



**POLICE  
SCOTLAND**  
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**POILEAS ALBA**

# Tackling Prejudice and Building Connected Communities

A Thematic Conference on Hate Crime Motivated by  
Racial and Religious Prejudice

**Tuesday 15<sup>th</sup> October 2019**

**Glasgow City Chambers**

**9:00am – 3:30pm**

**#TacklingPrejudice2019**

**#OneScotland**

**#ConnectingCommunities2019**



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# Conference Agenda

Chair: **Danny Boyle, Parliamentary and Policy Officer, BEMIS Scotland**

BSL Interpreters: **Janice Murdoch** and **Nathan Imeson**

**09:00**

ARRIVAL & REGISTRATION

**09:30**

Opening and welcome

**Bailie Marie Garrity, Chairperson of the Glasgow Hate Crime Working Group**

**09:40**

Setting the scene:

**Rami Ousta, BEMIS Scotland**  
**Assistant Chief Constable Gary Ritchie, Police Scotland**

**09:55**

2016–2019 Progress, Opportunities and Challenges we must face.

**Prof Duncan Morrow** (Independent Advisor on Tackling Prejudice and Building Connected Communities)

**10:10**

Presentation on Restorative Justice with Q+A: **Rania Hamad** and **Lorraine Gardiner**

**11:00**

BREAK

**11:15**

**Panel discussion:**

*“Can creating an inclusive national identity help tackle prejudice and build connected communities?”*

**12:30**

LUNCH

**13:15**

Presentation/Q+A: **Scottish Government**. An update on the development of the hate crime bill, including consultation findings and some key challenges.

**13:45**

**Panel discussion:**

*“What is Race Equality Education and why is it important in Scottish schools?”*

**15:00**

Summary and next steps

**15:30**

CLOSE

## Setting the scene

In October 2018, **BEMIS and Police Scotland** initiated and delivered a national conference, which aimed at instigating informed discussions in relation to **‘Tackling Prejudice and Building Connected Communities’ (TPBCC)**. This was a proactive step that reflected a responsive approach to complementing both partners’ membership of the Cabinet Secretary for Communities and Local Government’s National Strategic TPBCC group.

The group itself was set up following the publication of the Scottish Government’s report in June 2017 regarding ‘Tackling Prejudice and Building Connected Communities’. This was in response to the Independent Advisory Group’s report in September 2016 pertaining to Hate Crime, Prejudice and Community Cohesion, authored by the Independent Advisor Dr Duncan Morrow and an expert group.

Thus, the strategic group has inherited a focus and legacy from previous experts and has sought to respond to the issues identified in the 2016 and 2017 reports and maintain momentum in progressing the agenda to take a comprehensive approach to hate crime, prejudice, community cohesion and solutions therein.

The 2018 conference generated 8 key learning outcomes. The 2019 conference will seek to enhance understanding of how these key learning outcomes apply to our continued shared agenda as part of the TPBCC strategic group and the conference agenda more broadly.

### LEARNING OUTCOMES

1. Restorative Justice
2. Pro-active Race Equality Educational Resources
3. Coherent Hate Crime legislation
4. Sociological understanding vs. Legal definitions
5. Cultural Recognition of diverse communities and resources to integrate diverse communities pro-actively into an ‘inclusive national identity’
6. Increased communication opportunities with Police Scotland and communities
7. A human-rights-based approach. “Voices from our Communities”. This engagement must underpin our collaborative and comprehensive efforts to tackle hate crime in Scotland
8. Intersectional challenges, recognition and solidarity: Learning from each other’s best practice, methods and experience.

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## Panel Discussions

### MORNING SESSION

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*“Can creating an inclusive national identity help tackle prejudice and build connected communities?”*

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<b>Asif Khan</b>	Scottish Poetry Library
<b>Harriette Campbell</b>	African Caribbean Womens Association
<b>Jeanette Findlay</b>	An Gorta Mor Memorial Committee
<b>Dr Tommy J Curry</b>	Professor of Africana Philosophy and Black Male Studies, University of Edinburgh
<b>Khaleda Noon</b>	Intercultural Youth Scotland

#### Brief

The Scottish Government’s National Performance Framework sets a target that:

*We take pride in a strong, fair and inclusive national identity*

#### **Why is this National Outcome important?**

Scotland's national and cultural identity is defined by our sense of place, sense of history and sense of self. It is defined by what it means to be Scottish, to live in a modern Scotland, to have an affinity to Scotland and to be able and be part of the Scottish Society’s participative democracy frameworks at all levels.

A flourishing economy and society depend on ambition and self-confidence in Scotland and on Scotland's effective integration into the European and global economy. Our international reputation will influence the extent to which people see Scotland as a great place in which to live, learn, visit, work, do business and invest.

A good quality of life and a strong, fair and inclusive national identity are important if Scotland is to prosper and if we are to achieve sustainable economic growth.

The Race Equality Action Plan 2017–21 acknowledges that:

*“Our minority ethnic communities are part of the threads in the tartan of Scottish life. Their contributions to our economy, our culture and our social life, are vast. It is time for us to honour that, to make it a reality that everyone in Scotland is treated as anyone would wish to be treated, in all aspects of their lives.”*

- In Scotland in 2017/18, there were 4,491 racially aggravated hate crime charges recorded by Police Scotland. This constituted 67% of all hate crime that took place in this reporting year.
- In Scotland in 2017/18, there were 642 religiously aggravated hate crimes charges. 50% were anti-Catholic, 27% were anti-Protestant, 18% were Islamophobic and 3% were anti-Semitic. The remainder were Christianity general, other or unknown.

Thus, the ambition to nurture an **‘Inclusive National Identity’** that encompasses all of the people of Scotland has a key role to play in:

- Isolating prejudice attitudes
- Challenging racist beliefs
- Creating a new normal of contemporary diverse Scottish Identity that is reflective and responsive to the nation’s diversity

### **Questions for Consideration**

- 1) What does an **Inclusive National Identity** mean to me / my community / our communities?
- 2) What role can duty bearers like the Scottish Government, Local Authorities or national arts funding bodies like Creative Scotland play in helping to promote and champion our diverse communities?
- 3) How can an **Inclusive National Identity** help challenge prejudice and build connected communities?



## AFTERNOON SESSION

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*“What is Race Equality Education and why is it important in Scottish schools?”*

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<b>Pauline Lynch</b>	Education Scotland
<b>Samir Sharma</b>	Glasgow City Council
<b>Davie Donaldson</b>	Scottish Gypsy Traveller – Progress in Dialogue
<b>Ross Greer MSP</b>	Scottish Green Party
<b>Nelson Mundell</b>	University of Glasgow

### Brief

The Race Equality Action Plan 2017–21 made the commitment:

*Using an expert peer review group led by Education Scotland and involving key stakeholders, we will review existing resources to deliver race equality education across the curriculum and identify a suite of resources to be used in early learning and school education to deliver the specific objectives of race equality education by summer 2018.*

Furthermore, the **United Nations Committee on the Elimination of all forms of Racial Discrimination** declared in their country review of the UK/Scotland in **2016** that our school curriculum should:

*“c) Ensure that the school curricula across its jurisdiction contain a balanced account of the history of the British Empire and colonialism, including of slavery and other grave human rights violations”.<sup>1</sup>*

**In May 2019**, the UN Special Rapporteur Ms E. Tendayi Achiume (Zambia) in her UK state country visit **‘Report of the Special Rapporteur on contemporary forms**

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<sup>1</sup> Concluding observations on the twenty-first to twenty-third periodic reports of United Kingdom of Great Britain and Northern Ireland – [bit.ly/2A0OjFp](https://bit.ly/2A0OjFp)

***of racism, racial discrimination, xenophobia and related intolerance***' reported the following:

*Parents of racial and ethnic minority children have highlighted racially motivated bullying in schools, and the accompanying failure of teachers to openly condemn such acts as unacceptable. They have also decried the underrepresentation of teachers from racial and ethnic minority communities and the insufficient inclusion in school curricula of the histories of these communities and their fundamental contributions to the prosperity of the United Kingdom over multiple generations. These experiences have also been documented in studies such as the survey conducted in Scotland to document minority ethnic pupils' experiences of school, which found that name-calling, harassment and bullying made direct and indirect racism a part of the daily experience of minority ethnic pupils in schools.<sup>2</sup>*

We know that Scotland's communities and demographics are continually evolving. Therefore, a comprehensive approach to race equality education is important because:

- **Race Equality Education** helps pupils and others to understand that racism is wrong, scientifically illiterate and has very serious consequences for individuals, communities, nations and the world
- **Race Equality Education** empowers pupils to recognise, celebrate and understand the diverse nature of Scottish society
- **Race Equality Education** nurtures a historical literacy in pupils which helps them to understand all of Scotland's history
- **Race Equality Education** develops pupils to engage in an increasingly diverse and globalised world where people can be combined by their humanity and enhanced by their diversity.

### **Questions for Consideration**

- 1) Why do you think **Race Equality Education** is important?
- 2) From your professional/community perspective do you feel race equality and Scotland's diversity is well represented in our schools?
- 3) What would you do to enhance **Race Equality Education**?
- 4) What would **Race Equality Education** look like in 5 years' time?
- 5) What should the purpose of **Race Equality Education** be?

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<sup>2</sup>"Report of the Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance" by Special Rapporteur Ms E. Tendayi Achiume (Zambia) – [bit.ly/2FbbYlF](https://bit.ly/2FbbYlF)



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## Speakers

### MORNING SESSION

#### **Councillor Marie Garrity, Glasgow City Council**



Bailie Marie Garrity (Labour) has been a local Councillor in Glasgow since May 2012. She has held the post of Assistant Business Manager and was appointed Chair of the Labour Group in October 2014.

She is the Chair of the Glasgow Hate Crime Working Group.

#### **Rami Ousta, BEMIS Scotland**



Rami Ousta is the Chief Executive Officer of BEMIS Scotland, the national umbrella organization for the Ethnic and Cultural Minorities third sector. Rami has over 25 years work experience in relation to race equality and human rights education, and this covers a wide range of senior roles and responsibilities with a focus on Race, Equality, Human Rights Education, Intangible Cultural Heritage (ICH), Participative Democracy and Active Citizenship. This is paired with an established proactive experience in relation to policy development, leadership & capacity building, strategic & community re-generation policy, consultancy & representation at National, UK and EU advisory policy committees and forums in relation to equality and citizenship education.

#### **Assistant Chief Constable Gary Ritchie, Police Scotland**



As Assistant Chief Constable Operational Change & Resilience, and Partnerships, Prevention and Community Wellbeing, ACC Ritchie is responsible for the Digitally Enabled Policing Programme and Strategic Design Authority.

These key activities will support the organisation to deliver transformational change across the service.

Before taking up his current post ACC Ritchie had been working in the Operational Change and Resilience portfolio since late 2018, having been seconded from his role as Local Policing Commander at Dumfries and Galloway Division.

On inception of Police Scotland, Chief Superintendent Ritchie led the Local Policing Development and Support team as both a temporary and substantive Superintendent from 2013 to 2015.

### **Rania Hamad, City of Edinburgh Council**



Rania Hamad is a Senior Practitioner for Hate Crime and Restorative Justice for the City of Edinburgh Council's Criminal Justice Social Work service, responsible for service developments in relation to working with people who have been convicted of hate offences, and developing a Restorative Justice service for hate crime in partnership with Police Scotland.

She has an MA in Sociology with Gender Studies and a Masters in Social Work from the University of Edinburgh, and has been employed as a Criminal Justice Social Worker for the City of Edinburgh Council for 11 years. During this time she has worked in general criminal justice services, groupwork services, HMP Edinburgh, the Willow Service (a trauma-informed service for women involved in the criminal justice system), and is a qualified Practice Teacher. Rania is a member of Community Justice Scotland's Academic Advisory Group, and is also in her second year of a part-time PhD in Social Work at the University of Edinburgh, with a focus on hate crime and reducing re-offending and harm in this area.

### **Lorraine Gardiner, Glasgow City Council**



Lorraine Gardiner is an intervention worker for Glasgow's Early and Effective intervention team (EEI) covering the south of Glasgow. As part of her role Lorraine receives referrals from the police for young people aged 8–17 who have been involved in offending behaviour and have been charged by the police. Lorraine uses a variety of skills and tools when working with these young people including Cognitive behaviour techniques, motivational interviewing, group work programs and restorative processes. Prior to working in the EEI team Lorraine worked with young people aged 16–25 on the Choiceworks offending and employability team which is where Lorraine was first introduced and trained in restorative processes. Lorraine has been using Restorative processes for over 13 years including with Hate crime incidents.

In her spare time Lorraine continues her passion for supporting young people by being an adult volunteer with police Scotland's Youth Volunteers.

**Professor Duncan Morrow, Ulster University**

tion in Scotland.

Duncan Morrow is Professor in Politics and Director of Community Engagement at Ulster University in Belfast. From 2012–2015 he was chair of the Independent Advisory Group on Tackling Sectarianism which advised the Scottish Government. In 2015–2016 he chaired the Independent Advisory Group on Hate Crime, Prejudice and Community Cohesion. Following their report, the government set up Lord Bracadale’s Review of Hate Crime Legislation in Scotland.

He has recently been working to advise the government on the potential for a legal definition of sectarianism. Duncan was previously head of the Northern Ireland Community Relations Council and has written and researched widely on conflict, politics and religion and issues of peacebuilding.

**MORNING PANEL DISCUSSION**


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*“Can creating an inclusive national identity help tackle prejudice and build connected communities?”*

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**Asif Khan, Scottish Poetry Library**

Asif was appointed Director of the Scottish Poetry Library in 2016. He was born in Dundee and graduated in Film & Media Studies with Marketing at the University of Stirling. Asif has worked across a number of art forms, including the role of senior policy adviser for the UK’s Bicentenary of the Abolition of the Slave Trade cultural programme and writing the international visual art strategy for Barbados. Asif also led on Bristol’s programme for the European Year of Intercultural Dialogue. As the community engagement manager for Bristol Libraries, he was awarded Bristol City Council’s ‘Innovator of the Year’ for his partnership projects. His work as an independent poetry producer included the Jamaica Rising programme commissioned by the Jamaican Government. Asif was a former Chair of Bristol Racial Equality Council and a member of Avon & Somerset Police’s advisory group on BME recruitment.

### Harriette Campbell, African Caribbean Womens Association



Harriette Campbell is a retired Nurse who worked for over 30 years in the NHS and trained Cognitive Behavioural Therapy (CBT). She is a co-founder of the African Caribbean Women's Association (ACWA), which has celebrated 30 years in Scotland.

As an activist, Harriette has volunteered with a number of organisations. She has been a board and committee member for ACWA, Glasgow Women's Voluntary Sector Network, Glasgow Equality Forum, Glasgow Equality Partnership, African Caribbean Network, W1 Minority Ethnic Women and WSREC (West of Scotland Regional Equality Council). She is a member of the Scottish Cross-Party Groups on Race Equality and Rare Diseases and works to improve services for Sickle Cell and Thalassemia sufferers in Scotland.

### Jeanette Findlay, An Gorta Mor Memorial Committee



Jeanette Findlay is a founding member of Coiste Cuimhneachain An Gorta Mór (The Great Hunger Memorial Committee) which was set up to erect a permanent and fitting memorial to the memory of those who died and were displaced as a result of famine in Ireland in the period 1845–52, as a result of which, Glasgow's multi-generational Irish community came into being. She has been an activist and campaigner on issues affecting her community for since the late 1980s; she is the vice-chair of Ceann Creige Hurling and Camogie Club, she is a founding member of the Celtic Trust and is chair of the Call it Out campaign.

### Dr Tommy J Curry, University of Edinburgh



Tommy J. Curry is a Professor of Philosophy and Personal Chair of Africana Philosophy and Black Male Studies at the University of Edinburgh. His research interests are 19<sup>th</sup> century ethnology, Critical Race Theory & Black Male Studies. He is the author of *The Man-Not: Race, Class, Genre, and the Dilemmas of Black Manhood* (Temple University Press 2017), which won the 2018 American Book Award, and of *Another white Man's Burden: Josiah Royce's Quest for a Philosophy of Racial Empire* (SUNY Press 2018), and re-published the forgotten philosophical works of William Ferris as *The Philosophical Treatise of William H. Ferris: Selected Readings from The African Abroad or, His Evolution in Western Civilization* (Rowman & Littlefield 2016). He is also the editor of the first book series dedicated to the study of Black males entitled *Black Male Studies: A Series Exploring the Paradoxes of Racially Subjugated Males* on Temple University Press. Dr. Curry is currently co-editing (with Daw-nay Evans) the forthcoming anthology

*Contemporary African American Philosophy: Where Do We Go from Here* on Bloomsbury Publishing (2019). His research has been recognized by *Diverse* as placing him among the Top 15 Emerging Scholars in the United States in 2018, and his public intellectual work earned him the Society for the Advancement of American Philosophy's Alain Locke Award in 2017. He is a past recipient of the USC Shoah Foundation and A.I. and Manet Schepps Foundation Teaching Fellowship (2017), the Ray A. Rothrock Fellowship at Texas A&M University (13–16), and the past president of Philosophy Born of Struggle, one of the oldest Black philosophy organizations in the United States.

### **Khaleda Noon, Intercultural Youth Scotland**



Khaleda founded Intercultural Youth Scotland, through her own experience of poverty, racism, disability and inequality growing up in Scotland. Her practice comes from working directly with intercultural young people over the past 20 years to highlight current needs and lack of change.

She campaigns to implement and embedded improvements in line with the principles of Curriculum for Excellence and has continued professional learning and successful activities and outcomes. All of her practice has been critical to building the capacity required to ensure sustainable improvements in excellence, equity and justice, forming policies in consultation with a wide range of partners.

Khaleda has influenced change with schools and organisations, building lasting legacies by assessing different needs and securing partnerships with representatives of diverse groups and a wide range of experts.



## AFTERNOON PANEL DISCUSSION

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*“What is Race Equality Education and why is it important in Scottish schools?”*

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### **Pauline Lynch, Education Scotland**



Pauline Lynch is an inclusion officer with Education Scotland following 30 years as an educational psychologist in schools. Her current role includes leading the race equality education working group, supporting the Education Scotland Equality network, anti-bullying work and co-ordinating the Mentors in Violence prevention project.

### **Samir Sharma, Glasgow City Council**

Samir Sharma is a Quality Improvement Officer (QIO) with Education Services, Glasgow City Council, and has been with the department for 16 years. As well as serving as a QIO, he has lead responsibility for Equalities within the service and is co-chair of Equalities in Education Working Group. He is a member of Glasgow City Council’s corporate Equalities Group and also a member of the Hate Crime Working Group, Glasgow.

Prior to this, Samir has had an extensive background in Community Learning and Development mainly within the voluntary sector and has supported Equality work both in a professional and voluntary/personal capacity for over 30 years. He served as Chair of Central Scotland Racial Equality Council for 8 years and has held numerous appointments and served on various boards and trusts across the voluntary sector, nationally and internationally. All of these appointments have linked directly to Equality and Equity, to which Samir remains committed to and passionate about. Samir was awarded an MBE in 2004 for his contributions to Community Relations in Scotland.

### **Davie Donaldson, Scottish Gypsy Traveller – Progress in Dialogue**



Davie Donaldson is a Scottish Traveller (Nawken) advocate and social justice campaigner. Using his lived experience, he supports decision-makers at a local, national and international level to increase the inclusivity of policy towards Gypsy & Traveller peoples.

His efforts are primarily in supporting Gypsy/Traveller communities, however a strong belief in grassroots empowerment led him to establish the Progress in Dialogue social justice network (PIDnet). As well as an advocate, Davie is the Chairperson of Romano Lav and a student of Social Anthropology & International Relations at the University of Aberdeen.

Davie's work has its foundation in the core belief that social change comes one conversation at a time and that there's #ProgressinDialogue

### **Ross Greer MSP, Scottish Green Party**



Ross was Communities Co-ordinator at Yes Scotland, helping to develop the movement for independence. He is a member of Holyrood's European and Education committees. Ross is an active community campaigner on issues ranging from school closures to supermarket expansion and opportunities for young people. Upon election in May 2016 at the age of 21, Ross became the youngest MSP in the history of the Scottish Parliament. He

was formerly a Member of the Scottish Youth Parliament for Clydebank & Milngavie constituency and led on the successful campaign to give 16 and 17-year-olds the vote in the independence referendum.

### **Nelson Mundell, University of Glasgow**

Nelson Mundell (BA, PGDE, MEd) is a secondary school teacher who has just finished four years working with the University of Glasgow on their Runaway Slaves of 18th Century Britain project, and is finishing his doctoral thesis on the same subject. Along with Prof Simon Newman, he was behind the creation of Freedom Bound, a graphic novel that tells the true story of three African enslaved in Britain. With a grant from the ESRC, 13k copies were printed and each Scottish state secondary school has a class set. He has worked for Education Scotland several times and has been a Scottish Association of the Teachers of History officer for nine years. He has started a working group to address the gender imbalance in history taught in Scottish schools and hopes to create another that will create more opportunities to study more BAME individuals throughout history.






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