

**ADDENDUM to
Insight 16 Minority Ethnic Pupils' Experiences of School in Scotland (MEPESS)
and the accompanying full web report**

March 2005

There have been a number of positive changes since the research was conducted during 2002-2003.

- As a result of the Race Relations (Amendment) Act 2000 (RR(A)A), all Education Authorities (EAs) now have race equality action plans and policies in place.
- The speed of progress since the onset of RR(A)A legislation in the majority of EAs has been tangible and positive. On the whole senior managers in schools and authorities have taken on board the requirements of the legislation.
- Schools within the EAs have taken forward their authorities policies and adapted them for local relevance
- The issue of race equality has become even more imbedded since HMIE in Scotland produced their race equality scheme announcing their intention to mainstream race equality into all aspects of their work including inspectorial frameworks
- Through the CERES established RR(A)A Education Network meetings, EA and school staff regularly present examples of good practice and engage in debate and discussion in such fields as curriculum and impact assessment
- CERES, with City of Edinburgh have established the Anti-Racist Toolkit website – a unique resource to assist decision makers and practitioners in a range of activities from policy making to curriculum development
- There is a greater recognition that racism happens in Scotland and that it is the responsibility of everyone to speak out against it.
- The previous and continuing work and initiatives of SE have ensured the issue of race equality has had high profile within schools – there has also been excellent work developed in authorities and schools by individual teachers

However, there is still much to be done. Careful monitoring is required to ensure that staff and pupils are adequately supported to take forward race equality work and that all pupils are able to access effective education that prepares them for life and work in a diverse and multi-cultural society.

Further focus is required on areas such as staff development; mainstreaming race equality; attainment of minority ethnic pupils; increase the ethnic diversity of education workforce; improvements in dealing with racist incidents; embedding race equality in the curriculum; and continued shared examples of good practice.

The Scottish Executive plans to address a number of these areas through a series of long-term strategic equality projects. Project objectives include providing practical support to education authorities – this will include focusing on impact assessment, as well as looking at staff development ideas; packages to mainstream race equality into the curriculum; and improved practice in recognising and addressing racist incidents. These initiatives will also link to other equality issues enabling teachers to address issues of multiple discrimination.

It is important that the emphasis placed on race equality in education over the last few years is maintained and work is carefully monitored and impact assessed to ensure what improvements there have been continue.

CERES, February 2005