

Understanding and Tackling Racism and Discrimination in Schools and Workplaces: Young Africans' Experiences



Enhancing inclusion and belonging in schools and workplaces.



Note

Village Support Limited (VSL), Queensland African Communities Council (QACC) and African Youth Support Council (AYSC) research for evidence-based action.



Copyright

This study is the exclusive work of Village Support Limited (VSL), Queensland African Communities Council (QACC) and African Youth Support Council (AYSC) and should not be reproduced without prior authorisation.

We cannot fight racism and discrimination if we keep assigning an individual's action(s) to a whole community. This is unfair and rooted in prejudice.

Summary

Background

This report examines the lived experiences of racism and discrimination faced by people of African background in Australian secondary schools and workplaces. It draws on consultations with students, parents, teachers, and bicultural workers across several Queensland regions. The focus is on how racism affects belonging, wellbeing, education, employment, and long-term social outcomes, particularly for young people and families from migrant and refugee backgrounds.

Key Findings

Racism emerged as a shared and consistent concern across all groups. Students reported racial bullying, name-calling, stereotyping, social exclusion, and unfair disciplinary practices in schools. Many felt their concerns were dismissed by teachers, leading to feelings of unsafety, disengagement, and reduced trust in school systems. Parents described being excluded from decision-making, labelled as aggressive or traumatised, and disempowered when advocating for their children. Bicultural workers reported widespread workplace discrimination, including bullying, lack of promotion opportunities, exclusion from decision-making, and being valued only for diversity appearances rather than expertise. These experiences had serious impacts on mental health, motivation, educational participation, job satisfaction, and community cohesion.

Proposed Solutions

The proposed solutions emphasise preventing racism through coordinated action at individual, community, organisational, and systemic levels. Using the African Village Model, the report highlights shared responsibility among families, schools, employers, communities, and government. Key strategies include culturally responsive education, anti-racism training, clear and enforced policies, safe reporting mechanisms, and leadership accountability. Prevention is framed across primary, secondary, and tertiary levels, focusing on education, early intervention, and long-term support. Schools and workplaces are encouraged to promote inclusion, empower bicultural workers, strengthen partnerships, and address systemic barriers to equity and belonging.

Conclusion

Racism remains a significant barrier to equity and inclusion in both education and employment. Without coordinated action, its impacts will continue to affect individuals, families, and communities.

Recommendations Going Forward

Strengthen community-led initiatives, improve collaboration between parents and schools, ensure accountability of leaders, promote workforce diversity (especially at organisational senior leadership level where structural and systemic or institutional racism has to be effectively tackled), support trauma-informed practices, and move from discussion to sustained, practical action to address racism and discrimination. Overall, policymakers should be intentional about addressing racism instead of engaging in tick-box strategies.



Table of Contents

Summary	iii
List of Figures	vi
List of Appendices	vi
PART 1: STUDY ON RACISM AND DISCRIMINATION IN SCHOOLS AND WORKPLACES.	1
1.1. Background	1
1.1.1. Research aims and questions	3
1.1.1.1. Research aim	3
1.1.1.2. Research questions.	3
1.2. Methodology	3
1.2.1. Study Methods	3
1.2.2. Setting and Participants Recruitment	3
1.2.3. Study Participants	3
1.2.4. Data collection tools	4
1.2.5. Data analysis	4
1.3. Results	4
1.3.1. Participants	4
1.3.2. Key issues impacting students in schools.	4
1.3.3. Main issues parents believe are affecting their children’s education.....	5
1.3.4. Challenges teachers face when working with students and parents.	6
1.3.5. Challenges faced by bicultural workers in workplaces.	7
1.3.6. Comparison of Racism and Discrimination.	7
1.4. Impact of these findings	8
1.5. Discussion	9
1.6. Recommendations	10
1.7. Appendices: Case Studies	11
PART 2: PROPOSED MEASURES TO ADDRESS RACISM AND DISCRIMINATION IN SCHOOLS AND WORKPLACES.	13
2.1. Background	13
2.1.1. The African Village Model and Racial Discrimination	14
2.1.2. Motivation for these Proposed Measures	14
2.1.3. Aim and Objectives.....	15
2.2. Methodological Approach	15
2.3. Prevention Strategies for racial discrimination	15
2.3.1. Primary Prevention.....	16
2.3.2. Secondary Prevention.....	16
2.3.3. Tertiary Prevention.....	16
2.4. Levels of Prevention of racial discrimination	17
2.4.1. Micro-level prevention.....	17
2.4.2. Meso-level prevention	17
2.4.3. Macro-level prevention	18
2.5. Age-based early intervention	18
2.6. Tackling racial discrimination in schools and workplaces	20

2.6.1.	Tackling racial discrimination in schools	20
2.6.2.	Tackling workplace racial discrimination	23
2.6.3.	Tackling Systemic Racism.....	24
2.7.	Racism and Discrimination Prevention: Risk-Benefits Analysis.	25
2.7.1.	Benefits of Preventing racism and discrimination.....	25
2.7.2.	Risks of not preventing racism and discrimination	26
2.8.	Conclusion	26
2.9.	Ethical Issues	27
2.10.	Limitations	27
2.11.	References	28

List of Figures

Figure 1: Number of Participants in the study.....	4
Figure 2: Key issues impacting students within the school setting.....	5
Figure 3: Main issues parents believe are affecting their children’s education.	5
Figure 4: Difficulties teachers face when dealing with students and parents.	6
Figure 5: Challenges bicultural workers experience at work.	7
Figure 6: Comparison of Racism and Discrimination as viewed by participants.	8
Figure 7: The African Village Model for Community Service.....	14
Figure 8: Key Education (a) and Employment (b) Stakeholders	15
Figure 9: Stages in the Prevention of Racial Discrimination	16
Figure 10: Levels of Prevention	17
Figure 11: Stakeholder Collaboration to Tackle Racism and Discrimination in Schools	20
Figure 12: Stakeholder Collaboration to Tackle Workplace Racism and Discrimination	24

List of Appendices

Appendix 1: Case Study 1: AYSC Youth Mentor School-based Program, July 2022.	12
Appendix 2: Case Study 2: Complain by a parent in the Far North of Queensland.	12

PART 1: STUDY ON RACISM AND DISCRIMINATION IN SCHOOLS AND WORKPLACES.

1.1. Background

Immigrants play a vital role in Australia's workforce and are a major contributor to labour force growth. Despite this, many immigrants experience significant barriers to securing employment that matches their qualifications and professional training, often resulting in underemployment and low-paid work (Kosny et al., 2017). African migrants, in particular, face compounded challenges due to racial discrimination in both workplaces and broader society. Research indicates that Africans in Australia experience overt and covert forms of racism, including harassment, bullying, and degrading treatment, even in care and service sectors where they interact directly with clients (Kosny et al., 2017).

African communities have been highly racialised in public discourse, with criminal incidents involving African youths frequently framed as evidence of poor integration rather than individual circumstances (Windle, 2008). High-profile incidents in Melbourne in 2007, including the deaths of two young Sudanese men and violent police arrests following alleged riots, illustrate the racialised scrutiny experienced by Africans in Australia (Windle, 2008). These experiences reflect broader patterns of exclusion rooted in assimilationist expectations, where African migrants are positioned as outsiders who must continually prove their belonging (Ndhlovu, 2013; Uдах, 2021).

Racism and discrimination are particularly pronounced in educational settings. Schools have been identified as primary sites where children and adolescents from migrant and refugee backgrounds encounter racism at higher rates than their peers (Baak, 2019). African students report verbal abuse, racial slurs, and exclusion by peers, with some incidents involving explicit hate speech. Teachers have also been implicated in discriminatory practices, including unequal treatment, exclusion from extracurricular activities, and failure to address reported incidents of racism effectively (Baak, 2019; Yared et al., 2020). Such practices contribute to the silencing of racism in schools and negatively affect African students' sense of belonging, wellbeing, and educational engagement (McLeod & Yates, 2003; Uдах & Singh, 2019).

According to the Baak et al. (2025) and Ethnic Communities Council of Queensland (ECCQ) (2024), racism in Australian schools is experienced in multiple ways, including racial bullying, name-calling, stereotyping, social exclusion, and discriminatory treatment by both

peers and educators. Students from minority backgrounds report feeling unsafe, marginalised, and silenced, with racism occurring in classrooms, playgrounds, and online spaces. Some experiences involve systemic issues, such as biased disciplinary practices, lack of cultural representation in curricula, and inadequate responses from school authorities. Welcoming Australia (2025), reports the experience of racism in schools through racial slurs and verbal abuse, stereotyping, lowered academic expectations, biased streaming into English as an Additional Language or Dialect (EALD) programs, social exclusion, and inadequate school responses that often mislabel racism as general bullying. Many students and families report feelings of alienation, lack of racial literacy among staff, unclear reporting systems, and curricula that fail to reflect diverse histories and identities. In addition, there is low expectations from educators, as well as systemic issues such as culturally unsafe curricula and inadequate institutional responses (Baak et al., 2025), with frequent report from students from migrant and refugee backgrounds of often feeling invisible, silenced, or unsupported when racism occurs, leading to disengagement and reduced wellbeing.

The impacts of racism extend beyond schooling into vocational training, university education, and employment. African migrants frequently report workplace discrimination, poor working conditions, and adverse effects on mental and physical health (Kosny et al., 2017). Fear of job loss or damaged references often prevents reporting of discriminatory practices, further entrenching inequality. Workplace racism has also been shown to hinder social and economic integration (Rajendran et al., 2017).

Media narratives and policing practices further reinforce racial profiling of African youths, with routine interactions often characterised by suspicion and criminalisation (Windle, 2008). High-profile incidents involving African youths between 2018 and 2019 intensified public scrutiny and stigma. In response, the Queensland African Communities Council (QACC) established targeted youth intervention and rehabilitation programs through the African Youth Support Council, achieving positive outcomes (Queensland African Communities Council, 2022). To deepen understanding of these challenges, QACC conducted extensive consultations with education stakeholders between 2021 and 2023 to identify factors affecting African youths' experiences in schools and workplaces.

1.1.1. Research aims and questions

1.1.1.1. Research aim

The study aimed to examine factors negatively affecting the educational and professional experiences of young people of African background within school contexts.

1.1.1.2. Research questions.

It addressed four questions:

1. What key issues affect students' school experiences?
2. What challenges do parents perceive as influencing their children's education?
3. What workplace challenges do bicultural workers face and how do these affect their careers?
4. What difficulties do teachers encounter when working with African-background students and families

1.2. Methodology

1.2.1. Study Methods

This study involved community consultations with key education stakeholders, including students, teachers, parents, and bicultural workers, conducted through open discussion forums. These forums provided a safe space for open and honest dialogue on issues affecting the education of young people of African background. Using open-ended questions, participants offered detailed insights into factors influencing educational experiences and outcomes.

1.2.2. Setting and Participants Recruitment

As shown in Figure 1, the study was conducted across 20 public and private schools in four Queensland Local Government Areas: Brisbane, Ipswich, Logan, and Toowoomba. Schools scheduled sessions where students of African background participated in open discussions. Parents and teachers were invited by schools, while QACC school-based bicultural workers were engaged separately. AYSC youth mentors and QACC management were purposively selected to facilitate discussions and collect data. Separate forums involved 150 students, 20 parents, 30 teachers and principals, and 35 bicultural workers.

1.2.3. Study Participants

Participants included students, parents, teachers, and bicultural workers. Students ranged from Years 5–12 and attended schools where African Youth Support Council (AYSC) youth

mentors delivered early intervention programs. Parents were drawn from the same local government areas. Bicultural workers represented agencies supporting youth, families, and communities. Teachers were from participating schools or those seeking QACC support due to increased student antisocial behaviour; all identified as White Australians.

1.2.4. Data collection tools

Data were collected through open forums where participants discussed key questions. QACC management documented participants' statements, and participation frequencies were recorded and analysed.

1.2.5. Data analysis

Key statements were thematically analysed, and themes graphical illustrated and expressed as percentages using MS Excel.

1.3. Results

1.3.1. Participants

A total of 235 participants (150 students, 20 parents, 30 teachers and 35 bicultural workers) (Figure 1) participated in the study which was conducted in 20 schools in four local government areas (Brisbane, Ipswich, Logan, and Toowoomba & Far North Queensland).

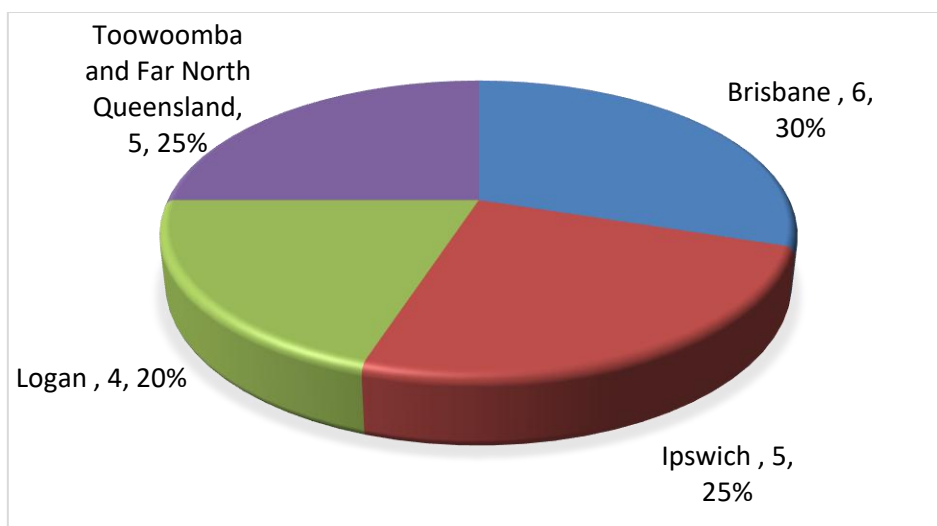


Figure 1: Number of Participants in the study.

1.3.2. Key issues impacting students in schools.

As shown in Figure 2, all students (100%, 150/150) identified racism as a major concern, with bullying (71.33%), discrimination (76.00%), lack of parental support (60.00%), and other issues (28.67%) also reported.

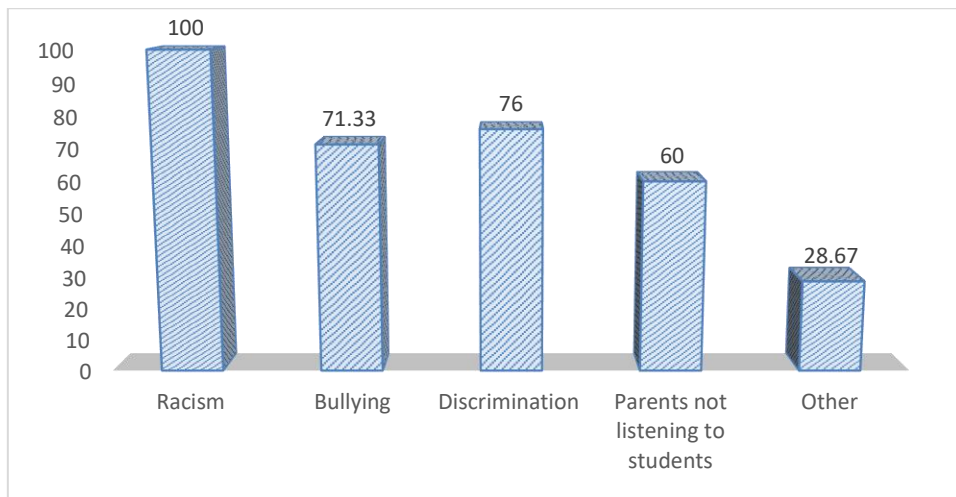


Figure 2: Key issues impacting students within the school setting.

African-background students experienced racism from peers, including being depicted as monkeys or gorillas and having their names attached. Teachers often ignored or dismissed their complaints, sometimes punishing them instead, while addressing other students' issues promptly. Some teachers reportedly used racial slurs. Students gathered in groups were labelled gangs and disciplined, and they faced bullying and harassment. They were also steered toward subjects based on their background rather than interests, despite being Australian-born English speakers. Additionally, students felt their parents were unsupportive of their aspirations, restricted their choices, and sometimes used corporal punishment.

1.3.3. Main issues parents believe are affecting their children's education.

All parents (100%, 20/20) of African-background students identified racism as a major school issue. Most (95%, 19/20) felt the Australian system disempowers them, and 85% (17/20) reported discrimination significantly affects their children (Figure 3).

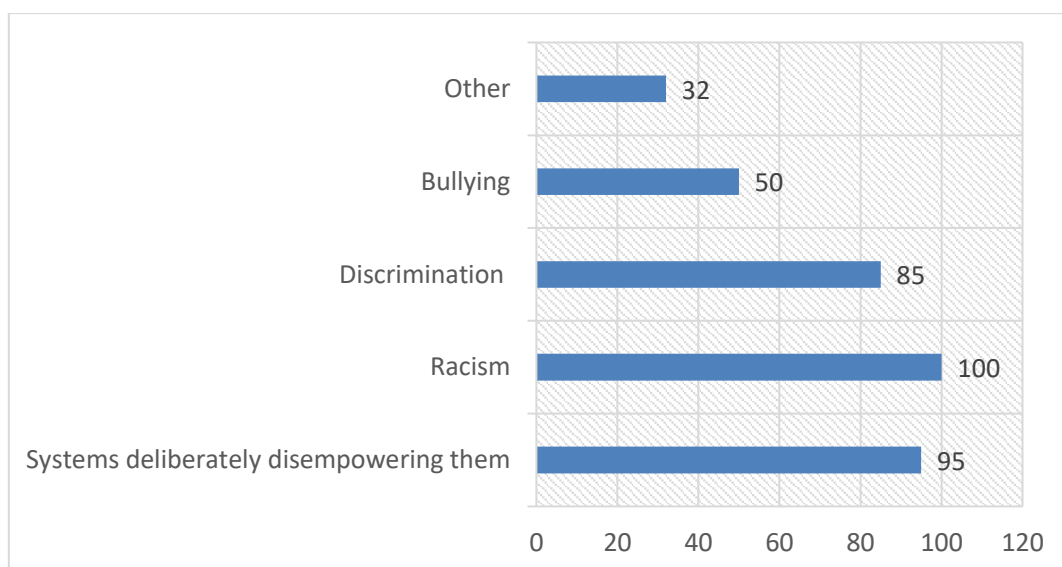


Figure 3: Main issues parents believe are affecting their children's education.

Bullying of African-background students was a major concern. Parents reported being excluded, unheard, and dismissed by teachers, police, or school authorities, with no opportunity to discuss issues with principals. Children were often forced into subjects misaligned with their career goals. Parents felt labelled as aggressive, traumatised, or mentally unstable due to their refugee backgrounds, judged for their parenting, and accused of lacking love for their children. They expressed frustration that their perspectives and concerns about their children’s well-being were routinely ignored or trivialised.

1.3.4. Challenges teachers face when working with students and parents.

Most teachers identified students’ anti-social behaviour (96.7%), limited parental support (93.3%), and students’ failure to follow advice (90%) as major challenges (Figure 4). They reported being unfairly accused of racism when assisting students and experiencing aggression or disengagement from parents who rarely attend meetings. Additionally, the perceived “gang mentality” among students further complicates teacher–student relationships, making it difficult to address issues effectively and maintain constructive communication with both students and their families.

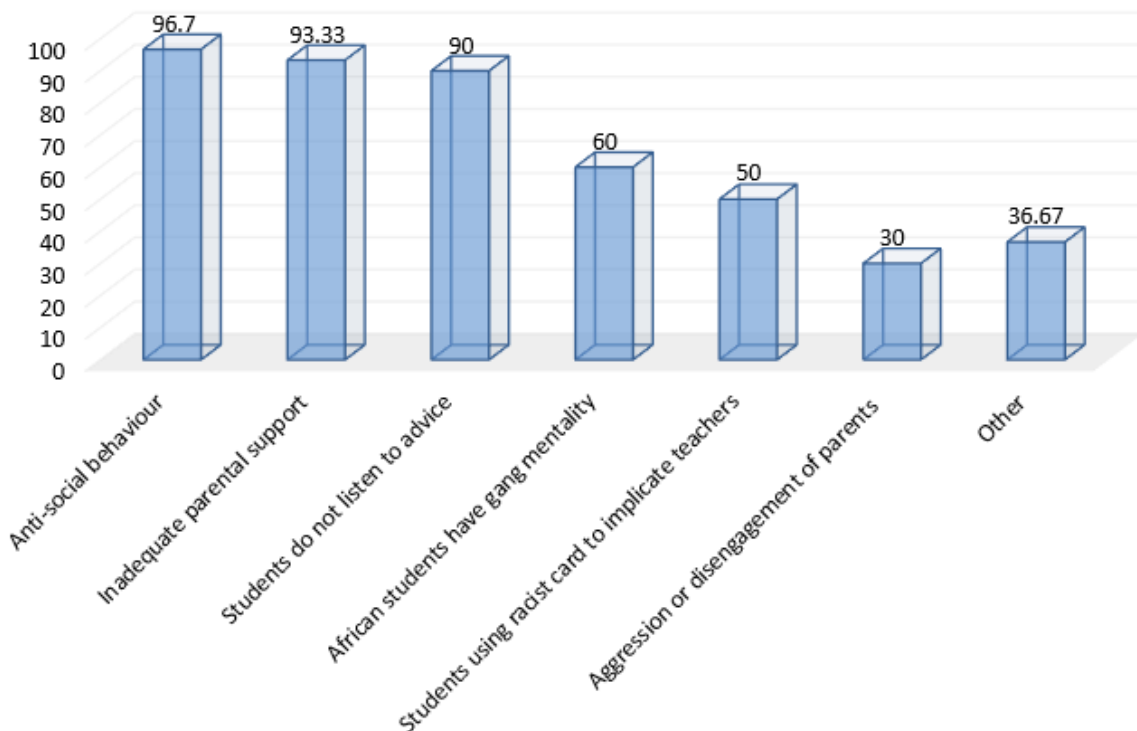


Figure 4: Difficulties teachers face when dealing with students and parents.

1.3.5. Challenges faced by bicultural workers in workplaces.

Most bicultural workers identified systemic discrimination (97.1%), lack of promotion and career progression, intimidation and bullying (91.4%), racism (94%), and deliberate undermining by organizational leadership (94.3%) as major workplace concerns (Figure 5).

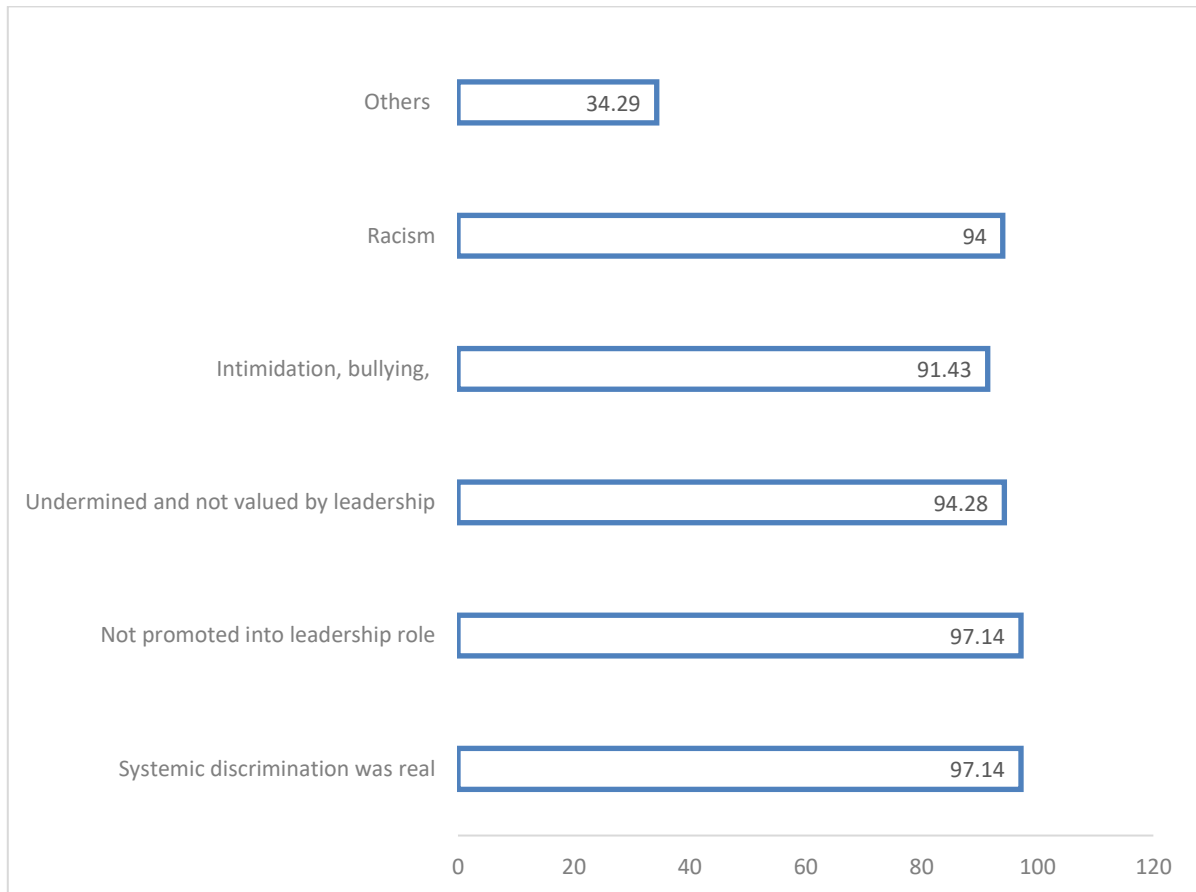


Figure 5: Challenges bicultural workers experience at work.

Bicultural workers felt undervalued, with their knowledge, skills, and career growth largely ignored. They reported exclusion from key decisions affecting students, families, or communities and believed systemic discrimination blocked their advancement to leadership roles. Many felt they were employed merely to fulfil diversity requirements rather than to apply their expertise, limiting their ability to contribute meaningfully to organisations, schools, agencies, or the wider community. This treatment left them feeling sidelined and underappreciated.

1.3.6. Comparison of Racism and Discrimination.

Racism and discrimination were the most frequently reported concerns. A comparison across schools and workplaces, as reported by students (150/150), parents (20/20), and bicultural workers (33/35), is shown in Figure 6. All participating students and parents

(100%) identified racism as a major issue, while discrimination was most prevalent among bicultural workers (97.1%).

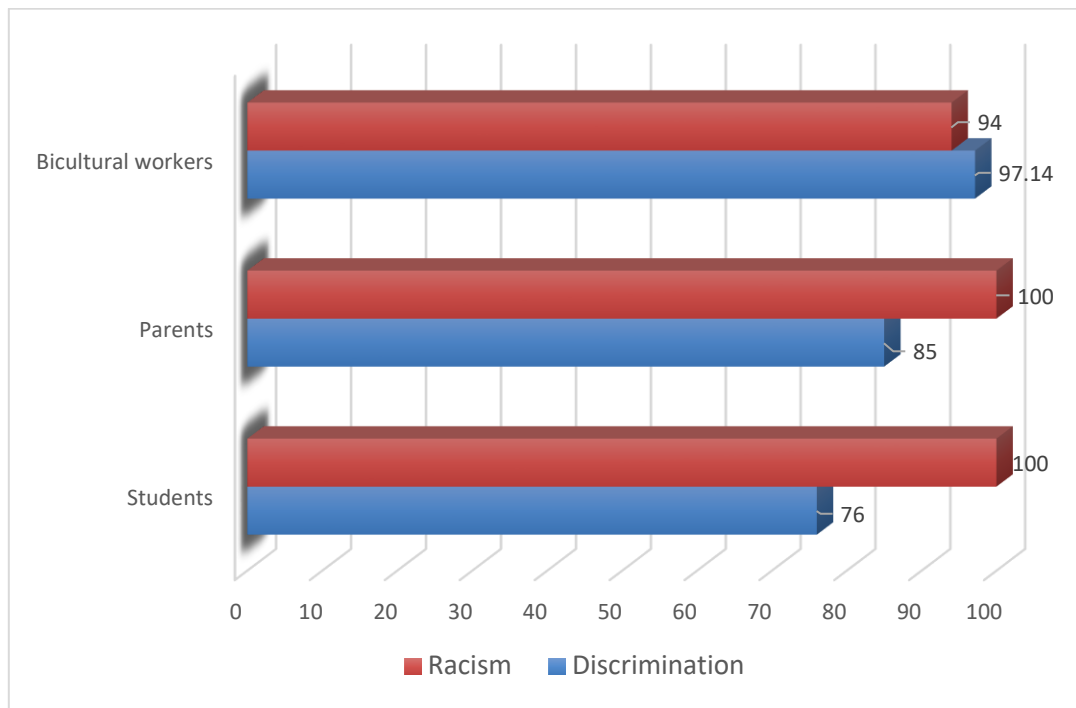


Figure 6: Comparison of Racism and Discrimination as viewed by participants.

1.4. Impact of these findings

1. Mental health impacts: Past trauma, violence, and armed conflicts contribute to depression, anxiety, and disengagement from school, leading to unfulfilled careers among African-background youth.
2. Reduced motivation for education: Limited career progress of older siblings and discrimination reduce students' passion for learning, increasing dropout rates and engagement in crime or antisocial behaviour.
3. Workplace challenges: African-background employees experience systemic discrimination, lowering productivity and limiting their ability to support families and communities effectively.
4. Parent-school tensions: Disagreements between parents, teachers, and school administrators hinder holistic education, compromising students' educational and career prospects.
5. Community risk: These combined challenges may foster a generation of frustrated, aggressive youth, increasing the potential for intergroup conflict and broader societal instability.

1.5. Discussion

Findings from this study highlight key challenges affecting young Africans in schools and workplaces, as reported by students, parents, teachers, and bicultural workers. Students identified racism, discrimination, and bullying as the most significant issues, with derogatory language, including the N-word, and negative stereotyping commonly reported. These findings align with Kosny et al. (2017), Baak (2019), and Yared et al. (2020), who documented racial bias and preferential treatment against African-background students. Such “othering” negatively affects students’ wellbeing and contributes to disengagement from school (Udah, 2021). A lack of parental support, particularly in listening to children’s concerns, further compounds these challenges.

Parents similarly raised racism, discrimination, and bullying as major concerns. In African culture, parental involvement is critical for children’s educational success; however, parents reported systemic disempowerment, which undermines their capacity to advocate for their children. Such treatment based on skin colour adversely affects both mental health and family cohesion (Udah, 2021).

Teachers reported student anti-social behaviour, limited parental engagement, and resistance to advice as significant challenges. Additional concerns included gang mentality, misuse of racial accusations against teachers, and aggression from parents, all of which hinder collaboration and educational outcomes. Disengaged students are more likely to drop out, increasing their vulnerability to negative societal influences and potential contact with the criminal justice system.

Bicultural workers identified racism, discrimination, bullying, lack of career growth, and being undervalued by leadership as key workplace issues. Such conditions reduce motivation and productivity, and may lead some young people to leave work, increasing susceptibility to social risks such as criminal activity (Kosny et al., 2017).

Overall, racism and discrimination emerged as the most pervasive concerns across schools and workplaces. Despite progress since the White Australia Policy, racialisation persists, often masked by terms such as “social inclusion” and “multiculturalism” (Ndhlovu, 2013). Effective inclusion requires acknowledging differences, rejecting negative stereotypes, and fostering equitable identities (Abdelkerim & Grace, 2012; Udah & Singh, 2019). Addressing systemic racism necessitates policy and practice interventions, including streamlined qualification recognition (Colic-Peisker & Tilbury, 2007), specialised job networks,

employment support for migrants and refugees, diversity promotion, and anti-discrimination measures. Workplace strategies such as empathetic supervision, informal peer mentoring, targeted counselling, volunteer incentives, and tailored English language support can enhance integration and wellbeing (Abdelkerim & Grace, 2012; Rajendran et al., 2017).

1.6. Recommendations

1. Conduct grassroots community education led by local communities on legal and policy mechanisms addressing racism and discrimination and empower community organisations to collect data and lodge complaints on behalf of affected members.
2. Establish an independent complaints body comprising CALD community members and school principals to investigate and recommend actions on serious cases of racism and discrimination.
3. Ensure accountability of organisational leaders to promote workforce diversity at organisational senior leadership level, empower CALD employees, and integrate them into decision-making processes affecting their communities.
4. Involve bicultural workers genuinely in policy decisions impacting CALD employees, communities, or youth.
5. Raise parental awareness to listen to children's needs, with schools supporting parents to ensure children's basic needs are met.
6. Respect cultural sensitivities in child-rearing, allowing CALD parents to raise children according to their culture without fear of retribution.
7. Involve parents collaboratively in school decisions affecting their children, empowering them to manage complex needs without being undermined, as expressed in meetings at San Damiano Hall (31/03/2022 & 28/04/2022).
8. Support community-led initiatives addressing after-school and weekend needs of children, youth, and families.
9. Celebrate multicultural community success stories in Parliament and through community leaders, reinforcing positive role models.
10. Establish an independent body to monitor workforce diversity at senior leadership level in organisations in organisational decision-making.
11. Promote collaboration between parents and schools to monitor students' behaviour, fostering community cohesion and preventing manipulation between stakeholders.
12. Organise workshops for students and parents on causes of racism, discrimination, bullying, and complaint-handling, alongside education on school policies.

13. Encourage solution-focused collaboration among stakeholders, avoiding blame, with failure to act considered complicity.
14. Review and ensure implementation of past recommendations from 2022 meetings with parents, teachers, and students.

1.7. Appendices: Case Studies

Scenario:

A 16-year-old young female student, in Brisbane, and her friends suffer stigmatisation and separation from Caucasian students on grounds that they are too loud and aggressive. When they try to explain themselves, teachers also interpret their loud voice as aggression, leading to lack of trust by these students of African background in their teachers. Some teachers use N-word, but their school does not sanction them. On this basis, students of African background do not consider the school as a safe place for them anymore as they are judged and not really understood, with possibility of disengagement.

Intervention:

African Youth Support Council (AYSC) implemented school-based program at Our Lady's College with JG and her peers as participants.

Outcome:

- Greater sense of self-confidence and a greater sense of belonging to the school community.
- Greater understanding of the issues that this female student and her peers face after her presentation on African hair and issues facing African students during school assemblies.
- Established connection between African parents and students and their school after a dinner night organised by the school during which this female student and her peers spoke and felt respected and supported.
- Through activities by AYSC team attending Our Lady's College, the school has become more supportive to this female student and her peers, allowing cultural braids/afros without being in trouble.
- Establishment of a support system in the school for African students who need extra support/help mentally, emotionally, and physically.
- This female student is happy to be at school and feels supported.

Next step:

To continue to empower this female student and her peers at Our Lady's College in the next six weeks to continue to love their African culture, embrace themselves and others and never disengage from school.

Appendix 1: Case Study 1: AYSC Youth Mentor School-based Program, July 2022.

Scenario:

The parent of a year 12 student in Grade 7 at Pimlico State School wrote to Pimlico State School to complain about verbal abuse and bullying of his daughter by her classmates and telling her to "go back to her home country" and making inappropriate jokes about her ethnicity. Her classmates hid her bag on claims that it contained bombs, further labelling her a terrorist. It started with false rumours spread by two of her classmates. In addition, she was verbally attacked in the basketball court, leading to a physical altercation, with attempts to remove her hijab.

Steps taken:

When she reported to her teacher and school administration, the matter was treated with indifference, with intimidation of suspension. A day later, the father received a call from the principal informing him of three-day suspension of his daughter.

Outcome:

Despite promises by the principal (who seemed uninformed about the details of the incident and its severity), the bullying persisted. By end of the term, her psychological well-being had deteriorated, with visible signs of stress, anxiety, and easily provoked. She is deeply troubled about her safety in school and now prefers homeschooling to avoid facing harassment.

This parent appealed to the school for immediate intervention and guidance on his daughter's psychological well-being, including any counselling and support the school can provide. Equally requested that schoolteachers' attitudes should be addressed.

Appendix 2: Case Study 2: Complain by a parent in the Far North of Queensland.

PART 2: PROPOSED MEASURES TO ADDRESS RACISM AND DISCRIMINATION IN SCHOOLS AND WORKPLACES.

2.1. Background

Racism involves the use of race-based societal power, by individuals or organisations, to consciously or unconsciously discriminate, exclude, or disadvantage racially marginalised people based on race, colour, ethnicity, nationality, religion, or immigrant status (University Council Australia, 2022). Interpersonal racism refers to individual attitudes and actions, while systemic racism involves organisational policies and practices that disadvantage marginalised groups. Preventing racism requires moving beyond passive non-racism to active anti-racism, challenging discriminatory practices wherever they occur.

Creating inclusive schools and workplaces is critical for fostering respect and equity. Effective strategies include education and training programs that raise awareness of unconscious biases, promote empathy, and provide tools to challenge discrimination (Correa-Velez et al., 2017; Elias et al., 2021; Jackson, 2011). Clear anti-discrimination policies, safe reporting mechanisms, and accountability measures for leadership are essential to enforce these standards (Ely et al., 2006). Celebrating diversity, promoting dialogue on race, and integrating multicultural education in schools can reduce prejudice early and prevent its continuation into adult life (Baak, 2019; Heaton, 2019).

In workplaces, diversity initiatives such as mentorship programs, inclusive hiring practices, and support systems, including counselling and employee resource groups, can address systemic barriers and support the well-being of affected individuals (Roberts & Mayo, 2019; Thomas, 2001). Regular assessment and data collection help identify areas requiring intervention and allow recognition of positive inclusivity practices (Correa-Velez et al., 2017; Ryan & Haslam, 2007).

The Queensland African Communities Council (QACC) and African Youth Support Council (AYSC) study on young Africans in schools and workplaces revealed high levels of racism and discrimination, underscoring the need for targeted action. Building on the above recommendations, and using the African Village Model of Community Service, interventions focus on empowering communities, implementing school- and workplace-based programs, and fostering sustainable anti-racism practices that allow all individuals to thrive without fear of discrimination (Triggs, 2013).

2.1.1. The African Village Model and Racial Discrimination

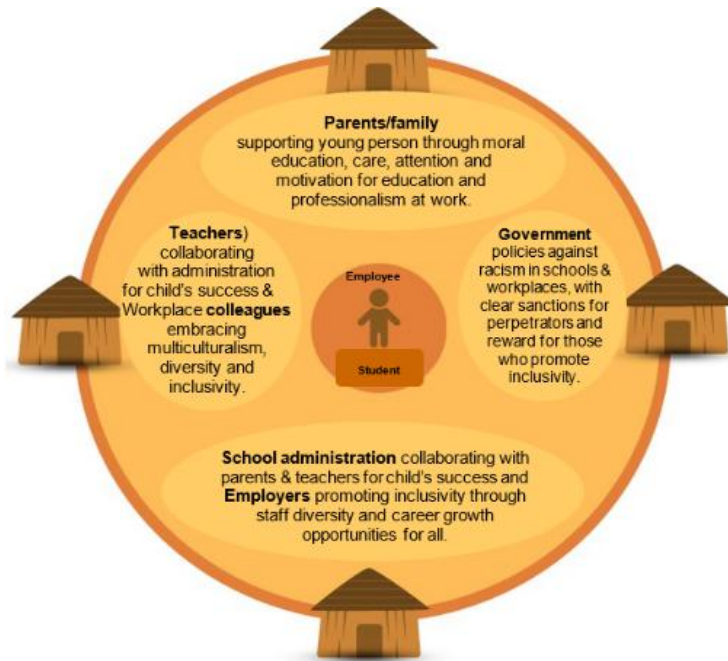


Figure 7: The African Village Model for Community Service

The Queensland African Communities Council (QACC) and African Youth Support Council (AYSC) operate within a collectivist framework, using the African Village Model, where child upbringing is a community responsibility. Figure 7 adapts this model to define roles of education and workplace stakeholders in addressing racism. It integrates government (laws and policies), parents and families (support and moral guidance), school administration and employers (collaboration with parents and promotion of staff diversity), and teachers and colleagues (protecting youth and fostering inclusivity).

This adapted model aligns with QACC’s principle, “...it takes a village to raise a child,” assigning clear responsibilities and accountability. It emphasises that combating racism is a shared responsibility for all community stakeholders.

2.1.2. Motivation for these Proposed Measures

The QACC/AYSC study on young Africans’ experiences in schools and workplaces highlighted systemic racial discrimination as a major issue. The report emphasised moving beyond diagnosis to action. Using a methodology involving students, parents, teachers, and bicultural workers, the study analysed roles of education and professional stakeholders (Figure 8). This aligns with QACC’s African Village Model, based on “...it takes a village to raise a child” (QACC, n.d.). Examining the intersectionality of stakeholder responsibilities revealed the need for coordinated efforts to support students’ education and employee wellbeing. The proposals presented focus on collaborative action, assigning clear

responsibilities and accountability to address racial discrimination effectively within each stakeholder's sphere of influence.

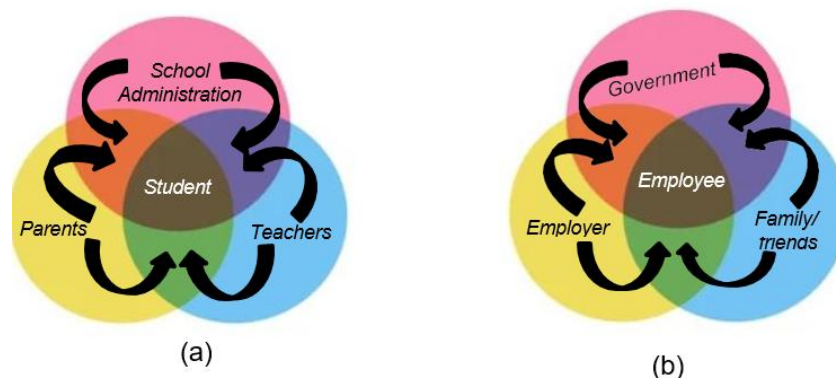


Figure 8: Key Education (a) and Employment (b) Stakeholders

2.1.3. Aim and Objectives

Aim:

To propose actionable measures to prevent and address racial discrimination in society.

Objectives:

1. Develop prevention strategies to tackle racism and discrimination in schools and workplaces.
2. Define and assign clear responsibilities to education and workplace stakeholders to ensure accountability in implementing anti-discrimination measures.

If implemented, the outcomes will create an environment where young migrants feel accepted, respected, and treated with dignity in school and workplaces, and will certainly reduce involvement in antisocial behaviour and the justice system.

2.2. Methodological Approach

Existing evidence in literature on strategies to address racism and discrimination were examined and analysed. Reflexivity based on findings in the study on the experiences of young Africans in schools and workplaces provided insights to framing proposed measures. Comments on pictures about racism posted on social media, "X" and Facebook were also analysed.

2.3. Prevention Strategies for racial discrimination

Preventing racism and discrimination in schools and workplaces requires primary, secondary, and tertiary strategies, collectively creating safer, inclusive environments by addressing root causes, intervening early, and reducing the impact of discriminatory behaviours on individuals and groups (Figure 9).

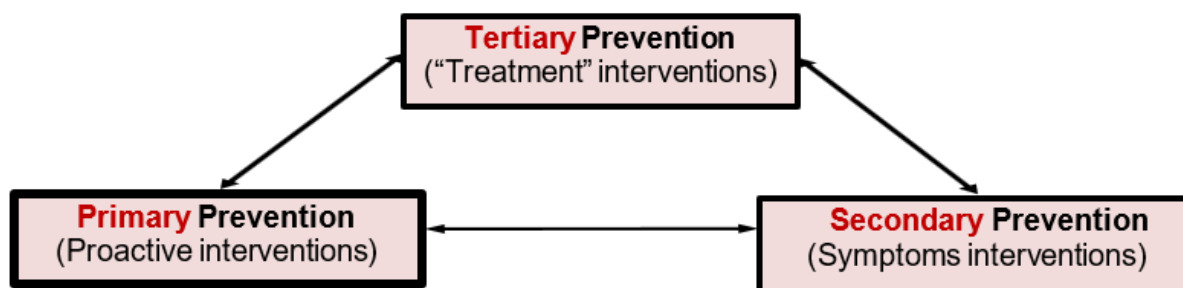


Figure 9: Stages in the Prevention of Racial Discrimination

2.3.1. Primary Prevention

Primary prevention focuses on proactive measures to stop racism and discrimination before they occur. In schools and workplaces, this includes educational programs promoting diversity awareness, cultural competence, and training on unconscious biases to help individuals recognize and mitigate prejudices (Sue et al., 2015). Integrating these programs into curricula or mandatory workplace workshops fosters understanding and respect. Clear policies enforcing zero tolerance for discriminatory behaviour and promoting inclusivity set expectations and support a culture that values diversity (Banks, 2015). Encouraging open dialogue on race and discrimination further helps prevent issues from escalating.

2.3.2. Secondary Prevention

Secondary prevention targets early detection and intervention when discriminatory behaviours emerge. Effective strategies include accessible reporting mechanisms, such as anonymous hotlines or trained staff, ensuring safe and confidential complaint handling (Gaertner et al., 2010). Conflict resolution, mediation, and restorative justice practices focus on addressing incidents constructively, fostering understanding, reconciliation, and cooperation between involved parties.

2.3.3. Tertiary Prevention

Tertiary prevention addresses the long-term effects of racism and discrimination on individuals and communities. Support services such as counselling, support groups, and mental health resources are crucial, particularly for migrant populations, and should consider cultural norms and past experiences (Roberts & Mayo, 2019). When secondary prevention fails, corrective actions, ranging from mandatory training to disciplinary measures, are necessary. Continuous monitoring and policy review help maintain inclusive environments (Thomas, 2001).

By implementing primary, secondary, and tertiary strategies, schools and workplaces can address both the root causes and consequences of discrimination. This comprehensive

approach fosters safe, inclusive environments where diversity is celebrated, individuals are respected, and systemic racism is actively challenged.

2.4. Levels of Prevention of racial discrimination

Preventing racism and discrimination in schools and workplaces requires a multi-level approach targeting micro-, meso-, and macro levels (Fahd & Venkatraman, 2019). This holistic strategy engages individuals, families, communities, and society to combat prejudice, promote inclusion, and foster equity. Effective prevention depends on the active involvement of all stakeholders affected by or responsible for addressing racism (Figure 10).

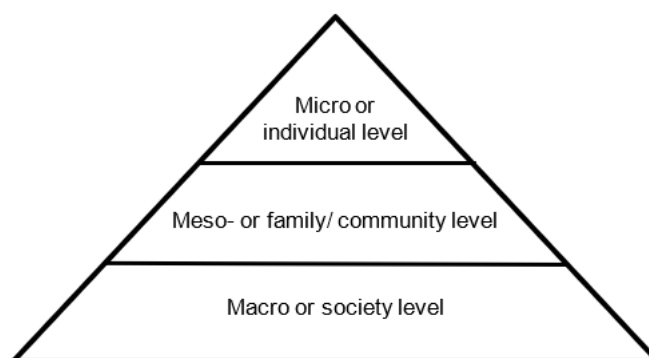


Figure 10: Levels of Prevention

2.4.1. Micro-level prevention

Micro-level prevention focuses on individual behaviours, attitudes, and interactions. Efforts at this level aim to educate individuals about their biases and how these may unconsciously



manifest as discriminatory actions. In schools, teachers can receive training to recognize and mitigate microaggressions (Jackson, 2011). In workplaces, workshops on cultural competence and implicit bias help employees understand and respect diversity (Paluck & Green, 2009). Encouraging self-reflection, empathy, and active engagement in

inclusive behaviours, such as adopting the mindset of “racism stops with me”, is critical to promoting personal accountability and reducing discriminatory actions.

2.4.2. Meso-level prevention

Meso-level prevention operates at the community or organizational level, focusing on group dynamics and relationships. Schools can revise curricula to include diverse perspectives,

enforce anti-bullying policies addressing racism, and facilitate cross-cultural dialogues (Banks, 2015). Workplaces can establish diversity committees, employee resource groups, and inclusive training programs to foster supportive environments (Ely et al., 2006). Safe spaces for dialogue and effective reporting mechanisms ensure policies are enforced, promoting equitable treatment and belonging.

2.4.3. Macro-level prevention

Macro-level prevention addresses systemic and societal factors contributing to racism. In schools, strategies include advocating for equitable funding, policy reforms to reduce racial disparities in discipline, and access to higher education for marginalized groups (Ladson-Billings, 2006). In workplaces, macro-level measures promote diverse leadership, equitable hiring, and anti-discrimination policies (Kalev et al., 2006). Collaborating with organizations to advance anti-racist policies and structural reforms fosters environments where inclusion and equity are the norm.

By integrating micro-, meso-, and macro-level strategies, schools and workplaces can comprehensively prevent racism, addressing individual behaviours, organizational culture, and systemic inequities.

2.5. Age-based early intervention

Photo 1 taken in 1952, was posted on “X”, and tells the story of two children and best friends who were caught by the cops at night in Chicago. They often sneaked out of their homes at night to ride the L train. The boys were James Davis, 5, (“black”), and Ronald Sullivan, 8, (“white”). “They seemed like brothers who cared for each other, even though they had different skin colours”. The following box contains some of the comments made by viewers:



Picture 1: Author unknown, (Source: “X”)

Comments on “X”

- “Why are people surprised when humans act human? Racism and discrimination in all its forms are social constructs made up by man”.
- “Too young to understand hatred at this point, but wait...”
- “It’s the colour of your heart that matters, not your skin”.
- “That’s the way it should be”.
- “Remember that hate is taught, 100%”
- “How it should be”
- “As it should be: respect”

From these comments, it is evident that society has created racial barriers that underpin discrimination in all its forms. Hate in all its forms is taught, especially to children. But the skin is just a covering and cannot change the similarities humans share in the structure and functioning of their internal organs. Skin colour does not matter in blood transfusion or organ

transplant. Anyone can donate blood or an organ to save a life, irrespective of how we look on the outside. That is really the way it should be, building a world where love has no boundaries and where hate has no place.

Photo 2 was posted on “X”, with the accompanying comment, supposedly, by the photographer.



Picture 2: Posted on “X”

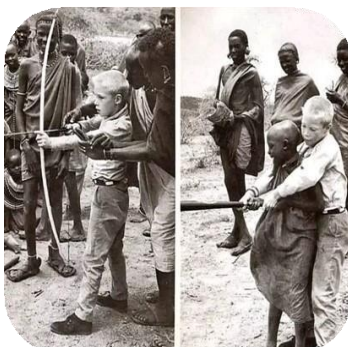
Comment on “X”

“I had been on assignment at a Detroit Montessori school for two days and shot hundreds of photos. Some were very good, but I knew I hadn’t gotten THE shot. That afternoon, as we all sat on the floor in a circle listening to a story, I bowed my head. When I raised my head, this little girl leaned over to lay her head on the little boy’s lap. He very gently lifted his arm to receive her. I call this photo ‘The Age of Innocence.’”

(Credit: Marco Mancinelli)

In the words of Marco Mancinelli, childhood age is really that of innocence. Anything taught at this stage is understood and taken is truthful and ideal. Therefore, the lessons and messages we pass on to children are likely to determine their attitude towards others in the future. Teaching them at this stage to love is the foundation to a just and fair world; a world where humanity is valued and treated with dignity irrespective of their ethnicity, religion, gender, political, social, or ideological beliefs. This is the age at which racism and discrimination is constructed and can be the age at is eradicated if we choose and are determined to see a truly global world, where equity is not only preached but truly seen and felt.

Photo 3, taken in 1962 in Kenya, illustrates two boys (9-year-old Kevin from New York, USA and Dionni, a Maasai in Kenya), teaching each other different skills. Kevin had come to Kenya to join his stepfather as guest of the Maasai tribe, where he and the chief’s son Dionni became close companions. About his experience, Kevin wrote in his diary: “The Maasai taught me lots of things. They are very nice people, and we had no problems understanding each other. They taught me to shoot the heaviest bow I have ever seen, and I taught Dionni how to play baseball.



Picture 3: Skills transfer between children from different backgrounds

He doesn’t speak any English, and I learned 11 words in Swahili.” Just like Photos 1 and 2, Photo 3 confirms the innocence of children and the love and trust they have in dealing with each other. The attitude of two boys does not only defile racism but laid the foundation to what should have guided global development: transfer of skills towards a fairer world.

This indicates that children would freely play together if given the chance, and through it, they can build friendship that will break future barriers.



Picture 4: Meeting with Nanny after 38 year (Africa's Wakanda, 2023)

Photo 4 illustrates a French man who, after 38 years, went back to look for the nanny who lovingly took care of him. Motivated by a desire to express his heartfelt appreciation, the man's pilgrimage was a testament to the enduring bonds formed through compassion and selfless love.

This touching story of reunion, published by Africa's Wakanda (2023), reminds us of the power of human connections and the lasting effects of kindness and care. The nanny's selfless dedication to nurturing the young boy left an indelible mark on his heart, leading him on this incredible journey to find her and express his immense appreciation.

This nanny took care of this boy very well, despite their differences in skin colour. She certainly saw in him, her own child and treated him with unforgettable love and care. What a lovely and amazing world we would have if we could treat each other well. Though we are far from each other, we will remain very closely connected by our deeds of love. Only love can break the chains of racial discrimination, and that love is in each of us. We just need to share and show it, without boundaries.

2.6. Tackling racial discrimination in schools and workplaces

2.6.1. Tackling racial discrimination in schools

Report on the study on the experiences of young people of African background in schools and workplaces revealed the important role key education stakeholders (Figure 11) could play in addressing racism and discrimination, as detailed below.

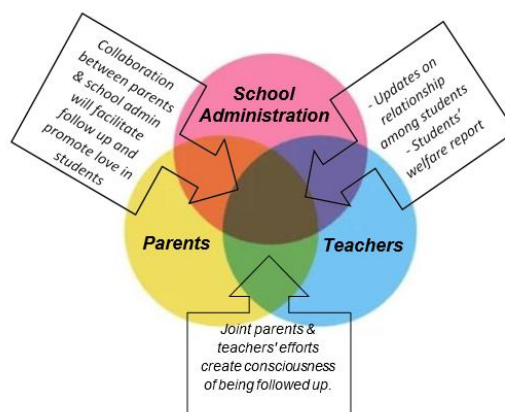


Figure 11: Stakeholder Collaboration to Tackle Racism and Discrimination in Schools

2.6.1.1. Parental Roles in addressing racism and discrimination in schools: Raising Well-Adjusted Children

Passing on a Legacy: In African culture, parents are children’s first educators and play a lifelong supportive role. They prioritise moral development and teach love, acceptance, and respect for all people regardless of race, religion, or status. African parents in Australia carry the responsibility of preserving these values while raising children who embrace diversity, tolerance, and peaceful coexistence.

Meeting Children’s Basic Needs: Ensuring children’s basic needs, particularly food and school supplies, is essential for their wellbeing. Proper care reduces feelings of inferiority, anger, and disengagement, supporting stable mental health and effective learning.

Supporting the Academic Journey: Active parental involvement in children’s education, including monitoring school progress and communicating with teachers, motivates students. When parents and schools work together, children feel supported, build trust, and are more willing to share challenges.

Teaching Healthy Conflict Responses: Schools present inevitable challenges that can become learning opportunities. Parents should teach children constructive responses through the Fight-Flight-Freeze approach: standing for what is right, avoiding trouble, and remaining calm when provoked. This fosters emotional regulation and conflict resolution.

Respecting School Authority: Parents should model respect for teachers and school administration, especially in front of children. Addressing concerns calmly and directly prevents conflict and discourages disrespectful behaviour.

Create Time to Listen: Understanding cultural differences, social media influences, and children’s perspectives requires attentive listening. Parents must also balance work with quality time, as moral guidance and presence are essential to protecting children from negative external influences.



Create time to listen



Pass on wisdom

2.6.1.2. *The role of school administration in addressing racial discrimination*

Educating and training teachers and school administrators in culturally relevant and inclusive practices is a vital step toward eliminating racism in schools (Jones, 2020). Such training should include diversity management, school-based programs, and independent reporting mechanisms. Schools are key social environments where children from diverse cultural, religious, and socioeconomic backgrounds interact and learn respect and coexistence. While parents are responsible for laying foundations of acceptance at home, schools must reinforce these values by fostering inclusive environments. Racism learned at home can undermine positive interactions, limiting children's natural capacity for forgiveness and conflict resolution. School-based initiatives, such as cultural activities, sports, inter-class competitions, mentoring programs, and parent social events, can strengthen relationships, reduce prejudice, and promote shared understanding. Additionally, independent and confidential reporting channels are essential for addressing discrimination and holding students and staff accountable. Collaboration between schools and parents is crucial when addressing misconduct. Recognising and rewarding inclusive behaviour can further motivate students to embrace diversity, contributing to a united and socially cohesive future generation.

2.6.1.3. *The role of teachers in addressing racial discrimination in school.*

Students spend most of their weekdays on campus, making teachers their closest adult influences and key shapers of behaviour and attitudes. By fostering supportive, inclusive classrooms where all students are treated equally, teachers can significantly reduce racism. Clear rejection of discriminatory behaviour discourages student involvement, while racist attitudes or comments from teachers can escalate tensions and harm students seeking to defend their rights. Teachers therefore have a responsibility to work closely with school administration and report issues that threaten classroom unity. A teacher's attitude directly affects students' mental health and sense of belonging. Acting as parental figures on campus, teachers who are fair, attentive, and proactive in identifying academic or social difficulties build trust with students. This trust enables early intervention in challenges, including racial discrimination, and shapes the legacy teachers leave in students' lives.

2.6.1.4. *The role of government in addressing racial discrimination in school.*

Developing and effectively implementing anti-racist policies in schools is a crucial early-stage intervention to address racial discrimination (Jones, 2020). Such policies should be integrated with existing frameworks to improve school environments, staffing, and funding, hold perpetrators accountable, and create inclusive learning spaces. Racism is often sustained by structural laws and practices that favour dominant groups, making

policymakers responsible for enacting equitable laws that protect all members of society. In schools, clear laws and sanctions against racial discrimination are required, with principals and school heads responsible for enforcement. To ensure transparency and accountability, independent monitoring bodies should oversee compliance, supported by accessible reporting mechanisms such as toll-free lines. Monitoring and incentives, including recognition of inclusive schools and stakeholders, can further promote compliance. Media policies are also necessary to curb biased and racialised reporting that reinforces negative stereotypes, particularly against Africans. Finally, meaningful anti-racist policy reform is impossible if political leaders or law enforcement engage in racism, as these institutions are central to protecting vulnerable populations, including migrants and survivors of violence.

Drawing on the *Enhancing Belonging* report Baak et al. (2025) and Ethnic Communities Council of Queensland (ECCQ) (2024), effective strategies to address racism in schools emphasise a whole-school approach grounded in inclusion, belonging, and respect. Key measures include embedding anti-racism and multicultural education in curricula, strengthening student voice, and promoting positive peer relationships. Ongoing professional development for teachers on cultural competence, trauma-informed practice, and bias awareness is essential. Strong partnerships with families and culturally diverse communities help build trust and shared responsibility. Clear anti-racism policies, safe and confidential reporting mechanisms, restorative responses to incidents, and consistent consequences ensure accountability. Celebrating cultural diversity and fostering inclusive environments support student wellbeing and contribute to equitable, safe, and respectful learning spaces for all students. Welcoming Australia (2025) also proposes whole-school, with a focus on culturally responsive anti-racism training; clear inclusion and anti-racism policies; trusted and consistent reporting mechanisms; and curricula that reflect diverse voices. Strengthening partnerships with communities, increasing workforce diversity (especially at senior leadership level in organisations where structural and systemic or institutional racism must be effectively addressed), empowering student and family voice, and embedding inclusion into school systems are central to creating safe, equitable learning environments.

2.6.2. Tackling workplace racial discrimination

Addressing workplace racial discrimination requires collaboration among key stakeholders who influence employee wellbeing and career development. Drawing on the African Village Model (Figure 12), families/friends, governments, and employers share responsibility for creating fair and inclusive workplaces.



Figure 12: Stakeholder Collaboration to Tackle Workplace Racism and Discrimination

Role of the Family and Community: Families and communities play a foundational role by instilling values of respect, love, and tolerance. Young people should be encouraged to resolve workplace conflicts through appropriate administrative channels. Regular family engagement, such as discussing daily work experiences, provides emotional support and guidance in navigating professional challenges.

Government's Role: Governments must ensure that anti-discrimination laws are not only enacted but visibly enforced. Clear roles, accountability mechanisms, and sanctions for violations are essential. Independent and confidential reporting channels should protect employees, while inclusive employers should be recognised and rewarded.

Employer's Role: Employers should promote genuine diversity grounded in respect, fairness, and professionalism. Equal opportunities for recruitment, promotion, and career growth must be based on merit, skills, and qualifications. Valuing employee contributions and sanctioning racist behaviour fosters harmony, productivity, and mutual benefit for both organisations and workers.

2.6.3. Tackling Systemic Racism

Institutional, systemic, and structural racism underpin all forms of racial discrimination and are deeply embedded in laws, policies, practices, and social beliefs that sustain inequality and oppression of people of colour (Braveman et al., 2022). Institutional racism refers to normalised discriminatory practices within organisations, while structural racism describes broader societal inequalities that exclude certain groups, such as their underrepresentation in media, politics, and the legal profession (Australians for Native Title and Reconciliation, 2024; Braveman et al., 2022). Addressing these forms of racism requires a multifaceted approach. Institutions must implement and enforce policies that promote diversity, equity,

and inclusion, including reforming hiring practices, curricula, and law enforcement procedures to reduce bias (Sue et al., 2015). Quota representation in key decision-making bodies is essential to amplify minority voices, rebalance power, and promote fairness. Education and awareness programs in schools and workplaces are critical for challenging stereotypes and building cultural competence (Berman & Paradies, 2010). Systematic data collection helps identify disparities and monitor progress, while centring marginalised voices ensures policies reflect lived experiences, captured by the principle “nothing about us without us” (Williams et al., 2019). Strong legislation, accountability, and community dialogue are vital for building an inclusive society (Pettigrew & Tropp, 2013).

2.7. Racism and Discrimination Prevention: Risk-Benefits

Analysis.

2.7.1. Benefits of Preventing racism and discrimination

Addressing racism and discrimination in schools and workplaces generates wide-ranging benefits for individuals, institutions, and society. Efforts to combat racism promote inclusive environments that value diversity, enhance wellbeing, and strengthen social cohesion, aligning with the vision of creating a better and more equitable Australia (Heaton, 2019).

In schools, addressing racism fosters inclusive and supportive learning environments where students feel valued and respected. This sense of belonging enhances self-esteem, academic achievement, and personal development, while exposure to diverse perspectives promotes critical thinking, empathy, and cultural competence (Banks, 2015; Ladson-Billings, 2006). Such environments prepare students to participate effectively in a diverse and interconnected society.

In workplaces, tackling discrimination leads to organisational benefits including increased productivity, innovation, and employee satisfaction. Inclusive workplaces encourage diverse perspectives, improving problem-solving and decision-making, while also attracting and retaining skilled employees, reducing turnover, and boosting engagement (Ely & Thomas, 2001; Kalev et al., 2006). Addressing racism also improves mental health and wellbeing. Students and employees who experience discrimination are at greater risk of stress, anxiety, and disengagement, whereas inclusive environments reduce these risks and support better performance and wellbeing (Priest et al., 2013) (Schneider et al., 2000). Beyond individual and organisational gains, addressing racism promotes broader social benefits by reducing inequality, strengthening social cohesion, and modelling values of fairness and respect.

Schools and workplaces therefore play a vital role in building a more just, inclusive, and harmonious society.

2.7.2. Risks of not preventing racism and discrimination

Racism and discrimination have a dual negative impact, harming both victims and perpetrators. Perpetrators often become trapped in anger and hostility, which can spill over into their personal relationships.

When racism is left unaddressed in schools and workplaces, it leads to serious consequences for individuals, institutions, and society. In schools, racism creates hostile learning environments that undermine students' academic performance, motivation, and engagement, while reinforcing educational inequalities. Marginalised students may disengage from education, increasing their vulnerability to antisocial behaviour and long-term exclusion.

In workplaces, unchecked discrimination fosters toxic organisational cultures, reducing morale, job satisfaction, productivity, and innovation, while increasing absenteeism and staff turnover. These effects damage organisational reputation and sustainability. Racism also significantly harms mental health, contributing to stress, anxiety, depression, burnout, and reduced wellbeing among students and employees. At a societal level, failure to challenge racism normalises bias, entrenches systemic inequalities, erodes trust, and deepens social divisions.

Overall, ignoring racism and discrimination perpetuates cycles of exclusion and harm, underscoring the urgent need for proactive, inclusive, and equitable interventions in both educational and workplace settings.

2.8. Conclusion

This report demonstrates that racism and discrimination in schools and workplaces are not isolated incidents, but deeply rooted issues sustained by individual attitudes, organisational practices, and broader social systems. The lived experiences of students, parents, teachers, and bicultural workers show that racism negatively affects mental health, educational engagement, career progression, and social cohesion. Addressing these challenges requires moving beyond acknowledgement to deliberate, coordinated action. The proposed measures emphasise shared responsibility, early intervention, and culturally responsive practice, guided by the African Village Model, which recognises that preventing racism is a collective obligation.

Effective prevention of racism and discrimination requires a comprehensive approach that addresses individual behaviours, group dynamics, and systemic structures. By targeting micro-, meso-, and macro-level interventions, educators, employers, and policymakers can work collaboratively to create environments that are inclusive, equitable, and safe. At the micro level, raising awareness of biases and fostering empathy through education and training can reduce discriminatory behaviours (Sue et al., 2015). Meso-level strategies, including inclusive policies and equitable organisational practices, help promote diversity and fairness within institutions (Ely & Thomas, 2001). At the macro level, sustained advocacy for structural reform and the removal of systemic barriers is essential to achieving long-term societal equity (Kalev et al., 2006).

When racism and discrimination are actively addressed, schools can enhance students' academic achievement, social development, and sense of belonging (Banks, 2015), while workplaces benefit from improved employee wellbeing, productivity, and innovation, alongside reduced absenteeism and staff turnover (Ely & Thomas, 2001). Inclusive environments also support better mental health outcomes for all individuals involved (Priest et al., 2013).

Ultimately, preventing racism and discrimination benefits not only individuals and organisations but society as a whole. In the spirit of a paraphrased vision articulated by Martin Luther King Jr., *there is a need to build a country, Australia, where people are "not judged by the colour of their skin but by the content of their character."* As echoed in a public reflection shared on X, *"It's the colour of your heart that matters, not your skin."* This vision underscores the moral and social imperative to foster a nation where dignity, equity, and humanity guide all interactions.

2.9. Ethical Issues

Study details were explained to all participants and schools. Only African-background students, parents, and bicultural workers were included, with schools and QACC leadership ensuring student safety from retaliation.

2.10. Limitations

These proposed measures are not the product of a research team but of an individual drawing on study findings. While the limited use of research evidence was intentional to make the document accessible to a broader audience, this may have reduced the depth and robustness of the analysis. The inclusion of social media comments introduces

subjectivity, as opinions vary across individuals. Additionally, the authors' country and continent of origin may raise positionality concerns, with perspectives potentially perceived as less objective. Finally, reliance on individual reflexivity increases the risk of subjectivity, as interpretations may be shaped by personal viewpoints.

2.11. References

- Abdelkerim, A. A., & Grace, M. (2012). Challenges to employment in newly emerging African communities in Australia: A review of the literature. *Australian Social Work*, 65(1), 104-119.
- Africa's Wakanda. (2023). After 38 Years French Man Comes to Africa to Look for His Nanny. In.
- Australians for Native Title and Reconciliation, A. (2024). *Systemic racism*. <https://antar.org.au/issues/racism/systemic-racism/>
- Baak, M. (2019). Racism and othering for South Sudanese heritage students in Australian schools: Is inclusion possible? *International Journal of Inclusive Education*, 23(2), 125-141. <https://doi.org/https://doi.org/10.1080/13603116.2018.1426052>
- Baak, M., Maughan, L., & Rojas, Q. M. (2025). *Enhancing belonging for African diaspora students in Australia: action research with secondary schools*. <https://digital.library.adelaide.edu.au/items/46e5af78-d716-4782-a1ec-ec5a811a4110>
- Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching*. Routledge.
- Berman, G., & Paradies, Y. (2010). Racism, disadvantage and multiculturalism: towards effective anti-racist praxis. *Ethnic and racial studies*, 33(2), 214-232.
- Braveman, P. A., Arkin, E., Proctor, D., Kauh, T., & Holm, N. (2022). Systemic And Structural Racism: Definitions, Examples, Health Damages, And Approaches To Dismantling: Study examines definitions, examples, health damages, and dismantling systemic and structural racism. *Health affairs*, 41(2), 171-178.
- Colic-Peisker, V., & Tilbury, F. (2007). Refugees and employment: The effect of visible difference on discrimination.
- Correa-Velez, I., Gifford, S. M., McMichael, C., & Sampson, R. (2017). Predictors of secondary school completion among refugee youth 8 to 9 years after resettlement in Melbourne, Australia. *Journal of International Migration and Integration*, 18(3), 791-805.
- Elias, A., Mansouri, F., & Paradies, Y. (2021). Contemporary racism in Australia. In *Racism in Australia Today* (pp. 169-209). Springer.
- Ely, R. J., Meyerson, D. E., & Davidson, M. N. (2006). Rethinking political correctness. *Harvard business review*, 84(9), 78.
- Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative science quarterly*, 46(2), 229-273.
- Ethnic Communities Council of Queensland (ECCQ). (2024). *Report: Racism in Australian Schools*. <https://eccq.com.au/wp-content/uploads/2024/02/Report-Racism-Within-Australian-Schools.pdf>

- Fahd, K., & Venkatraman, S. (2019). Racial inclusion in education: An Australian context. *Economies*, 7(2), 27.
- Gaertner, S. L., Dovidio, J. F., & Houlette, M. A. (2010). Social categorization. *Handbook of prejudice, stereotyping, and discrimination*, 526-543.
- Heaton, A. (2019). Combatting racism to create a better Australia: the potential of the national cross-curriculum priority of teaching Aboriginal histories and cultures. *Australian Aboriginal Studies*(1), 41-50.
- Jackson, K. F. (2011). Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation. In: JSTOR.
- Jones, B. L. (2020). Reducing racism in schools: The promise of anti-racist policies. <https://education.uconn.edu/2020/09/22/reducing-racism-in-schools-the-promise-of-anti-racist-policies/>
- Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American sociological review*, 71(4), 589-617.
- Kosny, A., Santos, I., & Reid, A. (2017). Employment in a "land of opportunity?" Immigrants' experiences of racism and discrimination in the Australian workplace. *Journal of International Migration and Integration*, 18(2), 483-497.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational researcher*, 35(7), 3-12.
- McLeod, J., & Yates, L. (2003). Who is 'Us'? Students negotiating discourses of racism and national identification in Australia. *Race, Ethnicity and Education*, 6(1), 29-49.
- Ndhlovu, F. (2013). 'Too Tall, Too Dark'to be Australian: Racial Perceptions of Post-refugee Africans. *Critical Race & Whiteness Studies*, 9(2).
- Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: What works? A review and assessment of research and practice. *Annual review of psychology*, 60(1), 339-367.
- Pettigrew, T. F., & Tropp, L. R. (2013). *When groups meet: The dynamics of intergroup contact*. psychology press.
- Priest, N., Paradies, Y., Trenerry, B., Truong, M., Karlsen, S., & Kelly, Y. (2013). A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people. *Social science & medicine*, 95, 115-127.
- Queensland African Communities Council, Q. (2022). *African Youth Support Council (AYSC) Youth Mentoring and Family Support Programs: First-Year Evaluation Report*.
- Rajendran, D., Farquharson, K., & Hewege, C. (2017). Workplace integration: the lived experiences of highly skilled migrants in Australia. *Equality, Diversity and Inclusion: An International Journal*, 36(5), 437-456.
- Roberts, L. M., & Mayo, A. J. (2019). Toward a racially just workplace. *Harvard business review*, 2019, 1-10.
- Ryan, M. K., & Haslam, S. A. (2007). The glass cliff: Exploring the dynamics surrounding the appointment of women to precarious leadership positions. *Academy of management review*, 32(2), 549-572.

- Schneider, K. T., Hitlan, R. T., & Radhakrishnan, P. (2000). An examination of the nature and correlates of ethnic harassment experiences in multiple contexts. *Journal of applied psychology*, 85(1), 3.
- Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2015). *Multicultural social work practice: A competency-based approach to diversity and social justice*. John Wiley & Sons.
- Thomas, D. A. (2001). The truth about mentoring minorities. *Race matters. Harvard business review*, 79(4), 98-107, 168.
- Triggs, G. (2013). Racism: It stops with education. *Incite*, 34(4), 28-28.
<https://www5.austlii.edu.au/au/journals/inCiteALIA/2013/83.pdf>
- Udah, H. (2021). Negotiating the challenges of everyday life: the African immigrant experience in Queensland, Australia. *African Identities*, 19(2), 123-140.
- Udah, H., & Singh, P. (2019). Identity, othering and belonging: Toward an understanding of difference and the experiences of African immigrants to Australia. *Social Identities*, 25(6), 843-859.
- University Council Australia. (2022). *Racism at Work: How organisations can stand up to and end workplace racism*. https://www.dca.org.au/wp-content/uploads/2023/06/infographic_racism_at_work_final_1.pdf
- Welcoming Australia. (2025). *Racism in Schools Conversation Series: Framework, summary and model for community-led action*.
- Williams, D. R., Lawrence, J. A., & Davis, B. A. (2019). Racism and health: evidence and needed research. *Annual review of public health*, 40(1), 105-125.
- Windle, J. (2008). The racialisation of African youth in Australia. *Social identities*, 14(5), 553-566.
- Yared, H., Grove, C., & Chapman, D. (2020). How does race play out in schools? A scoping review and thematic analysis of racial issues in Australian schools. *Social Psychology of Education*, 23(6), 1505-1538.

Copyright

This report is the exclusive work of the Village Support Limited (VSL), Queensland African Communities Council (QACC) and African Youth Support Council (AYSC) and should not be reproduced without prior authorisation.

