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Describe and explain the impact of the proposal on children and young people

The roots of inequality often lie in childhood and furthering race equality will improve the life chances of the children of today and tomorrow. The Race Equality Action Plan aims to address racism which will positively affect and benefit the lives of all children and young people. As the specific actions are still being finalised, the changes in practice as a result of implementing the actions is still to be determined.

The consultation will be available in a number of languages, including Welsh, English, BSL and other community languages. The consultation aims to specifically seek the views of children from Welsh speaking households and children in Welsh speaking medium education and will be working with partner organisations to invite them to consult with us.

Education is one of the policy areas which will disproportionately impact children and young people and the actions and goals will act as one of the sources of information to guide the assessment. Within this policy area, the actions and goals cover schools as well as further and higher education. Such recommendations include, reviewing school exclusion policies and increasing the representation of Black, Asian and Minority Ethnic communities in the curriculum and within the workforce as teachers, all of which will benefit all children and young people, particularly Black, Asian and Minorities ones.

Additionally, evidence from the from the Children's Commissioner's report Coronavirus and me: Experiences of children from Black, Asian and minority ethnic groups in Wales (www.childcomwales.org.uk/wp-content/uploads/2020/09/Briefing_Report_E_2020_FINAL.pdf) provided insights such as the fact that Black, Asian and Minority Ethnic "children and young people are more likely to have family members affected by Coronavirus, and are more likely to have been bereaved." This will have lasting impact which is not yet visible. These differences in experiences are issues that are central within the Race Equality Action Plan.

Co-construction is one of the central principles underpinning our approach. In collaboration with EYST, we have held vision setting sessions with Black, Asian and Minority Ethnic children and young people to share their views in order to shape the vision, mission and purpose of the Race Equality Plan. Some of the insights shared by the children and young people included their view that Race Equality Plan should have the collective mission for "A Wales that is anti-racists, equitable, socially just and celebrates diversity in all its forms." Our consultation will also be available in an easy read format, along with video content aimed specifically for young people. We will work with colleagues across the Welsh Government education department to reach young people and invite their consultation responses in the format of their choice.

Explain how the proposal is likely to impact on children's rights

The Race Equality Action Plan is still in development but there may be predicted impacts which are not intended outcomes from the proposal. For example, we know that the COVID-19 pandemic has disproportionately impacted minority ethnic communities. The Race Equality Action Plan will have a cumulative impact on children and young people as the goals and actions across many policy areas seek to address the issues that were highlighted in the COVID-19 Black, Asian and Minority Ethnic socio-economic report. Additionally, within the education theme, we have focused on tackling racist bullying within schools and supporting young peoples' experiences within higher education. Black, Asian and Minority Ethnic young people have helped to shape the vision, mission and purpose of the Race Equality Plan through vision setting workshops run in collaboration with EYST.

The Race Equality Action Plan will consider the ways in which to provide support to tackle racial inequality and how it impacts Black, Asian and Minority Ethnic young people, particularly in relation to all levels of education, schools and social care.

A number of actions have already been taken to tackle race inequality in the Welsh education system, including steps outlined in Our National Mission to reduce the attainment gap and deliver a fairer education system (Welsh Government, 2020b). Most notably, this includes the introduction of the Curriculum for Wales 2022, in consultation with the Communities, contributions and cynefin: BAME experiences and the new curriculum advisory group (Welsh Government, 2020c).

The 'BAME Communities, Contributions and Cynefin in the New Curriculum' working group will oversee the development of learning resources and identify gaps in current resources or training related to ethnic minority communities, their contributions and experience. This will benefit all young people, including those who are Black, Asian and Minority Ethnic.

The consultation will be available in a number of languages, including Welsh, English, BSL and other community languages. The consultation aims to specifically seek the views of children from Welsh speaking households and children in Welsh speaking medium education and will be working with partner organisations to invite them to consult with us.

Based on the cross cutting themes that the 8 roundtables have been organised around, **the UNCRC articles¹ most relevant to the proposal are:**

- **ARTICLE 2 (non-discrimination)**
The rights set out in the UNCRC apply to every child whatever their race, colour, gender, language, religion, ethnicity, disability or any other status.
- **ARTICLE 8 (identity)**
Every child has the right to their identity – including their nationality, name and family relationships. Where a child is deprived of one or more elements of their identity, the state will act to re-establish them.
- **ARTICLE 12 (respect for children's views)**
Every child has the right to express their views on matters that affect them, and for these views to be taken into consideration.
- **ARTICLE 13 (freedom of expression)**
Every child has the right to find out and distribute information and to express their ideas – through talking, writing, art or any other form of expression.

- **ARTICLE 23 (disabled children)**
Disabled children have the right to enjoy a full life, with dignity, and to participate as far as possible in their community. The government should support disabled children and their families.
- **ARTICLE 24 (health and healthcare)**
Every child has the right to the best possible health and to healthcare. The state should ensure children have healthcare services, nutritious food, clean water, a clean environment and healthcare information. Richer countries should support poorer countries in this.
- **ARTICLE 27 (adequate standard of living)**
Every child has the right to a decent standard of living to enable them to grow and develop. Parents are responsible for providing this. The state should support where necessary, particularly with a child's nutrition, clothing and housing.
- **ARTICLE 29 (education and children's development)**
Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.
- **ARTICLE 30 (minority and indigenous groups)**
A child from a minority group has the right to enjoy their own culture, practise their own religion and use their own language.
- **ARTICLE 31 (play and cultural and artistic activities)**
Every child has the right to relax, play and take part in cultural and artistic activities.

There is a substantial evidence base related to race inequality in Wales and the wider UK. The evidence demonstrates cumulative disadvantages illustrating a range of potential barriers to Black, Asian and Minority Ethnic children and young people in Wales and shows the significant challenge to achieving equality of outcome across all groups. These include poor health outcomes, higher likelihood of experiencing poverty and poor living conditions. These inherent and cumulative disadvantages are symptoms of structural, systemic and institutional racism; our society is structured in a way that excludes or presents significant barriers to Black, Asian and Minority Ethnic children and young people from having equal life outcomes. The Race Equality Action Plan will maximise, support and promote the UNRC rights, particularly the ones mentioned above. This is because racism penetrates all areas of life such as identity, quality of healthcare and education, as well as standard of living².

The Race Equality Action Plan aims to increase Black, Asian and Minority Ethnic children's access to their rights or to services and/or resources that give access to rights. Enabling children to participate and use their rights. However, once implementation of the Race Equality Action Plan has been completed, the actions will need to be tested for all groups of children and young people, as well as for children and young people from ethnic minority backgrounds such as disabled children from an ethnic minority background, or LGBTQI+ children from an ethnic minority background, will there be differences for girls and boys, younger children or older children. This may create unintended consequences.

There are no projected negative impacts on children's rights from this proposal. However, this Integrated Impact Assessment will be reviewed as the Race Equality Action Plan is developed and implemented.