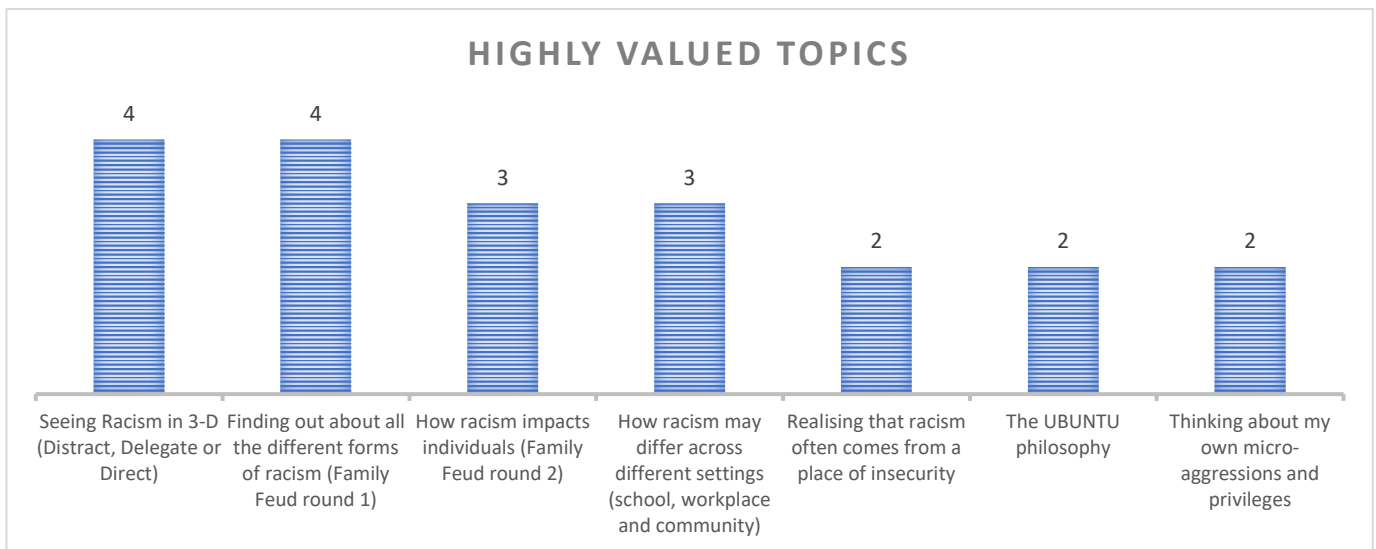


Figure 1. Topics within the UBUNTU Anti-Racism Program school presentation as rated by students

Within the short survey student participants were also asked what the 'number 1' thing was that they had learned from the program (Table 3). The responses were collated and categorised by (1) knowledge of racism, (2) responses to racism, (3) UBUNTU and (4) Empowerment.

Table 3. What was the number 1 thing you learned in this session today?

Themes	Quotes
Knowledge of racism	<p>'How racism affects other people'</p> <p>'I learned about the different forms of racism and the proper terminology for each of them'</p> <p>'I learnt that there are many different forms of racism'.</p> <p>'I learned that racism is made from jealousy'</p> <p>'Racism can be seen through your academic performance and others doubting your abilities within your institution or main niche'</p>
Responses to racism	<p>'How to deal with racism as an individual'</p> <p>'The 3 D's'</p> <p>'The 3-D philosophy'</p> <p>'That we should stand strong towards racist remarks'</p>
UBUNTU	'I also learnt about UBUNTU...and it was amazing'
Empowerment	'The great values and requirements to be the best public speaker you can'

4.2 Common experiences of racism

During the leadership program workshops, in small groups participants discussed their personal experiences of racism and listed these on butchers paper. The word cloud below (Figure 2) shows collated and common themes that emerged from this discussion. Offensive name calling (including ghetto, N* word, Apex [gang], Black c* and criminal) was highly reported by participants, as well as being wrongfully accused by police or others in positions of authority (i.e. teachers) of criminal behaviour.



Figure 2. Word cloud of reported experiences of racism.

Students were also asked how this experience made them feel (Figure 3) and their thoughts on what may motivate people to behave this way (Figure 4).



Figure 3. Reported feelings after experiencing racist incidents.



Figure 4. Perceived motivations of racist behaviour.

These personal experiences helped to inform the development of the school toolkit for students within the school settings.

During the interviews and focus groups conducted with program staff and student leaders from the program, experiences of racism were also openly discussed with the researchers. They not only shared their personal encounters with racism but discussed how - by participating in a program which actively encouraged sharing experiences of racism - they realised how commonly it was occurring amongst their peers.

“everyone had, like an experience with [racism]..., no matter what age **you still went through it.**” (Student leader 2)

4.3 Benefits to students

4.3.1 Solidarity and connection with peers

The program was designed to support students to address the high levels of racism being experienced by young people from culturally diverse backgrounds by developing a culture of knowledge, empowerment, confidence and support. Based on discussions during the qualitative study, the program appeared to be successful in creating solidarity between the participants, who were often victims of racism, with program staff also noting participants felt they were not alone in their experience:

“[Through the program they] know that there's other people going through the same similar challenges around racism, helps them to build some skills to work at addressing racism in their immediate lives, and then **inspires them to be passionate about working alongside the wider community to address racism...**whether that's workplace racism, structural racism, trying to dismantle it...**you can't do it alone.**” (Program staff 2)

A program staff member observed that by providing a space in which the students could discuss their experiences the students did not feel as alone in their experience.

“I know the kids are like, they feel like silent to the racism. They know **they feel like an outsider in certain situations**, whether it'd be them going into a shopping centre and being followed the whole time, or them being discriminated because someone has approached them, they feel that - but they didn't have the words to articulate it, so this is highlighting, ‘hey, this is what happens’. And them looking around and hearing other people go through exactly what they've gone through, it makes it feel like **you're not going through it alone...** and that you can turn to someone which overrides, like mental health issues, and all these other like wellbeing issues as well as self-esteem. That makes them more confident individuals going out into the real world.” (Program staff 3)

Creating a safe space which allowed participants to ‘open up’, share their stories and find solidarity and support within the group was achieved by this program:

“at first with my experiences with racism, personally, I always thought that I was alone. And the fact that I was able to come and speak with other people, hear their experiences, and find out that there's more similarities between us. That just made me feel more comfortable with myself. **I learnt how to be more confident, identifying** if our situation is where **racism is happening, how to deal with it, and how to support [other] people** when needed.” (Student leader 2)

“before this program started, maybe there were some lingering time where like, you know, something may have happened, and you didn't know what to do. You didn't have the people that knew what to do around. And so **with UBUNTU now you see people that will that advocate for you**, you can come to them and say, 'Hey, how do I do this? **What if someone said this to me what do I say when I respond back?**’” (Student leader 1)

4.3.2 Developed leadership skills

The intent of the program to develop leadership skills of emerging young leaders in the community to ‘inspire up’ was discussed by a staff member of the program:

“the more aware everybody is, then you can work at it together. [This program is] increasing their understanding, increasing their knowledge, and then building leadership skills and capabilities and for them to be able to deal with racism. To them, take what they learned into their communities, and then **be the leaders within their communities. Inspires up, inspire other people as well.**” (Program staff 2)

Two young leaders noted how the program specifically aided the development of interpersonal and intrapersonal skills and satisfaction in being able to motivate their peers to ‘never give up’:

“developing inter- and intrapersonal skills is something that you get from [the program] ... because then you can analyse your own decisions, or your own behaviours, as well as also analyse and see how people come to you.” (Student leader 1)

“I had the opportunity to speak to like other African students. You know, I give them like some **motivation, passion**, to always like, you know, **be who they are. Never give up**...It was really good. I loved it.” (Student leader 3)

One young leader noted the program helped him feel like he could be a ‘pioneer for change’, and that this was really needed in the community due to the extent of the issue:

“there's many times where racism does happen, people sort of sweep it under the rug. And this program helped in seeing just when there's that subtle racism, this subtle word or that subtle action. Yeah, that may or may not seem normal, but then it's really underlying racist. And then it's like, how do you unpack it, and you got to hear, the program helped you, like really stand for yourself and really stand on those grounds because **then you're able to then become a pioneer for change. And that's something we really need nowadays, because racism is a big problem**” (Student leader 1)

Following the program, a young leader was provided an employment opportunity through the Department of Education in a school community support role due to his identified leadership skills nurtured during the program:

“one of the boys... by the Department of Education through [participating in] this program **he's now employed**”. (Program staff 1)

4.3.3 Empowerment through knowledge, confidence, and support

Program staff noted amongst the group growing pride and empowerment associated with being able to stand in front of a class to not only educate but support their peers to deal with and address racism:

“[For] the presenters there was a lot of **growth and empowerment** for them, having students actually present to their age mates.” (Program staff 3)

“At the end of the day, we have to recognize that **[racism] is chipping away at the soul of the individual**... And yes, we're building their resilience but at what point does it just become too tough? So the content of what we had in the [UBUNTU Anti-racism] program feels very empowering for the presenters, because they were like, were **actually given solutions to deal with this**. And afterwards, they themselves kept saying, you know, **'we felt so proud of the fact that we're the ones saying to them – 'Hey, this is how to deal with this'**. (Program staff 3)

It was identified also that through increased knowledge of racism and how to support each other empowerment was built to educate the wider community of the program, and to help find solutions:

“[the program] really helped me see that racism itself is just more of a misunderstanding. Rather than a pointing of fingers...the program helps to show everyone that **we're all alike, we're all equal**... the main [UBUNTU] motto is "I am because we are all equal". And it helps you see, ‘what am I doing to better to help them understand the problem itself’? (Student leader 1)

Confidence to stand up against racism was developed for the young leaders by having a suite of tools to draw on, knowing various ways to potentially deal with an incident and feeling confident to support their peers. Gaining a suite of tools to address racism in the form of the 3Ds (Distract, Delegate, Direct) was reported on highly by participating young leaders and program staff. This approach to Upstander action was found to be accessible and empowering:

“seeing the students able to go, you know, okay, this situation, if I take the direct approach, I'm just fighting fire with fire, it's going to explode. And I understand that, you know, because I'm probably going to be more angry about it, I'm going to look more like the attacker in the situation. So, you know, how do I do it? Okay, is maybe a bystander coming in? Can I distract? Or do I just walk away? And if they come after me, you know, do I then delegate up the line? You know, so it's about giving those simple three options. So **we saw empowerment in the students as well to go well now I know how to deal with this, instead of just pointing at someone going, 'that's racist, it's what they're doing is racist'**. And that's the best that I can do. Because quite often, things get out of control well before the teacher is able to get there in the schoolyard.” (Program staff 3)

“before the program, I was much more of a bystander. **Now I'm more confident in approaching situations and providing support**” (Student leader 2)

4.4 UBUNTU – a unique strength of the program

The embedded UBUNTU philosophy was reported to resonate highly with the young leaders and students, by creating an environment which validated each person’s feeling and experiences and encouraged participants to draw on their community for support.

“UBUNTU is so easy to understand, like, "I am because we are all equal", that I think they're able to sort of like **reflect on themselves** and how they see their behaviour and then that can help the issue, because then they they're not really focused on, I guess, what everyone else is doing, but **rather what they do themselves**” (Student Leader 1)

“I think **UBUNTU is amazing**. Like, it's such a powerful thing. That's why **I really value Afri-Aus Care, because it shows to be generous**. Once you have that, once you create a community...

it touches into the DET [Department of Education and Training] values, the **human morals, ethics, human rights**, everything. It really does tap into everything that we want for our [school] community. And it **creates a culturally inclusive space**. (Program staff 4)

“racism is a very hot topic. The kids were not embarrassed or scared of anyone, they were just speaking their mind, you know why - we created that **UBUNTU atmosphere that ‘[For] you, what you’re saying is true, it will help you. But tomorrow it will help other people’.**” (Program staff 1)

4.5 Impact of program adaptation

COVID-19 related delays and unforeseen school related decisions impacted the delivery and reach of the program. COVID-19 delayed the roll out of the program in schools, and whilst Afri-Aus Care intended to deliver additional sessions within the secondary schools, as demand from students was evident, they were unable to continue beyond the funding period. The intent of the program was to educate all students on the harm of racism and how to be active Upstanders against racism. Due to unforeseen school level decisions, the program was delivered predominantly to African background students with the inclusion of other migrant background students from minority ethnic groups:

“we would have preferred [all students] not just victims. We would have wanted maybe people who are perpetrating, maybe people who are bystanders...**that way the message gets across, the information and knowledge can be transferred to everybody, as opposed to just one specific group of people who happen to be the people that are the victims.**” (Program staff 2)

Although this was not the original intention of the program, with the aim for whole school groups to engage in the discussion together, not just victims, the facilitators found value in piloting a ‘how to deal with racism’ program with the aim to upskill victims of racism to confidently identify and stand up to racism through knowledge and support:

“can we recognize that the person who we're talking to [is] open to actually understanding that their actions or behaviour or what they're saying is racist? If they are, then we take the direct approach. So **we're helping to educate that person**. Should that responsibility fall to the individuals who is being vilified? No, it shouldn't. But who else is going to do it? And that was the acknowledgement that that we made, it was **who else is going to do it?**” (Program staff 3)

We suggest a positive unanticipated outcome of this modification has been the additional time for the young leaders to connect with peers and develop their confidence and skill to discuss racism in its various forms and how to respond to incidents of racism, that will contribute to their emotional and

physical safety. The skills developed by the young leaders should be further utilised in the school setting to address racism at a whole-of-school level.

4.6 Support for program continuation

Feedback provided by program facilitators, young leaders and the school students suggests this short program was highly valued. Due to timing and funding constraints, one session at each school was impactful, but left participants wanting more:

“speaking to a number of the students at [redacted school name], them knowing that I was involved [in the program] they come up to me, 'Hey, are we doing anything more like this in this space? You know, **we're kind of waiting for it**'” (Program staff 3)

As suggested by a program facilitator, there is much potential for the program to not only be delivered in its current form, but to also reach out to the wider school population to ensure more people are engaged in anti-racism training. Embedding a program such as the Black Rhinos UBUNTU Anti-Racism Leadership program into the broader [DET] school curriculum is also suggested, to ensure the potential reach and impact can be achieved through supportive education policy:

“[We hope to] maintain and **build on that 'how to deal with racism' program**. I think it needs to be [an additional] one-hour seminar. And then after that, it starts to merge with the 'what is racism' program, and then also the teacher program, ultimately, moving forward...I want to see a piggy-back in the respectful relationships curriculum...because I think there's so much potential there to do that. Absolutely. Because that's where we're going to see **genuine change**, when it's **embedded in the curriculum, it happens**. (Program staff 3)

Due to the large scale and harmful impact of racism, proactive anti-racism programs that target whole school communities are vitally needed. The Black Rhinos UBUNTU Anti-Racism Leadership program has demonstrated potential to educate the broader community on racism and its harmful impacts, reframe responses to racism and empower victims to find solidarity and support from their own community and allies:

“even though [racism is] a topic that should be widely talked about, people don't take it seriously enough, unless there's an issue that arises because of a racist situation. As opposed to addressing it before anything bad happens. They just... wait. **Now they put resources into it once something bad happens, which it should be the opposite... it is being ignored**. I don't know at what point we start thinking, Okay, this is something that we need to fix and address” (Program staff 2)



5. Discussion

Extensive literature documents the harm and deep, underlying impacts of racism on the lives of the victims (Priest et al., 2019; Priest, Guo, et al., 2021; Selvarajah et al., 2022). As reported by Afri-Aus Care, informal welfare checks during the UBUNTU Anti-Racism leadership program highlighted the extreme negative impacts of racism, which poses the question why action against racism remains an under-resourced area?

The Black Rhinos UBUNTU Anti-Racism Leadership program, developed by Afri-Aus Care and the Black Rhinos Basketball program, was successful in developing participants knowledge and understanding of racism, providing a suite of tools in which to enable appropriate responses to racist behaviours in a non-violent manner and building confidence to enact anti-racist actions. By drawing on a suite of tools (the UBUNTU philosophy and the 3Ds) to address racism, participants felt empowered. Through group work and shared experience, participants also found solidarity and felt emotionally supported to call racism out in the future.

Participants of the program reported new skills associated with leadership; increased knowledge, confidence, empowerment and for some a positive attitude towards life in general due to the solidarity built between program participants and staff. Along with these learning and the UBUNTU philosophy these young leaders have assumed positions as role models for younger students.

The UBUNTU anti-racism school kit is an effective resource for school settings. The findings of this evaluation support further and broader implementation of this program within schools, with the aim to address racism in its current form in school settings through knowledge, understanding and empowerment.



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7. Appendices

Appendix 1. Workshop Videos

Refer to link for Lyndale Anti-Racism workshop video:

(<https://drive.google.com/file/d/1bWRV6vYILVAVUcZ6PGhDA93QXeM7qwzf/view>)

Refer to link for Narre Warren South workshop video:

(https://drive.google.com/file/d/1AadRbGoXRoMSkDa8C4P-08B80ZXiO_lw/view)

Appendix 2. Anti-Racism Case Study

Provided by Afri Aus Care

Positive Impact of involvement in the Black Rhino's Basketball Program

Racism is a sleeping giant that is affecting many African Australians and leading many young people into contact with the justice system. (Refer to Black Rhino's video, <https://www.youtube.com/watch?v=v0-U35KsQkw&ab_channel=TheFeedSBS>.)

The reason the young man in the video (Jamy) came into contact with the justice system was racism and his inability to manage confronting and unjust racist situations. Jamy was motivated and driven but when he encountered targeted bias in his everyday life, he was not well equipped with the skills to deal with it. In correcting the behaviour of the young person in the video Black Rhinos Basketball Club provided a platform for young African-Australian struggling to assimilate into Australian society to get support, not only for themselves but for their families, and the wider African Australian community, please refer to Black Rhinos Basketball Club evaluation from University of Melbourne (<https://socialequity.unimelb.edu.au/areia>)

Many of the participants in the Black Rhinos UBUNTU Anti-Racism Leadership Program face a similar challenge to Jamy from the video above. They struggle to effectively deal with targeted bias, and as a result sometimes do things that may be out of character. The program has allowed the participants to understand the underlying causes of prejudice and targeted discrimination. It has empowered participants using UBUNTU principles and the Positive Change Model Methodology, and as a result, the program has seen a shift in the participants attitudes. Rather than isolate themselves after discrimination, participants have developed UBUNTU leadership skills and resilience, this allows them to respond to racism with compassion and respect, Furthermore the developed leadership skills allow participants to serve as active role models and assist others within the African Australian community to effectively deal with racism and targeted bias.

Appendix 3. Family Feud game: Examples of Racism

0	
Comments about "how they look" 29	Structural or systemic 12
Exclusion 25	Physical attacks 3
Denying racism exists 17	ANSWER 7 0
Verbal attacks 14	ANSWER 8 0
SHOW QUESTION	TIMER: 10
X XX XXX	

Appendix 4. Family Feud Game: Impacts of Racism

0	
Feeling angry, annoyed or frustrated 41	Suicide ideation 5
Behavioural problems 24	ANSWER 6 0
High anxiety/stress 18	ANSWER 7 0
Depression 12	ANSWER 8 0
SHOW QUESTION	TIMER: 10
X XX XXX	

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