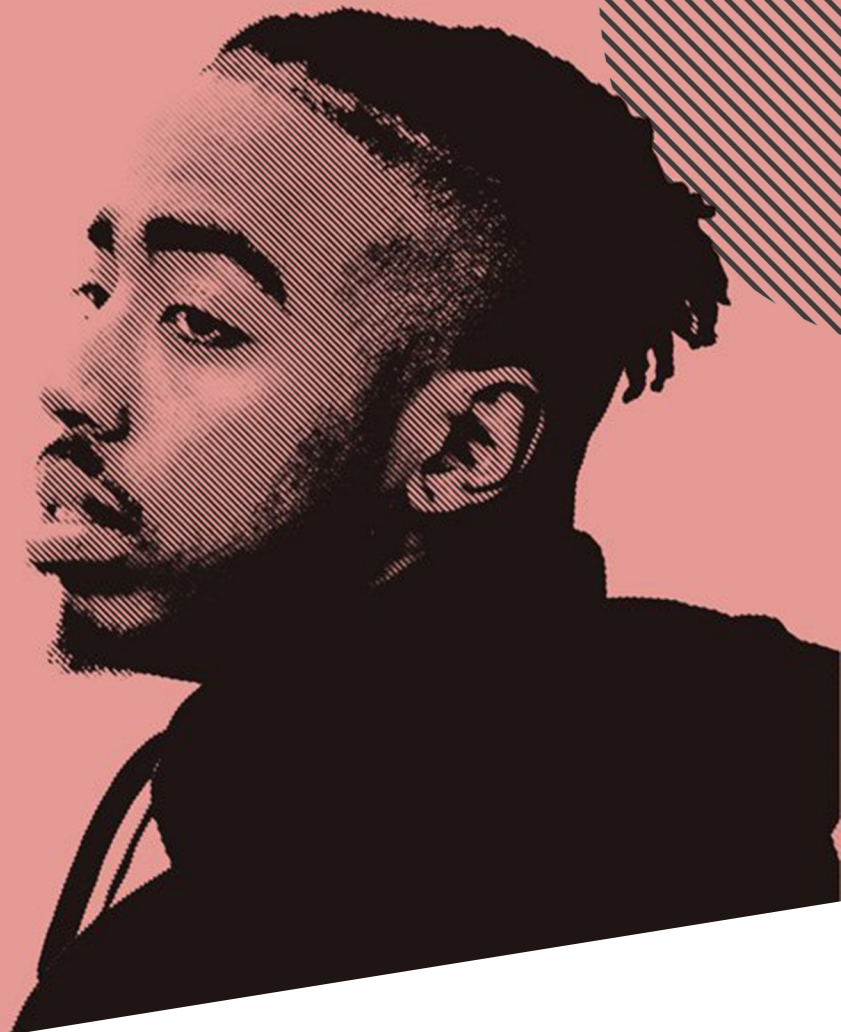


DO **BLACK LIVES**
STILL **MATTER** IN
SCOTLAND?

JANUARY 2023



CRER
coalition for racial
equality and rights



WHO WE ARE

The Coalition for Racial Equality and Rights (CRER) is a Scottish anti-racist organisation which focusses on helping to eliminate racial discrimination and harassment and promote racial justice. CRER's key mission is to:

- Protect, enhance and promote the rights of Black / minority ethnic communities across all areas of life in Scotland; and
- Strengthen the social, economic and political capital of Black / minority ethnic communities, especially those at greatest risk of disadvantage.

CRER takes a rights-based approach, promoting relevant international, regional and national human rights and equality conventions and legislation.

CRER thanks all organisations who responding to our request on their Black Lives Matter work. We would also like to thank all of the respondents to our survey.

For more information on this report or to request an alternative format, please contact:

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CRER is a charity registered in Scotland (SC029007).

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Introduction

George Floyd's murder at the hands of a white police officer in May 2020 sent a shockwave of grief and outrage across the world. In the immediate wake of his death, mass Black Lives Matter protests and demonstrations occurred not only in Minneapolis and the United States of America but around the world, including in Scotland.

Protests held across Scotland were attended by thousands of people. A debate took place in the Scottish Parliament, 'Showing Solidarity with Anti-racism'.¹ Demands for Scotland's role in the Transatlantic Slavery Trade to be better acknowledged were again made, including thousands signing petitions calling for more Black history to be included in the Scottish school curriculum. Ordinary people and institutions across Scotland voiced their support for Black Lives Matter and anti-racism.

A year on in May 2021, we at CRER reflected on the commitments made by Scotland's institutions in the wake of Black Lives Matter and the part everyone can play in keeping up the momentum for anti-racism in Scotland. We gathered many examples of public statements from Scottish institutions in support of Black Lives Matter in 2020 and commemorated the anniversary of George Floyd's death by sharing these statements as a collection.²

Black Lives Matter has the potential for effecting transformative change in politics, policy and in people's everyday lives. Indeed, Black Lives Matter in the US achieved one of its primary stated goals: the conviction of Derek Chauvin, the white police officer who killed George Floyd.

We at CRER wanted to investigate the progress made by organisations in the time since their Black Lives Matter statements. Organisations were approached at the end of April 2022³ and asked about their actions following their statements in 2020. We asked organisations to tell us about the actions taken; the impact that these actions had on Black/minority ethnic⁴ staff, service users or others; and any actions planned for the future.⁵

As a result of correspondence received by CRER from an individual about racism in their workplace we also held a survey of Black/ minority ethnic people in Scotland involved in race equality or anti-racism activities in their workplace. The survey responses are analysed and discussed in part two of this report, providing context and nuance to the organisational responses.

Of the organisations contacted, we had a high response rate of over 75%. 54 out of 70 responded (however two responses were too late to be included in our analysis). Full

¹ Scottish Parliament (2020) [Debate: Showing Solidarity with Anti-Racism](#)

² CRER (2021) [Scotland's response to George Floyd and Black Lives Matter: One Year On](#)

³ The content of this report reflects organisations responses in April 2022, though updates on actions have been provided where possible.

⁴ Organisations used differing terminology in their responses - BAME/BME/Ethnically diverse etc. For the most part we have retained terms used by organisations except where edits were needed for readability or clarity.

⁵ See Annex One for the questions asked of organisations.

information on the organisations contacted and who responded can be found in Annex Two.⁶ Our investigation has looked at the responses of 52 organisations covering councils, government agencies, health boards, charities, colleges and universities.

Responses ranged from a few lines to ones which spanned several pages with linked additional documents. One college simply linked to their Public Sector Equality Duties publications.

Some organisations included actions which had begun prior to their Black Lives Matter statement in 2020. Other responses were focussed on commitments made in or since their statements and clarified that this didn't include every single race equality action taking place in their organisation.

In some ways, this report is an incomplete picture; there will be other organisations outwith this analysis who made and are carrying out commitments following Black Lives Matter. This investigation therefore only provides a snapshot of activity across Scotland. If you know of other organisations doing good work in this area, feel free to let us know.⁷

Interestingly, whilst organisations weren't asked specifically to (re)affirm their support for Black Lives Matter, 17 responses (including associated links) out of 52 contained no reference to Black Lives Matter or the global/local context of their initial statement and resulting actions.⁸

Given that most organisations did refer to the context and Black Lives Matter in their original statement, these responses could suggest that there is now a hesitation from some individual organisations to explicitly state that Black Lives Matter, perhaps regarding it a contentious term. This could be problematic for anti-racism in Scotland. A reluctance to name systemic racism and state that Black Lives Matter could make the issues harder to address, rolling back some of the initial progress made.

To quote from an activist in the USA, Lauren Allen:

“Black Lives Matter [is] the simplest affirmation out there. Anyone against affirming that Black Lives Matter simply thinks they don't.”

Of the 52 responses analysed, organisations made a total of 409 commitments spanning different areas including addressing legacies of slavery and colonialism, education, participation and representation and employment.⁹

This report will detail many of the commitments made by organisations. We have noted trends and, where possible, positive strides and measurable progress. In particular, we were

⁶ All local councils, government agencies and health boards contacted responded, with varying levels of responses otherwise.

⁷ research@crer.org.uk

⁸ One organisation asked for it to be noted that while our request referred to Black Lives Matter, their initial statement did not.

⁹ Given the high number of commitments, it has not been possible to include all in this report.

interested to identify whether there has been positive, long-term institutional change in organisations.

We will also discuss the outcomes of our Black/minority ethnic workers survey to contextualise the information given by organisations and make some broad conclusions about the impact of the Black Lives Matter movements so far in Scotland. Survey analysis will highlight some positive steps made by organisations working on race equality/anti-racism in Scotland, but also some key challenges to this work which need to be addressed.

This report will not be the end of our work on Black Lives Matter and organisational responses to race and racism in Scotland. For over 20 years, CRER has actively challenged racism and racial inequalities through our work. We will play our part to ensure, as far as possible, that the upshot in attention and commitments to racial justice seen since 2020 will not be remembered as a 'moment', but as part of a journey towards greater equality and a Scotland where structural and institutional discrimination is challenged and addressed.

Key Findings

Part One: Organisational Responses to Black Lives Matter

Actions to Address Legacies of Slavery and Colonialism

- There are many projects focussed on reckoning with Scotland's role in slavery and colonialism, particularly from universities and local authorities, with 33 commitments on this topic from 17 out of 52 organisations
- With the relatively low number of organisations involved in making these commitments, it may be time for more organisations across Scotland to reflect on their ties to slavery and colonialism and how best to address these
- While there have been moves towards recognising the link between Scotland's colonial history and current day racism and unequal power distribution, there remains much to be done. Organisations involved in historic research on slavery and colonialism need to use this as a basis for action in the present day

Actions Relating to Education

- Two of the six colleges and all 12 universities reported activity in the area of curriculum reform, relating to either decolonising curricula or making curricula more diverse, inclusive or international
- Within schools, there have been moves to increase the availability of race equality/anti-racist focussed education resources from a few different organisations. However, consistent change in this area across Scotland is likely only possible at a Local Authority and Scottish Government level, for example through the work of the Anti-Racism in Education Programme
- Despite the degree awarding gap in Scotland between white and Black/minority ethnic students being 7.5% in 2020/21, with a particular gap for Black students¹⁰ of 24.9%, action in this area was only reported by a few universities
- Addressing racism in higher and further education needs to be a focus for all colleges and universities. However, in many cases, action in this area only surrounded reporting hate crime rather than tackling the underlying causes of hate crime, discrimination and racism

Actions on Participation and Representation

- The relatively small number of sports and cultural organisations who put out a Black Lives Matter statement in 2020 that we were aware of perhaps reveals a broader, sectorial issue in acknowledging racism
- Organisations' responses to increase participation and representation generally tended to include well thought out actions and could lead to change within these specific organisations and, to a certain extent, their respective sectors
- There are still barriers connected to institutional and personal racism that limit the participation and representation of minority ethnic communities with a need for

¹⁰ Black includes Black or Black British - Caribbean, Black or Black British - African, and other Black background.

more all-encompassing, sector wide changes in areas such as volunteering, arts, leisure, sports and heritage

Actions Relating to Employment

- The majority (55%) of organisational responses contained action on workforce/board diversity, making this one of the most common responses. Of these 29 organisations, 14 stated or demonstrated improvement in this area. This makes such activity one of the few areas where organisations were able to show clear progress since 2020
- Only a few organisations noted action relating to promotion or career progression, which may be a key area for organisations to focus on going forward
- There were 33 actions relating to the creation of a new committee, network or short life working group. Of the newly established groups, 20 were specifically focused on race and 10 were Equality, Diversity and Inclusion groups. Much of the progress noted in other areas was traceable, directly or otherwise, to these groups
- Few organisations detailed monitoring plans or accountability and timescales in relation to race equality plans, which should be a top priority
- Staff personal development or training was one of the most commonly reported actions with 47 commitments made, involving almost every organisation. However, comments on the impact of such training were very rare, suggesting some organisations may need to re-think their approach

Part Two: What BME Workers Think About Race Equality Since Black Lives Matter

- Half of respondents (29 out of 58) stated that their organisation had initiated new race equality or anti-racist activities since the height of Black Lives Matter in 2020. This shows the strength of the Black Lives Matter movement in Scotland in compelling organisations to do something (or be seen to be doing something)
- A worrying finding was the large number of responses who said their organisation has provided them with no support to build their capacity on race equality/anti-racism – 24 respondents, or around 41%
- Many respondents raised the issue of a denial or minimisation of racism within their workplace
- The most common issue raised was on organisations making commitments to race equality or anti-racism whilst not following up with action. This was discussed in answer to a free text question, unprompted, by 17 people (almost 30% of respondents)
- A lack of recognition and/or remuneration for anti-racist or race equality work was an issue raised, highlighting how critical it will be for some organisations to reflect on how the individuals involved with this work are treated in regard to pay, promotions and recognition

Part One: Organisational Responses to Black Lives Matter

Actions to Address Legacies of Slavery and Colonialism

The flow of substantial wealth to the UK, including Scotland, as a result of slavery, colonialism and empire built the foundations for today's society. This still informs systems, institutions and mindsets in Scotland today. The understanding of these legacies is critical to understanding how our society functions and how history informs the present.

Scotland was deeply complicit in empire, slavery and colonisation. For example, Colonial Burma (now Myanmar) was known as the Scottish colony due to the extensive role of Scottish people in the country's colonisation. Additionally, in the compensation scheme for enslavers at the abolition of slavery, Scottish people were overrepresented. Despite being 10% of the UK population at that time, they made up 15% of enslavers compensated by the scheme. This shows Scottish people were not only part of the British Empire, but they were also active participants and beneficiaries from it.

There is much work to be done across Scotland to reckon with the impacts of slavery and colonialism at both institutional levels and across society. So much of such histories and their consequences remain unacknowledged and unknown or, perhaps, purposely obscured or ignored.

Actions in this area come from various calls to decolonise, aimed at institutions, practices and curricula - many of which came before the height of the Black Lives Matter protests in 2020.

The contested nature of decolonisation is an important note. Originally rooted in the struggle to end colonial rule in Africa, Asia and other parts of the world, it is generally understood to be about challenging and dismantling the legacies of colonialism in the many places these can be found.

Decolonisation needs active participants who must be willing to step out their comfort zone and challenge internal resistance. Disrupting and highlighting neo-colonial practices requires courage and often has a cost for the individuals involved, whether this be a personal or professional cost (or both).

However, decolonisation is often used by organisations in a reductive way or simply as a buzzword, with a danger that the word itself becomes meaningless in such contexts. 'Decolonisation' can be deployed as a smokescreen by those who wish to appear like they are leading the way, whilst any change made is superficial at best.

As Priyamvada Gopal notes, in the context of universities, "the 'decolonise' mantra has swiftly buzzed its way into acceptable institutional jargon, with university administrations seemingly open to putting it down as an action point on the managerial agenda" with references to decolonise the curriculum in particular seeming "so capacious as to stand in

for any form of critical engagement with race and representation, or indeed, the mildest of curricular reforms".¹¹

There were 33 commitments made relating to addressing legacies of slavery and colonialism. These commitments came from just 17 organisations, including councils, government agencies, charities and universities. Given the nature of British and Scottish society's entwinement with colonial legacies, some of the remaining 35 organisations included in this analysis may wish to examine if actions in this area would be relevant for them.

Understandably, some organisations did not detail every action they have taken or had projects in this area which preceded Black Lives Matter. Given that this project interacts with a set number of organisations, this report does not attempt to give an overview of all the work being done across Scotland in addressing legacies of colonialism and/or slavery. Rather, it will highlight actions taken by organisations who were part of this analysis to capture some of the ongoing work.

Councils

Councils can play a significant role in addressing local legacies of slavery and colonialism. Given the broad range of activities undertaken this could include research and action in education, heritage and the built environment amongst other areas. Most councils detailed activities which looked to address histories of slavery and colonialism in their responses.

South Ayrshire Council

The Council carried out research regarding links to slavery and oppression, alongside a consultation. This led them to produce information pages,¹² including on buildings with links to slavery,¹³ on their website in January 2021.

The City of Edinburgh Council

The Council's Policy and Sustainability Committee agreed a set of actions to address historic racial injustice and stem modern day discrimination. They agreed to erect a new plaque on the Melville Monument to explain Henry Dundas, 1st Viscount, Lord Melville's impact on society and to acknowledge his role in delaying the abolition of the trade of enslaved people. The Committee also made a commitment to establish an Independent Review to consider and make recommendations on Edinburgh's slavery and colonialism legacy in the civic realm.

The Policy and Sustainability Committee's 'Response to Motion – Black Lives Matter'¹⁴ references calls for a mural in Wardie Primary School, which includes an image of a golliwog, to be removed. The response stated this will be considered (alongside a petition to change

¹¹ Priyamvada Gopal (2021) [On Decolonisation and the University](#), Textual Practise (Open Access)

¹² South Ayrshire Council (2021) [Information on links to slavery and oppression in South Ayrshire](#)

¹³ South Ayrshire Council (2021) [Buildings and public parks in the care of South Ayrshire Council with a connection to slavery, oppression and racism](#)

¹⁴ Policy and Sustainability Committee (2020) [Response to Motion – Black Lives Matter](#)

the name of James Gillespie's High School).¹⁵ However, it should be noted that this particular mural has been complained about before, by a parent in 2013,¹⁶ when it is reported that Edinburgh Council refused to remove it.¹⁷

In August 2022 a report with recommendations¹⁸ was published by the Edinburgh Slavery and Colonialism Legacy Review Group. The recommendations included:

- For the Council to publicly acknowledge the city's past role in sustaining slavery and colonialism, and to issue an apology to those places and people who suffered. This apology was made in October 2022¹⁹
- Statues, monuments, buildings and street names associated with slavery and colonialism to be retained and re-presented in accordance with a new, dedicated interpretation strategy which explains the nature and consequences of that involvement
- City-wide observance of the annual International Day for the Remembrance of the Slave Trade and its Abolition every 23rd August to be introduced and resourced
- A significant public artwork to be commissioned acknowledging Edinburgh's links with slavery and colonialism
- An independent legacy stakeholder group to be established to ensure approved recommendations are actioned, resourced and monitored, and progress is reported annually

Museums and Galleries Edinburgh (MGE)²⁰

In November 2020, MGE published a list of actions it had agreed to progress anti-racism work²¹ - one of which was "Historic buildings, collections and interpretation across the museum estate will be re-evaluated to ensure Black and minority ethnic histories are represented and that inherited, colonial language, values and narratives are recognised and challenged". The update provided on this action was:

- The curatorial team have researched and written an initial paper on colonial legacies at Lauriston Castle
- The Service's Acquisitions Committee is working to increase representation of BME artists within the city's art collection and has recruited a leading Black artist onto the decision-making panel
- The Exchange project has offered opportunities to explore collections from new perspectives and identify gaps and absences as well as new narratives

¹⁵ Change.org (2020) [Renaming James Gillespies High School](#)

¹⁶ BBC News (2013) [Police probe 'racist' mural at Wardie Primary School in Edinburgh](#)

¹⁷ The Guardian (2020) [BLM protests prompt Edinburgh to reassess fate of golliwog mural](#)

¹⁸ Edinburgh Slavery and Colonialism Legacy Review Group (2022) [Edinburgh Slavery and Colonialism Legacy Review Report and Recommendations](#)

¹⁹ The City of Edinburgh Council (2022) [Edinburgh apologises for the city's past role in sustaining slavery and colonialism](#)

²⁰ Edinburgh Council's response also included information from Museums and Galleries Edinburgh.

²¹ Museum Galleries Edinburgh (2020) [Anti-racism Pledge](#)

In October 2022 MGE opened a new exhibition, 'Respect! Caribbean life in Edinburgh'.²²

Dundee City Council

The Council created the 'City of Dundee and Black History Working Group' to look into issues and bring forward recommendations. Workstreams were agreed by the group, including:

- A permanent display in the McManus Galleries telling the full story of the City's involvement in slavery
- Good quality digital and print material which supports a walking/cycling trail around the City and which complements the display proposal above
- More active support and participation in Black History Month

Inverclyde Council

At its meeting of 16 June 2020, the Policy and Resources Executive Sub-Committee decided that a report should be created on historical connections to slavery and the ways in which these connections can be recognised in today's society.

In January 2022, the Council's Education and Communities Committee considered the report.²³ As part of its work, the working group undertook a public consultation and commissioned an audit of features in the Inverclyde area that may have historical links with slavery. Recommendations made included:

- Further research is carried out into Inverclyde's links to slavery
- The Gourock Burgh coat of arms (which includes a depiction of an enslaved man) be removed from display where practicable
- Information about the activities linked James Watt and family be included within interpretation in the Watt Institution. This will be done as part of a National Lottery Heritage Fund project to decolonise the museum's collections
- Officers investigate the possibility of proposing plaques celebrating Inverclyde's abolitionists
- Officers produce information to better explicate the slavery links to some of Inverclyde's street names, buildings and places. Linked to this, officers to investigate the feasibility of including interpretive information (possibly as part of a wider slavery-linked heritage trail) within Greenock Cemetery where Robert Wallace (first MP for Greenock and enslaver) is buried

The working group also considered the subject of community reparations and what would be appropriate and feasible in the context of Inverclyde. The group were strongly of the view that learning about the abuses of the past and celebration of Black history and culture (such as Black History Month events) should be at the heart of any reparations plan. It was stated that the recommendations for action within the report should be regarded as a reparatory plan.²⁴

²² The City of Edinburgh Council (2022) [New Museum of Edinburgh exhibition celebrates Caribbean culture](#)

²³ Education and Communities Committee (2022) [Inverclyde's Historical Links to Slavery - Final Report](#)

²⁴ Ibid

Glasgow City Council

In line with the motion ‘Black Lives Matter, slavery legacy and anti-racist initiatives’²⁵ approved by the Council in September 2020, the Council committed to look at a few key areas. This included ongoing work to both recognise the historic legacy of slavery and develop a civic conversation regarding the history of the city and how best this can be understood and embraced.

The BLM Slavery Legacy Working Group was convened in August 2021. Initial areas to be explored by the group included:

- The development of a digital strategy. A web page was launched in March 2022²⁶
- Developing initial community conversations to engage with BME communities of interest and the wider Glasgow community in order to assert the key issues for slavery legacy. In 2022, a report was published with the results of some initial community conversations on the legacies of transatlantic slavery and colonialism in Glasgow²⁷
- Identifying city infrastructure (statues/ monuments/ streets) where greater context would be desirable

Further inputs included questions about legacies of slavery to be included in future Glasgow Household Surveys. The 2022 survey results were published in August.²⁸

Of relevance though not mentioned in their response, Glasgow City Council recently apologised for its role in transatlantic slavery.²⁹

Universities

Addressing legacies of slavery has a particular relevance to Scottish universities, with many institutions receiving large donations by Scottish slavery traders, plantation owners, and others who profited from the slavery economy.

For example, research on the University of Glasgow (which preceded Black Lives Matter) set out to establish whether the University reaped significant financial benefits from donors who owned enslaved people or who profited from the trade in enslaved people/the goods they produced. The report found this was the case, with a significant body of evidence.³⁰

²⁵ Glasgow City Council (2020) [Black Lives Matter, slavery legacy and anti-racist initiatives](#)

²⁶ Glasgow City Council (2022) [Glasgow's Slavery Legacy](#)

²⁷ CRER (2022) [How Should We Address Our History? Community Conversations on the legacies of transatlantic slavery and colonialism in Glasgow](#)

²⁸ Ipsos (2022) [Glasgow Household Survey 2022](#)

²⁹ CRER's blog '[Acknowledgement, Apology, Action?](#)' looks at this apology in the context of Stephen Mullen's audit of Glasgow's links to slavery and what should happen next.

³⁰ The University of Glasgow (2018) ['Slavery, Abolition and the University of Glasgow'](#)

Three universities mentioned actions relevant to legacies of slavery and/or decolonisation outwith the curriculum - actions relating specifically to the curriculum are discussed in greater depth later.

University of Dundee

The University stated that, in response to the issues raised by staff and students during the Black Lives Matter protests, they developed a BLM Action Plan. The plan included a project on reviewing the University's legacy and links to the slave trade during the colonial period and steps taken to decolonise the curriculum.

In recognising that much needed to be done in tackling structural and systemic racial inequalities, the University engaged with the Race Equality Charter Mark.³¹ The actions within the BLM Action Plan have been refined and are now included within the more recent, broader Race Equality Charter Action Plan.³² Actions within this include:

- Ensure staff representation on the City of Dundee Black History Working Group
- Collaborate with Abertay Historical Society, Dundee City Council and community groups on Woven Together research project³³
- Resource post-doctorate researcher for University of Dundee Founders Project to explore links to slavery and colonialism

In October 2022, the University of Dundee Founders Project Report³⁴ was published:

“It is ... undeniable that transatlantic slavery, colonialism and the enslaved people of the US, West Indies and Latin America constitute an integral part of the University of Dundee’s formation and history.”

University of Aberdeen

The University noted that they had established a governance structure on race, developed an anti-racism strategy and listened to Black and minority ethnic staff and students. Their response noted several activities, with relevant actions to decolonisation and slavery including:

- Joining a global consortium of Universities Studying Slavery³⁵ and appointing a full-time lecturer in this area in 2020
- Holding events which have explored the history of Powis Gateway, which is the most tangible link between the University and slavery-derived wealth. In September 2022 a plaque to contextualise this history was installed. Student Union Student President Vanessa Mabonso Nzolo, commented:³⁶

³¹ Race Equality Charter is run by [Advance HE](#) to improve the representation, progression and success of Black, Asian and Minority Ethnic staff and students within higher education.

³² University of Dundee (2020) [Race Equality Charter Action Plan](#)

³³ [Woven Together: Dundee’s Multicultural History Project](#)

³⁴ Dr Cassandra Goptar (2022) [University of Dundee Founders Project Final Report](#)

³⁵ University of Virginia (no date) [Universities Studying Slavery](#)

³⁶ University of Aberdeen (2022) [Plaque installed to mark the legacy of slavery at the Powis Gateway](#)

“We consider this plaque as a puzzle piece to understand our university; as a piece of valuable evidence to help us trace and navigate the academic practices, culture, and knowledge that are embedded in the history of empire.”

University of Edinburgh

The University has launched a review of their historical links to colonialism, the transatlantic slave trade, race and racism.

A new cross disciplinary network entitled ‘RACE.ED’ was launched in 2020.³⁷ The network is focused on teaching, research and knowledge exchange in race and decolonial studies. RACE.ED developed the University’s undergraduate course ‘Understanding Race and Colonialism’ and hosts The Edinburgh Race Lectures, a series of seminars available to the public.

The work of UncoverEd predates 2020.³⁸ However, it is highlighted here as an important, student-led project uncovering the University of Edinburgh’s role in colonialism and related legacies.

Charities

The third sector is in no way immune to the impacts of the UK’s history of colonialism. Legacies of this can be found all across organisations, for example in structures, power imbalances, a lack of diversity, language/terminology used, assumptions made, physical assets owned and interactions with communities.

The background to racism in Britain lies in history and is a direct result of narrative created to support empire and colonialism. Within the third sector there are still many instances of racism. Just in November 2022, an independent audit found that staff at UNICEF UK regularly experience covert racism and that the charity had “no targeted and specific process on how to report and address racism”.³⁹

Third sector organisations have multiple actions they could take, for example understanding and reflecting on how many charitable actions overseas are linked to Britain’s colonial history and violence or investigating the roots of their organisation, benefactors and philanthropic funds. In addition, all charities should be recognising and acting on present day racism within their organisations and the wider third sector, for example in funding landscapes/distribution.

In an example of an organisation investigating their roots, the Joseph Rowntree Charitable Trust (JRCT) committed to a detailed exploration of the Rowntree Company, from which its wealth was derived and published a report setting out what connections the company had

³⁷ [RACE.ED](#)

³⁸ [UncoverED](#)

³⁹ Civil Society (2022) [Covert racism ‘a regular experience’ for some UNICEF staff, report finds](#)

to slavery.^{40 41} JRCT committed to taking immediate action to strengthen their contribution to racial justice, in grant-making, investments, governance and staff diversity.⁴²

In a similar vein, the Portal Trust, formerly The Sir John Cass Foundation, recognised that Sir John Cass had been a Director of the Royal African Company which had traded in enslaved people. As well as the removal of his statue and the change of name,⁴³ the Trust has been consulting on how its funding distribution could potentially address historical inequalities.

The critical nature of racial inequality means the moral case for the third sector to understand the UK's colonialist history (and their potential links with this) in order to recognise the link with racial disparities exhibited in communities today is strong.⁴⁴

As can be seen from the examples below there are charity organisations beginning to engage with Scottish legacies of slavery and colonialism, from everyday conversations to events to larger, more expansive workplans. Eight charities reported work relevant to addressing legacies of slavery and colonialism.

Royal College of Physicians of Edinburgh

In October 2020, the College established a diversity and history group. The group's focus has included:

- Developing a report on the College's historical relationship with individuals who have been linked to slavery – this was produced in December 2021 and submitted to the Edinburgh City Council Legacy Review Group in response to their call for views⁴⁵
- Developing public content for Black History Month, including two online exhibitions: BAME Pioneers in Medicine and Medicinal Plants of the Transatlantic Slave Trade
- Developing a heritage diversity statement and acquisitions policy

Aberlour Scotland's Children's Charity

Aberlour are exploring how they communicate that the original 19th century funding for the charity likely came from enslavers. This is currently highlighted on their online timeline:⁴⁶

“Canon Charles Jupp opens a home for "mitherless bairns" at Burnside Cottage. Jupp is personal chaplain to Miss Macpherson Grant of Aberlour, who pledges to fund an orphanage with rectory, church and school. It is believed that Miss Macpherson Grant inherited from an uncle who had been involved in running plantations in Jamaica in the 19th Century. It is therefore likely the inheritance, which funded the orphanage, included money made by the use of slavery”.

⁴⁰ The Joseph Rowntree Charitable Trust (2021) [Statement on Rowntree Colonial Histories](#)

⁴¹ As highlighted in Fozia Irfan (2021) 'Neo-colonial philanthropy in the UK' Journal of Philanthropy and Marketing

⁴² The Joseph Rowntree Charitable Trust (2021) [A statement from trustees on the origins of our endowment](#)

⁴³ The Portal Trust (2021) [Sir John Cass, The Royal African Company and The Slave Trade 1705-1718](#)

⁴⁴ As discussed in Fozia Irfan (2021) 'Neo-colonial philanthropy in the UK' Journal of Philanthropy and Marketing

⁴⁵ A copy of this report was provided to CRER, however, it is not publicly available.

⁴⁶ See: Aberlour (no date) [Our History](#) ORPHANAGE FOUNDED - MARCH 4, 1875

Aberlour are investigating how to contextualise this at the site of the original orphanage in the town of Aberlour.

On funding, Aberlour report ensuring that their emergency Urgent Assistance Fund reaches BME communities who have been disproportionately affected by the pandemic and subsequent cost of living crisis. They reported that 20% of such payments were made to BME families (628 payments).

The Scotland Malawi Partnership (SMP)

SMP have had many meetings looking at decolonisation over the last two years and in two AGMs had discussions about decolonising, diversity and representation. SMP noted that further work promoting understanding of David Livingstone's legacy is one of their key actions since their Black Lives Matter statement, elaborating:

“David Livingstone’s travels are often seen as the genesis of the Scotland-Malawi relationship. It is widely remarked that there remains strong support in Malawi for David Livingstone’s legacy because of his fight against the slave trade in the region. But Livingstone was, however unwittingly, a pre-cursor and facilitator of the colonial times that followed him.

The SMP is committed to helping amplify a range a different voices, with a diverse range of views about David Livingstone. We have a long-term partnership with the David Livingstone Birthplace Centre in Blantyre, Scotland, and have been working together to ensure this diverse range of views is well represented at the newly refurbished Centre... At our proposal, we recorded 32 short videos from a diverse range of Malawians, Zambians, Scots and others from nations visited by Livingstone. We have actively sought to highlight alternative assessments of Dr Livingstone’s legacy, both positive and negative, such that we do not fall back on a single narrative of our shared history. This is about pushing back on the ‘lone traveller’ narrative and replacing it with something far more diverse, inclusive, challenging and representative.”

SMP are in the process of recording a series of videos talking about what decolonisation means in the bilateral relationship for Malawi. The intention is to shine a light on and challenge both the manifest and latent aspects of Scotland's colonial legacy.

Scotland's International Development Alliance

In addition to organising a workshop for members on decolonising language, the Alliance held a further event ‘Understanding practical steps for shifting the power, anti-racism and decolonisation.’ They have also committed to keeping anti-racism and decolonisation as a key theme for their future annual conferences.

Scottish Civic Trust

Since the publication of their strategy in response to the Black Lives Matter movement in 2020, the Scottish Civic Trust have taken various actions relating to decolonisation and addressing legacies of slavery, including organising a conference about race and heritage in Scotland. In addition, they have drafted research and artwork briefs for the Tobacco Merchant's House reinterpretation project and explored grants and funding for the project.

Royal Botanic Garden Edinburgh (RBGE)

RBGE have begun a process of auditing their signage in the regional gardens at Dawyck, Benmore, and Logan with the aim of decolonising the visitor experience. They have also begun an audit of their educational materials with the aim of decolonising the curricula.

YouthLink Scotland (YLS)

Youthlink Scotland stated that since their statement in 2020 they are more aware of the issue of institutional racism within the third sector, including related to inequitable distribution of funding.

They have begun to view their funding programmes through this lens and have started to diversify their volunteer assessors. In addition, they have committed to supporting organisations that work specifically with BME young people post assessment where applications are not successful (at local level).

Recognising the inequitable impact of Covid-19, YLS proposed and administered several equality focused funds:

- Social Isolation and Loneliness Fund (small grant) - Funding provided to four organisations working specifically to support BME young people (all who applied). Youth work projects supported 523 BME young people from December 2021 – June 2021
- Social Isolation and Loneliness Fund Round 2 (small grant) - Funding provided to three organisations working specifically to support BME young people (all who applied). Youth work projects supported 239 BME young people from August 2020 – December 2021
- Summer of Play (small grant) - Funding provided to nine organisations working specifically to support BME young people (all who applied). Youth work projects supported 2,730 BME young people
- Youth Work Education Recovery Fund⁴⁷ (mid/large grant) - Local youth work partnerships supported 1,105 BME young people in relation to education recovery and Covid-19
- CashBack for Communities (annual small grants fund) - Funding provided to three organisations working specifically to support BME young people. Youth work projects directly supported 740 BME young people in relation to risk of being involved in antisocial behaviour or crime/living in communities most affected by crime

⁴⁷ Proposed and administered by YLS in partnership with the youth work sector and Scottish Government.

Information on fund beneficiaries given by YLS is one of the few instances where organisational responses gave detailed information on the end benefits to Black and minority ethnic people from the outputs of their Black Lives Matter work.

Corra Foundation

Corra have been applying a racial justice lens to their grant making. In relation to their Henry Duncan Grants,⁴⁸ focused on community-based support for mental health and wellbeing, they took several actions including holding targeted funding advice sessions with staff from Black Asian and Minority Ethnic backgrounds and involving a lived experience panel with decision making power (which included those with experience of racial injustice).

Over a third (£330,000) of the fund was distributed to 16 groups led by BAME communities. A decision was made by the internal Anti-Racism Working Group that for the remainder of this programme around a third of the funding would be ring fenced for charities led by BAME communities each year.

Corra has also developed a BAME community led grants programme - The Equity Programme.⁴⁹ In 2020 (phase one), £50,000 from the Programme was distributed to 30 organisations led by BME communities to deal with the immediate impact of Covid-19. In phase two, £100,000 is being distributed directly to BME groups using community led grant making.

Also of relevance, an internal Black History session was held in November 2021 by Corra. This looked at funders (including Corra), institutions and where wealth, including philanthropic wealth, was derived from.

Non-Departmental Public Bodies (NDPBs)

NDPBs promote, deliver and scrutinise public services. Many of these organisations in Scotland and the functions they carry out could have relevance to addressing legacies of slavery and colonialism today.

Only one organisation in our response had relevant actions on this theme. However, the number of such organisations contacted for a response was relatively small.

Historic Environment Scotland (HES)

HES gave several examples of past, current and future work relating to addressing legacies of slavery and colonialism, such as:

- The Managing Imperial Legacies project: A two-year partnership project between HES, University of Edinburgh and CRER. The grant funded a series of conversations involving academics, heritage organisations, professionals, and communities on the subject, and culminated in a conference in June 2022 hosted by HES⁵⁰

⁴⁸ Corra's Henry Duncan Grants is a five-year programme with a different theme each year (up to five-years' funding on each theme, each year).

⁴⁹ Corra Foundation (no date) [The Equity Programme](#)

⁵⁰ [Managing Imperial Legacies Conference Programme](#)

- HES commissioned a research project to investigate and understand the imperial connections of their 336 Properties in Care. The 'Properties in Care and the British Empire' project is being undertaken by researchers at the University of Glasgow for 12-18 months
- Inclusive Heritage: a project exploring unheard and invisible connections with our heritage. It represents an acknowledgment that there are many groups and people who are underrepresented or missing in the history HES tell
- Two new PhDs co-supervised by HES will commence in Autumn 2022, one of which will cover 'Race, Slavery, and the Global Textile Industry in Perthshire, 1840-1914'

Conclusions on Addressing Legacies of Slavery and Colonialism

As the commitments discussed in this piece show, the embedded nature of colonialism and legacies of slavery in Scotland is slowly starting to be uncovered from more angles.

Given the extent of such legacies in this country, along with widespread public debate on the matter in recent years, the high number of commitments is perhaps unsurprising. However, with the low number of organisations involved in making these commitments, it may be time for more organisations across Scotland to reflect on their ties to slavery and colonialism and how best to address these.

Organisations working on, or proposing to work on, decolonisation need to be educated about what this really means (for example, ending conflation of decolonisation with diversity) or risk being dismissed as paying lip service or accused of co-option.

Organisations also need to continually reflect on their work in this sphere. This may mean, for example, embracing further moves toward decolonisation across different aspects of their work. All functions of organisations are likely to have some relevance to decolonisation. The physical environment remains one of the key areas where action is taking place, however, whilst this is the most visible and obvious manifestation of such legacies, there are many other areas in which action could take place.

In addition, organisations undertaking or commissioning research on legacies of slavery and colonialism should use their findings as both the basis and motivator for further relevant commitments. Research and history focussed commitments are useful but need to lead to action in the present, for example on a lack of diversity in heritage spaces.

Relatedly, responses to historic connections to slavery and colonialism need to incorporate action to address the present-day racism and discrimination faced by Black/minority ethnic people living in Scotland. These are arguably some of the most critical legacies of slavery and colonialism in Scotland today.

Actions Relating to Education

Scotland isn't mono-cultural but the educational environment, in many cases, behaves as though it is. Learning that incorporates perspectives outside of a white Scottish, Western or Eurocentric viewpoint is often regarded as an add-on, rather than a core part of everyday learning.⁵¹ Actions in the education sphere are critical both to educate about the past and address present day racism.

Many of the demands made in 2020 during Black Lives Matter protests in Scotland related to education. Petitions with thousands of signatures showed widespread support for change, especially amongst young people themselves.⁵² ⁵³ These focussed on addressing widespread racism faced by Black/minority ethnic young people in educational establishments and on expanding curricula in order to truly reflect the diverse histories, heritage and cultures of Scotland.

There were 51 commitments made on education across the organisations. All types of organisations were represented with the vast majority of actions understandably being made by universities and colleges. Most actions related to curriculum reform, with fewer actions relating to addressing attainment gaps or racism.

Curriculum Reform within Higher/Further Education

Many actions and commitment related to curriculum reform were made by higher and further educational institutions. Two of the six colleges and all 12 universities reported activity in this area.

Fope Olaleye, former Black students' officer at the National Union of Students, has defined decolonising the curriculum as⁵⁴

“Providing an accurate portrayal of history and providing students and staff with the tools to critically identify [how] the university reproduces colonial hierarchies. This will empower them to confront and reject the status quo and ensure knowledge production reflects our diverse society.”

However, as can be seen below, in a few cases it is not clear whether commitments relate specifically to decolonising curricula. Many commitments are simply to make curricula more diverse, inclusive or international. Whilst moves such as these have their value, they do not match the intentions of decolonising curricula.

Some have critiqued moves so far to decolonise the curriculum at a UK level, with efforts remaining shallow, largely involving adding some works by non-European or BME authors to

⁵¹ CRER (2021) [Introduction to Anti-Racist Curriculum Development](#)

⁵² See: Petitions for [Addressing Race in Scottish Schools](#), [Compulsory education of Black, Asian, and minority ethnic history in Scottish schools](#) and to [‘Reform the national curriculum to include all African Scottish history’](#)

⁵³ See: Tobe Amamize (2021) [Making BAME History Mandatory in Scottish education](#)

⁵⁴ The Guardian (2020) [Only a fifth of UK universities say they are 'decolonising' curriculum](#)

reading lists; “tinkering with modules and courses in some humanities and social science disciplines without the deep interrogation of what counts as knowledge in the institutional curriculum”.⁵⁵

However, conclusions, discussions and feedback on the success of efforts to decolonise curriculum across specific institutions in Scotland may largely need to be led by students, alumni and staff of these colleges and universities themselves.⁵⁶

Within educational institutions, a decolonial lens can also be applied to research development, funding, publishing, investments and career services despite the tendency for the sole focus of most institutions to be on the curriculum.⁵⁷

A wide variety of actions were outlined by universities and colleges covering not just course content but also library collections, events and the development of networks.

University of Edinburgh

The University created resources to support schools in their work decolonising the curriculum. They are in the process of a major change programme and decolonisation is an embedded element of this. A dedicated site has been developed with resources to support engagement and action to decolonise the curriculum, to showcase work and provide a route to connect with others as well as inspire and inform those new to decolonisation work.

University of Aberdeen

The University set up a ‘Decolonising the Curriculum’ Steering Group.⁵⁸

In addition, the diversity of the University’s library collections has been improved. During Black History Month in 2020 and 2021, the University community was invited to provide suggestions for relevant books, with funds set aside for the purchase of new material.

Glasgow Caledonian University

Within the University, the Anti-Racist Curriculum Group planned activity on increasing awareness, developing ideas for change and supporting development of resources in respect to creating an anti-racist curriculum. In addition, a blog⁵⁹ and the first in a series of anti-racist curriculum seminars were launched.

In addition, the Library Services team launched anti-racist resources, with texts, tools and videos supporting the University's drive to eradicate racism.

⁵⁵ Jonathan D. Jansen in Priyamvada Gopal (2021) [On Decolonisation and the University](#), Textual Practise (Open Access)

⁵⁶ For example, see: Dr Kathy-Ann Fletcher (2022) [What do we mean by 'decolonising the curriculum' and why is it important?](#); Mhairi Taylor and Nighet Riaz (2021) [How to support academic staff starting the journey of decolonising the curriculum](#)

⁵⁷ Relevant responses on decolonisation outwith the curriculum are reported in ‘Addressing Legacies of Slavery and Colonialism’ earlier in this piece.

⁵⁸ University of Aberdeen (2021) [Decolonising the Curriculum Steering Group](#)

⁵⁹ Dr Karen Campbell (2022) [Towards an Anti-Racist Curriculum](#)

University of Stirling

The University reported that work on diversifying the curriculum is underway across many of disciplines.

University of the Highlands and Islands

The University's Department of History have undertaken work to decolonise their curriculum, covering alternative histories, and engaging in conversations around the legacy of slavery and colonialism in the region.

The Library Services team have taken steps to increase the range of perspectives represented in their resources, including addition of new publications on race.

University of St Andrews

Within the University, academic departments have organised events pertaining to decolonising their disciplines. For example, staff and students within the School of Geography and Sustainable Development organised an event called 'Decolonising Geography and the University'.

Royal Conservatoire of Scotland

At the University, curriculum changes have included the introduction of modules covering non-Western repertoire and techniques. All programmes have reviewed their repertoire choice processes. For example, the Film Department introduced a new module in African Cinema. Other initiatives include a review of accent and dialect training (including the employment of more diverse tutors) in Acting programmes.

In addition, RCS has secured funding for a project to decolonise their library collection: so far, their holdings have been systematically reviewed and notices have been added to materials, so that contextual information and appropriate content warnings are displayed.

University of Dundee

The University has a plan underway to help staff build capacity and confidence to embed race equality, including the launch of inclusive curriculum resources. In addition, there is an action to conduct staff and student workshops about decolonising the curriculum.

Queen Margaret University

Within the University, one of the workstreams being overseen by the Race Equality Steering Group is decolonising the curriculum. Examples of the work include involvement in a project⁶⁰ on decolonising the curriculum in the pandemic. In addition, an event was held with staff and doctoral candidates on experiences of engaging with decolonising.

University of the West of Scotland (UWS)

UWS staff mainstreamed culturally responsive education within the teacher education programmes - this includes content on critical race theory, equality, and discrimination. In addition, the Student Experience Project has workstreams on curriculum, which includes developing an anti-racist curriculum.

⁶⁰ Quality Assurance Agency for Higher Education (2021) [Decolonising the curriculum in the time of pandemic](#)

Edinburgh Napier University

The University reported that inclusion is a strategic focus of curriculum development and will continue in 2022-23 – using allyship/belonging in the curriculum as an umbrella to address a lot of these issues in a coherent way.

City of Glasgow College

The College participated in the 'Anti-Racism in the Curriculum' Project. Anti-racism and BLM were incorporated into travel and tourism communications to consider Black History Month and to look at locations in the US linked to human rights and the civil rights movement. This was reported as an innovative approach, offering students the opportunity to discuss racism and understand how this links to their work. In addition, Digital Media students created a Slavery Project developing better understanding of the roots of racism.

Edinburgh College

At the College, the Performing Arts Curriculum Manager is a member of the Anti-Racist Curriculum group which is part of the AdvanceHE Tackling Racism on Campus Project. This group's recommendations should form the basis for evaluating Edinburgh College's practice.⁶¹

Curriculum Change within Primary/Secondary Schools

Curriculum change within primary and secondary schools is known to be something that young people themselves desire. The power to implement this lies at many different levels including Scottish Government, Local Authorities and Education Scotland. Individual schools, leadership teams and teachers also have an important role.

Within Scotland, teaching uses the Curriculum for Excellence approach which encourages teachers to develop their own materials and lesson plans rather than relying on standard resources. This flexibility of the curriculum brings both opportunities and challenges.

In the past, the availability of specifically race equality focussed education resources in Scotland was very limited. However, due to the efforts of individual teachers, networks and groups,⁶² this is changing.

Teachers need to deploy specific skills in order to challenge racism and/or promote race equality effectively. As CRER have previously highlighted,⁶³ teaching on topics which involve harm to people from BME backgrounds needs to be sensitively delivered and should include offers of support for learners who may be affected.⁶⁴

⁶¹Edinburgh College (2021) [Anti-racism at Edinburgh College – One year on from George Floyd](#)

⁶² For example: [The Anti-Racist Educator](#)

⁶³ CRER (2021) [Introduction to Anti-Racist Curriculum Development](#)

⁶⁴ For example, learning about the transatlantic slavery trade and the brutality involved can be particularly distressing for young people of African and/or Caribbean heritage. In addition, if this is the main or only learning content about people with this heritage that learners are receiving, it can create stereotypes of victimhood.

It is essential, however, that issues around race, racism, history and heritage are a part of young people's overall learning experience. Well-planned activities can help to mitigate against stereotypes by focussing on real people and their wider lives as well as traditions, histories and cultures. Wherever people have faced oppression and brutality, there are stories to be told about their resistance and road towards freedom.

Dundee Council

The Council are developing their approach to telling the story of slavery in primary schools. A short life working group is producing materials to support schools in teaching Black history and tackling racism.

Inverclyde Council

A sub-group has been formed to consider a more inclusive schools' curriculum, including Black history.⁶⁵ The group are developing a project which will consider how to better ensure that young people in schools are taught about Inverclyde's historical links with the slavery trade and will facilitate the production of resources to support learning.

Edinburgh Council

One of the recommendations of the Edinburgh Slavery and Colonialism Legacy Review Report⁶⁶ was that teaching and learning materials are developed and delivered to fill the gap in respect to Scotland's and Edinburgh's role in slavery and colonialism. The recommendation further detailed that the Council should work with education bodies and prioritise input from members of Black and minority ethnic communities in Edinburgh to create resources on Black history across the curriculum for use in schools (and adult learning programmes).

Glasgow Women's Library

Glasgow Women's Library developed materials for use in schools looking at histories of Women of Colour from their archive/museum collection and have embarked on strategic discussions about the need to make changes in the school curriculum.

The Scotland Malawi Partnership

The Scotland Malawi Partnership have had a focus on education in their work, for example to improve best practice in school partnerships. In addition, they are finalising a suite of school resources to challenge stereotypes and white saviourism.

Historic Environment Scotland

The organisation revised 'Go Auld Reekie,' a teaching resource aimed at primary school pupils based on 18th century life in Old and New Towns of Edinburgh World Heritage Site to address the absence of recognition of Edinburgh's direct links to Britain's colonial past and to the Transatlantic Slave Trade.

⁶⁵ Education and Communities Committee (2022) [Inverclyde's Historical Links to Slavery - Final Report](#)

⁶⁶ Edinburgh Slavery and Colonialism Legacy Review Group (2022) [Edinburgh Slavery and Colonialism Legacy Review Report and Recommendations](#)

Addressing the Degree Awarding Gap

The degree awarding gap⁶⁷ is the difference in ‘top degrees’ – a First or 2:1 – awarded to different groups of students. There is a considerable gap between white Scottish students receiving these degree classifications compared to BME students, with particular gaps noted between white and Black students. Such gaps have persisted for at least the last decade.

The context of such a gap at universities in Scotland is revealing; at both primary and secondary school level BME pupils outperform their white Scottish counterparts. BME students tend to both achieve higher grades and leave school with more qualifications in Scotland which has been the case for a number of years.⁶⁸ It is not clear why this does not continue into university level education.

In academic year 2020/21, the awarding gap between white and BME groups in Scotland achieving a First/2:1 was 7.5% percentage points, with a particular gap between Black⁶⁹ and white students of 24.9%.⁷⁰ However, the rate will vary between different universities.

Where a degree awarding gap has been identified at a university, there are several actions to consider:

- If the gap impacts specific groups differently, for example data suggests Black students may be particularly impacted
- If gaps are particular to any subject area or exam methods
- Any intersection with other factors, such as gender or SIMD
- Consultation with BME students and staff
- Specific action to address the awarding gap
- Regular review of actions and their success

Where gaps do exist, action needs to go beyond collecting and monitoring of such data and be more ambitious. The sector, as well as individual universities, have been aware of such a gap for some time and many have identified such gaps within their own institutions for numerous years. By this point they could be beginning to see the fruition of work to tackle such gaps, instead of outlining actions for the future.

Five universities outlined actions relating to an awarding gap. Given Scottish and UK level data suggests a consistent degree award gap by ethnicity, it seems likely that all universities should have work ongoing in this area. However, given the ongoing nature of such work, it is possible that not all universities have detailed this in their response.

⁶⁷ We have used ‘awarding’ gap here instead of ‘attainment’ or ‘achievement’ to recognise factors beyond the individual which contribute to success and how institutional structures and/or discrimination can impact this.

⁶⁸ CRER (2021) [Anti-racist policy making: Learning from the first 20 years of Scottish devolution](#)

⁶⁹ Black includes Black or Black British - Caribbean, Black or Black British - African, and other Black background.

⁷⁰ HESA (2022) [Progression Rates and Qualifications](#)

University of Glasgow

The University have undertaken detailed analysis of the degree awarding gap by ethnicity. This revealed not only a gap by ethnicity⁷¹ but also that Black students, and in particular Black males, were less likely to be awarded a top degree.

Whilst not directly related to the degree awarding gap, of relevance to increasing the number of and supporting Black students in academia, in 2021, the University launched their James McCune Smith PhD Scholarships.⁷² There are 10 fully funded places and the scholarship includes both mentorship and industry placement.

University of Dundee

In response to an ethnicity attainment gap⁷³, which included a particular gap between Black and white students, the University plans to:⁷⁴

- Review the approach to blind marking and assess the impact of this
- Conduct an annual review of the gap with a view to agreeing targeted actions
- Raise awareness of the attainment gap, for example ensuring that schools, exams boards and the appeals process understand the gap and can address bias that may contribute towards this
- Seek the views of BAME students to inform actions
- Where assessment includes interaction with patients, pupils or other members of the public (e.g., clinical assessments or teaching practice), raise awareness with assessors of the potential bias of the role player or member of the public in the assessment
- Student Services to provide bespoke support to BAME students to help students realise their potential⁷⁵

Queen Margaret University

The University stated they will continue to collect and monitor data on attainment by ethnicity.⁷⁶ Understanding the reasons for the gap is said to be an important part of work going forward.

⁷¹ The gap at the University of Glasgow in academic year 2018/19 was 10.8%. From: University of Glasgow (2021) [Understanding Racism and Transforming University Cultures](#)

⁷² The scholarships are named after James McCune Smith, who graduated from the University of Glasgow in 1837 as the first African American to receive a medical degree. More info: <https://www.gla.ac.uk/scholarships/jamesmccunesmithphdscholarships/>

⁷³ The gap at the University of Dundee in academic year 2019/20 was 10%. Notably, the gap between Black and white students was 23%. From: University of Dundee (2020) [Race Equality Charter Action Plan](#)

⁷⁴ Ibid

⁷⁵ 22% of University of Dundee Black students anticipated receiving a first-class degree compared to 34% of white students in 2020.

⁷⁶ At Queen Margaret University the attainment gap was 11.2% in academic year 2019/20. From Queen Margaret University (2021) [Mainstreaming Report](#)

University of Edinburgh

The achievement and attainment gap⁷⁷ is reported as one of the University's priority areas, with plans to address this through curriculum reform and student support. A specific project 'Do you really belong? Understanding the BAME attainment gap at Edinburgh University'⁷⁸ will take forward this work.

Glasgow Caledonian University

There has been commitment from the University to analyse student data. This will explore, for example, which programmes attract fewer Black, Asian and Minority Ethnic students and differences in students' progression and outcomes, alongside intersectionality between ethnicity and other protected characteristics. Data will be shared with staff and within mainstreaming reports.

Addressing Racism in Higher and Further Education

Racial harassment can seriously affect mental health, sense of belonging and progress within higher/further education. In 2019, the Equality and Human Rights Commission published a report on racial harassment in universities in the UK, including Scotland.⁷⁹ The report found that:

- Racial harassment is a common experience for students and staff at universities
- 1 in 20 students said they left their studies due to racial harassment
- 3 in 20 staff said racial harassment caused them to leave their jobs
- Most students and staff do not report racial harassment
- Universities do not have a clear picture about much of the racial harassment that is taking place and are uninformed about the impact of their policies

Almost all universities and colleges reported action in this area, mainly relating to hate crime. It seems likely that all institutions should be taking action in this area. However, it is possible that work in this area has been ongoing and so has not been reported as part of a Black Lives Matter response.

Responses included the provision of training sessions for students/staff, the launch of anti-racist campaigns and moves to increase the reporting of hate crimes, including improving the process of such reporting.

Moves to increase reporting of hate crime within institutions in many cases will be necessary as it is known to be under-reported. This is likely to be particularly the case for racist hate crimes. Data from 2017 showed that nearly a third of Black and minority ethnic

⁷⁷ At the University of Edinburgh the attainment gap is 13.2%. From: University of Edinburgh (2022) [Do you really belong? Understanding the BAME attainment gap at Edinburgh University](#)

⁷⁸ Ibid

⁷⁹ Equality and Human Rights Commission (2019) [Tackling racial harassment: universities challenged](#)

people in Scotland had experienced discrimination in the two years before, however, only 14% of those who said they had experienced discrimination reported it to the police.⁸⁰

One college noted that there have been no reports of race related harassment or hate crime within their institution, whilst another reported no submissions relating to racism on their online tool to report harassment and discrimination. It seems unlikely institutions with thousands of students would have no such incidents.

There are many aspects to increasing reporting of hate crime other than raising awareness of how to report. For example, it is also necessary for those experiencing hate crime to know that their report will be taken seriously and dealt with properly.

Moves to increase reporting of hate crime should also be accompanied by action to prevent hate crimes happening in the first place – for example, through education. However, in many institutions increasing reporting of hate crime was the only reported action in response to racism.

Addressing racism is not solely about hate crime. Students and staff can experience a broad spectrum of racial harassment, including verbal abuse, exposure to racist material, exclusion and less obvious forms such as microaggressions.⁸¹ Some responses did recognise this and were more encompassing or included actions outwith hate crime, including:

University of Aberdeen

The University established an Anti-Racism Roundtable: an opportunity for local partners to share information, resources and progress on anti-racism and to develop a shared responsibility for collective action to tackle racism in the North East of Scotland.

Glasgow Caledonian University

Within the University, the 'Call it Racism' campaign was launched.⁸² This was accompanied by the creation of a Tackling Racism SharePoint site. This contains information, resources and training around anti-racism and will continually be developed as the central hub for tackling racism guidance for staff.

The University launched a podcast outlining what is being done to tackle racism, covering topics including microaggressions and the work of the Tackling Racism Group.

Their University Court discusses tackling racism as a core part of their strategy day, with external and internal speakers, including student representation. The two-hour session updates governors on developments, allows discussion and questions, and for ideas from governors to feed into the University's work.

University of St Andrews

There is a new provision for staff experiencing hate crime called 'Safe Leave'. This provides time off for staff experiencing identity-based hate crimes, such as racism.

⁸⁰ Survation (2017) [Third of BME Scots have experienced discrimination in the past two years](#)

⁸¹ Equality and Human Rights Commission (2019) [Tackling racial harassment: universities challenged](#)

⁸² Glasgow Caledonian University (no date) [Call it Racism](#)

University of Dundee

In 2020, Dundee University initiated a consultation about how racism and discriminatory behaviour impacts its staff and student body both on and off campus. A report summarises some of the prominent issues highlighted by the survey, for example:⁸³

- 24% of BAME students and 24% of BAME staff reported that they 'have witnessed or been the victim of racism on-campus'
- 40% of BAME students and 34% of BAME staff reported that they 'have witnessed or been the victim of racism off-campus'
- Compared with white students, those of BAME backgrounds felt far less confident in being able to express their cultural identity or ethnic background within the University. This lack of confidence was born, in part, out fear of being ridiculed by fellow students both on and off campus, as well as on social media

Conclusions on Education

Primary and Secondary Level

CRER have worked intensively for change in the education sphere for over a decade, including for better practice on racially motivated bullying in schools,⁸⁴ pushing for action on low teacher diversity and building an anti-racist curriculum.

The rise in awareness of the Black Lives Matter movement in 2020 has, in some ways, proved to be a turning point for education policy making. Increasing pressure from both existing and new anti-racist activists, including young people with recent school experience, led to a number of stakeholder meetings with Scottish Government's Learning Directorate. This culminated in the creation of a Stakeholder Network Group to support an extensive programme of national policy work.

The Scottish Government have stated this group was established partly because of the significant amount of correspondence received by the Deputy First Minister as part of the Black Lives Matter movement.⁸⁵ CRER remains closely involved with this work and is represented on the Programme Board which will finalise the actions arising from the Programme. We will continue to push for genuine and meaningful changes to Scottish education, including in relation to curriculum reform.

Higher/Further Education Level

Research at UK level (and now within some institutions) has shown that universities are areas in which many manifestations of racism are taking place, including racism on campus. As a direct response to the Equality and Human Rights Commission's aforementioned report in 2019, the University of Glasgow investigated racism on their campus, finding that half of

⁸³ University of Dundee (2021) [Race Equality Survey](#)

⁸⁴ CRER (2022) [Racially Motivated Bullying: Policies and Recording in Scotland's Schools](#)

⁸⁵ Scottish Government (no date) [Race Equality and Anti-Racism in Education Programme: Stakeholder Network Group](#) This group is now known as the Anti-Racism in Education Programme.

minority ethnic students had suffered harassment.⁸⁶ Given that such investigations can reveal both the scale of the issues and support in the creation of responses to racism on campus, this is suggested as a fruitful approach for other universities or colleges to consider.

The research chimes with what Black/minority ethnic students and staff have been saying for some time about their experiences in both colleges and universities. Racial inequalities in higher/further education can have long lasting impacts on BME people; for example, the degree awarding gap can affect earnings potential, opportunities and confidence for years to come.

In 2020, during the peak of Black Lives Matter protests in the UK, universities and colleges were held to account and under scrutiny with staff, students and alumni asking institutions to consider their part in systemic racism:

“There was a period of time when the senior leadership was inundated with messages from students asking them what they are doing.”⁸⁷

Many institutions across the UK, including those discussed in this report, made public statements in response to the Black Lives Matter movement to show support. That this happened showed the power of collective student pressure on this matter. Some of these statements were met with criticism, with students and former students sharing their experiences of racism and a lack of support from educational establishments.

However, the acknowledgement from some institutions about their complicity, past failures and lack of attention on racism was welcome. Universities and, to a lesser extent, colleges provided CRER with some of the lengthiest responses and highest number of actions across a variety of areas in their responses to Black Lives Matter.

Many responses mentioned participation in the Race Equality Charter (REC). REC may show a commitment, but it must not be used as a tick-box exercise.⁸⁸ Unless institutions embrace implementing meaningful change throughout, then a charter mark does not equate to much.

In many cases, work is being done in universities and colleges, but it's not clear if students (or indeed, staff) would be aware of it. It would be best practice for institutions to communicate their anti-racism activity clearly to students, staff and the wider public. This could take, for example, the form of a webpage which is continually updated and includes actions, who is responsible and timelines. The use of robust indicators would enable progress to be shared and widely understood.

⁸⁶ University of Glasgow (2021) [Understanding Racism, Transforming University Cultures](#)

⁸⁷ Halpin (2020) [UK Universities' Response to Black Lives Matter](#)

⁸⁸ Ibid

Actions on Participation and Representation

Minority ethnic communities are underrepresented in political, governance and decision-making structures, as well as in other areas of public life in Scotland. There are barriers connected to institutional and personal racism that limit the participation and representation of minority ethnic communities.

During and after Black Lives Matter protests in 2020, there were various calls for greater participation and, relatedly, access to opportunities.⁸⁹ At least one major cultural institution in Scotland received criticism of hypocrisy following their Black Lives Matter statement.

In 2021, Arusa Qureshi wrote a reflection on 'People of Colour and the Creative Industries in Scotland' with interviews and research.⁹⁰ One of many poignant responses from interviewees was:⁹¹

“We can’t just talk about representation, we need to talk about power, who has power in this industry and who makes the decisions.”

Actions on participation and representation would support minority ethnic communities to have equal chances to participate across civic and creative life in Scotland, for example in volunteering, arts, leisure and heritage. There were 48 such commitments.

Black History Month commitments have also been included in this section, of which there were 17. However, the strong links between such actions and other topics, such as education, are recognised.

Arts, Culture and Heritage

Previous evidence has demonstrated inequalities in cultural participation for minority ethnic people, including within the historic environment, arts and creative industries. The increased engagement of BME groups in culture generally could have many benefits in terms of social cohesion, reduced levels of isolation, the realisation of creative potential and undiscovered talent and fostering good relationships at a community level.

Scottish Ballet

Scottish Ballet stated that they are committed to removing racist stereotypes from ballet and have been reviewing their repertoire to do so. This has involved conversations with dancers, choreographers and designers, in dialogue with community leaders, to ensure that they represent characters of different ethnic backgrounds sensitively and appropriately. This has already impacted on their existing repertoire.

⁸⁹ Anonymous (2020) [Better Representation at the Edinburgh International Festival](#) ; The Scotsman (2020) [Edinburgh International Festival ordered to improve diversity in its programming](#)

⁹⁰ Arusa Qureshi (2021) [People of Colour and the Creative Industries in Scotland](#)

⁹¹ Ibid

Creative Scotland

Alongside ongoing work to mainstream Equality, Diversity and Inclusion, a focus of the organisation has been on increasing visibility, representation and resonance of diverse creative practitioners, leaders and diverse-led organisations. Their response included:

- Continued to support two strategic partnerships named ‘Diversity agent for change’ with Edinburgh City Council and Glasgow Life. This enabled two senior posts to be embedded with aims to develop responses and partnerships, nurture development and engagement with Black and minority ethnic communities and support diversification of the arts programmes, leadership and audiences
- Supported strategic development of We Are Here Scotland⁹² and Be United⁹³ to increase their capacity and to support programming and delivery
- Supported participation of Scottish musicians and music professionals in the Power Up⁹⁴ programme in the first two rounds: a new UK-wide partnership, which aims to elevate Black music creators and industry professionals and address barriers for those at crucial career stages. Four Scottish based participants were selected for the programme in the first two years
- Supported the development and delivery of the first Scottish Hip-Hop conference and developed a larger follow up programme, named Pitch Scotland.⁹⁵ This conference increased the profile of Scottish based diverse musicians and received a wide media profile and coverage in Scotland and UK⁹⁶

As a future planned action, Creative Scotland are intending to extend the Diverse Critics programme to support a cohort of Black and minority ethnic writers’ skills development, increasing profile and prominence of diverse voices.

An additional planned action is ‘Diversity Agent for Change – Music’: the supporting of a year-long post with focus towards strengthening industry recognition, opportunities and profile of Scottish based Black and minority ethnic creatives in the music industry.

Dundee Council

A community-based research and engagement project is being run by the Abertay Historical Society in collaboration with University of Dundee Museum Services exploring local Black, Asian and minority ethnic history in Dundee.⁹⁷

Edinburgh Council – Museums Galleries Edinburgh

Curatorial staff worked with Black Lives Matter protest organisers in Edinburgh to collect objects related to the protests of June 2020, and to feature them in an online exhibition.⁹⁸

⁹² [We Are Here Scotland](#)

⁹³ [Be United](#)

⁹⁴ PRS Foundation (no date) [Power Up](#)

⁹⁵ Creative Scotland (2022) [New international multi-venue event dedicated to Scotland’s hip hop and underground culture comes to Glasgow](#)

⁹⁶ The Guardian (2021) [‘It was like: people from Aberdeen shouldn’t rap!’ Scotland’s hidden hip-hop scene](#)

⁹⁷ [Woven Together: Dundee’s Multicultural History Project](#)

⁹⁸ Museum Galleries Edinburgh (no date) [Black lives matter](#)

Additionally, as referenced previously, in 2022 MGE opened a new exhibition, 'Respect! Caribbean life in Edinburgh'.⁹⁹

Royal Botanical Gardens Edinburgh

RBGE are in the process of drafting a new Access Policy which will set out commitments to identifying and removing structural barriers to their collections, gardens, knowledge and/or experience.

The Society of Antiquaries of Scotland

The Society have adopted a range of approaches to improve the diversity of their content and opportunities, for example removing barriers by offering payment to speakers such as Ourchives¹⁰⁰ for the 'Social Media and Decolonising Scottish Heritage' event in 2020.

The Society have also been working with Jambo! Radio¹⁰¹ since 2021 on their 'Our Heritage' project, helping them navigate the heritage sector (particularly archaeology) in terms of resources, opportunities and how to get involved, and developing a heritage component to their programming. This involved the Society taking a team from Jambo! Radio on an excavation in Arran in 2021 with Northlight Heritage and the University of Glasgow.

Screen Education Edinburgh (SEE)

SEE reported that several measures were put in place to increase their engagement with learners in priority groups. These included:

- Actions to improve the recruitment processes for programmes, including targeting organisations that support 'ethnically diverse' young people and offering virtual taster sessions to enable young people to engage with SEE, undertake filmmaking activity, learn about their programmes and help them decide if filmmaking was for them
- Introducing marketing changes to strengthen recruitment, news, programme activity updates and impact reporting to better reflect the diversity of the young people who take part in SEE's programmes

The actions taken from 2020 to date resulted in the following:

- BFI Film Academy programmes: 19% of learners were 'ethnically diverse'
- Moving Image Arts programmes: 18% of learners were 'ethnically diverse'
- Schools programme: 38% of pupils developed were 'ethnically diverse'

⁹⁹ The City of Edinburgh Council (2022) [New Museum of Edinburgh exhibition celebrates Caribbean culture](#)

¹⁰⁰ [Ourchives](#)

¹⁰¹ [Jambo! Radio](#)

Volunteering/Members/Audiences

Actions relating to the above themes were a less common feature of responses than might be expected. However, this may reflect the profile of the organisations who provided a response.

Society of Antiquaries of Scotland

The Society reported a move to embed inclusion in all their work. Inclusion is core to their work in the Make Your Mark Campaign¹⁰², which seeks to increase the numbers and diversity of heritage volunteering.

YouthLink Scotland [YLS]

In YLS's strategic plan, one key outcome is: "An increase in the number of young people from under-represented groups, particularly those from low-income and ethnic minority backgrounds, who are making a difference through high quality volunteering and social action across Scotland". This is reflected in the current recruitment strategy with a focus on targeted communications and outreach.

Rape Crisis Scotland

The organisation plans to develop better practice and consistency in volunteering and recruitment through written guidance. They aim to ensure that all recruitment and volunteer pathways are inclusive and tackle barriers to participation for women of colour. Also, the organisation established a 'Women of Colour Peer Support Group'. This aim is to provide a space for women of colour who are working or volunteering in the Rape Crisis Network to discuss and share experiences, with a view to recognising and supporting the impact additional barriers and racist microaggressions can have on the mental health and wellbeing of women of colour in work-related environments.

Mountaineering Scotland

The organisation introduced new questions relating to diversity and equality (including ethnicity) as part of the members joining process. This has resulted in progress on membership data, with levels currently around 25%.

Scottish Ballet

Scottish Ballet reported that they recognise that their audience and supporters are overwhelmingly white. Currently, they do not collect data on the ethnicity of their audiences but now commit to doing so, to help identify gaps and work to ensure greater diversity.

Scottish Civic Trust

The Scottish Civic Trust reported that increased anti-racist work has translated into a more diverse audience across all their projects. For example, 7.5% of attendees at a series of online digital skills workshops for heritage enthusiasts, volunteers and professionals in 2021 described themselves as African, African Scottish or African British - a significant increase from previous events.

¹⁰² Make Your Mark (no date) [About Make Your Mark](#)

Sports

Covert and overt racism remains an everyday reality of sport in Scotland at all levels, affecting participation, cohesion and mental health. Most recently, the report 'Changing the Boundaries'¹⁰³ concluded that the governance and leadership practices of Cricket Scotland were institutionally racist.

Racism and fear of racial discrimination can be a barrier to involvement in sports. There is limited consistent data about sports participation at either a recreational or competitive level for minority ethnic people in Scotland. However, the data which exists suggests unequal access, particularly for BME women.

Sport across Scotland is delivered by a broad range of organisations who all have a role to play in tackling racism and supporting equal participation, not only in sport itself but also sporting structures.

Three organisations responded with actions relevant to increasing access to or participation in sports activities. Some commitments are outlined below:

Mountaineering Scotland

Mountaineering Scotland have been working have been working with Backbone¹⁰⁴ to explore how they can better connect with BME communities and what the barriers to participation and engagement are. Additionally, they have reviewed guidance for clubs in relation to handling bullying and complaints, including adding reference to the Equality Act in their draft constitution.

Ramblers

Ramblers state they are continuing to seek to address the exclusion of minority ethnic people from the outdoors and their under-representation within the Ramblers.

In 2020, Ramblers adjusted the targets for their 'Out There' award - which aims to get young adults walking in the outdoors. Originally, the aim was to ensure that at least 50% of those reached were young women. Now, the target also includes reaching at least 50% of participants who are facing other barriers that may exclude them from outdoor activities, including being from a minority ethnic background. In 2021-22, 25% identified as belonging to a minority ethnic group.

In 2021, Ramblers were participants in work led by Backbone to bring together outdoor organisations and people from minority ethnic communities to make the outdoors more accessible and to support opportunities for careers in the outdoors for people from minority ethnic communities through a leadership academy.

The Ramblers also worked with Backbone to develop a proposal to conduct outreach to minority ethnic communities in Scotland to better understand the barriers they face and

¹⁰³ Plan4Sport (2022) [Changing the Boundaries](#)

¹⁰⁴ [Backbone](#)

how they can be better supported to become more active in the outdoors, with the expectation that the resulting action will begin in 2023.

In addition, Ramblers changed their default response to the public, members and volunteers from avoiding confrontation to challenging racism, racist assumptions and racist tropes.

Duke of Edinburgh Award (DofE)

DofE made public commitments to increasing access for young people experiencing marginalisation. Actions taken include:

- Developed resources for young people to help them identify ways to support anti-racism
- Set up a Youth Ambassadors panel to advise and help co-create; the first cohort of 24 young people are from diverse backgrounds and have lived experience
- Started to monitor the participation levels of young people in terms of ethnicity and report on that publicly. Within Scotland the percent of participants who started a DofE programme in 2019/20 who did not identify as white Scottish/any other white background was 10.6% of all participants. In 2021/2022, this rose to 12.7%
- Focussed on supporting staff, for example set up a dedicated email for staff to report any experiences of racism or share any concerns directly with the CEO and followed up on every message

Black History Month

Black History Month (BHM) takes place every October in the UK. This encompasses the history of African, Caribbean and Asian people in this country; people who often have a direct link with Scotland through slavery, colonialism and migration.¹⁰⁵ BHM focusses on people whose sacrifices, contributions and achievements against a backdrop of racism, inequality and injustice are often forgotten about.

Activities relating to BHM were common, mentioned in around a third of responses (17). BHM events have the potential to educate, spark fruitful conversations and inspire actions.

Whilst it is positive that a large number of organisations are engaging with BHM, it needs to be remembered that one month is not enough and it's not a tick box activity. Black history, stories and perspectives need to be valued and embedded throughout the year. In addition, BHM events alone will not be enough to create anti-racist change in organisations.

Many organisations did not give details of events for BHM, but rather mentioned their planned or previous support for the month. This is likely due to both the time of year organisations were contacted and the impacts of Covid-19 on BHM events in 2020 and 2021. A few examples of BHM activities from the responses are outlined below.

¹⁰⁵ See: CRER's [Black History Month Website](#)

Screen Education Edinburgh

Engaged with several partners for Black History Month in 2020 with films from SEE's archive screened.¹⁰⁶

Historic Environment Scotland

Commissioned artist Jacqueline Briggs to produce new illustrations of individuals from Scotland's Black history.¹⁰⁷ In addition, two blogs were published: one on John Edmonstone (Darwin's taxidermy instructor)¹⁰⁸ and one on Black history in St Andrews.¹⁰⁹

Glasgow Women's Library

Highlighted one book every day throughout the month written by Black women writers. This was compiled into a blog at the end of the month.¹¹⁰

The Society of Antiquaries of Scotland

Through the Dig It! Project, commissioned creatives to produce artwork¹¹¹ and poetry for Black History Month 2021.

NHS Greater Glasgow and Clyde

The BME Staff Network initiated a programme of work for BHM 2022, including development of a mural representing a Black mother and baby. Campaigner, Rachel Dallas, said:¹¹²

“This mural is a tribute to the women behind the statistics on racial disparities in maternal health. As a mixed Black woman living in Glasgow, I hope it reminds all who enter the hospital (staff, patients, and visitors) of the right to equality of both health care and health outcomes, as well as providing a beautiful representation of the strength and resilience of motherhood.”

Conclusion on Participation and Representation

Participation and representation, which encompasses a wide breadth of actions relating to decision making processes, political life, civic life and culture, heritage, leisure and sports activities, were well represented in organisational responses. However, some areas were better represented than others, for example, there were no responses relevant to political life.

¹⁰⁶ Links to films screened: Screen Education Edinburgh (2020) [Local Films Screened as Part of Black history Month](#)

¹⁰⁷ <https://blog.historicenvironment.scot/category/black-history/>

¹⁰⁸ Lisa Williams (2021) [Stuffed birds and a missing plaque: The story of John Edmonstone](#)

¹⁰⁹ Aleisha Omeike (2021) [Black History Month in St Andrews](#)

¹¹⁰ Glasgow Women's Library (2020) [BHM: Black Women Writers](#) ; GWL's blogs from previous BHM months can be found at: <https://womenslibrary.org.uk/tag/black-history-month/>

¹¹¹ Links to artwork can be found at the end of this blog: DigIt (2021) [Uncovering Black History Through Scottish Archaeology](#)

¹¹² NHS Greater Glasgow and Clyde (2022) [Work Completes On Giant Mural At Glasgow Royal Infirmary](#)

Organisations' responses generally tended to include well thought out actions and could lead to change within these specific organisations and, to a certain extent, their respective sectors. However, the small number of sports and cultural organisations who put out a Black Lives Matter statement in 2020 that we at CRER were aware of perhaps reveals a broader, sectorial issue in acknowledging racism.

CRER have previously noted that, in some cases, there is a tendency to silo minority ethnic projects or programmes of work in participation and representation, for example through streams of funding targeted specifically at minority ethnic organisations to undertake 'cultural' activities.¹¹³

This has perhaps limited (or created an impression of limited) access to mainstream funding. It means that minority ethnic organisations can feel constrained into undertaking projects which rely to an unnecessary degree on tradition and heritage, as opposed to white-led organisations which face no such expectation or perception.

A similar issue occurs in sports, where sporting activities are divided or siloed by ethnicity in Scotland. For example, in football there exist separate teams for Black/minority ethnic players. These can provide a safe space, but also raise a question about how welcome BME people feel in other teams.

Arusa Qureshi has said, in relation to the creative industries:¹¹⁴

“[Increased diversity and representation] requires a continual confrontation of the general sense of cultural amnesia in the industry from those at the top, who will let slip the work already undertaken unless properly held accountable.”

This also has resonance for participation and representation work outwith the creative sector. Organisations need to engage with Black/minority ethnic communities, understand any potential issues in their particular sector in relation to racism, discrimination and low participation and make this work a priority.

¹¹³ CRER (2021) [Anti-racist policy making: Learning from the first 20 years of Scottish devolution](#)

¹¹⁴ Arusa Qureshi (2021) [People of Colour and the Creative Industries in Scotland](#)

Actions Relating to Employment

The importance of employment in addressing racial inequality cannot be overstated. Institutional racism, discrimination and bias in the workplace have a huge impact on the careers of Black/minority ethnic people in Scotland, creating a range of barriers not just in entering but also progressing at work. Research has shown that,

- The white population of Scotland has consistently had an employment rate which far exceeds the rate for the BME population¹¹⁵
- BME people can face discrimination when applying for a new job or promotions, for example an individual's name and perceived identity can influence their success in obtaining an interview¹¹⁶
- In Scotland, someone from a BME background is more than twice as likely to experience poverty as someone from a white Scottish/British background¹¹⁷

These inequalities exist despite better on average educational attainment at school, and subsequent higher participation rate in higher or further education for BME communities in Scotland. Work in the employment sphere is therefore particularly crucial for race equality in Scotland.

Employment actions included by organisations were mainly focussed on workforce/board diversity, the provision of training and new committees/job posts. There were fewer commitments relating to data or career progression and promotions.

Many of the organisations in this investigation, including the local authorities, colleges and universities, have been subject to the Public Sector Equality Duties since 2011 which should mean they already have an awareness of race and employment issues and potentially plans of action to address these.

Workforce/Board Diversity

Many employment sectors in Scotland are not representative of the population; this includes many of the types of organisations included in this investigation.

For example, within the third sector all white leadership teams are all too common. CRER research in Glasgow, the most ethnically diverse city in Scotland, found that most boards are predominantly made up of white trustees and 80% of all charitable companies in Glasgow had no BME trustees at all.¹¹⁸

Underrepresentation of BME groups on third sector boards has significant implications for racial equality. For organisations, a lack of board diversity can impact decision making and governance, funding opportunities, and public trust and engagement. For individuals, an

¹¹⁵ Scottish Government (2019) [Scotland's Labour Market: People, Places and Regions](#)

¹¹⁶ Department for Work and Pensions (2009) [A test for racial discrimination in recruitment practice in British cities](#)

¹¹⁷ Scottish Government (2022) [Poverty and Income Inequality in Scotland](#) ; CRER (2020) [Ethnicity and Poverty in Scotland](#)

¹¹⁸ CRER (2019) [Charity Trustee Ethnicity in Glasgow](#)

increase in visible diversity of trustees can lead to better recruitment of future minority ethnic trustees and a better awareness of racial equality issues.

To address workforce or board diversity, there were 32 commitments made by 29 organisations (with a handful making more than one commitment). Whilst this may initially seem a large number, given the extent and scale of the representation issues present across Scotland, it seems likely that almost all organisations could do with action in this area.

Fourteen organisations (27% of the total respondents) noted progress in relation to workforce or board diversity. Two organisations reported that their actions to increase diversity had not succeeded - however, both noted new actions and approaches to be taken forward. In many cases, actions to increase diversity can take some time due to internal factors, such as the number of job openings available.

It's unclear why the rest of the organisations did not report on the impact of their workforce/board diversity actions - only a few of the actions were for the future, with the majority ongoing, or having already taken place. A potential reason for this may be that many organisations do not yet have adequate data collection or monitoring in place, or indeed that these have not been successful.

Given the extent of the challenge for many organisations and the importance of the issue, it is critical for organisations to develop effective measures to diversify the workforce, from entry routes to leadership positions. This may include setting targets, utilising positive action measures and/or changes to recruitment processes. On a deeper level, it may also require organisations to examine their organisational culture and the image projected. Approaches to increase workforce diversity need to look at and understand anti-racism.

Some responses which noted progress on workforce diversity included:

Glasgow Women's Library

Increased the number of women of colour on their Board of Directors. At the end of 2021, 36% of Board members were women of colour.

Rape Crisis Scotland

Created a paid learning and development programme open to women from BAME backgrounds, with a focus on improving access to working on the national helpline. In January 2022, they recruited six trainees who are currently in post.

Glasgow City Council

Increased their BME workforce with activities starting from 2017. When they started, the number of BME employee was 468 (2.4%) and it has now increased to 917 (3.3%) as of 31st March 2022.¹¹⁹

¹¹⁹ However, this still does not match the diversity of Glasgow: The 2011 Scottish Census (now significantly outdated) showed that 11.6% of Glasgow City residents were BME.

Edinburgh Napier University

The percent of Professoriate who identify as being from a minority ethnic background has increased to 10.3%. This is an increase from 6.3% in 2019.

University of St Andrews

Within the last two years, the proportion of BAME staff has increased from 6.9% to 8.6% and Black staff have more than doubled from 9 (0.3%) to 20 (0.6%)

Promotions/Career Progression

Of equal importance to increasing diversity is action related to promotions and career progression. Research has shown that in the workplace, BME people can face additional barriers to obtaining promoted posts. In Scotland, 18% to 31% of BME people surveyed in 2015, 2017 and 2019 who reported perceived discriminatory treatment said this related to promotion at work.¹²⁰ This may be through outright discrimination, a lack of support and encouragement from managers or issues with confidence and access to training.

Additionally, a lack of senior BME role models can be a barrier to career progression.

There are a variety of ways for organisations to tackle barriers for BME staff. As well as tackling racism within the workplace, this could also include setting targets, providing developmental opportunities exclusively for BME staff, reserving places on training courses for BME staff, the provision of support, networking opportunities, mentoring and/or shadowing schemes for employees.

Organisations who are considering action in this area should begin with engagement to see what BME staff themselves have identified as potential barriers or development opportunities.

Only a few organisations noted specific action in this area. For the majority of organisations who reported no action, this could be a crucial consideration going forward. Increased diversity is needed at all levels within organisations, not just at the entry/junior level positions.

Most reported action relating to promotions/career progression were taking place within universities. Examples included:

University of Edinburgh

The University created further Chancellor's Fellows, setting targets for race/ethnicity (and gender) for the latest internal recruitment round. This aimed to support and develop early career staff towards an open-ended academic position and was described as a key mechanism for them to increase diversity amongst their academic staff at the earlier stage of their career. Their set targets were met.

¹²⁰ N. Meer (2020), Self-Reported Discrimination in Scotland, 2015–2019 in [Taking Stock: Race Equality in Scotland](#), Runnymede Trust.

University of Edinburgh and University of Dundee

Supported a number of staff to attend specific leadership training/courses.

University of Glasgow

The University held focus groups with minority ethnic academics on experiences and career progression. This led them to identify concerns around networking, the funding landscape and ambiguous progression and promotional criteria.

University of St Andrews

The University is intending to create an internal mentoring programme for staff from Black, Asian and minority ethnic communities.

Workforce Data

There were a low number of commitments related to workforce ethnicity data with only ten made. CRER's previous research on PSED¹²¹ has shown weakness in employee data collection and analysis to be an issue, even where public bodies have a legal duty to collect this.

Some of the few reported commitments included beginning to collect information on staff/board diversity and addressing non-disclosure of ethnicity through various means, including regular reminders.

Organisations who do not hold ethnicity data should begin to collect this so that they can see the measurable impact of diversification actions. This should include staff, senior staff, board/trustees and any volunteers.

As well as general workforce composition, data on recruitment (including applications, interviews and appointments), staff development and retention will support organisations in seeing the full picture and targeting action where it is most needed.

CRER's recommendation for recording ethnicity is to use the Scottish census categories. Progress with respect to this was reported by Edinburgh Council who, in 2021, updated their ethnicity data collections in line with the census and held an internal campaign to increase reporting rates. This resulted in an increase of over 5% in ethnicity data reporting, with 88% of employees providing such data.

Organisations who already hold comprehensive ethnicity data have been able to use this to as a basis for future actions. The University of Dundee identified high turnover rates and a high number of fixed-term contracts in certain BAME staff groups, with actions outlined to review and address both. Data is necessary to understand issues, set priorities and measure the impact of activities.

Given the large number of organisations who did not report on the impact of workforce diversity efforts, activities on data collection could be vital going forward. No organisation will be able to see the success (or otherwise) of such work without data.

¹²¹ CRER [About the Public Sector Equality Duties](#)

New Committees and Networks

A popular action type taken or committed to was to set up a new committee or network. Within the 52 organisations, there were 33 actions to create a new committee/sub-committee, network or short life working group (with some organisations represented more than once). A small number of organisations referenced such groups which had existed prior to 2020, whilst other organisations have re-established older groups since then.

Of the newly established groups, 20 were specifically focused on race, three were on addressing legacies of slavery and colonialism, whilst ten were general Equality, Diversity and Inclusion (EDI) groups. Some organisations launched multiple networks covering different areas of inclusivity. Generally, a more focussed group should help to create a more sustained and cohesive approach to race equality and anti-racism.

Even where groups have a specific race focus there can be benefits for other protected characteristic groups, as noted by the Duke of Edinburgh Award who stated that the approach taken by their Black Lives Matter group will help them make a positive impact for other groups with protected characteristics.

The remit of these groups varied widely, with some having multiple functions. The majority of race related groups were set with some form of strategic purpose to advance anti-racism or race equality activities within the organisations. A few were set up as a form of peer support or as a space for anti-racist learning.

The progress created by internal EDI or race groups has largely been ascribed to other commitment areas in this analysis. However, as a general point, responses indicated that such groups have been helpful in suggesting and progressing actions on anti-racism. For example:

- The work of the Racial Justice Working Group at the Royal Botanical Gardens Edinburgh culminated in the publishing of a Racial Justice Report¹²²
- Since 2020, Glasgow City Council's BME Employee Network (which existed before Black Lives Matter) has held eight events, delivered a council wide survey including questions on the experience of racism and hate crime and developed over 20 proposals for organisational development and reform
- Corra Foundation's Anti-Racism Working Group, established in September 2020, developed a detailed anti-racism action plan with short-, mid- and long-term priorities

The ability of such groups to oversee and drive change depends on a variety of factors such as leadership commitment to networks, staff having adequate time to attend and deliver related work, recognition of the value of such work, trust built up with staff and the skillset and lived experience of involved staff (and relatedly, the availability of relevant training where required).

¹²² Royal Botanical Gardens Edinburgh (2022) [Racial Justice Report](#)

BME staff should not feel pressure to be part of these groups if they do not want to be. This was raised as an issue in our BME workers survey and is discussed in more length in Part Two of this report.

Some organisations noted that senior leadership teams were either involved in or meeting regularly with members, for example at Rape Crisis Scotland every team in their organisation has a representative on their anti-racism working group to ensure the work is structural and organisation wide. Scottish Ballet's company-wide EDI steering group is chaired by their CEO/Artistic Director. Strong leadership on race equality is essential for its progression.

Relatedly, a few organisations discussed relevant, specific commitments from senior leaders. At Sustrans there were senior leadership commitments to 'learning and raising up voices of people of colour within our organisation', whilst at the University of Glasgow each member of the Senior Management Team made a commitment to address racial inequality. Such commitments can be a useful signal to all staff about the importance of anti-racism work within organisations.

Senior leaders need to lead the way for systemic change and culture transformation towards genuinely anti-racist organisations. One method for this is to formalise race equality commitments in senior leadership performance objectives.

Few organisations detailed accountability and timescales in relation to race equality plans developed by such groups (though these may exist internally), which should be a top priority. Developing a monitoring plan for the departments or individuals to which any recommendations relate to may be a helpful approach to promote accountability.

New Job Posts

There were nine actions relating to new job posts from a diverse range of organisations. These included:

- The Royal Botanical Gardens Edinburgh appointed a new EDI Manager
- NHS Greater Glasgow and Clyde created a role to support their One NHS family campaign (a campaign to raise awareness of their commitment to acknowledging, supporting and celebrating their diverse workforce)
- The Ramblers are in the process of recruiting their first EDI manager, a new post designed to provide advice and support to staff
- The Duke of Edinburgh Award appointed a People and Culture Director, with a view towards creating a future post which will develop participation of young people within communities of colour and the capacity of leaders
- Royal College of Physicians of Edinburgh appointed an external candidate to Chair their EDI Group in order to bring a fresh perspective to the Group's work and to challenge the College where required
- Scottish Ballet is recruiting a new Head of People and Wellbeing to support them in forming appropriate structures for reporting racism and develop clear employment pathways for people from under-represented communities

- The University of Glasgow created and appointed an EDI Policy Adviser role
- The University of the Highlands and Islands are recruiting for a newly created lead role, Head of EDI, to better coordinate and lead such activities

Though not new job posts, the University of Aberdeen appointed Race Equality Champions to support awareness-raising, communication and signposting to services and the University of the West of Scotland appointed a Senior Race Champion to support both the visibility and support the direction of their race equality work. Corra Foundation undertook re-profiling of a current staff post to EDI and Engagement Officer to support their anti-racism and EDI work.

Whilst hopefully these appointments have been (or will be) positive developments, it is notable that the posts are not focussed on anti-racism work but more broadly on EDI activities, which presumably cover all protected characteristics. CRER's previous PSED research has highlighted potential issues relating to this, such as a lack of racial literacy in some organisations and a tendency to focus on gender related equality issues over race (and disability) focussed work.

Moreover, EDI professionals are not miracle workers; an individual acting alone will find it near impossible to enact large scale change. It is often an insurmountable task for one individual or department to be both responsible for all equality work and for instigating change on equality throughout an organisation. Indeed, these job roles are said to often be under-resourced and organisationally siloed.

To ensure anti-racism work is prioritised and effective, there is a need for organisation-wide understanding and support from staff at all levels, including senior leaders.

Professional Development

Almost every single organisation responded with an action relating to training or future training for their staff, with 47 such commitments from the 52 organisations. The majority of training related specifically to race equality or anti-racism. Four organisations mentioned more generic EDI training without a specific focus on race.

As is discussed in CRER's Ten Standards for Training from an Anti-Racist Perspective,¹²³ anti-racism differs from other concepts around race equality (including EDI) in that its focus is on taking action to tackle racism as a structural issue. This means looking at all of the ways racism manifests and goes beyond having a positive ethos, to pro-actively making changes. Too often, race equality work is not based on effective ways to address the real issues impacting people's lives on each of these levels. This means that even the most well-intentioned actions fail to have any impact.

Anti-racist training provides the knowledge and practical understanding needed to be able to identify and address issues of racism and racial inequality. Within organisations, these tools are essential in order to set outcomes and objectives that actually work.

¹²³ CRER (2021) [Ten standards for training from an anti-racist perspective](#)

Training which is responsive to the needs and functions of organisations is always preferable over generic, one size fits all approaches. One such example of this is Scotland's International Development Alliance which, amongst other sessions, held training on ethical photography including looking at the issues of power relations.

Four organisations mentioned actions related to 'awareness raising' training, with seven noting that 'unconscious bias' training had taken place. However, basic awareness raising courses are not shown to lead to positive outcomes, and some of the popular forms of this such as unconscious bias training have been shown to sometimes backfire.¹²⁴

In many cases it was not clear whether training or professional development opportunities were a one-off event or part of a more regular scheduled commitment to anti-racism learning within the workplace. Training sessions need to be followed up and available to new members of staff (particularly in organisations with high turnover rates) to prevent organisational amnesia.

Despite 47 training commitments being made, comments on the impact, evaluation or outcomes of such training were vanishingly rare. Some of the few mentions were:

- Scottish Ballet ran anti-racism workshops. One result of these were that adaptations were made to specific performances with consultation ongoing on future performances
- Scotland's International Development Alliance reported that a workshop for members on decolonising language in development resulted in a discussion paper titled 'Reflecting on language in international development in Scotland'
- The University of Edinburgh developed a range of resources relating to racial literacy, including learning resources and training. In addition, workshops on Race and Racism, Privilege and Intersectionality were delivered through their Leaders and Managers programme. They then followed-up with participants, which showed that most were applying the learning in their work

The importance of evaluation cannot be understated. Lack of evaluation of previous initiatives leads to bad planning in the future, with wasted effort on actions that may fail to make a difference or even make issues worse.

Building staff capacity to address racism and racial inequality is crucial. However, any form of training can only work as part of a wider range of activity to identify and tackle issues of racial inequality and racism within an organisation. It's generally necessary to prepare for race equality training by developing a wider programme of work in this area and using this process to help identify training needs.

¹²⁴ Equality and Human Rights Commission (2018) [Unconscious bias training: an assessment of the evidence for effectiveness](#)

Conclusions on Employment

The high number of commitments relating to employment reflects UK-wide research which has shown that the number of employers implementing new diversity and inclusion drives has almost trebled since Black Lives Matter protests in 2020.¹²⁵ In some ways employment is the area in which organisations can most effectively make changes, and such work is often necessary before proceeding with actions in other spheres.

29 out of the 52 (55%) organisational responses contained action on workforce/board diversity, making this one of the most common responses. Of the 29 organisations taking such action 14 (or 48%) stated or demonstrated improvement. This also makes such activity one of the few areas in which organisations were able to show clear progress since 2020.

However, notably, aside from the two organisations who reported no progress so far, this left 13 organisations with stated ambitions to increase diversity but no follow up on progress. Linked to this, only a few organisations reported action on data despite the necessity of high-quality data on workforce diversity to identify and measure progress in the employment sphere. Organisations concerned with workplace diversity need to know who is applying for jobs, getting interviews and receiving jobs offers, as well as development, retention and promotion rates.

Interesting themes which emerged from the responses included the large number of new BME/EDI networks and committees which have been set up (33) and the number of new job posts (9) relevant to race equality since 2020. Given the existence of many relatively new race equality focused networks, it may increase their effectiveness if connections are made with other groups with similar anti-racist values and goals outwith the organisation they reside in. The success of these networks largely relates to internal factors, with some specific, common barriers likely (as discussed both earlier and in Part Two of this report). In some cases, change led by internal staff groups or from new hires will take some time to come to fruition.

Almost every single organisation responded with an action relating to training or future training for their staff, with 47 such commitments from the 52 organisations. However, the absence of narrative/data on the impact, evaluation or outcomes of such action from the majority of organisations was striking. If the reasons for this relate to a lack of outcomes, or a lack of monitoring/evaluating mechanisms, organisations need to re-think their approach.

Issues relating to race, racism and the workplace in Scotland have been known about for a long time.¹²⁶ There is a breadth of evidence demonstrating that minority ethnic groups are disadvantaged on a range of relevant measures including disparate levels of unemployment and under-employment, mismatches between educational qualifications and types of employment, and employment discrimination.

¹²⁵ Opinium (2022) [Multicultural Britain](#)

¹²⁶ CRER (2020) [Inquiry into Race Equality, Employment and Skills: Submission from the Coalition for Racial Equality and Rights](#)

The acknowledgement of institutional racism from many organisations is a welcome step forward in addressing the above interlinked issues. However, acknowledgement is only the first step in a series of necessary actions which, if carried out correctly, can begin to tackle institutional racism and, ultimately, address one of the key causes of racial inequality in Scotland.



Part Two: What BME Workers Think About Race Equality Since Black Lives Matter

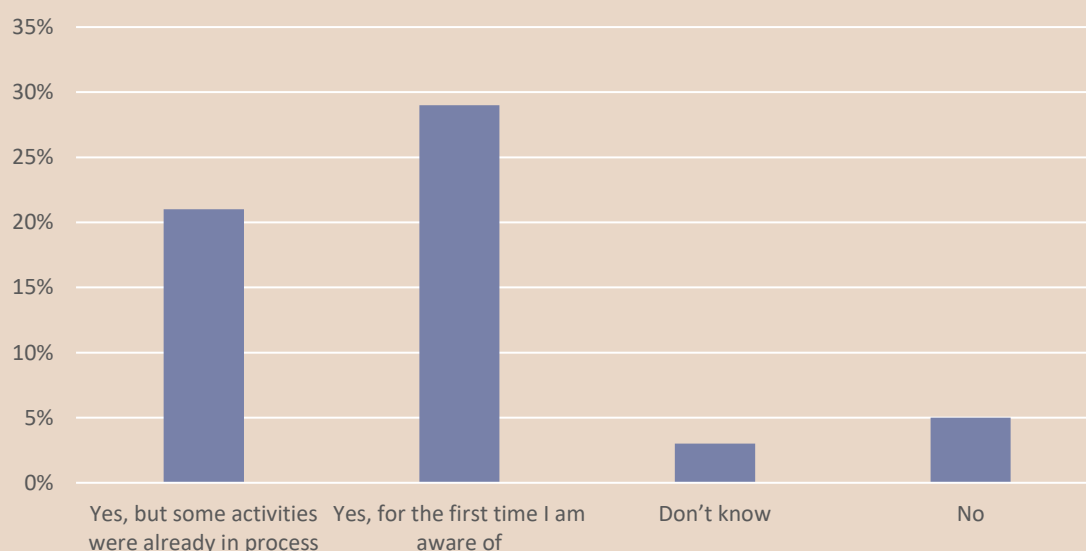
To complement our work on organisational responses to Black Lives Matter, we conducted a survey with Black/minority ethnic people in Scotland involved in anti-racist or race equality work.¹²⁷ This was also prompted by correspondence received by CRER from an individual about racism in their workplace.

The survey was open over Summer 2022, just over two years after widespread Black Lives Matter protests, and there were 58 responses.

The intent was to provide an additional perspective alongside organisations' voices.¹²⁸ We sought out these perspectives as we were interested how organisations had changed since 2020 and what the perceived impact by BME workers of their organisation's response to Black Lives Matter and anti-racism work was.

This was of interest for various reasons, including both the specific insights they may have into the success (or otherwise) of such work but also with the knowledge of the personal cost and burden that often comes for BME employees discussing and addressing racism.

FIGURE 1: HAS YOUR ORGANISATION INITIATED NEW RACE EQUALITY OR ANTI-RACIST ACTIVITIES SINCE THE HEIGHT OF BLACK LIVES MATTER IN 2020?



As Figure 1 shows, most responses (29) were that organisations had embarked on new race equality or anti-racist measures since 2020. This shows the strength of the Black Lives

¹²⁷ As either their main role, one of their responsibilities or in a voluntary capacity.

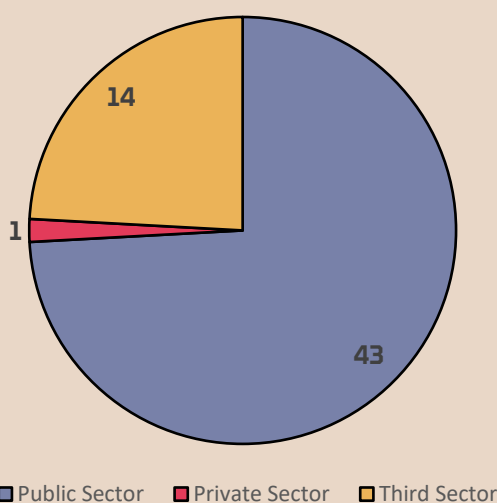
¹²⁸ The people who filled out the survey are not necessarily working within the same organisations who were part of this piece. Therefore, any narrative relating to the survey is not representative of these organisations.

Matter movement in Scotland in compelling organisations to do something (or be seen to be doing something).

It also demonstrates that, before 2020, despite numerous racial inequalities in Scotland – some in particular being in relation to employment – many organisations seem to have been doing little or no work in this area.

Twenty-one responses stated that their organisations already had some activities in place prior to 2020. It is these organisations who, given they have been doing some form of race equality or anti-racist activities for multiple years, could be expected to be leading the way and potentially providing support to other organisations in their sector.

FIGURE 2: WHICH SECTOR DO YOU WORK IN?

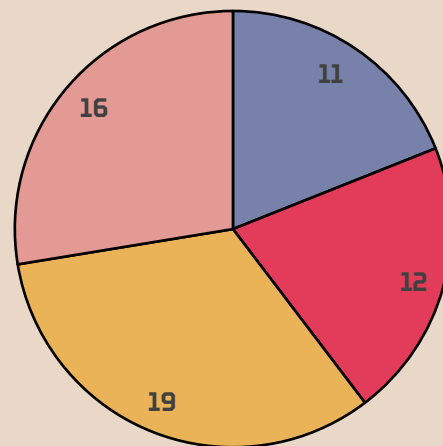


The vast majority of responses (43) were from workers within the public sector. This is perhaps unsurprising, given that the public sector is one of the biggest employers in Scotland and the survey targeted those working in equalities, with all public sector organisations having a duty to fulfil the Public Sector Equality Duties.

Workers in the third sector were also well represented in the survey (14 responses), perhaps indicating that this sector is keen to work on issues of anti-racism and race equality.

There was only one response from an individual working in the private sector. This is despite many private sector organisations within Scotland acknowledging and ostensibly supporting Black Lives Matter. Businesses could have more of a role in challenging racism in Scotland and, in some ways, may have more freedom to do so. However, examples of this are far and few between.

FIGURE 3: TO WHAT EXTENT IS EQUALITY, DIVERSITY AND INCLUSION (OR SIMILAR) A FORMAL PART OF YOUR JOB?

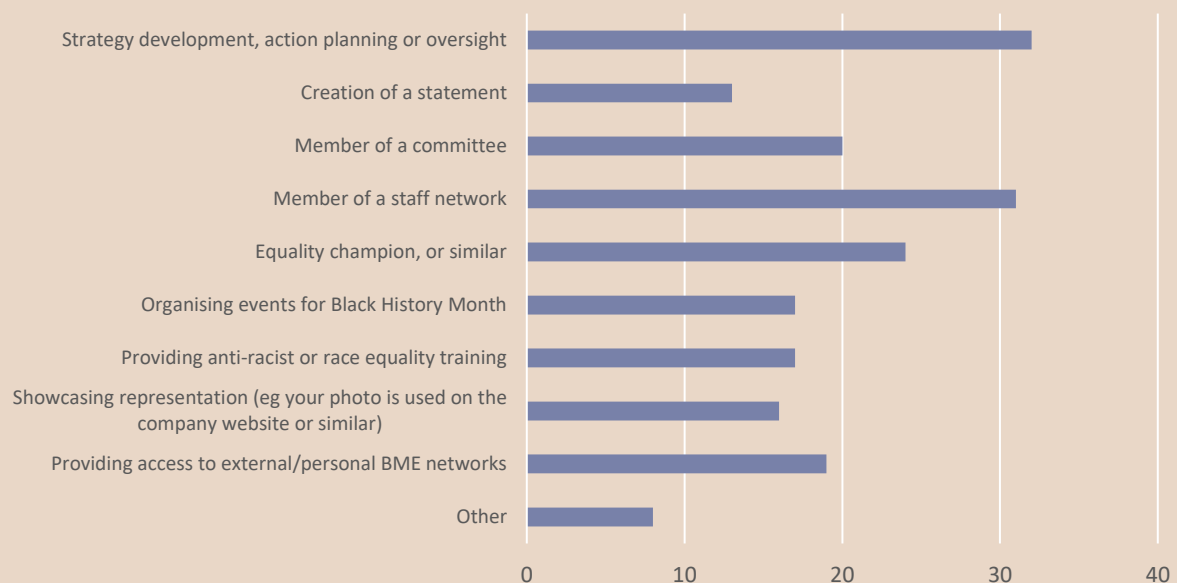


■ It is my main job
 ■ It is a substantial part of my job
 ■ It is part of my job but not a large part
 ■ It is not a formal part of my job

Respondents were roughly evenly split on this response. The highest number of responses (19) were received for EDI being a small part of a respondent's job, followed by it not being a formal part of the respondent's job (16 responses).

This could show that, whilst the majority of respondents had this work as a formal part of their job to a greater or lesser extent, there may be a need for more roles, or more specific roles in these areas, especially within larger organisations.

FIGURE 4: WHAT IS THE NATURE OF YOUR CONTRIBUTION TO RACE EQUALITY/ANTI-RACIST ACTIVITIES IN YOUR WORKPLACE?



Survey participants could tick more than one box for this answer. One respondent left an additional comment: “All of the above as one of the very few BAME people in an all white org”.

Between the 58 responses, the BME workers were responsible for 197 contributions on the above themes - an average of 3.4 each. This suggests that such activities may be taking up a significant amount of time for participants. This may be a burden or have an impact on career prospects, particularly within organisations who do not value this work and/or for individuals for whom race equality is not a formal part of their job role.

Responses under the ‘Other’ category included:

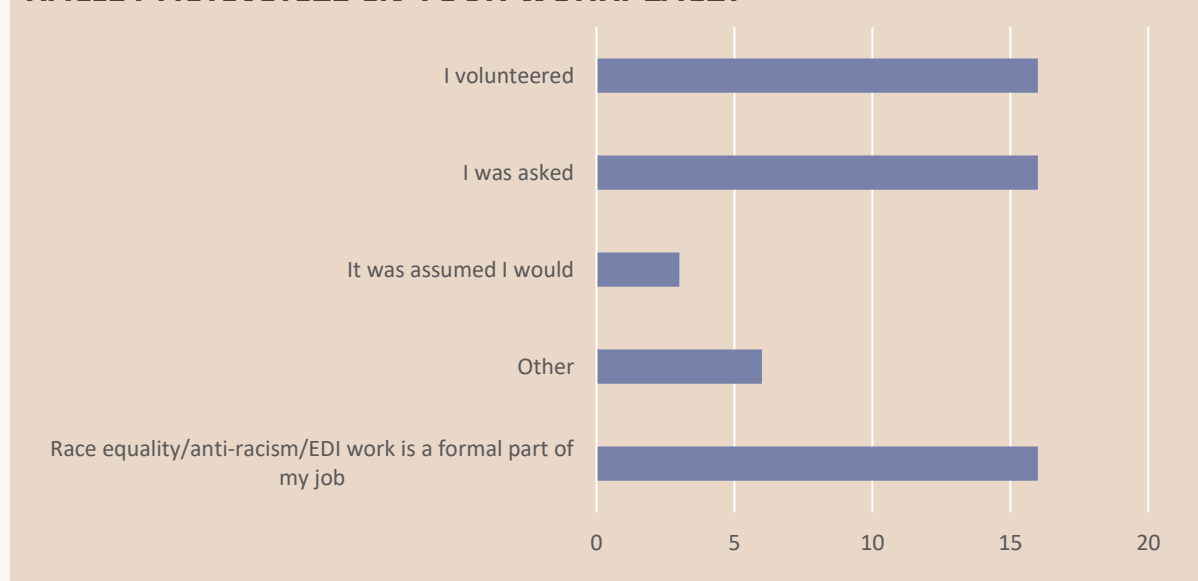
- Sourcing external expertise and training
- Constantly challenging racial based inequities and inequalities
- Work as an Equality Officer in a union branch
- Work relating to HR and data
- Writing pieces for Black History Month

The variety of activities participants were involved in suggest that some organisations (or individuals) are completing a significant amount of work in anti-racism/race equality.

However, some actions such as showcasing representation (for example, BME people’s photos being used on an organisation’s website or similar) are far less likely to be effective in achieving race equality and could be seen as tokenistic. As one respondent highlighted, in answer to a later question:

“Now they have a website including BAME people’s pictures - but nothing has changed for their BAME staff”.

FIGURE 5: HOW DID YOU GET INVOLVED IN RACE EQUALITY/ANTI-RACIST ACTIVITIES IN YOUR WORKPLACE? ¹²⁹



¹²⁹ One respondent did not answer this question.

Many respondents (16) volunteered to get involved with race equality/anti-racist activities, showing how many individuals are keen to take part in achieving change within their workplace and sphere of influence.

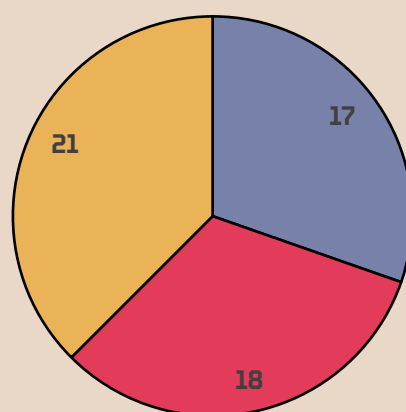
However, as one comment highlights: “I volunteered at first because I have the expertise and now I feel taken advantage of as it all lands with me”. People carrying out this work should not be overburdened or isolated. Anti-racist work can be taxing for individuals, and change is not likely to be achieved by one person, whether that is the leader of an organisation, an EDI professional or a worker volunteering in this area.

There is also potential, despite initial passion and good will from workers, that if this kind of work goes nowhere, people who have previously volunteered will disengage.

For a minority of participants (3) there was an assumption that they would be involved in race equality/anti-racist activities. This is echoed further with a comment “as an ethnic minority it seems to just be something I’m having to do” as race equality is not formally a part of their job role. This can be problematic – it should never be assumed that BME workers want, or are able, to take part in such activities.

Placing any undue burden on someone to lead or participate in race equality work can be harmful, particularly if the person has had cause for complaint regarding racism within the organisation. It is vital that BME staff feel free to contribute (or not) to whatever degree they wish.

FIGURE 6: HOW LONG HAVE YOU BEEN UNDERTAKING WORK ON RACE EQUALITY/ANTI-RACISM WITHIN YOUR CURRENT ORGANISATION?¹³⁰



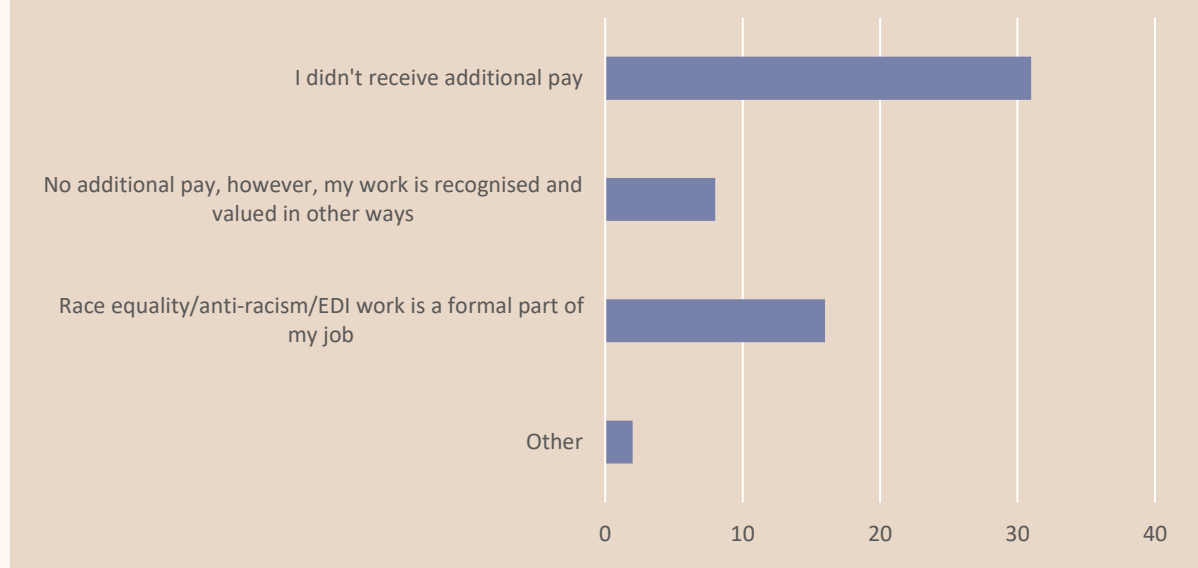
- I started my job with my current organisation after the height of BLM in 2020
- My work precedes this
- Started since the height of BLM in 2020

There was a fairly even split for respondents on this question. By a small margin, the most popular response was that people had started work in race equality or anti-racism since the

¹³⁰ Two respondents did not answer this: one because such activities have not yet begun in their workplace.

height of Black Lives Matter. From this, we can see the impact Black Lives Matter has had with more than a third of respondents becoming involved with such activities since 2020.

FIGURE 7: HAVE YOU BEEN APPROPRIATELY REMUNERATED FOR YOUR CONTRIBUTION TO RACE EQUALITY/ANTI-RACIST ACTIVITIES IN YOUR WORKPLACE? ¹³¹



Two additional responses were included in this question. They were not ticked by any respondents:

- I received additional pay at an appropriate level
- I received additional pay but not enough to compensate for the work

Eight people noted that their work is recognised and valued ways other than pay increases, which is positive.

31 workers (54%) reported no additional pay for their work. The lack of additional remuneration for this work may reflect the types of employers represented in the survey responses. However, it may also indicate that this work is not valued at an appropriate level or that individuals are being taken advantage of.

Additional comments left on this topic included:

- “I am one of many who was ‘promoted’ in an equalities position but with no pay rise. A new job title, new job description but same pay. This is a usual story across the third sector. There are many of us.”
- “No, a new post was created for me to pick up anti-racism and BAME work due to my expertise. I received no pay rise, no increment, no remuneration but a ‘promotional title.’”

¹³¹ One respondent did not answer this question.

- “I have poured all my energy into raising their profile, contacts, making them look like a professional anti-racist organisation and I am still at the bottom of the pay scale and white colleagues are taking the credit.”
- “No pay rise, no remuneration, no monetary value at all when they pay external consultants thousands to come in and do what I do for free.”
- “I’m expected to provide race equality work because I’m BAME but my pay isn’t reflected.”

From the above comments, we can see that there are some specific issues within workplaces in Scotland who are carrying out anti-racist/race equality/EDI work. These do not seem to be confined to one workplace or sector. An issue for some people is that they do not feel they are being appropriately compensated or recognised for their work on anti-racism/race equality activities.

Worryingly, in a few cases, such work has not been linked with additional pay even where individuals have been promoted into specific equalities positions, job titles have changed or significant responsibilities have been added. There are also instances of white colleagues taking the credit for BME worker’s contributions and, as previously discussed, people being expected to do this work because they are from a BME background.

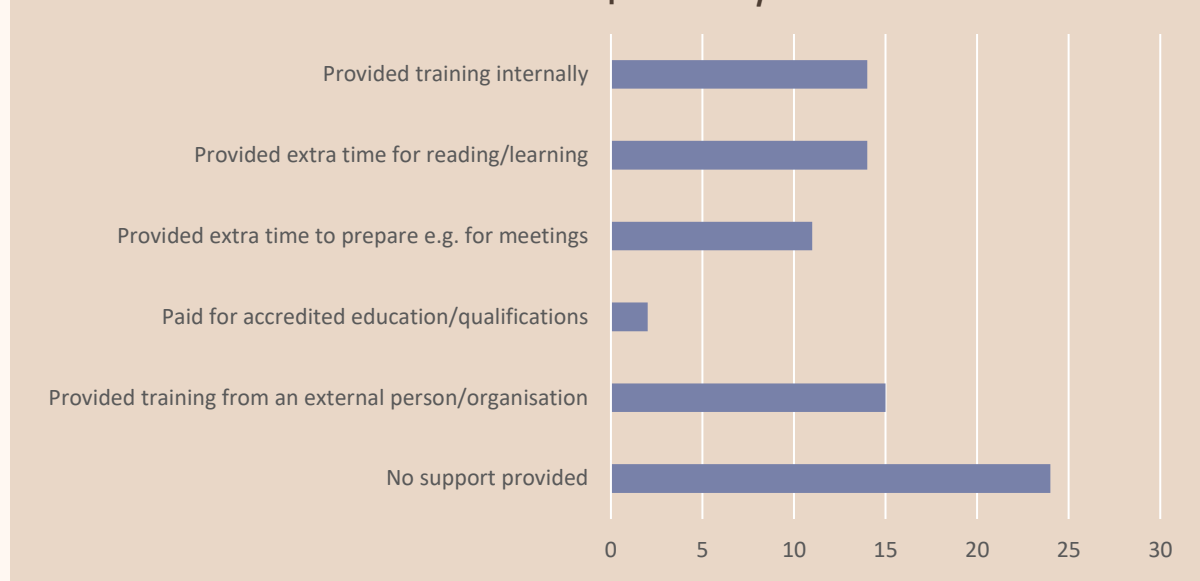
In addition, one respondent highlighted the mental health toll that being involved in such work can have: “[There has been] additional stress and pressure I’ve had to go through, and no acknowledgement of the impact on my mental health reliving trauma of racism to educate a white team”.

Working on anti-racism can be emotionally draining and, at times, demotivating, particularly when people are dedicating their time and expertise whilst potentially seeing few results. One respondent noted that mental health support was non-existent. One response had particular resonance, highlighting how BME people live a racialised existence all the time in Scotland and how mental health reflects this:

“I live this, breathe it at work, deal with it at home. I can’t escape the realities of racism”.

Organisations need to ensure they are properly supporting individuals and that plans for anti-racist work are achievable and prioritised. Progress in anti-racism/race equality work cannot be at the expense of the wellbeing of BME staff.

FIGURE 8: HOW HAS YOUR ORGANISATION SUPPORTED YOU TO BUILD YOUR CAPACITY ON RACE EQUALITY / ANTI-RACISM?



Another worrying finding is the large number of respondents answering that their organisation has provided them with no support to build their capacity on race equality/anti-racism – 24 respondents, or around 41%.

This support would be especially critical for the large number of people with little/no previous experience of race equality or anti-racist work who have become involved in the last two years and may be under significant pressure to deliver change.

Organisations who are not currently providing support could consider providing some of the types of support shown in Figure 8, alongside consulting staff on what support they feel they need to do this work most effectively.

In common with early findings about organisational responses to Black Lives Matter, providing training from an external person or organisation was the most common form of support given (15 responses), with a similar number receiving internal training (14 responses). Organisations should consider carefully what outcomes they expect from training and whether internal or external training would be better suited to achieving these outcomes.¹³²

¹³² CRER (2021) [Ten standards for training from an anti-racist perspective](#)

FIGURE 9: HOW HAS ANTI-RACIST WORK IN YOUR ORGANISATION PROGRESSED SINCE 2020?

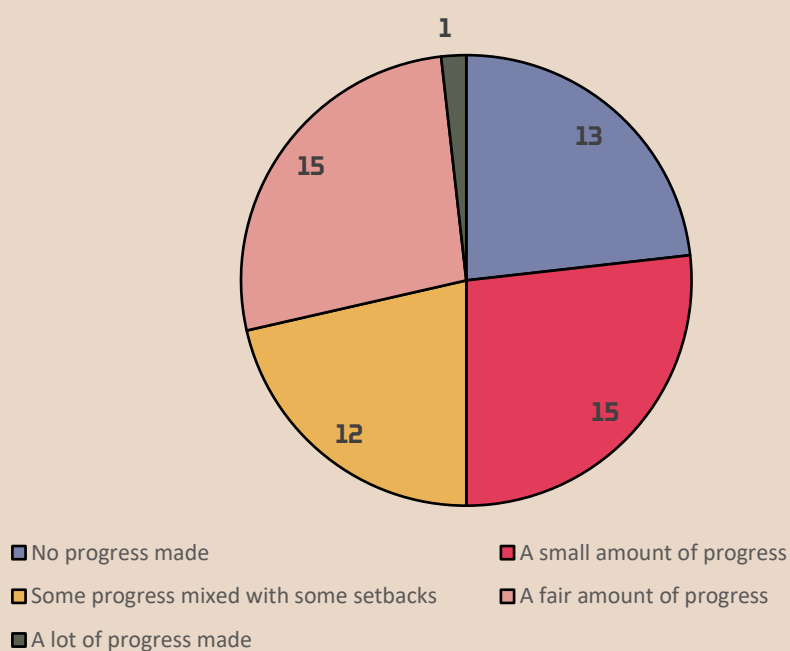


Figure 9 shows that there is a mixed picture with regards to progress. Whilst the majority of respondents were able to report some sort of progress for anti-racist work within their organisation, almost a quarter (13 respondents) said that there had been no progress at all.

Within the respondents reporting progress, 15 said this was a small amount, 12 stated there had been some progress which was mixed with setbacks and 15 reported a fair amount of progress. Only one respondent stated that there had been a lot of progress made.

Question 10: If anti-racist work has progressed, do you think this has made a difference to BME staff members' lives or, where relevant, BME service users' lives?

This was a free text response. Positive responses included:

- “Yes, and not just the lives of BME staff and pupils but of all staff and pupils.”
- “Yes - conversations are more open.”
- “Feedback since [external training] has been good. Colleagues have said they have noticed a difference in how senior management interact with employees of colour”.
- “Yes - more funding given to Black & Asian Minority Ethnic communities.”
- “We are starting to get more traction with peers and senior staff alike. That in itself is progress. Our focus was primarily around educating others on issues faced by BAME [people] and we have seen a lot of interest... Progress is steady but effective so far. In terms of equality on pay and grade there is much more to be done.”
- “Three have had promotions since after refusals for years.”

Other responses were more mixed:

- “It's perhaps made a small impact on BME service users lives, in that my employer now at least publicly acknowledges that racism exists and is taking relatively small steps to address colonialism and its legacies. But it's often at the expense of BME staff members' energy, time and goodwill as they're expected to bear the burden of doing this work with minimal tangible support from leadership.”
- “To service users as our expertise and work shapes this as employees.”
- “To a small degree, e.g., creating a channel for voices.”
- “Very slight progress has been made but more needs to be done around support and representation.”
- “Not to BAME staff but to service users due to my work. They have received more support, funding, network support...”
- “I don't think it has yet filtered down to a level at which most people's experiences have changed, although it has likely made some difference...”
- “Yes, but on an individual level rather than a structural one.”

Multiple responses to this question stated that there had been little or no progress to this work, with one example giving further context:

- “Main focus remains on policies and safeguarding reputation. Lots of headlines with very little impact or tangible outcomes. BME staff lack voice and belonging and lack of progression and underrepresentation remains an issue which has been there for decades. Race is the weakest link amongst all equality strands.”

A few responses highlighted that there was a lack of meaningful evaluation of anti-racism/race equality work, an issue which has been discussed previously in this report:

- “Not enough data to make a definitive claim on this.”
- “No. It's in the early stages and info session wasn't evaluated.”

Question 11: Are there any other relevant things you would like to add?

The majority of respondents left an additional comment to this free text question. Three responses were on positive changes within their organisation, with two of these being the value of training they had received.

Otherwise, the main issues raised in the additional comments were pay gaps within organisations between white and BME employees, a lack of remuneration or recognition for race equality work, commitments to anti-racism remaining at a surface level and a denial/minimisation of racism within organisations.

Ethnicity Pay Gaps

A few responses mentioned ethnicity pay gaps within their organisation between white and BME staff. In particular, it was raised how often those with decision making power and in leadership roles were all white whereas BME workers were concentrated at the other end of the pay scale. One respondent felt that BME people who were leading the way in anti-racism work were “keeping the organisation out of the firing line” yet were at the bottom of pay scales.

This was discussed as hypocritical by one respondent: “Organisations talk of racial equity/justice/equality whilst perpetuating [ethnicity pay gap] disparities in-house”. Another response raised how ethnicity pay gaps were the case even within organisations who looked to be leading the way in racial justice and questioned how many BME people these organisations had in leadership.

A related issue is a lack of employee diversity and also, as raised by one respondent, board diversity.

Lack of Remuneration/Recognition for Anti-Racist or Race Equality Work

This was one of the most popular issues to be raised in additional comments, with eight made to this effect. The comments have highlighted how critical it will be for some organisations to reflect on how the individuals involved with this work are treated with regard to pay, promotions and recognition. This is important for a variety of reasons, not least in sending a signal out about how important such work is to an organisation.

Some particularly poignant comments made with regard to this were:

“Where Black staff members are undertaking this racial justice work they should be reimbursed properly in recognition of this important work.”

“If you have BAME people in an all white org doing anti-racism work - pay them accordingly, stop exploiting them.”

Some of these responses highlighted how a lack of remuneration and recognition combines both with the expectation that BME workers will come up with all the solutions to challenging problems and the lack of value attributed to this work:

“They try to make the staff BAME network propose detailed, elaborate solutions for them, when that is not our area of expertise, nor are we remunerated for this work.”

“BME led workplace equality initiatives and work exists against a barrier of institutional racism where standing up is not valued. Nor is the work accredited to the individual either through recognition and progression, let alone reimbursement of time.”

“We keep pushing and any efforts are due to us BAME members yet we are not professionals in race equality and we are not paid for it.”

Denial/Minimisation of Racism

Worryingly, many respondents raised the issue of a denial or minimisation of racism within their workplace. Issues related to fellow colleagues: “I have been told by a few colleagues that this is nonsense - racism does not exist and that I need to stop what I am doing” and also to those in leadership positions: “The board...are still in denial of the gravity of racism within the organisation”. Linked, some individuals felt their race equality work was undermined by a lack of knowledge about racism within their workplaces:

“I don't feel anti-racism is taken seriously due to a lack of understanding of its impact on individuals experiencing racism.”

“EDI is led by the white staff, no lived experience or understanding on racism and challenges faced by the BME staff. Focused remained on unconscious bias training and equality toolkit rather than acceptance that racial inequalities exist.”

Another respondent highlighted how the work is often misdirected only at combatting interpersonal racism rather than tackling the underlying structural causes:

“Some of the work is hyper-individualised, there is a lot of focus on not being racist in personal interaction rather than structural issues such as the BAME pay gap.”

Three respondents linked barriers to tackling racism within workplaces to wider, societal issues in Scotland:

“Even though I've been asked to do this work, I think there's still a great deal of unease about race and racism. The denial of racism existing in Scotland is ever present.”

“I think anti-racist rhetoric and training in Scotland ignores the importance of the legacy of colonialism”

“I have to report to you with great sadness that the race related issues are at all-time high in the workplace and also in social environments in the public, and no progress of significance has been made in Scotland.”

Surface Level Anti-Racism Commitments

The most common theme of responses was on organisations making commitments to race equality/anti-racism whilst not following up with action. This was discussed in answer to the question, unprompted, by 17 people (almost 30% of respondents).

Many answers surrounded actions being ‘tick box’, rather than concrete measures which would lead to change. A specific frustration was over the prominence of statements or declarations of anti-racism over actual action, as one respondent notes their organisation focussed on “tokenism and statements rather practical steps in tackling racism” and another noting that they “just see lots of talk and meetings but no action and no change”.

Other comments on this theme included:

“Every workplace has this anti-racism agenda now. Very few mean it.”

“Most public bodies are working hard to cover discrimination and racism other than exposing it.”

“Disappointing when organisations don't practice what they preach or when it becomes a publicity tool or gimmick with no lasting change or real representation. Ultimately, most organisations are white led and ... would like to remain that way.”

“My employer needs to go from paying this work lip service to making it a genuine priority, and it being supporting as such with significant resources and measurable commitments.”

A few responses surrounded a lack of leadership commitment to anti-racist/race equality activities:

“Those high up in an organisation should not just talk the talk when it comes to race equality, they should also show actions and walk the walk.”

“Senior leadership, including in HR, are reluctant to take real steps towards race equality. They are happy to make grand statements about how important it is to the organisation but then drag their feet in practice.”

An issue raised was workplaces holding up the existence of BME network/groups in themselves as evidence of change/work being done. Meanwhile, the BME network is sidelined, as one response elaborates:

“The organisation used the BAME group as a way to say they were doing things, a tick box exercise if you will, but did not take any suggestions on board and nothing really changed. If anything, progress around race equality within the organisation has gone backwards.”

One respondent discussed how a lack of progress, amongst other issues, led to the staff BME network withdrawing their support of their workplaces race equality agenda. CRER are aware that similar issues have happened in more than one workplace in Scotland.



Conclusions

In 2020, thousands across Scotland took to the streets in Black Lives Matter protests from Glasgow to Inverness to Orkney, petitions were signed and social media activity concerned very little else. Institutions of all kinds made statements of support and commitments to anti-racism and in June the Scottish Parliament held a debate 'Showing Solidarity with Anti-Racism'.¹³³

CRER gathered 65 examples of public statements from institutions in support of Black Lives Matter over May – June 2020 to gauge the Scottish response. These ranged from short tweets to detailed commitments. In April 2022, we questioned these same organisations to see if there has been a lasting legacy in action against racism and positive changes in the lives of BME people. Were these performative statements or a real signal of intent?

In some ways this analysis may paint an overly rosy picture of progress: it represents only organisations who made commitments in 2020 and responses are written by organisations themselves. For these reasons, we also conducted a survey for BME workers involved in race equality or anti-racism activities across multiple sectors to provide additional insight.

Many organisational initial statements and responses acknowledged the role of race and racism within both their organisation and society. A few contained apologies for past failures to acknowledge racial injustice. Indeed, one of the lasting legacies of Black Lives Matter may be an increased openness around historically 'difficult' conversations about race and racism, including within specific workplaces and organisations.¹³⁴ However, the BME workers survey also showed that many respondents seen their organisation acknowledging racism outwardly but doing little internally. Such statements need to be the start of anti-racism work, not the end of it.

While in many cases organisational responses showed that ambitions for anti-racism were clear, it was less clear what resources were available towards these and whether those matched stated ambitions. Resources not only relates to money but also staff time, including those leading organisations. The involvement and engagement of senior leadership teams is of crucial importance to the furtherance of race equality work within organisations. This was also an issue raised in the BME workers survey.

Our analysis of organisation responses showed that, since 2020, progress on anti-racism has been varied and seems slower than desirable in many areas. In an ideal world the intention would have been to look at responses in terms of committed actions and actual impacts. However, this was not possible as many statements contained few commitments and the majority of responses contained few or no discussions about the impacts of actions. Similarly to an issue which often occurs in PSED reporting, many responses lacked focus on change in the lives of minority ethnic people and, instead, listed the extent to which actions had been implemented.

¹³³ Video Link: The Scottish Parliament (2020) [Debate: Showing Solidarity with Anti-Racism - 10 June 2020](#)

¹³⁴ Opinium (2022) [Multicultural Britain](#)

That is not to say that there have not been outcomes - many of these are discussed at length in this piece. We recognise that progress can be complex and non-linear, indeed, many of the desired, systemic changes are likely to take many years to achieve.

The majority of actions which included an update on progress made were within the employment sphere (with the exception being outcomes in relation to anti-racist/race equality training). The increased workforce/board diversity reported by 14 organisations is positive. There were many actions to create a new committee or network, of which 20 were specifically focussed on race, and nine new job posts with a race equality element. The momentum created by these new positions and networks may lead the way for sustainable change in years to come.

Responses also showed some large-scale commitments related to addressing legacies of slavery and colonialism, particularly amongst a few councils. Relatedly, there were a lot of commitments on changes to educational curriculum both within higher/further education and a few at primary/secondary levels. All of these actions are directly linked to what Black Lives Matter protests and petitions in Scotland were calling for and the majority are a result of the pressure organisations were under to take action due to the scrutiny they faced.

However, the landscape has somewhat shifted since 2020. Old patterns have started to re-emerge. Whilst it may have been in organisations' interests to make statements and promises as a result of the prominence of Black Lives Matter and discussions on race and racism in 2020, this may not be the case now.

Indeed, there has been white backlash, or pushback, in the UK across the media and government, for example the publishing of the 'Sewell Report' by the UK Government's Commission on Race and Ethnic Disparities, which denied the structural nature of racism.¹³⁵ This was exemplified in one response to our workers survey, in response to whether anti-racist work had progressed since 2020:

“No, and there is a backlash amongst white colleagues to these discussions now. It feels like you are being deliberately difficult bringing up issues that you were previously encouraged to make.”

As discussed by Hope Not Hate, while more discussions since 2020 about race, colonialism and imperial legacies have been welcome, this has also been seized upon by elements of the far right, best exemplified by the emergence and spread of the 'White Lives Matter' slogan.¹³⁶ The counter slogan has been displayed by far-right groups within Scotland in various locations including at the top of Ben Nevis, on statues in Glasgow and atop Dundee Law.

The responses from our BME workers survey should certainly prompt a reflection from all organisations with race equality/anti-racism activities. Whilst there were a few responses which contained positive moves within their organisation, such as further distribution of

¹³⁵ Marlies Kustatscher (2021) [Disrupting whiteness: countering 'white backlash'](#) Centre for Education For Racial Equality in Scotland

¹³⁶ Hope Not Hate (no date) [The Far-Right Backlash Against the Black Lives Matter Movement](#)

funding to BME groups or the benefits of training received, many responses highlighted fundamental barriers to anti-racist activities.

BME workers reported receiving little recognition for their efforts in race equality/anti-racism and over 40% said their organisation has provided them with no support to build their capacity on these subjects. BME workers are tired of the glacial speed of anti-racism within their workplaces whilst networks and individuals are pressurised with creating change that should be the responsibility of everyone in the workplace, including senior leaders.

One free question within the survey provoked a similar response from almost 30% of survey respondents: organisations making commitments to race equality/anti-racism whilst not following up with action. In CRER's work, particularly in relation to the Public Sector Equality Duties, we have constantly emphasised that talking about commitments to race equality is meaningless, unless policy and practice embody a serious attempt to rectify this.

The fundamental injustices that sparked Black Lives Matter still play out everyday. In September 2022, a young Black man, Chris Kaba, was killed by police in London¹³⁷ whilst it took the family and friends of Sheku Bayoh five years of campaigning to secure an inquiry into his death in police custody (agreed to in 2020).¹³⁸ Discrimination and racist violence are a daily reality in Scotland, where someone is charged with a racist hate crime on average every three hours.¹³⁹

The structural racism that allows this to happen is still seeping into every area of life, maintaining the deep-rooted inequalities in employment, poverty and housing that have blighted the lives of BME people in Scotland for generations.

Scotland's organisations who made commitments to racial justice in 2020 have a moral responsibility to keep the promises they made. But for organisations to change, racism needs to be everyone's responsibility; it won't work if there are 'pockets of good practice'.¹⁴⁰

We all have a part to play in keeping anti-racism on the agenda. The changes which happened as a result of Black Lives Matter came about because ordinary people were holding institutions to account and making decision makers take real actions. Anti-racism cannot only be about taking to the streets when something bad happens - we do not need further tragic events to galvanise action.

¹³⁷ The Guardian (2022) [Chris Kaba was not a suspect before being fatally shot by police, hears inquest](#)

¹³⁸ <https://www.shekubayohinquiry.scot/>

¹³⁹ Jatin Haria (2020) ['Assume you are infected with racism – but a vaccine is available'](#)

¹⁴⁰ Halpin (2020) [UK Universities' Response to Black Lives Matter](#)

Recommendations for Planning Work on Anti-Racism

The acknowledgement of institutional racism from many organisations is a welcome step forward. However, acknowledgement is only the first step in a series of necessary actions which, if carried out correctly, should lead to greater equality and improvements in the lives of Black/minority ethnic people.

We have provided some considerations on how to plan work on anti-racism. There is no one size fits all approach to this work, so organisations will need to reflect on how the following fit within their own context.¹⁴¹

Many of these recommendations may seem like standard aspects of project management. They are. One of the main manifestations of institutional racism is the failure to follow these standard processes where work on anti-racism is concerned. Strong evidence on this emerged during our work on behalf of Scottish Government to review anti-racism strategy since devolution,¹⁴² and our review of public sector equality duty performance in Scotland (undertaken on behalf of the Equality and Human Rights Commission).¹⁴³

Planning and implementing anti-racist action/strategies

Development of anti-racism work needs to include:

- Planning processes which begin with the desired outcomes and work backwards to identify viable, meaningful, measurable actions
- Meaningful involvement with Black/minority ethnic staff and service users which should take place throughout strategy development and implementation
- Strong evaluation mechanisms built in during the development process¹⁴⁴ – creating demonstrable change is the goal of an anti-racist approach
 - Setting milestones, targets and similar specific goals, ideally in numeric/percentage terms which can be robustly measured
 - Gathering baseline data to measure future progress
- Actions designed from an anti-racist perspective:
 - Reflecting anti-racist principles¹⁴⁵
 - Worded to express the change to be achieved in the lives of people from minority ethnic communities
 - Clearly focussed on what will work to tackle racial inequalities; always asking the questions “will it work?”, “how will it work?” and “how will we know if it worked?”

¹⁴¹ See also: CRER (2021) [Ten standards for training from an anti-racist perspective](#) ; CRER (2021) [Anti-racist policy making: Learning from the first 20 years of Scottish devolution](#) and CRER (2016) [Changing the Race Equality Paradigm](#)

¹⁴² CRER (2021) [Anti-racist policy making: Learning from the first 20 years of Scottish devolution](#)

¹⁴³ Equality and Human Rights Commission (2018) [Effectiveness of the PSED Specific Duties in Scotland](#)

¹⁴⁴ See: The Equality and Human Rights Commission (2017) [What works? Eight principles for meaningful evaluation of anti-prejudice work](#)

¹⁴⁵ See page 81 of CRER (2021) [Anti-racist policy making: Learning from the first 20 years of Scottish devolution](#)

- Responsibility mechanisms:
 - All anti-racist actions to be agreed with the relevant organisational area and formally 'signed off' by a named person at an appropriate level of seniority before publication
 - Direct leadership and responsibility at senior level, for example through mandatory personal and/or departmental objectives
 - Risk and mitigation sections within action plans, with clarity on who is responsible for risk management
 - Responsibility for delivery assigned to a specific post at operational level

Processes to monitor and review anti-racism work need to include:

- Accountability mechanisms:
 - Specific plans and timetables for progress reporting
 - Formation of a group with a scrutiny function, potentially involving internal and external stakeholders
 - Transparent communications on strategies, plans and their progress
- Regular evaluation which compares progress to baseline data and initial targets
- Sharing the results of evaluation, with equal value placed on evidence of what works and what does not work; seeing the latter as a learning process rather than a 'failure'
- Measures to ensure continuity of knowledge about anti-racism strategies; for example maintaining a detailed progress tracker which can be accessed by all and is part of handover if key staff move or leave their position

Supporting Staff Involvement in Anti-racism Work

A large number of working groups, networks and steering groups exist to inform anti-racist actions within workplaces. A few have existed for some time, whilst more have been created in recent years. Some groups are focussed on implementing actions, some on anti-racism and allyship, and others are networks for Black and minority ethnic staff. Such groups can be valuable in progressing anti-racism, as discussed within this report.

An opportunity lies in the large number of such networks and steering groups across Scotland. Through networking with groups outwith their organisation, staff can learn from others who may have more experience in this area about what works and what doesn't work to effectively progress anti-racism work. This will be most helpful if done at a sectoral level.

However, there are some challenges which often need to be overcome for the full potential of networks and steering groups to be realised:

- The people represented on the group should at least reflect the diversity of the organisation as far as possible; it is not likely that an all-white group will have the expertise necessary for all aspects of this work and they will lack the knowledge that comes with experience¹⁴⁶
- Black/minority ethnic staff should feel free to contribute (or not) to anti-racist activities to whatever degree they wish; their involvement in any network/group should not be presumed
- Capacity building for staff on race equality and anti-racism will often be needed, so that group members have a shared understanding to work from
- Senior level support needs to be available to the group, so that those with sufficient authority can ensure its work is unimpeded, has access to all relevant information and contacts, and that its recommendations are implemented
- Senior leaders/managers should consider how best to acknowledge and recognise staff networks and individuals for their work on anti-racism
- The group needs to be properly resourced, for example a budget is likely to be needed for specific activities or capacity building
- If involvement with the network is additional to existing responsibilities, offer protected time for this and recognise that other work may need to be redistributed or reprioritised
- Ensure that there is appropriate support for those with experience of racism, with a recognition of the additional toll this work may have
- If requested, safe spaces or networks which are for Black/minority ethnic people only should be established. This may be in addition to groups with a more strategic function

¹⁴⁶ If your organisation currently has no BME staff/no BME staff who wish to be on a network, consider resourcing external expertise to begin with

Appendices

Annexe 1: Questions on Black Lives Matter actions since 2020

Question 1. Please tell us about any anti-racist / race equality focussed actions that your organisation has taken following your public statement regarding Black Lives Matter (to ensure we do not accidentally include information about actions prior to the statement, please provide a rough timeframe for these actions)

Question 2. Please tell us, in as much quantitative and/or qualitative detail as possible, about the impact that these actions have had on Black and minority ethnic staff, service users or other parties

Question 3. Please tell us about any actions planned for the future – we may ask you to update us on progress at a future date

Where we find examples of good practice, we will be happy to share these in the article, especially where the impact has been measurable. We will also be sharing a list of organisations who responded and did not respond.

Annexe 2: Respondents and Non-Respondents to Questions on Black Lives Matter Actions Since 2020

Organisation Name	Response Received?
Aberdeenshire Council	Yes
Aberlour	Yes
Ayrshire College	Yes
Bike for Good	Yes
Christian Aid Scotland	No
City of Glasgow College	Yes
Commonwealth Games Federation	No
Corra Foundation	Yes
COSLA	Yes ¹⁴⁷
Creative Scotland	Yes
Duke of Edinburgh Award	Yes
Dumfries and Galloway College	Yes
Dundee and Angus College	Yes
Dundee City Council	Yes
Edinburgh City Council	Yes
Edinburgh College	Yes
Edinburgh Napier University	Yes
Fife College	No
Friends of the Earth Scotland	Yes
Glasgow Caledonian University	Yes
Glasgow City Council	Yes
Glasgow Kelvin College	No
Glasgow Women's Library	Yes
Historic Environment Scotland	Yes
Institute of Genetics and Cancer (formally IGMM)	No
Inverclyde Council	Yes
Mountaineering Scotland	Yes
Muslim Council of Scotland	No
National Theatre of Scotland	Yes
New College Lanarkshire	Yes
NHS Greater Glasgow and Clyde	Yes
North Ayrshire Council	Yes
North East Scotland College	No
Oxfam Scotland	No
Quarriers	No
Queen Margaret University	Yes
Rape Crisis Scotland	Yes

¹⁴⁷ Response was received too late to form part of analysis.

Royal Botanic Garden Edinburgh	Yes
Royal College of Physicians of Edinburgh	Yes
Royal Conservatoire of Scotland	Yes
Scotland's International Development Alliance	Yes
Scottish Artists Union	Yes
Scottish Ballet	Yes
Scottish Catholic International Aid Fund	Yes
Scottish Civic Trust	Yes
Scottish Social Services Council	Yes
Scottish Trades Union Congress	No
Screen Education Edinburgh	Yes
See Me Scotland	Yes
Social Bite	No
South Ayrshire Council	Yes
South Lanarkshire College	Yes
St Andrews School of Earth Sciences	No
Sustrans	Yes
The Ramblers	Yes
The Scotland Malawi Partnership	Yes
The Shetland Museum and Archives	No
The Society of Antiquaries of Scotland	Yes
Triathlon Scotland	No
University of Aberdeen	Yes
University of Edinburgh	Yes
University of St Andrews	Yes
University of Stirling	Yes
University of Strathclyde	Yes ¹⁴⁸
University of the Highlands and Islands	Yes
University of the West of Scotland	Yes
University of Glasgow	Yes
Who Cares? Scotland	No
YouthLink Scotland	Yes

¹⁴⁸ Response was received too late to form part of analysis.

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