

# Minutes for the EMNRN CYP Sub-Group

20 August 2020, 10am-12pm

## Digital Meeting

**Chair:** Vicky Wan (Children in Scotland)

**Minute-Taker:** Megan Burt (Children in Scotland)

**Attendees:** Sarah Kwan (East and South East Asian Society), Aerin Lai (East and South East Asian Society), Khaleda Noon (Intercultural Youth Scotland), Joseph Wuya (Intercultural Youth Scotland Ambassador), Jovan Rao Rydder (Intercultural Youth Scotland Ambassador), Afrika Priestley (Intercultural Youth Scotland Ambassador), Amy Allard-Dunbar (Intercultural Youth Scotland Ambassador), Fariha Thomas (YCSA), Soumi Dey (Independent Member), Ruby Zajac (Licketyspit), Tanveer Parneez (BEMIS), Gill Gracie (YouthLink Scotland), Margaret Finlay (Home-Start Glasgow North), Papoula Petri Romao (STAF).

**Scottish Government attendee:** Sam Anson, Head of Improvement, Attainment and Wellbeing

## Actions from last meeting

We agreed writing a letter to Scottish Government stating our concerns resulting from COVID-19 and inviting officials to discuss. This was completed and Sam Anson from the Scottish Government attended later in the meeting.

We also discussed how we could support BAME children and young people to have their voices heard. We agreed developing a plan of activities to work with BAME children and young people to achieve this aim. Ruby was tasked to develop a proposal to work with children aged 3-12.

## BAME CYP aged 3-12 Engagement

Ruby Zajac, Licketyspit, presented her proposal to members of the group. She mentioned that this is an open conversation and she is happy to facilitate the proposed session in collaboration with other organisations. The proposed sessions are to support children and young people's (CYP) voices to reach policy decision-makers.

She proposed having 2 sessions. The first session would be a chance for the participants to gain confidence and understanding. Having a session before we invite government individuals helps give confidence to children for speaking up. The second would introduce decision-makers into the conversation.

Ruby described the games that will be used in the session. She also mentioned that we would need to give participants a good amount of time, so she suggested limiting the capacity to 10 families. This could be 2 or 3 children in a family, but only

10 screens. She also suggested that 2 or 3 families could be nominated per organisation. There would also be the possibility of further sessions if more people are interested.

The proposal is currently titled 'BEMIS and Scot Gov Child Consultation'. Vicky checked if the group is happy with the suggestion and if it reflects what this work is about. The word taskforce has been mentioned in the email exchange.

Tanveer Parnez, BEMIS, clarified that the taskforce is another initiative that BEMIS is thinking about setting up for older children to lead. This is a long-term goal. It is best to keep them separate.

Vicky Wan, Children in Scotland, suggested that organisations supporting this work could work with the children and young people involved to come up with a name for the event, something more attractive to children and young people.

Fariha Thomas, YCSA, mentioned that not a lot of young people could come to a meeting like the one member were currently attending, as it is far too daunting, and they are also at school right now.

Khaleda Noon, Intercultural Youth Scotland, mentioned that her organisation has a process for helping young people to speak in these environments. They are happy to work with any other young people on this.

Fariha Thomas, YCSA, asked about the Taskforce and how it would link with the Scottish Youth Parliament which she identified as having high minority ethnic representation.

Khaleda Noon, Intercultural Youth Scotland, noted that the Scottish Youth Parliament are already included in decision-making, so we need the voices of underground young people who have a story to tell. Scottish Youth Parliament is good if there is appropriate representation, but sustainably we need other voices. Scottish Youth Parliament also need to figure out how to involve minority ethnic young people in sustainable approaches, as sometimes the representation can be tokenistic.

Ruby Zajac, Licketyspit, explained that when they work with under 12s, it is their normal practice to involve parents and carers as well. She asked interested organisations to liaise with her directly and nominate families to take part. Home Start Glasgow North expressed interest, Tanveer also said she thought Sikh Sanjog would be interested.

## **Sam Anson, Scot Gov, Head of Improvement, Attainment and Wellbeing**

### **a. Updates on SG COVID response, by Sam Anson**

Sam Anson, Scottish Government, thanked the group for the invitation to join the meeting. He noted that the situation has moved on since the letter was sent a few weeks ago. They have now developed and published the guidance on the safe

reopening of schools. This was developed through the Education Recovery Group chaired by Stephen McCabe and Maree Todd.

The guidance was built up based on scientific advice, based on Scotland but also international examples as well. A sector advice card has been sent to every school in Scotland.

The guidance sets out mitigations: risk assessment, cleaning regimes, PPE, ventilation, etc. It uses a pragmatic and proportionate approach, for example, there will be physical distancing with adults in secondary schools. Priority testing will be given to those working in schools.

There will be an additional surveillance programme, to give a granular level of detail and understanding from older pupils and staff across the country.

They are putting in place a range of steps so that everyone gets the support they need to feel safe in the school environment. There will be emphasis on those who were shielding, and it will be targeted as well as general. Individual asks will be considered, and they will be involved in the process from the beginning.

A Mental Health in Schools working group has been set up to create a resource and training.

#### **b. Measures SG put in place to address the concerns on inequalities highlighted in the invitation letter, by Sam Anson**

He highlighted that the guidance makes specific reference to helping minority ethnic children and staff. Concerns within communities must be recognised but individuals must be recognised wherever possible. There will be conversations had with all minority ethnic staff about mental and physical issues. Employers should always be mindful of their duty under the Equality Act (2010).

In terms of digital exclusion, blended learning is a contingency plan but the underlying principles remain. Scottish Government are investing £30 million to promote digital inclusion for children and young people through councils, because councils and schools know which children need that support.

After school clubs are not encouraged at this time. In order to reopen schools, they had to make concessions in society.

#### **c. Q&A**

Khaleda Noon, IYS, mentioned that in regard to BME support, IYS wrote a report on mental health. BME was off the protected characteristics list on the Public Health Scotland report. IYS asked why and helped them update the report but they have refused to publish what they have written.

Sam Anson, SG, replied that this is not something he knows anything about. He asked Khaleda to forward this on, so he could share the information with colleagues.

Vicky Wan, CiS, noted that some impacts from COVID-19 will be long-term. In terms of PEF and the attainment challenge, she asked if there is any strategic thinking being developed to address the negative impacts on BME families .

Sam Anson replied that he does not have an answer right now; however, over the last few months, the first thing they looked at was flexibility in the attainment fund. They created flexibility in local authorities to redirect money where they felt it had most impact as long as it remained aligned with the principles of the programme. If schools feel there are particular issues around ethnicity, they have more scope to use the money than they have before. This is a positive step forward.

This is a long-term game and the data will look different this year. An equity audit will take place to pull together a series of case studies at local authority level; this will start to provide them with an evidence base. They will pull together information and then see what the future of the attainment fund looks like.

Vicky Wan, CiS, emphasised that funding decisions are based on evidence. There needs to be good data gathering to fully understand how ethnic groups are affected by COVID. Otherwise, policies and measures will not be effective in addressing the inequalities.

Amy Allard-Dunbar, IYS Ambassador, asked a question around mental health and being more inclusive around BME individuals. She noted that the resources may have a specific focus on BME mental health, but she asked whether the services themselves will be given any specific training. She noted that taking something into consideration isn't the same as training.

Sam Anson could not give a firm commitment and noted that most of that work will be with Education Scotland. The guidance on reopening schools gives a response to learning and says it should be sensitive and not one size fits all. The expectation is that this will be put in place. He said he would take that point away with him.

Vicky Wan, CiS, suggested that perhaps BEMIS could help raising these issues with Education Scotland since they had an established relationship. It'll be helpful to reinforce the message from both ends.

Tanveer Parnez, BEMIS, noted that they would like to see some type of equality and diversity training given to counsellors within universities. In terms of PEF, thought needs to be given as to how this is spent especially around blended learning.

Sam Anson noted scepticism in the chat around Education Scotland and how nuanced their support is around these issues. He said he can take this away and respond in writing.

Khaleda Noon, IYS, noted that Education Scotland is led by white people and they do not have an idea of what it is like for BME people in schools. The training needs to target what is happening now. Umbrella organisations do not know the needs of young people, as they do not consult with young people. There is a gap in

understanding when it comes to what young people are actually going through in schools at the moment. She is happy to forward on IYS' report about racism within schools in Scotland right now.

Vicky Wan, CiS, said from the feedback at the Resilience Network, she also noted the gap between policy and practice.

Sam Anson replied that it would be good to hear what SG could do to reduce the gap between policy and practice.

Vicky Wan, CiS, suggested the group could help pulling together some evidence and suggestions.

Sarah Kwan, ESAS, noted that needs are always changing for CYP in schools. Since COVID-19, there has been an anti-Chinese rhetoric as it is where the virus came from. There has been an increase in hate crime on Asian communities, so it is important for Education Scotland to bear that in mind. This will affect their mental health long-term in Scottish society and needs to be taken seriously. She asked how Sam Anson thinks culturally sensitive support will be offered? Culturally sensitive counselling support is not offered readily.

Sam Anson replied that he would welcome views on this. The root of it is the quality and empathy of the counsellor, which in turn goes back to the quality of training. He noted that this is very important right now. He had assumed the counselling support was there, but this conversation has shown him otherwise so he will need to look into this further. He would welcome any anecdotal reports and any other data.

Vicky Wan, CiS, suggested that we collate these issues together with some evidence and suggestions for Sam Anson to follow up.

Sam Anson noted that this would be very helpful as a vehicle to engage with other teams.

Aerin Lai, ESAS, mentioned that there needs to be a bigger understanding of why racism is happening in schools, focusing on anti-racist training but also why children perpetrating racism are doing so.

Ruby Zajac, Licketyspit, noted that alongside addressing structural bias/lack of cultural understanding in Education Scotland, there is a need to support individual schools to embed anti-racist and culturally sensitive practice. Leaving everything down to individual schools/head teachers creates a postcode lottery and puts additional pressure onto already stretched schools. Leadership and good practice in antiracism, ESOL support, and culturally sensitive practice which schools can adopt, would make a big difference to children & young people, especially given the lack of BAME teachers in senior management.

Sam Anson replied that this is a longer-term cultural issue, and considered to what extent the curriculum could be used for this purpose.

Ruby Zajac, Licketyspit, noted that in her organisation's experience, the stumbling block is the onus on schools for the attainment challenge. There is not expertise in every school on how to address this. Schools with a high number of BME families, also have huge amounts of poverty. There is a lot of work for headteachers and they are so busy sorting out how to reopen that they do not have time to deal with this. There needs to be leadership on this as it is a wider problem for the attainment challenge. Jovan, IYS Ambassador, noted the need for training and cultural change in schools themselves. IYS are already trying to do this, so he suggested learning from them. It takes the extra burden out of the schools.

Sam Anson agreed and mentioned that they should be building on success and what works well. He views this as an open engagement. There is also the issue around putting too much pressure on schools; teaching staff are dealing with a myriad of issues. The schools-based element of the attainment challenge is not the only way forward; there is a role for local authorities and third sector partners too.

Amy Allard-Dunbar, IYS Ambassador, mentioned that IYS are looking into an education programme. She believed that the gap between policy and practice is about listening to the voices of young people. She asked Sam Anson to explain what he meant by the gap between policy and practice, as this was her interpretation.

Sam Anson said that he viewed this meeting as a chance for policy makers such as himself to hear more and understand more lived experience of CYP, so SG can redesign policy in a way that is right for CYP.

In terms of reducing the gap between policy and practice, he interpreted as how we make sure that the policy written is felt by the people on the ground. Some policy is legislative, and some is guidance and therefore not enforced in law. They can write these documents and talk with colleagues, but what makes the difference is the work on the ground, e.g. teachers, counsellors, etc.

Amy Allard-Dunbar, IYS, noted that this still goes back to consultation with young people and whoever that policy is affecting.

Papoula Petri Romao, STAF, explained that she works with care experienced young people and mentioned the intersection between care experience and ethnic minority CYP. It is important to be anti-racist in the way you teach and show support. There is a huge variation in how organisations and local authorities deliver care to those CYP and it is not consistent across the board. Ethnicity, race, culture and religion are dismissed as not core to CYP identities. Anti-racist training should be across the board, so CYP in the care of local authorities can have someone to support them through their experiences.

Sam Anson asked what is happening with training?

Papoula Petri Romao, STAF, replied that there is not any training available. There is a difference between Unaccompanied Asylum Seekers who get guardianship (who receive training) and Scottish CYP who do not have that. This is a huge blind spot.

Fariha Thomas, YCSA, felt as though nothing has moved on in the last 30 years. Lots of people have been working on these issues for a long time, but the problem is that the work is usually very patchy. It is great to have the policies, but SG needs to give resources to back it up. Cuts and short-term funding have created a huge problem.

Young people who were digitally excluded, welcome the new policy, but there are a lot of CYP who do not think there is a point in going back to school because they are now so far behind. She asked how SG are going to make sure the support reaches everyone, especially BME families?

She also asked about the lack of distancing now in schools. Some CYP are nervous about putting parents or grandparents at risk, especially considering minority ethnic families have more underlying health conditions.

Sam Anson expressed empathy on the funding issue and noted that budgets are tremendously tight in SG. They have been put under more pressure over the last few years. Every pound spent now is on a worthy intervention, but it is a constant challenge. He completely agreed that the policy needs to be underpinned by resources.

There has been attendance guidance issued to local authorities and schools, which he can share with the group. This is a risk that SG recognise, and they have put a huge emphasis on resilience and wellbeing in schools. Steps have been put in place for CYP seen as most vulnerable. Social work colleagues are working to reach out to vulnerable CYP to provide support wherever possible.

Physical distancing is not required in schools as they are balancing the risk. It is not completely safe, but the argument is that they should be in school. Associated measures have been put in place, e.g. cleaning in schools, PPE, face coverings (optional), ventilation, hand washing. There will be social bubbles wherever possible and risk assessments are in place.

Afrika Priestley, IYS Ambassador, noted that education is the key to changing the futures of CYP in Scotland. In the service of care and duty, anti-racist education and a culturally proficient environment is important. However, actual representation is important in schools and counselling. IYS ambassadors noticed they had never had a teacher of colour, which leads CYP to feel they have no-one they can speak to about their experiences.

Sam Anson agreed. He replied that SG are putting in work led by the Permanent Secretary to diversify their own workforce. However, he did not know the protocols and processes around teacher employment.

Joseph Wuya, IYS Ambassador, expressed understanding that funding is tight with SG and they are trying to increase practice of more engagement of minorities in Scotland; however, he believed that organisations like IYS and other BME organisations on the ground make a huge difference with their engagement programmes, and that even funding one will make a huge difference. These programmes give confidence to CYP in educational environments. CYP feel more

confident going to these organisations because they already listen to what CYP are saying.

If you want to put emphasis on practice, funding is just as important. It should be key in solving inequality and engagement programmes create understanding.

Sam Anson agreed with stressing the importance of engagement, bridging the gap between policy and practice, necessity of resource, and working across different boundaries.

### **Sam Anson left the meeting.**

Vicky Wan, CiS, noted that the SG need to be more joined up.

Gill Gracie, YouthLink, noted how IYS would like to see organisations with expertise linking with schools. She asked how YouthLink could help with that.

Khaleda Noon, IYS, replied that organisations should make sure they have their own anti-racist in practice training with their staff, so services don't result in tokenism.

Afrika Priestley, IYS, added that YouthLink is an agency for other organisations, so within taking anti-racist training, they can hold their organisation accountable but also other organisations as well.

Gill Gracie, YouthLink, asked what causes the perception of tokenism.

Khaleda Noon, IYS, replied that they often see organisations receive funding to deliver a piece of work that has no participation and co-production from BAME young people, but use BAME young people in the picture to promote the resource.

They need to gather the voices of CYP by working with organisations who already work with BME CYP to make sure it is sustainable.

Vicky Wan, CiS, noted that the purpose of this group is to build relationships with BME organisations.

Khaleda Noon, IYS, mentioned that smaller organisations get forgotten and they need funding.

Ruby Zajac, Licketyspit, noted that there needed to be substantial funding shared out more evenly and partnership between smaller and national organisations. We should be holding institutions accountable when they pass the blame. Someone has to take the lead and make the changes to root out institutional inequality.

Khaleda, IYS, noted that it is difficult for small organisations to call out national organisations and make them accountable; however, this is achievable as a group.

Joseph Wuya, IYS, noted that when you're involving people from ethnic backgrounds in organisations, it should not be just because of their background, but because they are best for the job.



Talking about racial inequality can be uncomfortable but they need to be more logical in who they bring into the organisation.

Tanveer, BEMIS, expressed appreciation for all the work members have done. BEMIS are taking the funding issue forward with SG. If any funding comes up, they will let organisations know about it.

Any money received, BEMIS shares with the smaller organisations for consultations. Every organisation needs anti-racist training.

### **BAME CYP Taskforce proposal aged 13 -25**

Fariha Thomas, YCSA, noted that YCSA are not able to take on work organising the event due to funding issues. She suggested that the report that IYS produced, could be discussed with some of the CYP as a starting point and could be sent to other organisations.

This is a changing environment; asylum seekers were stuck in hotels and are now back to housing. Instead of one event, could we share the existing report as a basis for a discussion once the CYP are confident.

Khaleda Noon, IYS, explained that IYS have the report from before COVID-19 and also another report entitled the Colours of COVID that is coming out soon. They are also doing work around what experiences are now.

Ruby Zajac, Licketyspit, suggested that older children could join the event for the younger children if they are interested.

Tanveer noted that it would be best to keep the two age groups separate.

Fariha Thomas, YCSA, shared with the group that more funding for youth work is releasing from SG soon.

Soumi asked about the timeline and how to make sure families don't drop off halfway.

### **AOB**

Khaleda and Afrika Priestley asked that points be attributed to the people who made them and their organisation.

### **Chat history**

Khaleda Noon - Intercultural Youth Scotland: Education Scotland don't understand the needs of BAME young people

Sarah Kwan - East and Southeast Asian Society (ESAS): I would like to know how culturally sensitive support will be offered.

Khaleda Noon - Intercultural Youth Scotland: It must be anti-racist training

Khaleda Noon - Intercultural Youth Scotland: This has to be sustainable though

Ruby Zajac - Licketyspit: We should ensure Education Scot reps attend any consultation/taskforce sessions as well as representatives from Scot Gov/civil service

Aerin Lai - East and Southeast Asian Society (ESAS): I also think there needs to be a bigger understanding of why racism is happening in schools, so focusing on anti-racist training but also, why children perpetrating racism are doing so.

Ruby Zajac - Licketyspit: I think alongside addressing structural bias/lack of cultural understanding in Education Scotland, we need to support individual schools to embed anti-racist and culturally sensitive practice. Leaving everything down to individual schools/head teachers creates a postcode lottery and puts additional pressure onto already stretched schools. Leadership and good practice in anti-racism, ESOL support, culturally sensitive practice, which schools can adopt, would make a big difference to children & young people, especially given the lack of BAME teachers in senior management.

Khaleda Noon - Intercultural Youth Scotland: Agree Ruby

Fariha Thomas - YCSA: yes definitely agree

Sarah Kwan - East and Southeast Asian Society (ESAS): I agree

Aerin Lai - East and Southeast Asian Society (ESAS): agree with you ruby. that's really important.

Soumi Dey - Independent: The notions of racism and 'othering' are being perpetrated at home as well as at schools. There needs to be deeper understanding of and training in EMPATHY in schools.

Ruby Zajac - Licketyspit: Absolutely, Soumi

Sarah Kwan - East and Southeast Asian Society (ESAS): And there needs to be a zero tolerance in school in tackling racist incidents as they occur..

Khaleda Noon - Intercultural Youth Scotland: Agreed

Soumi Dey - Independent: Agree with Ruby, Sarah

Khaleda Noon - Intercultural Youth Scotland: Can we get your email Sam to send our report on Mental health of BME young people in schools and our insight report.

Ruby Zajac - Licketyspit: Agree with Jovan, partnership with orgs that have that expertise is key to turning policy into practice

Vicky Wan, Children in Scotland: I can pass on Sam's contact details, Khaleda

Khaleda Noon - Intercultural Youth Scotland: Thanks Vicky

Tanveer Parnez - BEMIS: Agree

Ruby Zajac - Licketyspit: North Lanarkshire council has just passed a motion to establish Anti-Racist Education/Decolonise the curriculum - think it's the first local authority to do so, and this should be adopted across the country

Khaleda Noon - Intercultural Youth Scotland: As long as it is delivered by those who have lived experiences of growing up in Scotland Ruby, so we don't further the negative experiences of BME young people in classes

Ruby Zajac - Licketyspit: Of course yes, I support it in principle but we need to see what that will actually mean on the ground

Sarah Kwan- East and Southeast Asian Society (ESAS): That is a positive change.

Khaleda Noon - Intercultural Youth Scotland: \*Ruby. I think what it means on the ground is that we have BME educators going into schools who are able to work with young people in the school as a whole school approach on anti-racism.

Sarah Kwan - East and Southeast Asian Society (ESAS): I agree with that Khaleda, I think it is important for that point of view to be shared.

Tanveer Parnez - BEMIS: it is the responsibility of the duty bearers to provide this equality and diversity training in taking into account the legal definition of race and abide by the equality act 2010

Sarah - East and Southeast Asian Society (ESAS): yes

Jovan Rao Rydder (He/Him): Agreed

Ruby Zajac - Licketyspit: Agree Khaleda, SG must use the resources that exist like those developed by IYS and fund them properly to take on this work

Soumi Dey - Independent: agree with Khaleda re BME educators going into schools

Fariha Thomas - YCSA: it is important that training etc is consistent across Scotland - but genuine based on real experience of BME communities

Ruby Zajac - Licketyspit: The fact of the matter is that these inequalities shouldn't be addressed by 'add-on' funding but by main funding - i.e. from initial teacher training, anti-racist, culturally sensitive and ESOL support training should be embedded

Fariha Thomas - YCSA: yes

Sarah Kwan - East and Southeast Asian Society (ESAS) : Yes agreed

Soumi Dey - Independent: Agree wholeheartedly, Ruby.

Tanveer Parnez - BEMIS: Education Scotland is collating race equality resources, Khaleda send the report to Pauline Lynch from Education Scotland to put on the hub for teachers.

Margaret Finlay – Home-Start North Glasgow: Agree with Ruby

Khaleda Noon - Intercultural Youth Scotland: SG has to make sure that they give the digital fund to orgs that directly work with young people. Not orgs that don't. What measures are in place to make sure that orgs can evidence effective engagement and that the money does not go into more sharing of resources that don't get to young people and have no impact?

Soumi Dey - Independent: I am training as a Secondary teacher right now and firstly, there are very few BAME faces that are seen around the school as teachers/

decision makers. Secondly, there has been no attention given to ESOL skills throughout the course work and school teaching experience.

Soumi Dey - Independent: All of the concerns mentioned here are definitely an afterthought.

Ruby Zajac - Licketyspitt: Agree with Khaleda

Khaleda Noon - Intercultural Youth Scotland: Tanveer\* Education Scotland don't know the most current race equality resources, that's the point.

Khaleda Noon - Intercultural Youth Scotland: They are using out of date resources

Khaleda Noon - Intercultural Youth Scotland: Not just IYS, all BME orgs who work effectively with BME young people!

Ruby Zajac - Licketyspitt: We need to put support in place on a national level to support EAL families in case of future lockdowns. The digital funding is great, but alongside devices/connectivity, we need national online resources for parents & carers to support children's learning at home.

Khaleda Noon - Intercultural Youth Scotland: Yes Ruby 100%

Sarah Kwan - East and Southeast Asian Society (ESAS): I'm glad you are hearing some of the issues and hopefully you can feedback to your colleagues. Thank you.

Sarah Kwan - East and Southeast Asian Society (ESAS): Less demonstrative and more meaningful participation.

Sarah Kwan - East and Southeast Asian Society (ESAS): Well said

Sarah Kwan - East and Southeast Asian Society (ESAS): Yes, if he (Sam Anson) can't answer we should be directed to the institution that can. It's important for us not to let that slide and follow up on asking who we should be asking if the representative we are speaking to can't answer our questions.

Ruby Zajac - Licketyspitt: Absolutely Sarah

Soumi Dey - Independent: I would be very interested to know about anti-racist trainings that organisations here disseminate.

Khaleda Noon - Intercultural Youth Scotland: We are delivering anti-racist and pro black training for organisations but have a waiting list

Soumi Dey - Independent: Will get in touch with you, Khaleda, thanks.

Ruby Zajac - Licketyspitt: More info on Licketyspitt's work if anyone would like more background - <https://www.licketyispitt.com/professionals/projects/cfn/> & <https://www.licketyispitt.com/professionals/sharing-practice/eal/>

Sarah Kwan - East and Southeast Asian Society (ESAS): Can I just asked Vicky if we are writing to Sam Anson can everyone send you some points we want to particularly raise with him?

Ruby Zajac - Licketyspitt: That's pretty shocking about Edinburgh - as a group we should be publicly calling that out

Fariha Thomas - YCSA: Glasgow isn't much better