



SHOW US YOU CARE:

exploring the cumulative impact of
racism upon racialised young people
in the Welsh education system

A Peer-led Research report by Race Alliance Wales

Abramson et al. April 2021

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RACE ALLIANCE WALES

Race Alliance Wales is a new initiative, established in December 2018, which aims to provide a self-directed space where racialised¹ individuals and ethnic minority led/focussed organisations can come together to discuss experiences as racialised people and communities in Wales, and the ways in which we challenge broad scope racism² in the nation and beyond.

Through focussed work, the group seeks to contribute to make Wales a welcoming place of safety where rights are enjoyed and racialised people can thrive. We actively support policies focussing on equity and equality of outcome, universal provision of services, and challenging existing power structures and systems of oppression that underpin society, aiming to centre racially marginalised people's perspectives in our solidarity with others.

The current membership consists of 57 organisations and 136 individuals and this is growing.

For more information please visit:
racealliance.wales

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Thank you to the Joseph Rowntree Charitable Trust who fund the development work, including this research paper, of Race Alliance Wales. Without this funding RAW would be unable to carry out research in a truly non-extractive and independent fashion, enabling those in racialised communities to conduct research with and for those facing similar lived experiences. We would also like to thank Ethnic Youth and Minorities Support Team for hosting staff members Leila Usmani, Jami Abramson and Assia Kayoueche, without whom the infrastructure, operational and managerial support would not have existed.

It is important to note the context in which this research was conducted within. Each one of us navigated through 2020 in our own way and we truly appreciate the willingness to collaborate, connect and share during such uncertain times. We will honour these contributions throughout our continued work and hope to see action and change reflected in future policy work regarding education in Wales. Key authors would like to extend thanks to the family and friends who, in our personal lives and while working from home, have listened to us talk about this topic endlessly, reviewed the processes and structures with us, and provided endless cups of tea and warm meals at the end of long nights.

Finally, this paper is dedicated to all the people before us, around us, and ahead of us, who have fought and continue to fight against racism. With a special remembrance to those who have died at the hands of it. This is about real people, real lives. To our ancestors, and to our future generations, this is for you.

If you have any queries in relation to this report, please contact Jami Abramson at Race Alliance Wales (RAW) info@racealliance.wales

This research paper was first published in April 2021.

FOREWORD



The message that racisms harm and distort the learning opportunities for children and young people in Wales is powerfully demonstrated in these first-hand accounts.

The evidence provided in this report underscores the need for change in the Welsh schooling system.

Professor Charlotte Williams OBE

Chair of the Ministerial Working Group 'Communities, Contributions and Cynefin: Black Asian and Minority Ethnicities in the new curriculum' 2020-2021



No child or young person in Wales should experience racism in their education. Equality and non-discrimination are fundamental principles of human rights and without these principles being upheld, all human rights are under threat.

This report shows the repeated trauma caused by racism and also shows that racism threatens all of the rights of a child, including the child's rights to safety, to education, and to taking part in decisions. This is important peer-research where young people are interrogating their environment and raising their voices. We need to listen.

The recommendations in this report must be seriously considered to help ensure all children can experience their human rights in Wales.

Sally Holland

Children's Commissioner for Wales

INTRODUCTION

"I think experiencing racism in schools is somehow worse. Because by experiencing it there it's like reinforcing that's the way you should be treated through your entire life, you know?"

(Shona⁴, Research Participant)

This research report aims to explore the cumulative impact of racism in education upon racialised young people in Wales, through retrospective accounts of young people reflecting on their education journeys.

We are very fortunate in many ways in Wales. Thinking about education, Welsh Government has devolved powers to shape and develop education in a way that is distinct from other nations in the United Kingdom. Thinking about children and young people, Wales led the way in adopting the United Nations Convention on the Rights of the Child (UNCRC) part of its domestic law - the first country in the UK to do so!⁵ We also have the first, and only, Future Generations Commissioner⁶, 'acting today for a better tomorrow', to build the Wales we want. Nevertheless, racialised children and young people continue to experience racism in its many forms in education in Wales, in some cases infringing upon their human rights.

"Racism should not be seen as normal now. It should not be a thing anymore."

(Ayanna, Research Participant)

This research shares racialised young people's stories, presenting in-depth experiences of racism experienced in education in Wales. Our findings clearly demonstrate the cumulative and negative impact of racism in education upon racialised young people. From initial learning experiences in primary schools, all the way through to Further and Higher Education institutions, **all** the young people we spoke to, sadly, have experience of some form of racism. Racialised young people are disappointed with education institutions' approach to racism, calling for an anti-racist approach to improve reporting mechanisms, representation in learning materials, and representation of people 'who look like us' employed at all levels in the education system. Unfortunately, one of our key findings suggest the prolonged impact of racism in education upon these young people's mental health, wellbeing, and aspirations for the future, including employment.

"From carrying out interviews, I discovered that there were multiple individuals from BAME backgrounds who have also experienced some form of Racism during their time in Education. This highlighted to me the sheer scale of the issue at hand, all participants have experienced some form, be it indirect or passive racism within the education environment."

(Ema Begum, Peer Researcher)

As the Welsh Government commit to 'An Anti-racist Wales by 2030'⁷, we wonder what the future will look like for children and young people in Wales? There appears to be a commitment to challenging racism, plans and policies are in development, largely driven by young people's appetite for changes to education. We have the evidence. We have the momentum. Now, all we need is implementation, for *real change* in Wales.

"For the educational system to change, they first have to want to do so. They got to be serious about the situation: pay attention, care and take action."

(Andrea Ibarra Abreu, Peer Researcher)

LITERATURE REVIEW AND POLICY CONTEXT

Introduction

Since the *Equality Act, 2010* came into force in the UK and Wales, there has been a growing evidence base exploring inequality experienced by racialised people in Wales. Research has emerged concerning racism, mental health, belonging and community, as well as more recently about lack of representation in public and political life. One growing area of research concerns racialised children and young people's experiences in education in Wales. In terms of research led by the voluntary sector, Show Racism the Red Card (SRtRC) has led the way in researching children, young people, and teachers' experiences of racism in schools⁸. Ethnic Minorities and Youth Support Team Wales (EYST) built upon this research, further evidencing racism and 'race' in schools by exploring secondary school students' experiences⁹. SRtRC's additional research into racism through the Welsh education system, including exclusion rates, has further added to the evidence base¹⁰. Taken as a whole, the research conducted to date has focussed upon 5 key aspects of the educational experience for children and young people:

- Different expressions of racism – direct, indirect and institutional.
- Reporting processes and procedures
- Educational attainment
- Representation in the curriculum and education workforce
- Anti-racism training for educators, including dealing with racist incidents and unconscious biases

It is heartening to see promising amount of research and policy development in these areas. However, there still appears to be an implementation gap between evidence-informed policy making and what is actually happening in educational institutions in Wales right now.

RAW's research into racism in education

This research by Race Alliance Wales aims to respond to calls from previous investigations into racism in educational settings in Wales¹¹ for more in-depth empirical research exploring young people's experiences, particularly across the breadth of education, not just primary and secondary schools experience.

This research aims to explore the cumulative impact of racism, in all its forms, experienced by young people in education in Wales. It will address a gap in the current literature by retrospectively exploring educational journeys from young peoples' perspectives (from primary school to Higher Education level) to evidence the *lasting impact* of racism experienced in education upon young people's mental health, identity and aspirations for the future.

Furthermore, by adopting a peer research methodology, the research is committed to decolonising research approaches, by foregrounding the voices of racialised young people to share their first-hand experiences of racism in education.

Education in Wales: The current landscape

During the period of this research, children, young people and educators in Wales were facing immense challenges due to the COVID-19 pandemic. From March 2020, there was a swift move to online learning which exposed the stark inequalities faced between racialised young people and some of their white counterparts. Many faced digital poverty¹², a lack of access to internet at home and/or lack of tablet/laptops, and were initially (some in fact for a whole year) left with no access to education, contravening Article 28 of the *United Nations Convention on the Rights of the Child (UNCRC)*¹³. Changes to assessment procedures for pupils, particularly in secondary schools, sixth forms and colleges, renewed debates about unconscious biases in assessments and how these may impact racialised young people's educational attainment. The summer saw the resurgence of the Black Lives Matter movement in the wake of George Floyd's murder. Racialised young people adopted the campaign in Wales with the need for improved representation and education at the centre of many calls for change.

As I write this, campaigning has begun for the Senedd elections 2021, in fact the first election in Wales where 16 and 17 year olds will be allowed to vote. There could be major changes within the political landscape in Wales in the next few months, including the appointment of a new Minister for Education, as Kirsty Williams steps down. The educational landscape in Wales is undergoing a period of exciting change. *The New Curriculum for Wales* is currently in development, due to start delivery in September 2022.

"Our national mission in Wales is to raise standards, raise the attainment of all children and ensure we have an education system that is a source of national pride and public confidence."

(Kirsty Williams, Minister for Education)

Moreover, responding to the tireless efforts of community members, grassroots organisations and charities in Wales, driven by *many* young people, Welsh Government has also taken steps to decolonise the curriculum in Wales. Welsh Government commissioned a *Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group* led by Professor Charlotte Williams. The group reviewed representation within current teaching resources and amongst educators, and sought the views of young people about the changes they want to see in their education for a fairer and more accurate representation of racialised communities, and their contributions, in Wales.

“The attainment of children and young people from some Minority communities is being hampered by a curriculum that has failed to represent their histories, and the contributions of their communities, past and present. They are hampered by the lack of positive role models in an education workforce that does not adequately reflect the ethnically diverse profile of Wales; and they are hampered by experiences of racism in their everyday school life. This must change.¹⁴”

(Professor Charlotte William)

There is a clear impetus for change in education in Wales. The only thing that remains to be seen is whether the gap from policy to implementation will lessen, as this gap has remained a constant problem throughout policy development over the years.

Racism – the evidence

Racism has been repeatedly evidenced as a problem within the Welsh education system. As ethnic diversity in schools continues to grow there appears to be a much slower development in policies, procedures and training to tackle race-related issues in educational setting.

As of 2019, in Wales 11% of primary school learners and 12% of secondary school learners are from Black, Asian and Minority Ethnic (BAME) backgrounds. It is also important to note the great geographical variances in ethnic minority make up of schools – ranging anywhere from 34.4% in Cardiff schools to 4.1% in Anglesey schools – with BAME pupils becoming more widely diffused geographically.¹⁵ At the same time as ethnic diversity is increasing in educational institutions in Wales, there is a growing problem with racism, especially in its many nuanced forms.

It is important to understand and differentiate between different forms of racism, including direct, indirect and institutional racism, and we will offer our own definitions of these now:

Direct racism

Direct discrimination is when ‘someone treats you worse than another person in a similar situation because of your race.’¹⁶

Direct racism in education has been widely documented in the literature, manifested throughout different levels of education. Evidence included mainly name calling such as traveller young people being called ‘stinky gypsos’¹⁷ as well as racism experienced between ethnic groups.¹⁸ There is also extensive evidence of young people experiencing racism as intersection between race and religion, with research from Show Racism the Red Card stating that young people are ‘more than five times as likely to hear negative comments about Muslims compared with Christians.’¹⁹

Indirect racism

In terms of indirect racism, a recurring theme is the lack of confidence that young people and educators have in distinguishing ‘banter’ and jokes from more severe and direct racism.²⁰ Increasingly, indirect racism is felt to be expressed through ‘microaggressions,’ which have been described as:

The everyday slights, indignities, put downs and insults that people of colour, women, LGBT populations or those who are marginalised experiences in their day-to-day interactions with people.²¹

Microaggressions are increasingly experienced by young people as a form of indirect and covert form of racism. They can be expressed through attaching stereotypes to particular racial groups, which are often perpetuated by media representations, as one example. To date, there has not been an in-depth exploration of microaggressions within educational settings in the literature. Young people being able to recognise such behaviour as racist can be a barrier in reporting as if racism is *felt*, but not necessarily *seen* - it is difficult to evidence. The Welsh Government's anti-bullying guidance describes a racist incident as: 'any incident which is perceived to be racist by the victim or any other person.'²² As racism is expressed in many different ways it could result in less reporting of racist incidents by children, young people and educators.

Institutional racism

Another form of indirect racism can be expressed through unconscious biases which can indirectly disadvantage racialised children and young people. Evidence of this can be seen in educational attainment rates, exclusion policies, and predicted gradings for students. This type of racism, which disadvantages racialised young people through policies is called 'Institutional Racism'. According to the Macpherson report, institutional racism can be defined as:

The collective failure of an organisation to provide an appropriate and professional service to people because of their, colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination, through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.²³

Institutional racism has been either explicitly stated, or alluded to, within a number of research reports exploring racialised young people in education in Wales. There is a broad view that many racialised children, young people, and their families, are less likely to 'understand the rules of the game' when it comes to navigating educational policies and procedures that may inadvertently disadvantage them. Some literature cites the lack of awareness by educators, particularly teachers from rural schools who, for example, may display limited understanding of EU ascension rules, and migrants' rights to education, thereby inadvertently disadvantaging some young people.²⁴ There is also evidence that racialised young people and less affluent students pursuing Higher Education can face specific barriers to attainment. Many of these young people may be

the first-generation in their family to pursue Higher Education, meaning a lack of networks, lack of support, including proof reading, in developing personal statements, as well as a limited knowledge of the UCAS system, hindering their chances to progress. In addition, lower predicted grades are more likely to result in young people progressing to 'high tariff'²⁵ universities, having a knock-on effect on future job prospects and job earnings. The impact of underpredicting grades can be felt long-term impact and according to UK data, a large proportion of disadvantaged students are set to lose out:

among high achieving (i.e AAB or more) applicants, disadvantaged students are more likely to be under-predicted than their more advantaged counterparts. Indeed almost 3,000 disadvantaged, high-achieving students (or 1,000 per year) have their grades under-predicted.²⁶

One final example demonstrated in the literature, of institutional racism, concerns exclusion rates and pupil interventions for racialised young people. There is evidence of higher exclusion rates amongst Black and Mixed Ethnicity pupils who are excluded from schools, particularly young males. More efforts are needed to provide training for educators, as well as culturally sensitive support services, including youth work-based interventions such as EYST, to combat biases in school procedures and processes.²⁷ As we have outlined, there is ample evidence of institutional racism in Wales' education system. This stands in stark contrast to the recently published *Sewell Report on Race and Ethnic Disparities in the UK*, which asserts that 'institutional racism does not exist'. This assertion, and the entire report, has been strongly criticised by many academic and race equality bodies, and the UK's leading independent race equality think tank, The Runnymede Trust, deemed it as 'frankly disturbing':

Frankly, by denying the evidence of institutional racism and tinkering with issues like unconscious bias training and the use of the term 'BAME', the government have insulted not only every ethnic minority in this country - the very people who continue to experience racism on a daily basis - but also the vast majority of the UK population that recognise racism is a problem and expect their government to contribute to eradicating it.²⁸

Reporting and responding to racist incidents

From reviewing the literature, the problem with reporting and responding to racist incidents in school appears to be two-fold; Firstly, young people experiencing acute barriers to reporting and secondly, educators demonstrating a lack of knowledge, understanding and training to effectively respond to ss and record incidents.

Young people may face barriers to reporting racist incidents due to the perception that educational institutions may not 'follow through' with the complaint. Similarly, children, young people, and their families may not have the awareness of processes to report. The Welsh Government's anti-bullying guidance is accessible in terms of being displayed clearly on their website, however it is not clear how this actually works in practice, under varied local authorities and education settings across Wales.

The Welsh Government expects schools to work with learners, their families and communities to ensure the right support, at the right time, is provided to learners to ensure the best outcomes for that child or young person.²⁹

There appears to be a gap between policies (anti-bullying guidelines) and implementation here. Children and young people consistently note a lack of awareness of processes to report racist incidents, when the literature shows that policies are available for educational institutions to adopt. In addition, adherence to the *Public Sector Equality Duty (PSED)* can be described as a broadly tokenistic effort by schools, with the need for more robust processes and requirements to be set out for reporting racist incidents in schools.³⁰ Policy and legislation, as well as actual practice, continues to fall short when it comes to supporting students who experience racism. Exacerbating the lack of support, accessibility and information about procedures experienced by children and young people, educators clearly lack the training and understanding of racism to encourage and support reporting. SRtRC evidenced this lack of training and confidence experienced by teachers across Wales, with over 70% of 435 teachers reporting feeling not 'well trained or confident when following up racist incidents with senior staff or parents'.³¹ In addition, teachers do not know what a racist incident is, how to distinguish between 'friendly banter' and serious incidents, in some cases being actively discouraged from actually proceeding with reports, being told that recording can negatively affect Local Authority targets.³² Reporting and recording incidents appears to be a complex process around which there is lack of clarity from a legislative

and policy perspective. Although grounded in policy and legislation, anti-racism approaches are not adopted, relying upon generalised 'anti-bullying' guidance which may not adequately reflect the nuances of racist incidents, intersecting with gender, religion, and so on.

In their 2020 report, SRtRC present racism as widespread across the Welsh school system and is likely being greatly underestimated by teachers and learning support staff.³³ This being the case, what happens to the children and young people who receive little or no closure from racism experienced in education? Mental health services are already in high demand and the demand is likely to rise due to the impact of COVID-19 upon children and young people's mental health. The lack of available mental health provision already paints a bleak picture for racialised children and young people in Wales, only compounded by reports of current mental health services in schools which 'do not meet the needs of BAME students' and which are 'taken up in low numbers'³⁴. Therefore, it is the cumulative impact of experiences of racism in education by children and young people in Wales which is explored and highlighted in this research. We hope that this will impel educators and everyone who cares about children and young people in Wales to listen, act and respond to all forms of racism in schools.

Representation

Curriculum

The *New Curriculum for Wales* presents opportunities to transform what is delivered in primary and secondary schools in Wales. Following repeated calls and recommendations for more representative curriculum in Wales³⁵, Welsh Government appear to have committed to exploring ways to improve representation of racialised communities in the New Curriculum. This has been further bolstered by Welsh Government's stated ambition to become 'A Wales that is Anti-racist by 2030', as part of the new *Race Equality Action Plan*³⁶ (REAP).

Another influential Welsh-based research on racialised representation in the curriculum was conducted by EYST Wales, which used data from focus group discussions with mainly secondary school students to demonstrate a clear appetite for changes in the curriculum – including:

- Appetite/need to learn about current events and politics
- The need to move beyond Black history as dichotomy (civil rights heroes vs. spectre of slavery)

- Desire for multi-ethnic role models across all subjects
- Superficial knowledge of teachers about global topics, especially Islam
- Genuine diversity and multi-ethnic representation in curriculum as antidote to racist views³⁷

Evidence-based calls such as these demonstrate recurring suggestions to make the curriculum in Wales more inclusive, by exploring 'the diverse experiences and contributions of Black, Asian and Minority Ethnic peoples in Wales, past and present'³⁸. It is also important to note that many education institutions are increasing representation through third-sector-led initiatives such as Black History Month, SRtRC Anti-Racism, and EYST Wales Islamophobia workshops for students. However, these initiatives are usually ad-hoc, and are not embedded within learning for children and young people in Wales. Of course, a more representative curriculum is only one element to increasing racialised representation – a more diverse education workforce is also needed. Therefore, the Welsh Government-commissioned report from the *Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group* is very timely, with its 51 recommendations to diversify both the curriculum and educators in Wales.

Black Lives Matter

In terms of further and Higher Education in Wales, the majority of institutions released statements addressing the Black Lives Matter movement. Extensive calls from current and former students in Wales regarding racial equity in education continue. Whether these institutions commit to actually decolonising institutions, through learning materials and research approaches, remains to be seen.

Education workforce

The proportion of teachers who are Black has remained at 0.2% since 2016, during which time the proportion of White teachers has increased from 88 to 91%.³⁹

The current representation of racialised people in education settings is incredibly low in Wales. This lack of representation is apparent at all levels, but is most pronounced in senior positions - 'among headteachers, deputy heads and assistant headteachers, 15 individuals from non-white ethnic backgrounds were identifiable on the register'⁴⁰. This is even more concerning considering the incredibly low sign-up rate for BAME students studying Initial

Teacher Education (ITE). Only 40 'minority ethnic' students signed up for ITE in 2018/19, out of a total of 1065 students⁴¹. The lack of representation of racialised individuals working in the education sector can result in many issues for racialised children and young people, including a lack of trust to report racist incidents to white teachers.

In terms of the current education workforce, there have been various calls and recommendations to increase anti-racism training for educators to increase understanding, confidence and competence. For example, from Travelling Ahead who state that:

Teachers in school need to try and understand our culture. They should have training on understanding Gypsies, Roma and Travellers to help us achieve our best. This goes for supply teachers too!⁴²

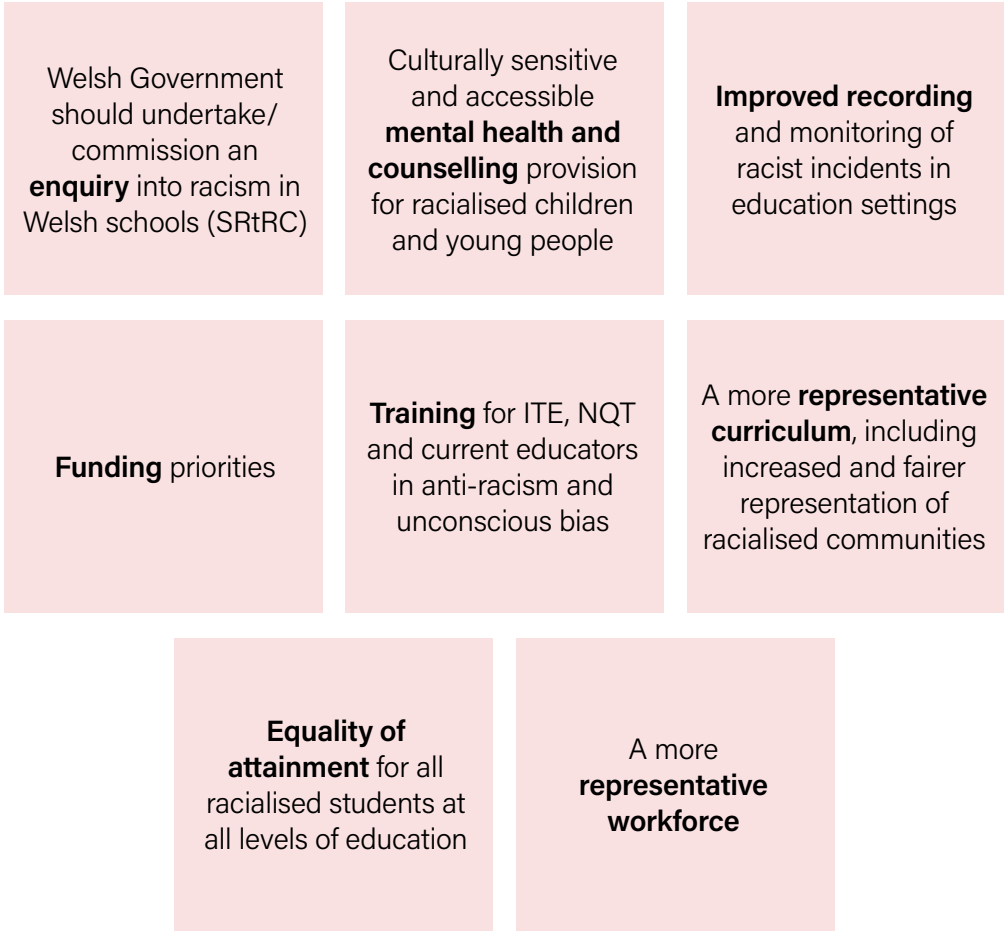
There are some good examples of co-production of teaching resources, such as the *Children's Commissioner's Tackling Islamophobia teaching resource*⁴³, designed in collaboration with EYST Wales and SRtRC. Despite promising examples of good practice, sadly, rates of anti-racism teaching have decreased in recent years⁴⁴. The key barriers facing educators to responding more effectively to racism have been summarised as: 'Time, Resources, Competence, Knowledge and Confidence'⁴⁵. The *Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group* recently outlined their vision for Wales:

Vision for 'every teacher in Wales' to feel 'equipped and supported' to 1) to develop and deliver learning that 'reflects attention to the multiple and diverse contributions of Black, Asian and Minority Ethnic groups and individuals, 2) to 'place these contributions in the context of the history and development of Wales as a multicultural society, as well as understanding the origins and manifestations of racism.'⁴⁶

The current momentum in Wales' education system will hopefully alleviate such issues, putting anti-racism at the heart of the agenda for education in Wales – in order to make sure young people truly become '*ethical, informed citizens of the world*'.

Past recommendations

As Professor Charlotte Williams said in the recent *Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group report*: 'Implementation is all.' Within all the research outlined, there has been an array of recommendations put forward for Welsh Government, policy and decision makers in Wales. Over the past few decades there a consistent set of recommendations has emerged calling for improved racial equality within the education system in Wales. Many calls have recurred for decades, and when considering implementation, it is important to question why the same issues keep recurring when we have so much evidence? These recommendations can be broadly categorised into the following 8 areas⁴⁷:



This research aims to plug some of the gaps in the literature with a focus on young people’s experiences across their educational journey, and to provide fresh evidence to build upon and renew calls for some of the recommendations already made within the education sector. It is a call to action. Suggestions for further reading on the topic can be found in the bibliography.

We must begin to tell our young
There's a world waiting for you
This is a quest that's just begun

(Nina Simone - To be Young, Gifted and Black)

METHODOLOGY

Peer Research



Peer research is a participatory and co-productive approach to design, delivery, and analysis of research, led by those with lived experiences of issues explored through the research itself.

This is one of the only peer-led, community-based research projects into the racialised experience in Wales to be presented to Welsh governments and relevant institutional bodies.⁴⁸

Our goal through this research, as well as foregrounding racialised young people's voices, is to address the power balances that exist between researchers and communities. Our mission when collecting research is clear, to decolonise research practices which have historically perpetuated white dominant hegemonies. All research collected by Race Alliance Wales (RAW) is a collaborative effort to evidence, measure and challenge existing structures in society which do not serve the communities in which they claim to serve. Peer research provides an exciting platform to counter exploitative practices in relation to collecting research.

Recruitment

RAW recruited four volunteer peer researchers to research experiences of racism in education – Andrea, Ema, Nirushan and Saadia. The recruitment was through an open call process, utilising email marketing, social media and word of mouth to recruit four peer researchers across Wales. Due to the unprecedented COVID-19 pandemic, all volunteering took place online via Zoom, using Google Drive to share files collaboratively. The peer researchers were selected via an anonymised recruitment process to counter biases.

Training and support

In order to ensure peer researchers felt prepared for the role, as well as equipped with the knowledge to carry out research utilising best practice, they attended a series of training sessions. Kellet (2011) explains that researchers have a responsibility to conduct high quality, reliable and valid research.⁴⁹ The balance between supporting volunteers to enable them to practically carry out the research, as well as protecting them from any anticipated emotional distress due to the research topic, was paramount within the volunteer programme design. The peer researchers committed to over 15 hours of training for their roles which included:

- Volunteer Peer Researcher Induction (2 hours) – introduction to volunteer peer researcher role including rights, responsibilities, expectations, and support. Delivered by Jami Abramson.
- Researching Racism in Wales – Context Training (3 hours) – Leila Usmani delivered training around systems of oppression and intercultural sensitivity. Nasir Adam delivered an introduction to racialised communities in Wales, exploring migration in Wales across the centuries.
- Social Research Methods Training (6 hours) – exploring the entire research cycle including design, sample sizes, methods, ethics, analysis, and dissemination. Delivered by Jami Abramson.
- Analysis Training (3 hours) – exploring methods of cooperative decision making and ways of interpreting data. Delivered by Jami Abramson.

Andrea, Ema, Nirushan and Saadia collectively committed over 250 hours of volunteering during the peer research process. They have committed a further 20 hours of volunteering to support dissemination of initial findings to inform policy development, including the Welsh Government's Race Equality Action Plan (REAP).

Policy circle work

We cannot forget the contributions from policy experts working within the equality sector in Wales. Eight professionals attended two separate policy circles hosted by RAW intended to explore the issue of racism in education and provide further scope and context to this issue. The information explored within these sessions set the scene for the research lead and the peer researchers when considering their research design. These sessions were very helpful to ensure the research was timely and complimented other research as well as relevant policy and legislation.

Methods

The peer researchers, after receiving training around social research methods, decided the approach they wanted to take. The approach was mainly informed by the research scope and most importantly the ethical aspects of the research. The peer researchers felt strongly that they wanted to make the research design inclusive and accessible to all participants, regardless of background.

From research design to analysis, the active research project took four months to complete and aimed to answer the following questions:

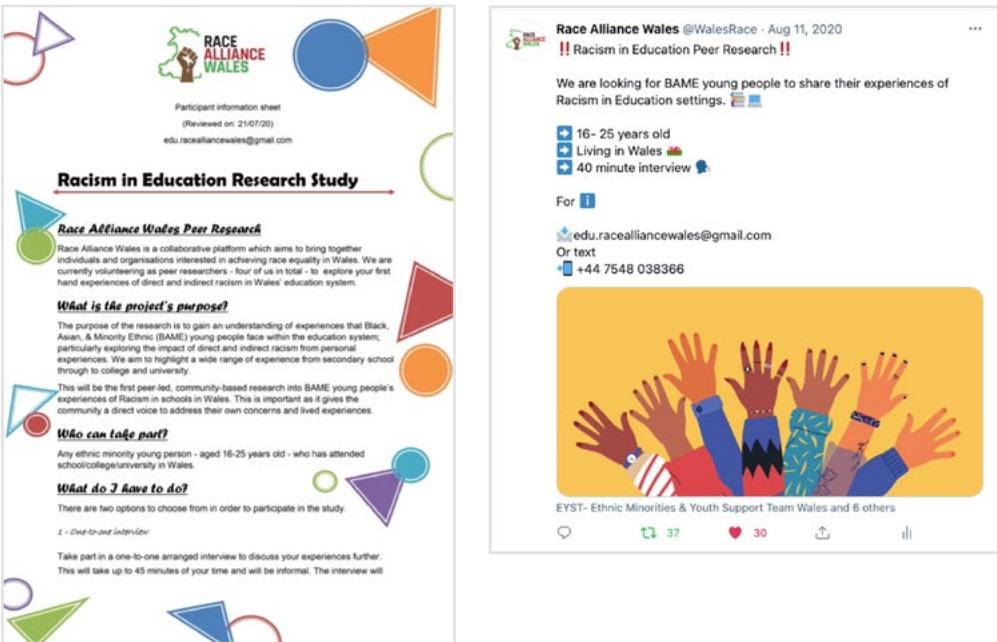
- How is direct and indirect racism experienced by racialised young people in the Welsh education system?
- What impact does systemic racism, through the Welsh education system have upon racialised young people?
- What do racialised young people feel should be put in place to ensure that all students have a fair educational experience in Wales?

The broad aim of the research was to address the cumulative impact of racism experienced in education upon racialised young people in Wales.

Outreach

We decided that our target audience would be racialised young people aged 16-25. We decided upon a broad age range because we wanted to demonstrate the cumulative impact of racism in education upon these young people.

The peer researchers utilised their networks through friends, fellow students, and their families to ensure racialised young people could find out about the opportunity. They contacted many professionals, youth work organisations, as well as university societies to share the call for research participants. In addition, peer researchers utilised social media, such as Twitter and Facebook, to further promote this unique opportunity.



Data collection

The peer researchers committed to collecting qualitative data through interviews with young people via Zoom. Due to government COVID-19 restrictions the option of face-to-face interviews was untenable during the active research phase.

Research participants were asked to draw a timeline showcasing their educational journey from primary school to present. The timeline was utilised as visual stimuli to prompt research participants to explain difficult and emotive

topics. This type of elicitation used in interviews is also helpful to establish a research participant led approach to sharing stories and experiences, countering researcher bias and positionality.

The main aim concerned the collection of first-hand experiences relating to experiences of racism, in its many forms, reporting procedures, representation, and the cumulative impact of racism in education upon these young people's lives. Instead of exploring racism in education via a structuralist approach – collecting data in relation to the systems that already exist – we utilised a Grounded Theory⁵⁰ approach, valuing the richness and diversity of individual experiences to build a bigger picture of what is happening in Wales. The participants experiences, stories, and words generated concepts and theory in which to analyse the data.

Ethical considerations

Informed consent

Informed consent was a driving factor for the peer researchers to ensure all participants received a great deal of transparency with regards to what they were trying to achieve. Many of the peer researchers have lived experience of being a research subject when, even though they gave full consent via consent forms, they did not know the degree to which the information would be shared. The peer researchers adamantly wanted to correct this lack of clarity and transparency in the way their stories had been extracted in the past. Now, these peer researchers were in the trusted position as a researcher, responsible for people's stories and experiences. Instead of simply ticking boxes and getting signatures, they wanted buy-in from the participants into what the research study was trying to achieve.

Minimise risk of harm

The peer researchers spent time thinking about potential risks to participants when taking part in the study. A main concern was due to the nature of conducting interviews online. If someone had relayed an experience that was difficult and traumatic through video chat, it is difficult to know what to do after the interview to ensure participants receive the appropriate support. The peer researchers clearly outlined the range of perceived risks that could occur due to taking part in the study in the information sheet provided to participants. They also took time to talk through the boundaries of what could and could not be discussed. Due to the nature of this study, it was very important to also consider

the peer researchers wellbeing as they may share the difficult lived experiences expressed by participants. Peer researchers could utilise support from each other as well as the two RAW development workers in the event of triggers arising from difficult topics discussed.⁵¹

Right to privacy; protect anonymity and confidentiality

The peer researchers stored all data relating to the research study in line with General Data Protection Regulation (2016). All data was stored in a password-protected account whereby only the RAW team could access. All data, including transcripts, were anonymised using codes for each participant. All interviews were delivered between researcher(s) and participants only, via Zoom. All content of interviews adhered to confidentiality unless something of concern which could endanger someone's safety was raised. In line with All Wales Safeguarding procedures, following the Social Services and Wellbeing Act (2014), the degree of confidentiality was explained to all participants on the information sheet and in-person prior to starting the interviews.

As referenced earlier, in an attempt to decolonise the practices in this research project, all contributors to interviews were given the explicit opportunity to opt-in to having their names added to the research paper as contributors, and if they so wished, to be explicitly pertained to in relation to quotes used. This offer was considered again in regard to breaking down the perpetuation of researchers owning stories and contributions, and not recognising that these are owned by the people to whom they pertain. None of the contributors however decided to opt into this offer, as such, their confidentiality has been maintained through the usage of pseudonyms.

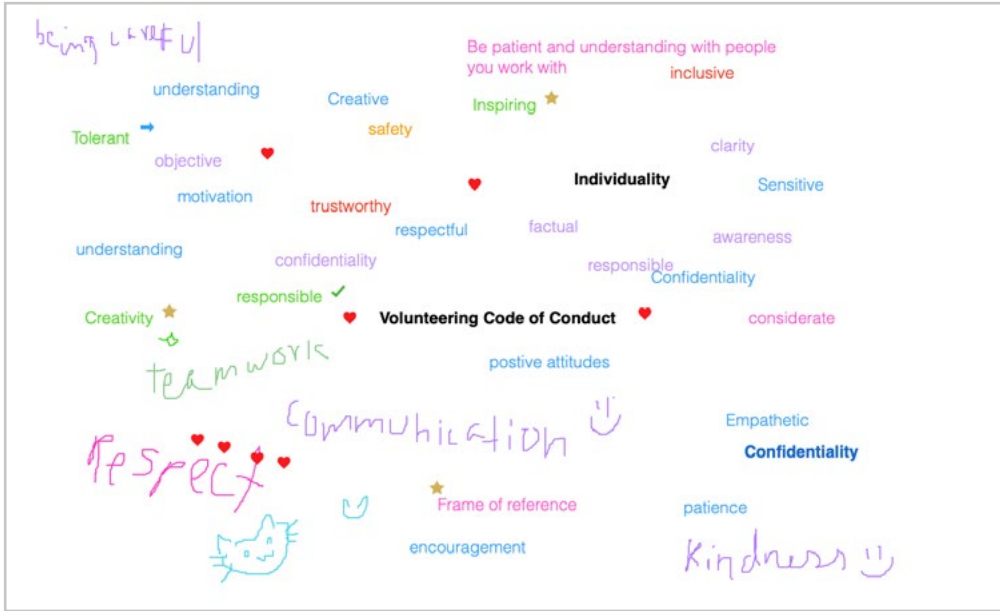
Avoid deceptive practices

All participants received an information sheet to ensure they were aware of the purpose of the research study, the expectations and what would happen with the information they shared. This aspect is particularly important due to the nature of utilising a peer research approach; some peer researchers interviewed people they already knew, meaning clarity and transparency of process was vital to maintain boundaries.

Right to withdraw

All participants received an information sheet detailing the purpose of the study, the expectations of participants, and how information would be used and shared. The participants could choose to leave the research study at any time and the peer researchers explained the right to withdraw at the start of all interviews and focus groups.

The peer researchers also extensively considered additional ethical issues that could arise, particularly around bias, perceived power imbalances between participant/researcher, and intercultural sensitivities.



Limitations

COVID-19

With COVID-19 taking precedence during 2020, this research study has taken place in one of the most challenging times to ensure accessibility and participation for participants. On the one hand, utilising technology such as video chat software allowed greater engagement with a broader demographic across Wales. On the other hand, the research would undoubtedly benefit from a larger sample size and a longer timeframe to generate a more comprehensive study of the racialised population across Wales.

Representative sample

Although the majority of people who contributed to the research⁵² were based in South Wales, primarily Cardiff, Swansea and Newport, we were also pleased to receive contributions from those outside South Wales, North Wales, including Bangor, and West Wales, including Carmarthenshire. Research participants had a broad experience of education in Wales, including experiences from both public and private education settings – including boarding schools, Church in Wales schools, and Welsh medium schools.

In addition, we had contributions from a variety of different racial groups, including Arab/Arab British/Arab Welsh, Asian/Asian British/Asian Welsh (including Bangladeshi and Pakistani), Black/Black British/Black Welsh (including African, Caribbean and other regions), European, and mixed heritages. As well as diversity across migration status, including not only British nationals, but also migrants with temporary residence, and refugees.

The gender divide was a 30/70 male-female divide. The majority of research participants were aged between 19-25, with over nearly half following Islam, closely followed by Christianity (40%), with the remainder stating no religion. Contributions were also made from those who consider themselves to have a disability. Due to the low number of contributors in total however, and the lack of time and capacity, it was not possible to disaggregate the results and compare between different groups to try and understand an intersectional picture beyond that reported directly in verbatim comments. As always, it may be worth considering how to engage with those in areas which were less represented than others in future.

FINDINGS

Experiences of Racism in Education

All young people interviewed were asked to define racism. Most responses included defining racism as fear, hatred, discrimination or prejudice towards difference. In this context, difference was defined as a person's skin colour, where their parents are from, the religion they follow, the language(s) they speak and their accent, the way they dress, and so on. These definitions of racism align with the broader definition of racism explored within this research paper, as outlined in the literature review. But what about how racism manifests in educational institutions in Wales? As explained by young people, racism can be direct (overt), indirect (covert), displayed through microaggressions, and experienced at an institutional level through policies and procedures which may negatively impact racialised communities in comparison to their white counterparts.

A recurring word used in relation to racism for young people was racism as *felt*. Racism isn't always overt. As young people expressed, acknowledging the nuanced expressions of racism in education is a starting point to tackle the evolving problem of racism in educational institutions.

I just want to highlight the fact that people think that racism is becoming less and less but I would say it just gets expressed in different forms... nowadays raising awareness of microaggression is actually really important [because] people are not as daring to be racist right in front of your face.

(Zahra)

The majority of young people expressed concerns about the increase of indirect and covert expressions of racism, especially as they moved through their educational journeys. All interviewees completed a timeline of their experiences in order to articulate their journeys. Most faced increasing self-doubt about the validity of their experiences as they matured. Utilising a chronological approach, young people's experiences with direct and indirect racism will be explored throughout their educational journey.

Primary school

Experiencing racism

Within a primary school setting, racism was less prevalent compared with secondary school. Of the young people who shared experiences of racism in primary schools, the racism always came directly from other pupils. Racism was mainly expressed by white children towards racialised children, mainly via name calling using terms such as '*poo-poo head*' and '*chocolate shark*', as one young person shared when swimming with classmates. Black children were also asked questions such as '*Are you from Africa?*', despite the fact they were born in Wales. Some young people also shared stories of being the only child in their class to not be invited to birthday parties.

Even though racism was experienced the least in primary school settings, being picked on and highlighted as 'different' at such a young age can have an acute impact upon children as they grow up and move through their educational journeys.

In primary schools which lacked racial diversity, many young people shared perceptions of teaching staff as unprepared and lacking understanding when dealing with diversity. An example was shared by one young person whose substitute teacher would regularly touch her hair without permission:

It kind of made you feel othered because you're not like a zoo animal you know? It's like why are you constantly touching my hair? You don't touch a black woman's hair without asking... You're making me feel like I'm not even human.

(Farah)

Examples such as these create a lasting impact upon young people in forming their identities in Wales, with many at an early age wanting to be more like their white peers.

Responding to Racism

In addition, when incidents occurred in primary school many felt they weren't addressed properly. At the time they felt the teachers wanted everyone *'to get along'* without addressing the root cause of the problem. Some young people shared instances of addressing racism with *'shaking hands'* with perpetrator, *'saying sorry'*, as well as in one case putting the perpetrator and victim in a classroom on their own until they *'sorted it out'*. There were some examples of primary schools dealing with incidents more effectively, creating environments where racialised young people could express themselves freely and classmates were educated about cultural diversity. However, these experiences were few and far between. In retrospect, many young people expressed the real need to involve more the parents of children who displayed racist attitudes. Many felt the phrases used by children suggested *'learned behaviour'* from parents. Young people interviewed highlighted the clear need to involve parents from a young age, challenging intergenerational negative attitudes, to ensure children don't carry and develop prejudiced ideologies.

Secondary school

Complex experiences of both direct and indirect racism

Within secondary school educational settings, racism is seemingly expressed in a much more complex way. As young people transition between primary and secondary school, they experience a lot of changes in meeting new people, making new friends and for some white young people, possibly being faced with racial diversity for the first time. As racialised young people experienced secondary school they shared experiences of racism as direct, indirect (mainly through microaggressions) as well as institutional via school policies.

Similar to primary school, many young people experienced name calling based around racial and religious characteristics. However, at this stage young people explained the name-calling was with intent, and sometimes malice, unlike that experienced at primary school level. Young people explained they would often face name-calling such as the P-word, N-word, *'curry munchers'* relating to their race. Many explained the difficulty in knowing whether some jokes and *'banter'* was racism, particularly when their peers would reassure them that it's *'just a joke'*. These forms of direct racism were expressed in complex ways. Many young people faced racism targeting both their race and religion. All of the young people interviewed who followed Islam faced Islamophobia during their secondary school experience. In particular, young people were called *'Terrorists'*, *'Bombers'* and *'Extremists'*. In addition, young

female Muslims were subjected to attacks motivated by Islamophobia, with many recalling experiences of having hijabs (headscarves) *'pulled off'* by their peers.

I think the biggest [experience of racism] is just having my head scarf pulled off. It's probably more of a religious thing but [that's] when I felt the most vulnerable. When I have my scarf on it does make me feel protected almost. It's a part of me basically.

(Ayanna)

These attacks had a lasting impact upon young females, resulting in some choosing to no longer wear the hijab to feel safer in secondary school environments. It is also important to note the complexity of racism, not just in its various forms, or its intersections with religion, but also racism experienced *between* racialised communities. A few young people expressed instances of racism between ethnic groups, primarily South Asian and Black students.

I even see racism within South Asians and Black people and it's quite sad ...especially when as ethnic minorities we have been oppressed by white people for as long as history has told us. Then for us to have been raised to be racist towards other ethnic minorities.

(Niesha)

Sadly, these examples further demonstrate the long-term impact of institutions, such as educational settings, perpetuating white-dominant discourses in relation to race. Furthermore, teaching staff seemed unable to identify racism between racialised young people in the classroom, with one Black young person sharing a time where she was called the 'N-word' in Year 11:

People were like 'why isn't he allowed to say it? He's brown as well, isn't he?' That's when I realised people are so ignorant, they don't realise there's a difference between being Brown and being Black. I'm like just because we have the same skin colour, we have different histories, you know what I mean?

(Farah)

During this instance the teacher just asked the class to '*settle down*', ignoring the incident. By ignoring incidents, teachers are seen to be reinforcing racism as tolerated behaviour in the classroom, '*valuing lessons more than addressing racism*'.

Teaching staff

Identifying racism in secondary schools can be difficult for educators, particularly when secondary schools lack racial diversity amongst their educators. Young people expressed that many teachers seemed '*clueless*' about racism, finding it a touchy subject to talk about, as '*they don't really understand racism themselves. They are quite old-fashioned, and they don't really see it as a big deal*'. Unfortunately, the majority of interviewees shared experiences of teaching staff displaying microaggressions throughout their educational journeys. Examples shared included teachers openly voicing personal, negative opinions about Muslim women and wearing the Burqa, constantly mispronouncing racialised young people's names, mixing up identities of racialised young people, and in some extreme cases even using racial slurs:

I had a friend in class as well who had his name mispronounced and the teacher said well I'm not from this P-word land ... you know he used a slur there and we just kind of sat in silence and even though we reported that he still kept his job you know? We're still seeing him walking around despite him using a slur like that towards the student. It just kind of shows how ignorant he is ... it was really bad, but they didn't do anything about it.

(Farah)

This is an extreme, and hopefully isolated, example, but the failure to deal with the complaint only further demonstrates the lack of priority some secondary schools place upon racist incidents despite their prolonged impact upon racialised young people.

Uniform Policies

Furthermore, racialised young people faced indirect racism at an institutional level through policies within secondary schools. A few young people noted that teachers would not allow them to communicate in their mother tongue. This restriction extended to lunch breaks, as well as in some instances to young people who had only recently arrived in the UK, who were learning English as an additional language. In addition, many young people reported first-hand experiences, and relayed instances from friends in other secondary schools, when assessment seemed biased. Many shared examples of being predicted lower grades, and entered for lower tier exam papers, despite achieving similar grades to their white peers.

In terms of uniform policies, young people reported mixed experiences. The majority of young people perceived secondary schools as willing to support religious beliefs. For example, Muslim young people were provided with spaces to pray, allowing days off school for religious holidays, and allowed to wear the hijab. However, some still expressed that secondary schools should '*do more*' to actually communicate policies. As each secondary school varied in its policies, many young people were unsure of what they could and couldn't do. However, some uniform policies were considered to be indirectly racist by young people, particularly by Black young people in relation to how they chose to style their hair:

I was growing dreads, they said 'make sure that you keep it professional' just because I'm growing my hair in long dreads - how is that unprofessional? If there was a white person growing out their hair you would never say make sure to 'keep it professional'.

(Dakari)

The growing confusion over these policies, disproportionately impacting racialised young people, suggest unfair and discriminatory policy making in some schools in Wales. This problem is experienced across the country by Black and Mixed-Black pupils who are 'being excluded because their hair is too short, too long, too big or too full!'⁵³

Reporting

In terms of reporting racist incidents in secondary schools, young people expressed mixed experiences. Racism isn't always direct, and due to teachers' lack of understanding about the many forms racism can take, many incidents are not recorded by teachers. The majority of young people understood that reporting procedures existed in their secondary schools, but they were unsure how to access them. A few students shared positive examples of teachers reacting quickly to incidents. Many of these instances involved utilising CCTV footage in schools to obtain evidence of the incident. One young person shared an experience of an older student passing him in the school corridor, turning to say, *'You're a refugee'*, and then spat on the floor. The young person reported the incident and the teacher dealt with it swiftly, taking the young person to the CCTV room to identify the pupil. They also supported him during and after the incident, ensuring he didn't have to speak with the perpetrator. As detailed by this young person, this is a good example of a school intervening with racist behaviour, showing a zero-tolerance approach. However, if the older student had just said 'you're a refugee' and not spat on the floor, the school would not have been able to take one student's word over another – evidence is key to proceed with punishment and especially with covert racism, there won't always be visual evidence to review. Therefore, the burden of evidence remains upon the victim.

Similarly, some students have found approaching teachers in groups can add more weight to their complaints, resulting in senior teaching staff being proactive and following the students' lead on proposed solutions to an issue:

[After the Paris attacks] in Y11, me and a couple of other people actually took it [Islamophobia] to the Head and told them what's actually going on ... I'd already reported it to our Head of Year and he'd ignored it.

(Amani)

During that period, many Muslim students were facing Islamophobia daily, to the extent that older students began informally accompanying younger students to their classes because they were afraid. This student-led approach to reporting the situation as it developed resulted in immediate action from the Headteacher, even though it had been initially ignored by their Head of Year. Teachers started to discuss the Paris Attacks⁵⁴ in lessons with students, challenging Islamophobic ideologies. The TVs were causing students to *'kick off'* when displaying news updates about the Paris Attacks, one student noticed this and suggested that the school also turn off all TVs. This example shows that by really listening to students, secondary schools are able to make small changes that can create a positive *'ripple effect'* in dealing with everyday racism.

Despite procedures being in place, many students face barriers in utilising them, including lack of awareness, lack of confidence, and in some cases not wanting to be *'pitied'* by their peers. Many young people didn't want to get their peers into trouble, and after a process of being constantly told *'it's just a joke'* started to question whether they were actually experiencing racism. Due to the lack of understanding of racism and its forms displayed by teaching staff, one young person explained that her experiences may not even be considered as racism:

I'm Polish, so I'm white [and] it's just the place I come from that is different. I don't think I faced as many disadvantages as people of colour just because until you know my name, you can't really tell if I'm foreign or not. If I'm experiencing racism here, if I do report it, nothing is going to change. They're going to think that I'm either lying or being sensitive or that I can't experience racism [emphasis added] so I just sort of never decided to report anything.

(Klara)

Many questioned the effectiveness of school procedures to report racism, especially when the 'anti-bullying' processes are often applied in these situations. The majority of young people felt that 'anti-bullying' reporting systems were not robust enough to take account of experiences of racism: *'Racism comes in the form of bullying as well but not all bullying can be put under the bracket of racism... [racism] just needs to be slightly distinguished from generic bullying.'*

Lastly, the majority of young people expressed disillusionment and lack of faith towards the whole process of reporting racism in secondary schools, '*I think they would hear me but they wouldn't listen*'. Either through first-hand or second-hand experience, young people described teachers' approach to racism as '*toothless*', '*superficial*', and rooted in lack of belief or understanding of racist incidents. One young person shared an experience that occurred while playing football, representing his secondary school:

During a corner one of my players called one of their black players the N-word. Their whole team ran over to me [as team captain] screaming. But I didn't really know what to do at that age. I kind of just freeze up ... I'm probably like 14. When I tell a coach, once again I see nothing's happened. [The player is] still in my team like nothing happened, no repercussions ... that kind of subconsciously kind of trains me to think if I hear it, what is the point in even reporting it?

(Dakarai)

Despite the majority of young people interviewed expressing their preference for restorative approaches, over punishment, when approaching racist incidents in school, most have been conditioned to think there's '*no point*' in reporting incidents as they won't be followed up or taken seriously.

Further Education: Sixth form/college

Experiences of both direct and indirect racism

Fortunately, when young people progressed to further education, often sixth form and colleges, many reported experiencing less racism. There were still incidents of direct racism for some, but these mainly occurred outside of educational settings, such as when using public transport to get to/from colleges and sixth forms.

Teaching staff

However, indirect forms of racism continued, especially through lecturers and the way in which lessons were delivered. Students explored less subjects in a more concentrated way, through A-levels and BTEC's, which meant, in some cases, the misrepresentation of racialised communities was foregrounded more within lessons. Lecturers were also bolder in their statements, many displaying their own opinions, with one teacher saying: '*it's okay to say racial slurs as long as there's no black people around*'. Again, these opinions were expressed with no punishment

Policies

In terms of enrolment, a few young people experienced difficulty in gaining places on courses they wanted to study. One young person expressed her frustration at facing indirect racism from college reception staff, which can be felt '*between the words they are trying to say*':

I went to one College in my town and everything was fine, they told me that I can get in. But when I said that I'm Polish they started like being very mean and said 'Oh I don't think you can get in... it might be really hard' and they like changed.

- Marta

As Marta's experience shows, biases towards young people from different racial backgrounds can be expressed through policies concerning enrolment into Further and Higher Education. Policies such as these can then negatively impact and disadvantage young people in their educational progression.

OUR EDUCATIONAL JOURNEYS

● Alexandra
● Amani
● Amina
● Ehsaan
● Sophie

[Compared to white peers] I was darker in colour, I was Arab, I spoke Arabic, I felt different in that sense. I wanted to be more like them than being like myself.

For some of those children I was the first person of colour that they'd ever seen. They were laughing and giggling and asking, 'Are you from Africa?'

Experienced a lot more direct racism in education 'back home'. Name calling including 'monkey' made me feel less than human.

I got basic remarks from the older kids who were repelled by me because of who I was and where I came from.

We learnt about Black America history and kids kept shouting 'I have a dream' or 'Rosa Parks no' in every class after that.

College is very diverse so I think there is not much issues there ... I am very thick skinned to these types of things.

My university was really good and diverse. They focused on racism and made students feel comfortable to raise any concerns.

Started university in Wales: and experienced many microaggressions... lecturers questioning my English language proficiency and whether I could complete the course, despite having very good English language qualifications.

Primary School

I went to 3 different Primary schools and none of them were diverse. I was the only black girl.

My primary was quite diverse and I didn't really experience any direct racism there.

Secondary School

In Year 7 someone pulled my hijab off in the first week of school.

I had braids in my hair and I got put in isolation for that and couldn't go to my lessons.

Further Education

I was also told by my friend 'You're really pretty for a black girl!'

One of my history teachers was bigging up the British Empire – that we owned 25% of the planet as if it was a good thing? When it all happened with mass murdering Arabs, Black people and things like that.

Higher Education

In University there is so much diversity. I felt more at home being in the city than I have in rural Wales – 100%.

Racism is overlooked sometimes. Lecturers laugh along with jokes and banter like they think its funny. They think if the person is laughing it off then it's okay for them to laugh.

Reporting

In terms of reporting, those who attended sixth form in the same secondary school they had previously attended continued to lack trust when reporting incidents. As many had already witnessed a lack of understanding, belief and conviction from teachers in dealing with previous complaints, by this point they had resolved to internalise any struggles and keep moving forward. In contrast, those attending colleges had received guidance for reporting problems – not specific to racism – during their college induction but did not receive more information beyond this. One young person shared an incredibly negative Islamophobic experience that occurred in college, where the whole class started screaming at her when they were discussing the topic of LGBT in Islam, with one student saying *'they hang them in Muslim countries'*. There was a miscommunication when the class thought she had said something negative about LGBT communities when she had not. The incident was left largely unresolved which has had a long-term negative impact upon this young person, including her self-esteem:

I feel like they should have got us both together and speak on the issue so I could explain ... [then] she can explain and we can come to some sort of understanding... at least get our parents there. It's a very serious situation.

(Wafaa)

Once again, as this case illustrates, the incident isn't resolved. Without any parental involvement, or other form of restorative practice, there is no opportunity for the perpetrator to learn from their behaviour, and for the victim to be able to move on without carrying emotional scars of these incidents into the future.

Higher Education: University

As many young people interviewed were either first year university students or about to embark upon their university experience, it was difficult to gain a clear picture of racism as experienced within higher education. Many young people enjoyed the 'diversity' that can be found in university settings which has helped with their sense of belonging:

[In university] there is so much diversity... I go places now and I'm not the only mixed person. I don't feel like everyone is looking at me as soon as I walk through the door because there's a lot of us. I feel more at home being in the city than I ever have in rural Wales - 100%.

(Sophie)

Movement towards indirect racism, especially within learning materials and access

If you are looking at universities in particular, these institutions [are] quite old and quite classical in this society. During the 1800s and 1900s when Britain was up at the height of its empire, that is when these institutions were kind of set up. So the laws and the funding principles were made during a time of like a lot of racial divide. So I think that is still going on in present days. Informally, racism [can be] found in universities.

(Idris)

As universities are established institutions, they can contain a number of bureaucratic systems which do not necessarily serve the needs of racialised young people. Quite a few young people experienced complex processes of enrolment, leaving them with the feeling of not knowing if it was difficult because of the system, or due to indirect racism from university staff. University processes are not usually made with racialised people in mind, as can be demonstrated when students with qualifications from countries outside of the UK apply for a place. These qualifications can be treated as lesser or ingenuine. One young person experienced difficulty in transferring her original qualifications to be recognised in the UK, even though she graded very highly. After experiencing a long and arduous process, she then was met with

microaggressions from a lecturer who claimed the course is *'really hard [even] for people who grew up here'* and said *'you have to understand very complex subjects.'* Despite being proficient in two languages, the university appeared to favour English language speakers who are native speakers, *'they said English is really important and assumed I wouldn't be as good on the course.'*

Similarly, when universities shifted to online learning due to the pandemic, they didn't necessarily consider the needs of students from racialised backgrounds, who may be more disadvantaged. One student reported a lack of understanding from university lecturers and course conveners around issues such as digital poverty, meaning some students were more disadvantaged than others.

Lastly, even though universities purport zero-tolerance approach to racism by publicly denouncing online incidents, and suspending racist students⁵⁵, their processes are still very complicated, and it can be difficult to know who to speak to about racism:

In uni there is very little to no help ... they either give you too much information [so] you don't know what is going on because it is overload. Or they give you too little information. So I feel the higher up you go the worse information there is for what help is available.

(Sara)

Representation of Racialised Communities in the Welsh Education System

Representation of racialised communities is key when considering young people's sense of belonging and identity in Wales. As society shows, lack of/mis representation of racialised communities is constant within media discourses and public and political life⁵⁶. Similarly, educational institutions in Wales also under/mis represent racialised young people within the curriculum and its educational staff. Many young people explained how *'education is a representation of society.'* Diversifying educational institutions in Wales could develop fairer and more accurate representation of racialised communities.

Firstly, it is important to understand the context of racialised representation within educational institutions, in terms of the young people themselves. The young people interviewed generally expressed a lack of diversity in their educational journeys; a lack of peers who understood them. The impact

of the lack of representation within some schools was mixed. One young person explained the transition between primary school (racially diverse) and secondary school (not very diverse) as she felt many young people in secondary school had *'never seen anyone in a hijab or someone wear a turban'* and noted it was a positive in some ways as students could learn about religious diversity. However, for some it can result in a feeling of being *'othered'*:

No diversity [in primary school] and being an ethnic minority, that can really affect you. You know you don't see yourself there and you're surrounded by others who are different from you ... it's like you kind of feel like there's something wrong with you.

(Farah)

It was widely noted that whether a racialised young person attends a diverse or non-diverse secondary school, or even a school which prides themselves upon their diversity – such as achieving *Schools of Sanctuary* status – racism is still experienced, and it is not dealt with effectively.

Non-representative curriculum

Peer researchers asked all interviewees whether they saw themselves reflected in the curriculum. Considering Key Stages 3 and 4 (secondary schools), nearly all young people responded that they did not see their race, ethnicity or religion portrayed in the curriculum. Most of the young people described their subjects as Eurocentric, overlooking and *'erasing'* the contributions made by racialised communities in the UK. When considering subjects such as history, young people described lessons as *'whitewashed'*, addressing the history of the UK in a *'romanticised way'*.

I'd want there to be balance and I want there to be an honest truth...seeing now in the news how people who [were] idolised are now being made to be seen as slave owners... not all have been sugar coated or hidden so that makes sense.

(Dakarai)

For those who did see themselves reflected, this was mostly in negative ways, and many described instances of reinforcing negative stereotypes around race. In subjects such as sociology, young people described instances of feeling uncomfortable due to generalised representations of Black people.

A lot of topics that we talk about was to do with inequality and racial inequality... The teacher will start bringing up how Black people are at the bottom of the education system. How Black people are very underachieving in school and there's a lot of criminals around and they're mostly Black... it was very hard ... continuously being told that you're below people or you're not a good person ... it took its psychological effect as well.

(Wafaa)

By promoting generalisations such as these, young people felt racial stereotypes were encouraged and reinforced by educational institutions. A few young people described the potential long-term impact of portraying racialised communities in a singular and stereotypical way, as almost encouraging '*self-fulfilling prophecies*'. If someone is told enough times by educators, who are in a position of trust, that racialised people are poor, uneducated and '*criminals*', they may just start to believe it, resulting in low self-esteem and lack of progression in their adult lives. In addition, most shared experiences around feeling '*uncomfortable*' in classes when racialised communities were represented in subjects such as Religious Studies and History. The majority of young people expressed how they felt '*all eyes*' on them every time they studied topics such as slavery.

It's kind of when you have all eyes on you, when they're talking about your history and it's kind of like they expect you to be the voice of that. They don't see us as individuals... they kind of see ... if you have like one Black person in the classroom, they expect you to kind of voice your opinion on *everything* [emphasis added].

(Farah)

Studying these topics was helpful for some young people as they enjoyed learning more about their ancestry. There were some good examples of utilising racialised role models and famous people within subjects to be more representative. There are many stories and experiences to draw upon which can have a lasting positive impact upon racialised young people.

In Physics we learned about the calculations in taking the rocket to the moon and the teacher touched on the scientists that worked on the calculations. I think two or three of them were Black women. So I think having that incorporated into the lesson kind of made the subject more relatable. That's one of the reasons I ended up enjoying Physics. It's one of my favourite subjects. I felt connected to it in a way just from that one little moment.

(Dakari)

However, diverse examples utilised within the curriculum were usually for one lesson or one day. For most, due to the superficial way the lessons were delivered, there was a level of discomfort with the *way* these topics were covered. For example, colonial hegemonies are still very much rooted within the Welsh curriculum, framing discourses around the UK's history as the '*winners*'

[We're taught about] British colonialism and how we conquered the third of the world and we should be proud of it, you know like it was something to be celebrated? [To think] you know, about all the implications of it and I was like .. it didn't really sit right with me. Also, if you are looking at like World War One, I came to learn the other day that it was like 4 million Muslims soldiers [who] fought in World War One? Then I was like 'Oh I didn't know nothing about that!'.

(Idris)

These narrow representations of history misrepresent racialised communities in Wales. They reinforce deep-rooted colonial discourses that run through society resulting in a dichotomy of white vs. other, good vs. bad. As most young people explained, racism is '*learned behaviour*' and education is the solution to overcome ignorance. So, when young people attend educational institutions which reproduce colonial ideologies, it impacts the way young people see the world and their place in it. To counter these ideologies, educational institutions

need to take a proactive approach to decolonise their curriculums. Many young people suggested alternatives to include more racialised communities within the curriculum, particularly to include '*honest truths*' of UK histories and the immediate and long-term effects of colonialism upon the world. Considering other subjects, young people suggested ways to incorporate racial diversity across a range of subjects including maths and technology:

Al-Khwarizmi is the person who invented algorithms, so like me and you would not be talking right now [on Zoom] if Al- Khwarizmi had not invented the algorithm for this computer.

(Ehsaan)

These young people proposed an array of tangible and realistic solutions to gradually diversify the curriculum in Wales, including building upon learning delivered by bringing in external trainers.

Anti-racism Education

It is important to note the contributions of charities in Wales who deliver workshops and educational sessions to both young people and teaching staff. When answering the question about representation in the curriculum, many young people described sessions they had received from Show Racism the Red Card (SRTRC) and Ethnic Minorities and Youth Support Team (EYST Wales) around anti-racism, Islamophobia and cultural diversity.

I remember in primary school we had Show Racism the Red Card. They made understanding racism] clear... like even the person who was teaching it was a White Muslim. So it was very like inclusive of all backgrounds and things like that.

(Ehsaan)

Despite these sessions taking place in primary school and secondary schools, young people recalled these sessions as their approach to racism was so different to that of the education system. More of these sessions would be welcome by young people in order to break down the stereotypes attached to different ethnic groups, as well as religious groups.

In our research, young people continue to give many examples of speaking out for change. The onus should not always be upon racialised young people, however, with a lack of representation both in the curriculum and teaching

staff, the burden of responsibility is still felt to fall on them. A few young people, studying health related disciplines in college and university, explained the need to '*speak up*' in order to give their patients appropriate care:

Students have gone up to [lecturers] and said, 'You need to teach us on how to assess people of different skin colour' and then the university has actually implemented that into our lessons now. So they do listen to us. People are starting to feel like they have a voice to discuss issues and [expect] people to actually not ignore and listen to the concerns that they bring up.

(Sara)

This example demonstrates the absolute urgency in educating young people, from all backgrounds, about racial diversity in Wales. As these aspiring healthcare professionals develop their skills and knowledge for future employment, they must be prepared to provide medical attention to everyone, regardless of race. Students are continually plugging the gaps in representation by informing and educating their peers and educational institutions.

Lack of diversity of Teaching staff

The lack of representation of racialised communities in the curriculum is further exacerbated by the lack of educators from racialised backgrounds. The lack of representation in teaching staff was noted by all young people across all levels of education – primary through to higher education. The impact of this lack of representation was noted in many ways, including young people feeling '*misunderstood*' and unable to share racist incidents with teaching staff, a perceived lack of commitment and ease when discussing issues around race and racism, as well as educators displaying varying levels of microaggressions, as outlined previously, and misrepresenting race and ethnicity in subjects.

Many young people expressed empathy for white teaching staff when dealing with racism, as many explained it is difficult to talk about, a '*touchy subject*' and can be difficult to *really* understand what they are going through as it does not, and will never, affect white teachers personally.

Some young people expressed their frustration when seeing efforts from schools to be inclusive, diverse and to promote equality, sometimes perceiving actions as superficial, one offs, and tokenistic. For example, one young person expressed frustration around his college's approach towards supporting

racialised students, explaining that superficial gestures of equality highlights differences between students even more so than usual, resulting in '*feeling even more of a stranger*'. Similarly, other students expressed concerns around educators and their care and understanding when delivering subjects involving racialised representation, including examples of conflating culture and religion:

That's the kind of inclusivity that I don't want because that brings confusion. I want inclusivity when it brings positive things. I don't want inclusivity when it brings misunderstanding and confusion. Because that just further feeds into the negative image of my own culture and my own beliefs.

(Zahra)

In addition, many young people pointed out negative experiences in secondary school when studying English Literature. John Steinbeck's *Of Mice and Men* is one text featured in the curriculum, which includes many references to Black people using slurs such as the N-word. Young people expressed their discomfort in hearing the teacher and students openly use the N-word as part of reading the text within lessons.

With the N-word I just feel like students and teachers shouldn't use it like ... when doing *Of Mice and Men* the teacher said it and it prompted other students to say it... that's all because they saw someone who's grown up, a teacher, who's done it and that prompted them to [copy] that kind of behaviour.

(Zahra)

Similarly, some teaching staff can sometimes use inconsiderate examples and language when exploring subjects. For example, one student expressed an experience of an English teacher, when explaining the connotations from the word black, when referring to a black person in a text, as '*dark, you know angry*'. These examples can show the insensitivity and carelessness of educators when exploring racialised subjects in the curriculum. These examples express the need for educators to be sensitive, thoughtful and knowledgeable about topics of which they may not have extensive experience or understanding.

It's like they don't even take the time to educate themselves or learn about those things you know? It gets really irritating when they're constantly asking you about everything as if the Internet doesn't exist? It just shows they're kind of ignorant and not willing to learn, so that's really annoying to me.

(Farah)

Young people expressed a great deal of hope and optimism about changes in representation in the education system in Wales. In particular, many felt due to Black Lives Matter protests in 2020, as well as calls to decolonise public spaces (figures and statues), museums and arts institutions, educational institutions can and will do more to represent racialised communities in Wales. During the period of this research, Welsh Government formed the *Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group*⁵⁷, making 51 recommendations in regard to diversifying the New Curriculum in Wales. Welsh Government is also developing its *Race Equality Action Plan*⁵⁸, with Education as one of the key areas of focus. There is a lot of momentum around racialised representation in the curriculum and as these examples have demonstrated, increased representation is welcomed but it **cannot be tokenistic**. Education institutions have a responsibility, a duty, to ensure all young people are treated fairly. Providing everyone, regardless of background, with equal opportunity to reach their hopes and dreams for the future.

All these issues stem from either the family or the education system...you have opportunities from what I have seen, like in your childhood in order to become a well-informed, non-ignorant person who understands the variety of walks of life on this earth...to understand it is not you, you are not the only race, you are not the only who is 'good'. If the family fails you then the educational system has to save you from that belief, if you get what I mean.

(Ehsaan)

Cumulative Impact of Racism upon Young People in the Welsh Education System

Racism isn't a one-off incident. It isn't something that stops after completing education in Wales. Racism and its impact is something that stays with these young people.

Mental health

One of the key cumulative impacts of racism, both direct and indirect, is upon young people's mental health, particularly their confidence and self-esteem. Many young people who had experienced direct racism throughout their educational journeys expressed how incidents had had a long-term effect on how they see themselves in relation to others:

It did like hit my self-esteem I'd say. It did make me feel sometimes [like] I'm never going to be good enough as certain people because of the way I look or the colour of my skin. There's things like that...it does make me feel like I'm not like as valuable or as worthy as other people.

(Sophie)

In addition, lack of self-esteem and confidence can also impact how some young people embark upon new opportunities, with many young people expressing self-doubt and fear of entering new spaces and environments. Some participants experience mixed emotions when embarking upon further progression in the education system: *'I'm going to start University soon so I'm hoping nothing happens, but I just have a feeling you know? I've got anxiety that something is definitely going to happen.'*

Many young people expressed a degree of acceptance and inevitability over experiencing racism throughout their lives, internalising their feelings.

Even speaking about it gets me a bit emotional [and] I know it's not my fault as well... I'm just different. I haven't really learned how to overcome racism and Islamophobia. I have just learned to keep it in and keep it to myself, not make it an issue. Instead of calling the person out or addressing the situation I'd rather keep it to myself and move along with my life.

(Wafaa)

It is paramount to remember the emotional and mental toll of racism experienced by young people in education. Even recalling these experiences in order to hopefully influence positive change for future generations was at times traumatic, tiring and emotional. The onus should not be upon these young people to constantly evidence and explain their experiences, but sadly due to a lack of effective processes in educational institutions in Wales, racist experiences are mostly left unresolved. This is **not** okay and *'we need to do better'* in Wales.

Sense of identity and belonging

Belonging in Wales

Many young people expressed that one way of coping with and dealing with racism in education and its long-term impact, was through researching and consciously educating themselves outside of what they learnt in the classroom. Some expressed that in retrospect, after leaving education they realised the extent of direct and indirect racism in their educational journey. Some of these young people felt comfortable at the time with how their schools' representation of racialised communities in the curriculum. However, once they grew older, they realised *'[teachers] are not giving all the information'* about reporting processes and the realities of how racialised communities have contributed to Wales. Many young people felt they had to unlearn negative stereotypes and portrayals of racialised communities that had been represented through the Welsh curriculum:

It kind of took me a while to actually be comfortable with my identity and you know, my background... where I come from, because of all the things that I was taught growing up. So it took unlearning that to actually connect to this side of myself... to like, love that part of myself.

(Idris)

Another young person explained the difficult relationship with her racial identity which again, resulted in herself having to unlearn elements of colourism in regard to her own race.

I felt I was really colourist and that I liked my colour but was glad I wasn't darker. When I grew up, I knew that I was wrong and was more comfortable with myself.

(Amina)

The long term and cumulative impact of both direct and indirect racism manifests in young people's identities and how they see themselves in relation to others. The education system is a reflection of society. These young people are conditioned by their schooling to think a certain way and consciously need to challenge ways of thinking rooted in white hegemony, as it can damage their sense of self.

Code switching

Many young people acknowledged changing behaviours (way they dress, speak etc.) in order to '*fit in*' with white peers.

I'd always ask my mum to straighten my hair and I'd cry wanting my hair to be like my white friends, thinking 'Why is it not like soft and silky and straight?'. So that really affected me and for a child that's very distressing you know? To experience self-hatred from a young age like that really affected me.

(Farah)

Some expressed concerns about the psychological impact on young people who are constantly surrounded by negative stereotypes attached to certain racial, ethnic and religious groups. Some young people noted misrepresentations of their race and religion through the media – for example conflating Islam with extremism – can result in serious implications for young people and their identities, sometimes resulting in '*self-fulfilling prophecies*'. When negative stereotypes and misrepresentation of racialised communities is not challenged, and is in some cases reinforced in educational institutions, young people could become very vulnerable in their self-identification and sense of belonging. In extreme cases, one young person highlighted how young people can start to identify with extremist ideologies:

If you are from an ethnic background, I think you are taught from a certain age [that] there are going to be people that will be against you. Just because of the colour of your skin or where you grew up or because of your accent and stuff like

that. We don't take it to heart like, we don't believe what they are saying [but] there are some people that do take it too far and that has led to extremism...partaking in some terrorist activity and that is because the racism, they believe that. They believe that people already think I'm like that so I may as well become like that.

(Sara)

Aspirations for the future

When asked about the long-term impact of racism experienced within education, one young person expressed her aspirations – as well as others' – may be affected. Especially if a certain career path will involve dealing with the public, as previous unresolved racist incidents in education can result in wariness and a fear to enter unknown environments where racism may be prevalent:

I would say it would make them less confident to pursue what they want because right now I was considering a career in community pharmacy. [But] because I see the way that people treat me, I'm reluctant because I don't want to deal with the racism from people when I'm there.

(Zahra)

As well as aspirations, nearly every young person expressed concerns about employment prospects for the future. Many felt that racism will continue throughout all of their lives and they will need to continue to adapt, to '*work three times as hard*' in order to succeed and compete with white counterparts. Sadly, many were already anticipating the ongoing struggle with lack of racial diversity, similar to their educational journey, within workplaces, '*there won't be people like me in my workplace, in higher levels of management and stuff*'.

Certain things that have been said to me or things that happened are going to stay with me for my whole life ... racism is always going to happen to me no matter how I'm perceived by other people. I think there's always going to be certain people who look at me differently without even getting to know me. I think they're going to judge me from the beginning which is horrible.

(Sophie)

CONCLUSION

These young people's experiences and stories demonstrate the complexity of racism felt and experienced within the Welsh education system. Stories from primary school all the way through to university express the ongoing impact of racism upon racialised young people. At worst, young people experience direct racism, mixed with microaggressions so they question the validity of their experiences, with racialised communities continually represented as less than/other to white people. At best, young people experience microaggressions through racist 'banter' and accept casual racism as just part of everyday life.

Yet despite these serious concerns, young people also expressed a great deal of hope and optimism about changes in representation in the education system in Wales. In particular, there was hope due to the Black Lives Matter protests in 2020, the planned changes in the Welsh school curriculum, and the forthcoming Welsh Government Race Equality Action plan.

Regardless of experiences, different forms of racism are manifesting across educational institutions in Wales. Regardless of where, how and what form it takes, racism is still very much prevalent within the education system in Wales. We need to do better.

OUR RECOMMENDATIONS

Based on the voices and experiences of the young people who took part in this research, we are making the following proposals and recommendations.

Become anti-racist

Young people we spoke to want teachers to be more proactive in educating themselves and others about different forms of racism. The *culture* of some educational institutions needs to change, taking a proactive, anti-racist approach.

Show us you care:

'Showing that they care and they're willing to really push to correct this type of behaviour. Because first of all if you feel like you can't even talk to the teacher about your experience, then what can they really do you know?'

(Farah)

Teacher training:

'I think teachers should have training about how to understand different people from different backgrounds'.

(Amina)

We therefore recommend that schools should:

1. Develop their own race equality action plans to move towards becoming anti-racist, considering the recommendations in this report within the framework of the Public Sector Equality Duty, the Future Generations Act 2015 and with guidance from Welsh Government's Race Equality Action Plan. These plans should set out the steps the school will take and who will take them, and should be developed in consultation with racialised young people, parents, families and school staff.
2. Proactively engage with third sector anti-racism practitioners, such as Show Racism the Red Card and EYST Wales, to develop staff understanding of racism as an evolving issue, particularly in the educational setting, and learn how they can address racism pragmatically at institutional, indirect and direct levels.

- 3. Increase engagement with families, committing to an inter-generational approach to addressing racism. Schools should play a more active role in Community Cohesion programmes to achieve this.
- 4. Take an intersectional approach to challenging racism, in its many forms, recognising intersections of race with gender, class, sexuality, religion and disability. Teacher training should adequately reflect an intersectional approach.

Represent us

Young people we spoke to want to see more racialised educators at all levels in Wales. They want to see themselves reflected in what they learn in education.

More representative curriculum:

‘More BAME representation like authors, artists, movements like Black Lives Matter’.

(Ayanna)

‘More representation of other nations and other histories ... there is a wide range of education to be extracted from - different nations, races and things like that’.

(Ehsaan)

‘Open discussions in classes exploring not just race, but other hate towards like religion. Islamophobia, Zionism etc’.

(Niesha)

We therefore recommend that Welsh Government and the Education Workforce Council should:

- 5. Commit sufficient resources for the timely implementation of Professor Charlotte Williams’ Cynefin report recommendations towards a representative curriculum reflecting racialised communities.
- 6. Increase efforts to inspire, recruit and support racially diverse educators to progress within schools in Wales⁵⁹, utilising positive action provision as outlined in the Equality Act 2010 to its fullest resource.

Improve reporting mechanisms

Young people we spoke to want available, accessible, and more robust reporting systems for racist incidents in schools. They do not just want educators to hear them, they also want educators to really listen and then act on their concerns.

Do more so we can do less

‘We’re tired of having to go through this ... We are driving the change and we can’t rely on the teachers who are already there because they have been okay with it so far’.

(Idris)

Anti-Racism focus within anti-bullying policies

‘I feel like they should have someone directly set up to speak to individuals about racism. So not just having someone who’s anti-bullying... they should have someone who’s anti-racism’.

(Sophie)

We therefore recommend that Welsh Government, working with Education Stakeholders should:

- 7. Evaluate together with young people the effectiveness of current policies and procedures in relation to recording and reporting racist incidents, making current data about racist incidents experienced in education publicly available.
- 8. Introduce robust minimum requirements for policies and procedures in relation to recording and reporting racism for educational institutions, including making policies accessible and available to young people and their families, including provision in languages reflected in the educational setting.
- 9. Review current policies in primary and secondary schools, to ensure students can express their language, culture and religion freely, in line with Article 30 of the United Nations Convention on the Rights of the Child.

Level the Playing Field

Young people spoke about a lack of level playing field, partly due to unequal levels of parental knowledge, partly due to teacher bias, manifesting in unequal attainment for racialised young people:

Accessible policies and procedures:

‘There should be policies that are available for parents... So if their child comes to them then they can tell the parents and they can see the policies and see what their rights are to make a complaint, or to ask for what to improve the situation. I think that information isn’t available to a lot of people unless they ask for it. I think people don’t know it exists’.

(Sara)

Address underlying biases

‘Unnamed applications or something like that ... just somewhere that is now a level competition and where we’re not starting the race 30m behind other people’.

(Dakarai)

We therefore recommend that Welsh Government working with Education Stakeholders should:

- 10. Implement measures to counter bias, anonymising methods of assessing student’s coursework and examinations.
- 11. Provide transparent and accessible information for young people, parents, and guardians regarding accessing education, particularly newly arrived sanctuary seekers to Wales.

Recognise the Trauma

Young people we spoke to described the ongoing traumatic impact of racism experienced in education. Racism experienced during a person’s formative years can have a devastating long-term impact including on employment, health, and mental health. These young people do not want their children to go through this in the future.

Support us

Provide counselling and a student support group for minorities so then they can report whatever they are dealing with.

(Zahra)

We therefore recommend that all of those working with Children and Young People in Wales should:

- 12. Recognise racism as an Adverse Childhood Experience (ACE), ensuring racialised young people have access to appropriate, culturally sensitive support, such as counselling, in line with positive action provision of the Equality Act 2010. To achieve this, Welsh Government and Education Stakeholders should provide learning opportunities to practitioners to embed the understanding of links between racism and ACE, as well as what support is available for such children and young people.
- 13. Urge Welsh Government to implement Show Racism the Red Card’s recommendation of undertaking or commissioning an inquiry into racism in schools to scrutinize and expose the extent of traumatic racism experienced by children and young people in educational settings in Wales.⁶⁰ This inquiry should be sufficiently funded and led by an independent body based in Wales, with specific experience in racism and school settings.

‘We need a vast amount of training. We need organisations like RAW to get the resources they need to train people so they can be more aware of reality. Giving people the help they need to help them[selves]. Governments need to incentivise people to actually do it. Government needs to invest in these organisations, charities to give people the tools to train people. We need this before even progressing to the next step. You can’t build a house on sand. You can’t build a house on water. You need solid foundations for the basics.’

(Joseph)

APPENDIX 1

FULL LIST OF CONTRIBUTORS TO THIS RESEARCH

Name	Role in contribution
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ENDNOTES

1. We use the term ‘racialised’ not as means of self or community-identification but as a socio-political categorisation formed by White-led systems and society, applied to people based on individual differences and characteristics such as skin colour, hair type, name, dress, religion, nationality, migration status or ethnic heritage, to justify our oppression. We are actively racialised. This term works for our context, with our focus on public and political policy campaigning and lobbying. ‘BAME (Black, Asian and Minority Ethnic)’ is the most used term in professional arenas to describe people who are not ‘White British’. We recognise that this is a contested term and that others prefer to use ‘BME’, ‘Black’, ‘People of Colour’, ‘racially minoritized’ or ‘Ethnic Minority.’
2. We consider racism to encapsulate the specific experiences of oppression many groups face, not just because of the colour of their skin, but due to other identifying factors which cause people to be racialised within White society. Racism includes, but is not limited to Afrophobia, anti-Gypsyism, anti-Semitism, colourism, Islamophobia, Sinophobia, and xenophobia. We do not claim to be an expert in all or any of the ways in which these prejudices play out, nor how to tackle them, and work with our membership to bring lived experiences of the specificities of these to the Alliance.
3. A full list of contributors can be found in Appendix 1.
4. Research participant’s real names are not used in this research report. All research participants have been assigned a pseudonym.
5. childcomwales.org.uk/uncrc-childrens-rights/
6. Sophie Howe, Future Generations Commissioner pioneering ground breaking legislation, the Well—being of Future Generations Act (Wales). futuregenerations.wales/about-us/future-generations-act/
7. Welsh Government press release ‘Welsh Government consults on actions to create a proudly Anti-Racist Wales.’ 2020. www.gov.wales/welsh-government-consults-actions-create-proudly-anti-racist-wales
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9. Wiegand, G. & Cifuentes, R. (2018: 20). Experiences of Racism and Race in Schools in Wales. EYST Wales. www.eyst.org.uk/assets/experiences-of-racism-and-race-in-schools-in-wales.pdf
10. SRtRC (2020a; 2020b) www.theredcard.org/publications

11. Most evidence-based research exploring racism in Wales undertaken over the last ~10 years has highlighted the gaps in implementation, particularly with regards to dealing with nuances of racism in different forms, such as direct (Islamophobia), indirect (racist 'banter') and institutional (policies disadvantaging student such as uniform, assessment) - See Crawley, 2012; Travelling Ahead, 2015; SRtRC, 2016, 2020a, 2020b; Brentnall, 2017; Wiegand & Cifuentes, 2018 for further reading.
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46. Ibid. p.7.
47. These broad categories represent the most recurring recommendations from all evidence presented within this literature review. It is by no means an exhaustive list.
48. From our review of the literature, there have been a few peer-led research projects in Wales. In terms of education, the only peer-led research we could find is Travelling Ahead's (2015) 'Good Practice in Education: Peer Research Project'
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50. "Grounded Theory is an inductive methodology... It is the systematic generation of theory from systematic research. It is a set of rigorous research procedures leading to the emergence of conceptual categories. These concepts/categories are related to each other as a theoretical explanation of the action(s) that continually resolves the main concern of the participants in a substantive area. Grounded Theory can be used with either qualitative or quantitative data" (Glaser & Strauss, 2014)
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60. As recommended by Show Racism the Red Card (see 2020 report)



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