

Using Film And The Aftermath Debate To Tackle Racism

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Using Film and The Aftermath Debate to Tackle Racism, when inducting new Degree Apprentices on to their programme of study at University within the introduction of Equality, Diversity and Inclusion and its importance within the workplace. The first step is accepting there are problems, then doing something about it. This training is to be used alongside the film 'Re:Tension'. It clearly outlines the role and responsibility of Peers in accepting the existence of racism, then acting on this because they know it is wrong and challenging others who perpetrate discrimination and enforce the silence upon individual people of colour in not speaking out about their experiences.

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OUTLINE

The film 'Re: Tension' was produced and directed by Ricardo Barker, Senior Professional Practice Fellow in Media at LTU as part of raising concerns over racial discrimination at university. This was a piece of work Ricardo had proposed to the university's Race Equality Charter Partnership (of which both Ricardo and Syra Shakir are key members).

Syra Shakir Senior Teaching Fellow in the Institute for childhood and education collaborated with Ricardo Barker to design and develop a Resource Toolkit to be used with the film to provide a formal training package on tackling racism in higher education and our response to the issues raised within the film.

Sarah Scowcroft, Senior Work Based Learning Tutor and Programme Lead for The Supply Chain Leadership Professional Degree Apprenticeship within the Centre for Apprenticeships, Work Based Learning and Skills at Leeds Trinity University identified how this film and toolkit could be utilised with new apprentices and has worked with Syra and Ricardo to implement this.

During the session introducing Equality, Diversity and Inclusion, the film is screened and this then launches into the key role and responsibilities of peers, managers and policy makers within the apprentice's organisations and their reactions to reports/ disclosures/ experiences of racial discrimination. They are then asked to reflect on what they have learnt and experienced in the session as well as reflect on their organisation's strategies, policies and procedures in relation to EDI and whether they are adequate, as well as suggest ways as to how these can be improved based on the discussions which have taken place during the session with their peers.

The toolkit which has been developed includes a Model/ theory which illustrates and epitomises the position of a person of colour in being trapped into this 'Forced Silence'; not being able to speak out about their experiences for fear of a hostile reaction and of painful repercussions. The theoretical model outlines the multiple levels of discrimination and again reinforces that change can only occur if we address the issues at the Peer level first, those who surround the individual person of colour, before then affecting change at the university level. Only by creating fractures at these levels, can any change ever take place at other levels; e.g. the Community and Wider Society. The focus of the training is to put the onus on everyone else. the Peers who surround the person of colour and moving away from the typical rhetoric; it is always the abused person who has to report, speak out and be the responsible for the actions of others essentially.

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