



Education: concerns include racism in schools, training and skills, attainment gaps and barriers in higher education.

BAMEd Wales Network was originally established to support the needs of Educators from minority ethnic backgrounds, recognising that racism and discrimination has made it a challenging environment to work in without support. In addition, the pathways to progression within the system are often difficult and success is frequently illusive within the management teams. These issues have led to the establishment of a group focused primarily on educators needs.

The establishment of the BAMEd Wales Network was motivated by the same issues and the need to see fundamental changes in the system to encourage wider engagement within education. There appears to be extremely limited opportunities for progression for educators from diverse backgrounds. We are offering support to our members and are keen to support new initiatives to promote anti-racism. In addition, we are keen to improve our education system, workforce, environment, and content. We also, aim highlight the disparities in our institutions, which continue to present barriers to progression for our various communities. We as an organization are proud to see the important initiatives Wales has embarked on but are pragmatic and recognise that there is a considerable investment required of time, emotion, and funding necessary to realise this ambition to become the first Anti-racist country in the UK.

As a grass roots organisation, BAMEd Wales Network our members report that many schools and organisations have not read the anti-racist Wales action plan, nor have they read Professor Charlotte Williams recommendations. Many schools have not changed the school's improvement plans (SIP) to include anti-racist initiatives or believe what they were previously doing is sufficient. No clear goals to tackle systemic racism. At our organisation we have a few members share their racist experiences at schools and colleges, they also share with us how the schools handle the racist incidents that are reported.

We are concerned that the ARWAP has limited traction in our Educational Institutions and therefore, the above scenarios are the reality. Those working in the field of anti-racism may be yielding some successes, but our lived experience indicates that the commitment to Anti-racist Wales 2030 is minimal.

The following comments will address our perspectives on the topics suggested for our consideration.

- The effectiveness of Welsh Government actions to deliver the plan, including what is being done to 'lead by example' in taking a pro-active and cross-governmental approach to racism.

There has been a clearly focussed strategy to produce reports that are tied to actions. The WG has demonstrated that if it is able to produce clear recommendations for what needs to change and why but is limited on how these changes can be implemented. This lack of clear guidance on how to enact the recommendations is compounded by the scarcity of training opportunities available to educators. At last, the Professional Learning available for

educators through DARPL is now being fully funded, there has been an inordinate amount of work to acquire this to enable the team to complete their remit.

It is helpful to draw on exemplars of good practice, however, the burden on the few places that demonstrate outstanding work are overly exploited and will undoubtedly begin to experience fatigue from the demands placed upon them. There is a need for greater communication and funding available to develop a more balanced approach to supporting practitioners.

Schools and institutions appear oblivious to their obligations to work towards Anti-racist Wales by 2030 and equally unaware of the 'Cynefin' work by Prof Williams. There needs to be more awareness raising if plans are to succeed. Currently, those aware of our ambitions are slender.

- progress and monitoring arrangements for the Plan, including the role of the public sector (local authorities, health, education), third sector and where applicable, the private sector.

This is our first real engagement with any monitoring process. The arrangements for monitoring are unclear. Therefore, it would be unfair to comment on a process hitherto as we have not been involved.

We are delighted to be able to contribute now.

- Examine the progress of the Racial Disparity Unit, and determine whether there are gaps in data collection and analysis of data is being carried out effectively.

No idea what this Unit is or does.

- Explore what channels of communication has been established to ensure people with lived experience is informed of the plan's progress and what changes are happening because of the plan.

There doesn't appear to be any definitive mode of communication beyond the echo chamber.

- Evaluate the effectiveness of the Plan in its first year, including whether actions have been delivered, what the key outcomes have been so far and to determine why any outstanding actions have not been implemented.

The potential for the plan is great, however, it is essential that the communication from WG is more effective. There is a distinct lack of awareness in the education community of the reports mentioned above. In addition, the funding challenges for schools is making it difficult

for them to access training when available. Even if an event is free there are cost for cover for staff. Also, the limited awareness of the plan is a big problem. Expensive online conferences to update us on the ambitions of the plan is very disappointing and impossible for charities to send many representatives or attend at all. Diminishing engagement due to a lack of opportunity based on the expensive conferences and minimal provision.

- Help further understanding of what other interventions are needed to support delivery of the plan and whether there are barriers to implementing the plan.
 - **Increase** awareness of the ambition to become Anti-racist Wales by 2030. This should be as well-known as Million Wesh Speakers 2050.
 - **Improve** funding for organisations working to support training – similar projects to the Welsh speakers.
 - **Include** communities affected by lived experiences with regular forums for engagement on the topics impacting on our lives.
 - **Inform** a wider audience to support participation – anti requires action not just words.

BAMiEed Wales Network

Executive Team

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