**Minutes for the EMNRN CYP Sub-Group**

**08 October 2020, 2pm -3.45pm**

**Digital Meeting**

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

**Minute-Taker:** Ruby Zajac (Licketyspit)

**Attendees:** Kimi Jolly (East and South East Asian Society), Jacqueline Wallace (East and South East Asian Society), Khaleda Noon (Intercultural Youth Scotland), Jovan Rao Rydder (Intercultural Youth Scotland Ambassador), Fariha Thomas (YCSA), Soumi Dey (Independent Member), Ruby Zajac (Licketyspit), Tanveer Parnez (BEMIS), Kris Chapman (YouthLink Scotland), Sabrina Tickle (Sikh Sanjog), Satnam Singh (Sikh Sanjog), Papoula Petri Romao (STAF), Danny Boyle (BEMIS),

**Guest:** Pauline Lynch (Education Scotland)

**Welcome**

Vicky welcomed the new members - Kris, Sabrina, Satnam and Jacqueline.

**BLM Education Stakeholder Engagement**

Danny highlighted information about the stakeholder engagement event that is being planned by the Learning Directorate in October. As part of the response to Black Lives Matter and colonialism, the Government’s Expert Reference Group on COVID-19 recommended that Curriculum for Excellence to be revamped so it is reflective of experience of ethnic minority CYPs in Scotland. DFM John Swinney made a statement in July and committed to meeting stakeholders.

BEMIS received doodle poll on Tuesday, inviting lots of stakeholders, including universities, unions, academics, to an initial discussion about it. BEMIS encourages member to attend - they themselves may not attend. BEMIS will share that doodle poll with the subgroup and other EMNRN members. Danny stressed that although it’s not young people/community focused, it’s very important that young people are there, from the beginning, and recognised as critical to taking this work forward.

**Action: Vicky to circulate the info to this group ASAP**

**Action: On behalf of the group, Vicky to invite officials to next subgroup meeting**

**EMNRN Manifesto**

Danny also reflected that it is disappointing that the PfG didn't include many of the material recommendations of the EMNRN on emergency sustenance, mental health and community recognition amongst others for all minority ethnic communities. The subgroup leads on a national taskforce that recommends actions not only to address COVID but other things going forward. However, there are no young people representing in the Expert Advisory Group.

BEMIS is working with the EMNRN to develop a collective manifesto for 2021-2026. Within the manifesto, a key ask will be the creation of a national BAME CYP Expert Reference Group/Taskforce that can lead on advising the Gov for the 2021-2026 race equality action plan.

**Discussions**

KN - Why are we only hearing about this now? First Minister’s recent announcements, e.g. John Smith Centre funding, funding has gone to support ethnic minority young people going to white-led organisations, we’re not having half a million pounds going to a white led organisation that isn’t directly working with BAME young people, and using out-dated language, concerned the funding will bypass the people who really need it - underground black young people. Youthlink having control of £30 million for the whole of Scotland, without having the expertise of orgs like IYS.

DB - BEMIS shares the concerns around public funding. Disproportionate effect of Covid on ethnic minority communities and in context of BLM movement, to not address these needs in the PfG is very disappointing. The other relevant issue in PfG - digital access - again there needs to be a guarantee that those resources go to the disadvantaged ethnic minority young people who need them. This is the first meeting of the CfE project, so this is the time to get involved, it’s only one policy area and we will push for action in other areas. The bureaucracy of government is very difficult to deconstruct. We want our communities to directly influence government, rather than government being so centralised.

KN - How can we make sure the voices here won’t be drowned out by academics?

DB - This change needs buy in of teachers and everyone else in education. CYP need to help shape it but they won’t be teaching it so it is a case of working with the education sector.

RZ - Will other politicians be at meeting? Suggests we engage with Kaukab Stewart, primary teacher and SNP candidate with strong opinions and background knowledge on making the curriculum more representative.

At this point, Pauline Lynch arrived, DB left.

**Pauline Lynch, Education Scotland.**

Members introduced themselves.

 **Pauline gave a verbal update on Education Scotland (ES) strategy on equality and diversity plus their work in this area:**

ES Equality and Diversity network had a review of the previous strategy and realised it needs to be a whole ES agreed strategy, rather than in the ‘inclusion’ department. So to write the new strategy, it's a much stronger, cross-organisational group working on it. It has an overarching commitment with two senior central figures are leading it.

It’s very much co-owned and once the draft is complete it will be read by equalities partners - YouthLink, CRER, Show Racism the Red Card, BEMIS - key agencies that have been involved with us in the past.

What we did to improve on the Race Equality Plan - BEMIS, CRER and others were asked to find good, free resources for schools. It is the principle of ES that these resources had to be free. People with lived experience from EM communities were on the group too. Conclusion was a lack of good free resources. Decided what was needed was a key set of principles, case studies and guidance for schools. Wanted to go beyond reducing racism to promoting race equality. Case studies include one on children's rights being respected, one on parents’ role in gypsy traveller community, and another on EM adults sharing language and stories with children in schools.

Drafted the document so far, sets the scene: what is race, what is race equality education, starts from the basics, evidence of the issue of race inequality in Scotland, section on young people’s voices, recent Scottish young people’s stories.

Next, what do schools need - leadership, links to global citizenship and children’s rights, reporting in school, for example, of racist bullying incidents.

Most powerful way we can have change is when it’s learner-led.

Curriculum mapping - Where are the opportunities for race equality education within different parts of the curriculum - e.g. drama, maths.

But without professional confidence, there’s still going to be a gap - e.g. lack of confidence, concern about offending - so training and increasing diversity in the teaching profession is key. Making EM teachers feel welcome in the teaching community and stay is important.

Would like to have videos from young people and more voices.

They’ve arranged meetings with some young people including IYS. Gathering those views will change the draft!

Once it’s finished, it will be downloadable, but key step will be teachers’ buy in. Also creating a Glow Blog website - like the global citizenship one someone recently created - accessible to the public, easy to update. Again, only referencing free materials, but also able to reference organisations on the website.

**Discussions**

RZ - are there separate sections for different ages? We could help facilitate consultation with the younger age group

PL - There will be a breakdown under headings for different age settings but we haven’t spoken to any children under 12.

KN - Would recommend you work with Licketyspit and Sikh Sanjog to engage with under 11s. We can’t rely on white teachers. There needs to be a teacher of colour in every school championing this, who children can turn to. I’ve not seen any impact of the race equality action plan, it’s gotten worse. Glad this network’s here.

PL – We’re trying to influence teaching staff but also youth & community development staff. Regional links in ES - I’m linked to the West region and there are teachers there networking to support each other to embed diversity in the classroom. I see signs of opportunity and potential and that’s a sea change.

VW - It’s a long term cultural change that needs to be embedded into the system, a wide pool of organisations need to be involved in this in the long term.

KJ - The media has villainised anybody that looks remotely Chinese. SE Asian children are being excluded at school. The community is very misrepresented, all called ‘Chinese’. Systematic exclusion of a race of people, I see it happening at every level and it’s not being taken seriously, teachers aren’t taking it seriously because they’re probably guilty of it too.

(Chat)KN - No one in power has the lived experience of facing this racism. We see and hear it so much and yes often neglected

PL - Violence Reduction Unit gave feedback on it. Children’s misunderstanding, children thinking children of an Asian background might be more likely to have COVID.

KJ - we are being dehumanised as people and people don’t even see it as wrong. We’re “others” in the Scottish census, we don’t even exist. Racial hate crimes towards us aren't being properly recorded. Our children are being abused for looking this way. The census in Scotland needs to change, we can’t be homogenised as one race and people need to be aware of these things.

PL - There’s been a huge push in the reducing prejudice groups in SG in asking policer to disaggregate. There’s a prejudice based bullying and monitoring pilot going on. SAGRGUS(?) group being asked to review. We can say that the data is not representing people’s experiences.

KJ - It’s happening across the country

(chat)RZ - In terms of what teachers can do, I think being proactive rather than just reactive is very important. Educating teachers about what is actually happening to their pupils and instructing them to actively demonstrate an inclusive attitude with zero tolerance for any kind of prejudice

PL - Media literacy could happen from a much younger age

(Chat) ST - Some great points Kimi, we have seen a lot of parallels with the young people we work with at Sikh Sanjog,  particularly around the time of ISIS terror attacks and the assumption that Sikh young people are Muslim and there continues to be a lack of awareness.

(Chat)KJ- There needs to be a wider diversity of BAME staff, having one ethnic minority staff is not enough. We need a cross section of diversity. Positive Action needs to be implemented in Education recruiting

SD - Lack of EM staff. there are no brown teachers there are no black teachers so what are we teaching our children. I’m assuming that the thrust will be to educate teachers, is that right?

PL - Professional learning will be key - who can deliver that? It shouldn’t be me! You want it to be led by people with lived experience of racial inequality and education and we don’t have enough staff like that in Education Scotland. In the West region, they were quite innovative in thinking how they can address that. In schools with 95% EM children, all the support staff were white, so they worked with women’s groups and community groups to recruit more EM staff. We know having staff that look like you is powerful, there was research on that from America recently. We haven’t done that well so far, but there are initiatives, also in careers choices. Posters around schools advertising it as a viable career option. We also know lots of EM teachers haven’t felt welcome, have felt there was underlying racism in their staff rooms, EIS surveying has shown that, and it’s not good enough.

SD - How is this going to be ruled out in schools so children feel the impact early on?

PL - We’re doing mapping with subject leads that aren’t experts in diversity. Big question is how to we offer more professional learning opportunities and other organisations have come forward.

KJ - Why hasn't the equality act worked to increase equal representation and number of EM teachers?

KN - Because so many black and brown CYP have had such negative experiences at schools. Also important to remember that just because you’re black and brown doesn’t mean you’re anti-racist.

PL – It’s the whole school community that needs to take this on, not just one teacher in a school.

(chat)JW - It shouldn’t be on the responsibility of the ethnic minority to be making the changes in the systemic racism in schools

PL - Young people we spoke to yesterday also raised the issue of councillors in schools not being representative

PPR - Teachers play an especially important role in the lives of children in care and unfortunately a lot of the time teachers aren’t prepared to have those conversations with teachers in care.

(Chat) KJ - Not enough BAME practitioners in Mental Health. Really under-represented. Therefore not enough culturally sensitive mental health service providers.

PL - Within the curriculum for excellence you can do everything, the Es and Os are fantastic, but you need the teacher to grab the opportunity to embed anti-racism, but not every teacher has the desire or the confidence. networks of teachers are v important here - people learn through doing

RZ - how do we avoid teachers feeling it’s something ‘extra’, how do we give them space to process and change their practice in this fundamental way?

PL - I think the curriculum mapping will play a big part in this, showing teachers that it’s already. Our big message for going back was health and wellbeing at the heart of it. A focus group in Edinburgh showed 15 year olds were asked ‘are you ok’ once and then ‘where are we at’ back into it. If you don’t get health and wellbeing right, you won’t get attainment right.

RZ - parents are not feeling listened to and able to be in touch with their children’s teachers

PL - there will be sign posting for each section to other resources, more detail on different areas e.g. parents. We know parents’ involvement is key. I’d really appreciate everyone’s feedback on this. I’m totally committed that this is not going to sit on a shelf.

KJ - video on British Government website about self-isolation showed only brown and black people - subliminal messaging

 **Feedback from child consultation events**

Ruby shared the work with children and parents in a presentation. The events went very successful. A video capturing the day is being edited at present. Scot Gov participation team was invited to take part. They gave very positive feedback. Licketyspit is looking into another session on UNCRC consultation.

**Actions from last meeting**

* Vicky to collate issues and evidence added by members and forward them to Sam Anson to follow up – completed.
* Khaleda to email Sam Anson IYS reports – completed.
* Ruby to organise the consultation sessions with younger children – completed.

**Chat (not included above)**

Kimi Jolly : Please sign and circulate this petition: <https://www.change.org/p/deputy-first-minister-and-cabinet-secretary-for-education-and-skills-end-systematic-racism-at-scottish-schools?recruited_by_id=8bf61890-a82c-11ea-b636-6301c077025e>

Kimi Jolly : Not enough BAME practitioners in Mental Health

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Kimi Jolly : Therefore not enough culturally sensitive mental health service providers

Khaleda Noon She/Her : Kimi we found a data base of POC mental health services

Kimi Jolly : I’d love to see it, very curious. I know that Mental health awareness is also very poor in EM communities

Jovan Rao Rydder - Intercultural Youth Scotland (He/Him) : Yes, here it is : The Black, African and Asian Therapist Network (https://www.baatn.org.uk/). But searching for Scotland in the network reflects your point about underrepresentation Kimi!

Kimi Jolly : Oh yes, I know about Baatn

Kimi Jolly : I found a report a while ago about access to mental health interventions among BAME communities being very poor

Fariha Thomas YCSA : and YCSA Counselling service has been axed by Glasgow Council

Kimi Jolly : I study psychology and our syllabus and modules are very if not entirely Euro-centric

Fariha Thomas YCSA : I have to leave now. on youth consultation I have circulated the Intercultural Youth Scotland report to our Youth panel an hope to have a discussion on it next week which might be able to feed into something

Fariha Thomas YCSA : can’t run an event as big cut form GCC to our services

Jovan Rao Rydder - Intercultural Youth Scotland (He/Him) : Great to hear about circulating the report Fariha! Please do get in touch with any thoughts or comments that arise from that!

Khaleda Noon She/Her : Thanks Fariha

Khaleda Noon She/Her : no POC parents at parent councils. Schools should get in specialist experience if there is no representation at these groups to advocate on behalf of POC young people

Ruby - Licketyspit : Yes v important POC parents are empowered to have a voice in schools and supported to overcome e.g. language barriers

Soumi Dey : There is proven qualitative and quantitative research which says that better parental involvement leads to the cultural ’funds of knowledge’ being accessed for both the children and the school community at large.

Kimi Jolly : This is the COVID-19 campaign I was talking about

Kimi Jolly : <https://l.facebook.com/l.php?u=https%3A%2F%2Ftwitter.com%2Fgovuk%2Fstatus%2F1291397601632428032%3Fs%3D21%26fbclid%3DIwAR1uq6nRJIIhWe4_tEIhgGTswi0vx5_TzS--61vv0HZ99f60Aadxze29zTY&h=AT2qRRszvSuROlSYxF14wPn627QsN8TrKY7zV5cBoS2eY_-qxsBWp8cuq-Jgk_9U0nbWAc_qgzsiYfhqsvGPCMvnTmujZhSrwXNhMrsmyYymr-14F1LMi4AcwHD9lpVtl_oiCzbACVY>

Kimi Jolly : All the people in this video are BAME

Kimi Jolly : It’s obvious the government are perpetuating this negative image of BAME people spreading the virus and being the cause of COVID

Jovan Rao Rydder - Intercultural Youth Scotland (He/Him) : Khaleda's internet went out, and she doesn't seem to be able to re-join. She sends her apologies and her thanks!

Sabrina Tickle, Sikh Sanjog : Amazing Ruby, really powerful!

Vicky Wan : I think it's a good idea Ruby. It will inspire more similar work