

Annex

Anti-Racist Wales Action Plan - Education & Welsh Language Sub-Group

Terms of Reference

Purpose

This Anti-Racist Wales Education & Welsh Language sub-group has been created to ensure a joined up approach across the Welsh Government's Education Directorate to the implementation of Anti-Racist Wales Action Plan. It also provides the mechanism to review and progress the actions relating to Cymraeg 2050 and the Welsh language.

The sub-group will play a role in the supporting structure for the overarching External Accountability Group (EAG), which is co-chaired by the Welsh Government's Permanent Secretary Andrew Goodal**,** and **Redacted.**

The sub-group is a forum where both external experts and those with lived experience can come together with policy officials to celebrate successes, overcome barriers to work, connecting up and learning from good practice, develop resources collaboratively, learn from other perspectives and more.

Roles

The role of the sub-group is to:

- Create a level of accountability to ensure anti-racism is embedded across the Education and Welsh language directorate within the Welsh Government,
- Ensure that officials are taking appropriate action to implement the goals and actions for education and the Welsh language,
- Ensure the goals and actions within the Anti-Racist Wales Action Plan for education and the Welsh language remain appropriate, and develop new actions for future years,
- Ensure a joined-up approach to the implementation of the Anti-Racist Wales Action Plan across Education, and Welsh Language,
- Ensure there is consistency of approach (where appropriate).

The role of the EAG Lead is:

- To act as main link between the EAG and the sub-group,

- To identify up to three areas on which they feel the sub-group needs to focus.

The EAG lead and lead policy officials will:

- Work together with the lead ARWAP team member to identify three to five actions (focussing on: what, who and by when) following any External Accountability Group meeting, which will feed into the sub-group.

Responsibilities

The sub-group is responsible for:

- Focussing on the Anti-racist Wales Action Plan goals and actions for Education and the Welsh language,
- Engaging experts in helping achieve the ARWAP goals through the implementation of targeted actions within each policy area,
- Focussing on how actions impact on intersectional policy areas,
- Identifying new actions and goals to focus on for the next stage of the ARWAP, into 2024 and beyond,
- Creating a safe space to share effective practice and challenges whilst remaining mindful of the impact of doing so on other members of the sub-group,
- Ensuring co-ordinated communication and engagement with stakeholders on progressing the goals and actions,
- Sharing effective practice on anti-racist approaches in education settings,
- Ensuring members are up-to-date with any risks and issues in the area(s) they represent,
- Referring regularly to the Anti-racist Wales Action Plan statements of desired change.

Secretariat functions

The secretariat function will be led by the Children and Young People's Rights in Education branch, Equity in Education division.

The secretariat will:

- In consultation with the EAG lead, arrange regular meetings of the sub-group and draft the agenda including a standing agenda item for any potential 'conflict of interest',
- Invite participants to the meetings and keep a record of attendance and any actions, and copy the ARWAP Implementation Team into all communications,
- Draft any reports of the sub-group discussions and/or give verbal feedback to the EAG in consultation with the EAG lead,

- Ensure appropriate substitution/representation if any member of the sub-group cannot attend.

Membership

Members	
Professor Jason Arday	EAG Lead
Redacted	Expert member
Redacted	Expert member
Redacted	Expert member
Redacted	Expert member
Redacted	ArWAP team member
Redacted	Equity in Education
Redacted	Further Education
Redacted	Cymraeg 2050
Redacted	Equity in Education
Redacted	Equity in Education
Redacted	Equity in Education
Redacted	Higher Education
Redacted	Higher Education
Redacted	HEFCW
Redacted	HEFCW
Redacted	Initial Teacher Education (ITE)
Redacted	ITE
Redacted	ITE
Redacted	Professional Learning (DARPL)
Redacted	Knowledge and Analytical Services
Redacted	Knowledge and Analytical Services
Redacted	Curriculum
Redacted	Curriculum
Redacted	Curriculum
Redacted	Curriculum
Redacted	Welsh Language
Redacted	Higher Education
Redacted	Higher Education
Redacted	Apprenticeships
Redacted	Race Disparity Evidence Unit
Redacted	Race Disparity Evidence Unit

From: Redacted
Sent: 9th November 2023 13:13
To: Redacted
Cc: Redacted
Subject: ArWAP - EAG Education and Welsh Language sub-group

Dear colleagues

I want to advise you that following discussions we have agreed to cancel next week's ArWAP Education & Welsh Language sub-group meeting scheduled for the morning of Wednesday 15th November. Unfortunately, our planned item on Welsh language actions needs to be postponed to December and we don't want it to be a round robin of updates. We appreciate this may be disappointing, however, we wish to ensure you have a satisfactory discussion of items in December. **Redacted** will be contacting **Redacted** as group lead to discuss planning for the December meeting. If you have any specific points / suggestions / questions regarding items for the December agenda please contact me and copy in **Redacted** or CYP.RightsinEducation@gov.wales Our branch mailbox is monitored throughout the week.

The draft minutes of the October meeting will follow ASAP next week.

Regards

Redacted

From: Redacted
Sent: 7th December 2023 13:24
To: Redacted
Cc: Redacted
Subject: Papers for ArWAP EAG Education and Welsh Language Sub-Group meeting - 13 December

Good afternoon

Please find attached the minutes of the last meeting held on 23rd October and the agenda for our next meeting on 13th December.

Below is the link to one year on report:

Annual report on implementation of the recommendations from the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group report [HTML] | GOV.WALES

Below is the link to the Celebrate and Participate – education guidance to support Gypsy, Roma and Traveller children and young people published today:

Education guidance to support Gypsy, Roma and Traveller children and young people | GOV.WALES

Apologies for the delay in sending these to you.

Kind regards

Redacted

Anti-Racist Wales Action Plan
Education & Welsh Language Sub-Group

3rd meeting: 13th December 2023 - 10:00-12:00
(Online)

1	Welcome and Introductions	10:00-10:10
2	Minutes and actions from 2nd meeting – 23rd October	10:10-10:15
3	Celebrate and Participate – education guidance to support Gypsy, Roma and Traveller children and young people	10:15-10:30
4	Welsh Language update	10:30-10:45
5	ARWAP One Year On report and Committee Enquiry	10:45-11:00
6	Children's Commissioner for Wales report – racism in secondary schools	11:00-11:30
7	Support for schools to address Anti-Semitism and Islamophobia	11:30-11:40
8	Future meetings	11:40-11:45
9	Any Other Business	11:45-12:00

Date of next meeting: TBA

From: Redacted
Sent: 21st December 2023 17:00
To: Redacted
Cc: Redacted
Subject: EAG Sub-group: letter to schools - antisemitism and Islamophobia

Dear all

You may already be aware but in case not – a letter to all schools and maintained education settings in Wales issued earlier this week, from both the Minister for Education & Welsh Language and the Minister for Social Justice. The letter was also included in Dysg yesterday.

The letter was put together following discussions with representatives of the Jewish and Muslim communities in Wales, and incorporates suggestions from those representatives.

As well as setting out the Ministers' concerns about incidents of antisemitism and Islamophobia in schools following the beginning of the current conflict in Israel and Gaza, it also includes advice to teachers and senior leaders, and additional sources of information.

From me and my team – thank you to you all for your support over the (long!) autumn term and we hope you have a good break over the Christmas period.

See you in 2024!

Redacted

From: Redacted
Sent: 21st December 2023 6:31pm
To: Redacted
Cc: Redacted
Subject: Re: EAG Sub-group: letter to schools - antisemitism and Islamophobia

Thank you. Can we see the letter please?

From: Redacted
Sent: 22nd December 2023 10:39
To: Redacted
Cc: Redacted
Subject: Re: EAG Sub-group: letter to schools - antisemitism and Islamophobia

Apologies – letters now attached!

Redacted

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Jane Hutt AS/MS
Y Gweinidog Cyfiawnder Cymdeithasol a'r Prif Chwip
Minister for Social Justice and Chief Whip

Llywodraeth Cymru
Welsh Government

19 December 2023

Dear Headteachers,

Supporting children and young people during the conflict in Israel and Gaza

We are seriously concerned about the impact the conflict in Israel and Gaza is having on children and young people across Wales and are writing to you to highlight ways that you can support your learners during this time. As a country committed to creating an anti-racist Wales by 2030, we are concerned by the reports of some children and young people experiencing antisemitism and Islamophobia and racist abuse.

This letter follows our discussions with representatives of the Muslim and Jewish communities in Wales.

Given the nature of the conflict, it is likely there will be awareness of the events within your school, and the issues these are giving rise to within wider society. Some learners will want to talk about the conflict and their feelings about their concerns, fears and grief. Some will have lost friends or family members or know someone who has, and some will want to explore their thoughts to understand and make sense of what they are seeing in the press and on social media.

We know that learners, families and staff alike often do not know what to say to begin discussions in a respectful and inclusive way. Many fear saying the wrong thing and causing offence or distress to others, and many more will have views on the conflict and will want space to express those views safely.

As teachers and education practitioners, and as trusted adults within your setting, there are things you can do to support and help learners during this time. There are also a number of trusted resources and sources of information available which can help you – these are highlighted below and in the list of further resources.

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400
Gohebiaeth.Jeremy.Miles@llyw.cymru
Correspondence.Jeremy.Miles@gov.wales

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1SN

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Bullying and racism

Islamophobia and antisemitism are both forms of prejudice-related bullying and have no place in any part of our society in Wales. We expect allegations and incidents of racism and racial harassment to be fully investigated by education settings, with appropriate action taken to address the matter and prevent further instances from happening.

Our statutory anti-bullying guidance 'Rights, Respect, Equality' includes guidance for education settings and governing bodies to tackle prejudice-related bullying and harassment. This section of the guidance is currently being updated and strengthened to provide further support for schools to tackle this issue but remains relevant in its current form.

We have heard from parents and young people that, during this time, they are unsure of how to report racist incidents and bullying. It is essential that all schools and education settings ensure their school behaviour policy and process for reporting incidents are kept updated and current, and are accessible to learners, parents and carers.

Hate crime

In some cases, an incidence of prejudice-related bullying could amount to a hate incident or hate crime, and it can be difficult to distinguish between these different categories. It is important that schools and education settings recognise these different forms of abuse to ensure they are reported accurately and addressed effectively.

The Welsh Government funds the Wales Hate Support Centre, run by Victim Support Cymru, to provide free, confidential support and advocacy to all victims of hate crime, including hate crime targeted towards faith communities, 24 hours a day 7 days a week. The service can be accessed via telephone on 0300 3031 982 or via e-mail: HateCrimeWales@victimsupport.org.uk. The Wales Hate Support Centre offers a national children and young person friendly hate crime service.

The Welsh Government's anti-hate crime campaign, Hate Hurts Wales, encourages victims and bystanders to report hate crime.

Victim Support Cymru has published a number of bilingual resources specifically focused on supporting children and young people – links have been provided in the list of sources, below.

Role of *Prevent*

Following the beginning of this conflict, we have heard that some young people are concerned that their discussion of the conflict will lead to them being reported to *Prevent*, and some parents are also concerned about reporting racist incidents for the same reason.

Prevent is part of the UK Government's counter-terrorism strategy, CONTEST and is intended to address all forms of terrorism. Although not a devolved matter, tackling radicalisation requires close co-operation between the Home Office and the Welsh Government and its partners.

Schools and education settings should take care that learners understand that discussion of the conflict and seeking to understand the complexity of the conflict – both today and historically – can and should be done in a way where learners feel able to express their views and engage in respectful dialogue with their peers. Expressing sympathy, solidarity or empathy towards civilians caught up in the current conflict should not be construed as an issue that requires *Prevent* involvement.

Young people and their parents should be confident that discussion on the conflict in Gaza and Israel will not be conflated with the issues that *Prevent* seeks to address.

Role of the curriculum

The current conflict has highlighted the importance of learners engaging in respectful dialogue, both with their peers and their teachers. The role of the curriculum is essential to aid this dialogue.

We are proud that Wales is leading the way by becoming the first part of the UK to make it mandatory to teach Black, Asian and Minority Ethnic histories and experiences in the curriculum. This ensures our young people develop an understanding of others' identities and make connections with people, places and histories elsewhere in Wales and across the world. This work will reinforce the importance of teaching past and present experiences and contributions of ethnic minority peoples as part of the story of Wales across the curriculum.

Following the beginning of the conflict in Ukraine, the Welsh Government brought together a conflict in war collection of resources for teachers and practitioners on Hwb – these are still relevant and useful during discussions with learners. Further Hwb resources are included in the list below.

Fundraising

We are aware that some schools and learners have wanted to do more to stand in solidarity with all innocent civilians in Israel and Gaza caught up in the escalation of violence.

For learners seeking support from their schools and teachers to fundraise at this time, there are a range of UK registered charities operating in the region that can be supported. The Welsh Government recommends that education settings focus on the values of compassion and humanitarianism, and ensure choices made in relation to fundraising reflect the concerns of your learners and the diversity of the community within your setting.

Professional Learning

It is important that senior leaders, teachers and education practitioners feel supported in undertaking this dialogue appropriately and tackling all forms of racism. DARPL, the Welsh Government funded Diversity and Anti-Racism Professional Learning project can provide support on addressing antisemitism and Islamophobia through their training and awareness raising sessions, as well as their wider resources which are free and accessible to all working in education.

During this time, we have both been reaching out to community leaders to express our condolences and to hear from them about the impacts the current situation is having on our communities, and we will continue to do so.

Finally, we are extremely grateful for the work you and your staff have been undertaking in support of your pupils and school communities. Against a complex backdrop, we know you are doing everything you can to ensure that every child, regardless of their background, has the support they need to reach their full potential.

We hope you and your staff have a restful break over the Christmas period.

Yours sincerely,

Jeremy Miles MS
Minister for Education
and Welsh Language

Jane Hutt MS
Minister for Social
Justice and Chief Whip

Tackling Anti-Semitism and Islamophobia in education settings Additional resources and information

Hwb resources

Conflict in war resources
Online hate - Hwb
A practitioners guide to understanding online racism - Hwb
Online racism (Primary) - Hwb
Online racism (Secondary) - Hwb
Hate Crime Awareness project educational resource (Home Office / Barnardo's Cymru) – English only

Victim Support: Children & Young People's Supporters Toolkit
Children and Young People resource (Bilingual)
"It's soul destroying" - Conversations with children and young people affected by hate crime in Wales

Children's Commissioner for Wales
Equality and Anti-Racism Resources
Tackling Islamophobia Resource

Show Racism the Red Card
SRTRC Education resources – English only

UNESCO
Addressing antisemitism through education | UNESCO – English only

UNICEF
How to talk to your children about conflict and war | UNICEF Parenting – English only

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Jane Hutt AS/MS
Y Gweinidog Cyfiawnder Cymdeithasol a'r Prif Chwip
Minister for Social Justice and Chief Whip

Llywodraeth Cymru
Welsh Government

19 Rhagfyr 2023

Annwyl Brifathrawon,

Cefnogi plant a phobl ifanc yn ystod y gwrthdaro yn Israel a Gaza

Rydym yn bryderus iawn am yr effaith y mae'r gwrthdaro yn Israel a Gaza yn ei chael ar blant a phobl ifanc ledled Cymru ac yn ysgrifennu atoch i dynnu sylw at ffyrdd y gallwch gefnogi eich dysgwyr yn ystod y cyfnod hwn. Fel gwlad sydd wedi ymrwymo i greu Cymru wrth-hiliol erbyn 2030, rydym yn pryderu am adroddiadau rhai plant a phobl ifanc sy'n profi gwrthsemitiaeth ac Islamoffobia a chamdriniaeth hiliol.

Mae'r llythyr hwn yn dilyn ein trafodaethau gyda chynrychiolwyr o'r cymunedau Mwslemaidd ac Iddewig yng Nghymru.

O ystyried natur y gwrthdaro, mae'n debygol y bydd ymwybyddiaeth o'r digwyddiadau yn eich ysgol, a'r materion sydd wedi codi yn y gymdeithas ehangach. Bydd rhai dysgwyr eisiau siarad am y gwrthdaro a'u teimladau am eu pryderon, eu hofnau a'u galar. Bydd rhai wedi colli ffrindiau neu aelodau o'u teulu neu'n adnabod rhywun sydd wedi, a bydd rhai eisiau archwilio eu meddyliau i ddeall a gwneud synnwyr o'r hyn y maent yn ei weld yn y wasg ac ar gyfryngau cymdeithasol.

Gwyddom nad yw dysgwyr, teuluoedd a staff fel ei gilydd yn aml yn gwybod beth i'w ddweud i ddechrau trafodaethau mewn ffordd barchus a chynhwysol. Mae llawer yn ofni dweud y peth anghywir ac achosi tramgwydd neu drallod i eraill. Bydd gan lawer mwy farn ar y gwrthdaro a bydd eisiau lle i fynegi'r safbwyntiau hynny'n ddiogel.

Fel athrawon ac ymarferwyr addysg, ac fel oedolion dibynadwy yn eich lleoliad, mae yna bethau y gallwch chi eu gwneud i gefnogi a helpu dysgwyr yn ystod y cyfnod hwn. Mae yna hefyd nifer o adnoddau dibynadwy a ffynonellau gwybodaeth ar gael a all eich helpu – mae'r rhain wedi'u hamlygu isod ac yn y rhestr o adnoddau pellach.

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400
Gohebiaeth.Jeremy.Miles@llyw.cymru
Correspondence.Jeremy.Miles@gov.wales

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Caerdydd • Cardiff
CF99 1SN

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

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Bwlio a hiliaeth

Mae Islamoffobia a gwrthsemitiaeth ill dau yn fathau o fwlio sy'n gysylltiedig â rhagfarn ac nid oes lle iddynt mewn unrhyw ran o'n cymdeithas yng Nghymru. Disgwyliwn i leoliadau addysg ymchwilio'n llawn i honiadau a digwyddiadau o hiliaeth ac aflonyddu hiliol, gyda chamau priodol yn cael eu cymryd i fynd i'r afael â'r mater ac atal achosion pellach rhag digwydd.

Mae ein canllawiau gwrth-fwlio statudol 'Hawliau, Parch, Cydraddoldeb' yn cynnwys canllawiau i ysgolion a chyrff llywodraethu fynd i'r afael â bwlio ac aflonyddu sy'n gysylltiedig â rhagfarn. Mae'r adran hon o'r canllawiau'n cael ei diweddaru a'i chryfhau ar hyn o bryd er mwyn rhoi cymorth pellach i ysgolion fynd i'r afael â'r mater hwn, ond mae'n dal yn berthnasol yn ei ffurf bresennol.

Rydym wedi clywed gan rieni a phobl ifanc eu bod, yn ystod y cyfnod hwn, yn ansicr ynghylch sut i adrodd am ddigwyddiadau hiliol a bwlio. Mae'n hanfodol bod pob ysgol a lleoliad addysg yn sicrhau bod eu polisi ymddygiad a'r broses ar gyfer adrodd am ddigwyddiadau yn cael eu diweddaru ac yn gyfredol, a'u bod yn hygyrch i ddysgwyr, rhieni a gofalwyr.

Troseddau casineb

Mewn rhai achosion, gallai achos o fwlio sy'n gysylltiedig â rhagfarn fod yn gyfystyr â digwyddiad casineb neu drosedd casineb, a gall fod yn anodd gwahaniaethu rhwng y categorïau gwahanol hyn. Mae'n bwysig bod ysgolion a lleoliadau addysg yn cydnabod y gwahanol fathau hyn o gam-drin er mwyn sicrhau eu bod yn cael eu hadrodd yn gywir ac yn cael sylw effeithiol.

Mae Llywodraeth Cymru yn ariannu Canolfan Cenedlaethol Cymorth ac Adrodd Troseddau Casineb Cymru, sy'n cael ei rhedeg gan Cymorth i Ddioddefwyr Cymru, i ddarparu cymorth ac eiriolaeth gyfrinachol am ddim i holl ddioddefwyr troseddau casineb, gan gynnwys troseddau casineb wedi'u targedu at gymunedau ffydd. Mae'r cymorth yma ar gael 24 awr y dydd, 7 diwrnod yr wythnos. Gellir cyrchu'r gwasanaeth dros y ffôn ar 0300 3031 982 neu drwy e-bost: Hate.CrimeWales@victimsupport.org.uk. Mae'r Ganolfan Cenedlaethol yn cynnig gwasanaeth troseddau casineb sy'n ystyriol o blant a phobl ifanc.

Mae ymgyrch gwrth-droseddau casineb Llywodraeth Cymru, sef Mae casineb yn brifo Cymru, yn annog dioddefwyr a gwylwyr i roi gwybod am droseddau casineb.

Mae Cymorth i Ddioddefwyr Cymru wedi cyhoeddi nifer o adnoddau dwyieithog sy'n canolbwyntio'n benodol ar gefnogi plant a phobl ifanc – mae dolenni wedi'u darparu yn y rhestr o ffynonellau isod.

Rôl *Prevent*

Yn dilyn dechrau'r gwrthdaro hwn, rydym wedi clywed bod rhai pobl ifanc yn pryderu y bydd eu trafodaeth am y gwrthdaro yn arwain at gael eu hadrodd i *Prevent*, ac mae rhai rhieni hefyd yn pryderu am adrodd am ddigwyddiadau hiliol am yr un rheswm.

Mae *Prevent* yn rhan o strategaeth gwrthderfysgaeth Llywodraeth y DU, CONTEST, a'i fwriad yw mynd i'r afael â phob math o derfysgaeth. Er nad yw'n fater datganoledig, mae mynd i'r afael â radicaleiddio yn gofyn am gydweithrediad agos rhwng y Swyddfa Gartref a Llywodraeth Cymru a'i phartneriaid.

Dylai ysgolion a lleoliadau addysg ofalu bod dysgwyr yn deall y gellir trafod y gwrthdaro a cheisio deall cymhlethdod y gwrthdaro – heddiw ac yn hanesyddol – mewn ffordd lle mae dysgwyr yn teimlo y gallant fynegi eu barn a chymryd rhan mewn deialog barchus gyda'u cyfoedion. Ni ddylai mynegi cydymdeimlad, undod neu empathi tuag at sifiliaid sy'n rhan o'r gwrthdaro presennol gael ei ddehongli fel mater y mae angen ei gynnwys gan *Prevent*.

Dylai pobl ifanc a'u rhieni fod yn hyderus na fydd trafodaeth ar y gwrthdaro yn Gaza ac Israel yn cael ei chyfuno â'r materion y mae *Prevent* yn ceisio mynd i'r afael â nhw.

Rôl y cwricwlwm

Mae'r gwrthdaro presennol wedi tynnu sylw at bwysigrwydd dysgwyr yn cymryd rhan mewn deialog barchus, gyda'u cyfoedion a'u hathrawon. Mae rôl y cwricwlwm yn hanfodol i gynorthwyo'r ddeialog hon.

Rydym yn falch bod Cymru yn arwain y ffordd drwy ddod y rhan gyntaf o'r DU i'w gwneud yn orfodol i ddysgu hanes a phrofiadau Du, Asiaidd a Lleiafrifoedd Ethnig yn y cwricwlwm. Mae hyn yn sicrhau bod ein pobl ifanc yn datblygu dealltwriaeth o hunaniaeth pobl eraill ac yn gwneud cysylltiadau â phobl, lleoedd a hanes mewn mannau eraill yng Nghymru a ledled y byd. Bydd y gwaith hwn yn atgyfnerthu pwysigrwydd addysgu profiadau'r gorffennol a'r presennol a chyfraniadau pobl o leiafrifoedd ethnig fel rhan o stori Cymru ar draws y cwricwlwm.

Yn dilyn dechrau'r gwrthdaro yn yr Wcráin, daeth Llywodraeth Cymru â chasgliad o adnoddau gwrthdaro mewn rhyfel ynghyd ar gyfer athrawon ac ymarferwyr ar Hwb – mae'r rhain yn dal yn berthnasol ac yn ddefnyddiol yn ystod trafodaethau gyda dysgwyr. Mae rhagor o adnoddau Hwb wedi'u cynnwys yn y rhestr isod.

Codi arian

Rydym yn ymwybodol bod rhai ysgolion a dysgwyr wedi bod eisiau gwneud mwy i sefyll mewn undod â'r holl sifiliaid diniwed yn Israel a Gaza sydd wedi'u dal yn y cynnydd mewn trais.

Ar gyfer dysgwyr sy'n gofyn am gymorth gan eu ysgolion a'i athrawon i godi arian ar yr adeg hon, mae amrywiaeth o elusennau cofrestredig yn y DU sy'n gweithredu yn y rhanbarth y gellir eu cefnogi. Mae Llywodraeth Cymru yn argymell bod lleoliadau addysg yn canolbwyntio ar werthoedd tosturi a dyngarol, a sicrhau bod y dewisiadau a wneir mewn perthynas â chodi arian yn adlewyrchu pryderon eich dysgwyr ac amrywiaeth y gymuned yn eich lleoliad.

Dysgu Proffesiynol

Mae'n bwysig bod uwch arweinwyr, athrawon ac ymarferwyr addysg yn teimlo eu bod yn cael eu cefnogi i gynnal y ddeialog hon yn briodol a mynd i'r afael â phob math o hiliaeth. Gall DARPL, prosiect Dysgu Proffesiynol Amrywiaeth a Gwrth-Hiliol a ariennir gan

Lywodraeth Cymru, ddarparu cymorth ar fynd i'r afael â gwrthsemitiaeth ac Islamoffobia trwy eu sesiynau hyfforddi a chodi ymwybyddiaeth, yn ogystal â'u hadnoddau ehangach sydd am ddim ac yn hygyrch i bawb sy'n gweithio ym myd addysg.

Yn ystod y cyfnod hwn, rydym ill dau wedi bod yn estyn allan at arweinwyr cymunedol i fynegi ein cydymdeimlad ac i glywed ganddynt am yr effeithiau y mae'r sefyllfa bresennol yn ei chael ar ein cymunedau, a byddwn yn parhau i wneud hynny.

Yn olaf, rydym yn hynod ddiolchgar am y gwaith yr ydych chi a'ch staff wedi bod yn ei wneud i gefnogi eich disgyblion a'ch cymunedau ysgol. Yn erbyn cefndir cymhleth, rydym yn gwybod eich bod yn gwneud popeth o fewn eich gallu i sicrhau bod pob plentyn, waeth beth eu cefndir, yn cael y cymorth sydd ei angen arnynt i gyrraedd eu llawn botensial.

Gobeithiwn y cewch chi a'ch staff seibiant braf dros gyfnod y Nadolig.

Yn gywir,

Jeremy Miles AS
Gweinidog y Gymraeg Addysg

Jane Hutt AS
Y Gweinidog Cyfiawnder Cymdeithasol ac a'r Prif Chwip

Mynd i'r afael â Gwrth-Semitiaeth ac Islamoffobia mewn lleoliadau addysg Adnoddau a gwybodaeth ychwanegol

Adnoddau Hwb

Adnoddau gwrthdaro mewn rhyfel

Casineb ar-lein - Hwb

Canllaw i ymarferwyr ar ddeall hiliaeth ar-lein - Hwb

Hiliaeth ar-lein (Cynradd) - Hwb

Hiliaeth ar-lein (Uwchradd) - Hwb

Hate Crime Awareness project educational resource (Home Office / Barnardo's Cymru) – Saesneg yn unig

Cymorth i Ddioddefwyr: Pecyn Cymorth Cefnogwyr Plant a Phobl Ifanc

Adnodd Plant a Phobl Ifanc (Dwyieithog)

"Mae'n torri calon" - Sgyrsiau â phlant a phobl ifanc y mae troseddau casineb yn effeithio arnynt yng Nghymru

Comisiynydd Plant Cymru

Adnoddau Cydraddoldeb a Gwrth-Hiliaeth

Adnodd Taclo Islamoffobia

Show Racism the Red Card

Adnoddau addysg SRTRC – Saesneg yn unig

UNESCO

Addressing antisemitism through education | UNESCO – Saesneg yn unig

UNICEF

How to talk to your children about conflict and war | UNICEF Parenting – Saesneg yn unig

From: Redacted
Sent: 23rd February 2024 09:01
To: Redacted
Subject: Agenda and Papers for ArWAP Education and Welsh Language Sub-Group - 5th March

Dear colleagues

We are looking forward to our next meeting on the 5th March – this meeting will be different to the usual format as it will focus on the actions for Education & Welsh Language ahead of the next iteration of the ArWAP.

During the meeting, policy leads will give a brief overview of their plans for updating/amending their actions – as you will see from the actions grid (attached – Annex B) some of these are more developed than others. The workshop will provide an opportunity for all members to feedback on actions – whether on specific wording, or on an intended direction. This feedback will be invaluable to ensure the actions within the next iteration are relevant and have impact.

Please find attached the following papers in advance of our meeting on 5th March:

- Agenda
- Minutes of the last meeting (30th January)
- Item 3: Annex A: Guidance Note – a brief note to help guide the discussion
- Item 3: Annex B: ArWAP Actions Grid – stocktake of progress against current actions, plus new goal and actions on Youth Work
- Second iteration guidance document – for information only, this is detailed guidance provided by the ArWAP team and includes the template for the final product – this will be completed post-meeting.

Ahead of the meeting we would be grateful if you could consider the planned actions to aid discussion following each presentation.

Kind regards

Redacted

Anti-Racist Wales Action Plan
Education & Welsh Language Sub-Group

5th meeting: 05 March 2024 - 09:30-12:30
(Online)

1	Welcome and Introductions	Co-chairs	09:30 – 09:35
2	Minutes and actions from 4th meeting – 29th January 2024	All	09:35 – 09:40
3	Anti-racist Wales Action Plan (ArWAP) Refresh: 9:40 – 9:45: Context & Process 9:45 – 10:05: Welsh Language 10:05 – 10:25: Further Education 10:25 – 10:45: Higher Education 10:45 – 11:05: Initial Teacher Education	Policy leads All	09:40 – 11:05
4	*Comfort break*		11:05 – 11:15
5	Anti-racist Wales Action Plan (ArWAP) Refresh: 11:15 – 11:35: Professional Learning / DARPL 11:35 – 11:55: Youth work 11:55 – 12:15: Gypsies, Roma & Travellers & Anti-bullying	Policy leads All	11:15 – 12:15
6	Any other business • Date of next meeting		12:15 – 12:30
7	Close		12:30

Date of next meeting: TBA

Anti-Racist Wales Action Plan
Education & Welsh Language Sub-Group
5 March 2024

Item 3
Anti-racist Wales Action Plan (ArWAP) Refresh: June 2024-2026

Context

The ArWAP is an iterative Plan which is now being refreshed – this next iteration will cover 2024-2026. The role of the Education & Welsh Language Sub-Group is to:

- Shape the next iteration of the Education strand, including actions for schools, FE and HE. Actions for Youth Work will also be added for the first time; and
- Shape *some* of the next iteration of the Welsh language strand.

What are we being asked to do?

Full guidance has been provided in the 'Second Iteration Guidance' document, also sent to you with these papers. Very briefly:

WG Officials are being asked to review the current goals and actions and consider what/if any changes are required to make the goals and action SMART(er). Any changes and/or additional actions need to be considered by the Sub-Group members, before being finalised and cleared by relevant Deputy Directors.

EAG Experts and Diversity Reps are being asked to consider the changes and additions put forward by WG officials and provide feedback. Members can also put forward any other changes or additions they feel should also be considered.

Everyone is asked to consider clear impact and indicators, along with identifying which of the 6 key priority areas each action fits into. These will need to be carefully considered by all.

What is the process for our sub-group?

We will meet on the 5th March to discuss initial planned changes and additional actions – a table of the current actions and their status, along with planned additions are at **Annex B**. Where we have been unable to provide a form of words for new suggested actions, a short narrative has been added instead – to be discussed further at the sub-group meeting.

During the meeting, each policy area will lead their section of the agenda, to set out the planned changes/additions and get feedback from the sub-group.

During the meeting, the sub-group will need to decide next steps – whether another meeting is needed to finalise any changes/additions, for example.

Following the meeting, policy leads will finalise the changes/additions to their respective actions – this will be based on feedback from the sub-group members. Final actions/additions will need to be put on the template from the ArWAP team – this will be completed by policy leads. Final clearance will be needed from relevant Deputy Directors.

Suggested questions to consider

In advance of the 5th March and during the meeting, you may want to consider the following in terms of the actions proposed – these are just ideas and not exhaustive!

- Is the action too specific / not specific enough?
- Is the action realistic within the timeframe?
- Is the action SMART – can it be SMARTer?
- Does the action go far enough?
- Is there anything missing which could be added?
- Are there risks to delivering the action? How could these be mitigated?

Timeline

- 5th March: Sub-Group workshop
- *[Mid-late March – further sub-group meeting – TBC]*
- Late March: Deputy Director clearances
- 31st March: Deadline for all changes/new actions to be sent to the ArWAP team
- 12th April: EAG Meeting – ArWAP refresh to be agreed

- Mid-April: Budget confirmation
- Mid-late April: individual Ministerial clearances
- May: Clearance by Cabinet

Government Policy Advice for Anti-racist Wales Action Plan (ArWAP) Refresh June 2024 – June 2026

For Internal Use Only

Contents & Links

1. Purpose
2. Lead Roles and Timeline
3. Template for populating Policy Specific, Refreshed Goals and/or Actions for June 2024 to June 2026
4. Blank Goals and Actions Template
5. Goals and Actions Template with Added Guidance
6. Frequently Asked Questions including RDEU Guidance
7. Appendix A – Table of Available Levers

Purpose:

- The ArWAP is an iterative Plan which was scheduled to be reviewed after two years of publishing.
- This approach enables Welsh Government to reflect on early successes, barriers, opportunities, and lessons learned whilst keeping abreast of developing feedback and the evolving needs of Black, Asian and Minority Ethnic people and communities.
- This iterative process creates a space for continuous improvement, flexibility, and efficient resource allocation.
- Following guidance from Private Office, the next iteration of ArWAP will take the form of a Plan refresh and extension. The next iteration will cover **2024-2026**. This means that the focus should remain on refining existing goals and actions (if needed) to strengthen implementation and measurement. Any changes to the existing goals and/or actions should be rationalised and approved by EAG subgroup members.
- When revising the document, please ensure that any proposed deletions are flagged and accompanied by a brief explanation. This will help maintain transparency and ensure that all stakeholders are aware of the changes made during the iteration process.
- Ministerial approval is required for all portfolio areas. We understand this may present challenges given the leadership race and budgetary restrictions. You may wish to put up combined advice across divisions.
- Policy areas may simply wish to extend the existing timeframes and strengthen the lead agents/partners.
- Where amendments are required to strengthen the measurement of impact the Race Disparity Evidence Unit (RDEU) will lead the way in supporting Officials.
- Where completely **new goals** are required, in keeping with the spirit of how we work, they should be co-produced with ethnic minority people.
- However, there may be a case for some actions that you know you need to take now, for example identifying base line data that is needed to measure progress against actions. These could be included.
- Not all new actions will have a budgetary implication. We are advised that no new actions can be added without an agreed budget.
- We envisage that you will use the existing subgroups to engage our Experts and Diversity Representatives to help shape the forward look.
- One member of the Implementation team and one member of the Race Disparity Evidence Unit team will meet with you to help and support you.

- For consistency and ease of populating the next draft we have provided a template with guidance for each section.
- Following discussions at EAG and Internal groups we have suggested a different set of sub-headings for your actions. These headings are so we can prioritise some key areas across the refreshed Plan, and you need only insert what you have already committed to under them. We have added some subheadings to add more clarity for data collection and evaluation and so we do not omit key areas of focus unique to your policy area.
- We must conclude internal preparations before presenting a draft at the EAG meeting in April 2024.
- The existing goals have gone through extensive consultation and shape the views of many ethnic minority people across Wales. It is important not to amend these goals unless it is imperative to do so for measurability purposes. Any changes to the existing goals and/or actions should be rationalised and approved by EAG subgroup members. EAG members have been clear that no changes should be made to the goals beyond making them more measurable. They will also require approval by the EAG when we present the full draft to them in April 2024.

Leads and Timeline

• Policy leads will take the lead in consulting with their subgroups, peers, and managers.	• Review current goals and actions and consider what/if any changes are required to make goals and actions SMART(er). • Reshape chapter introduction as per below template. • Seek feedback from your policy specific subgroup, ArWAP and RDEU. • Clearly set out your 2024-2026 budget position/costings, including, if it is anticipated that these are recurrent and the years in which expenditure will be incurred. This detail is required for the cabinet paper. • Share finalised templates for your policy area including goals and actions and budget position with ArWAP Implementation Team and RDEU. Where EIA's have been amended to include this activity, please share. • When the new cabinet is in place, please ensure Ministerial clearance is obtained. This will need to be shared with the ArWAP team ahead of the cabinet paper. • RDEU to write refreshed section 5: How we will measure the plan • Implementation team to refresh introduction narrative	31st March 2024
➢ ArWAP Implementation Team and Race Disparity Evidence Unit	➢ Closely liaise with the design and translation team and inform them of the work required. ➢ Check for consistency and collate each policy area's template. ➢ Ensure that EAG members receive the final documents a minimum two weeks in advance of their meeting in April. ➢ Alongside this, compile a cabinet paper and ensure that the ministerial and co-chairs forewords, introduction, and context to refreshed Plan are in place.	May 2024
➢ ArWAP Implementation Team	➢ ArWAP Implementation Team compile the refreshed plan in line with cabinet guidance & EAG approval. ➢ Ministerial clearance for the full document	May – June 2024
➢ ArWAP Implementation Team	➢ Bilingual publication of the refreshed plan along with other required formats.	June 2024

Template for Populating Policy Specific Submissions for June 2024 to June 2026

Chapter Title in line with ArWAP

Some evidence

Introductory narrative with latest evidence.

Many policy areas will be able to directly reference pieces of evidence published or commissioned or data collections that are happening, including lived experience evidence you have collected. These can be linked in this section.

Can a baseline be developed, what needs to happen to track progress and strengthen the measurement of outcomes and impact.

Introduction

Summary of what has been achieved since the publication of the Plan in **June 2022.** Provide your background narrative that may include references from the recently published Anti-racist Wales Action Plan: annual report 2022 to 2023 | GOV.WALES. Highlight key achievements and accomplishments against your goals/actions and describe how these actions have tangibly improved people's lived experiences on the ground. Please also ensure that you summarise challenges encountered, for example lack/availability of tools like data etc. since the publication of the Plan. Explain what actions have been taken or need to be taken to address these challenges including future barriers and actions that still require embedding. This is for the reader to understand what you have done, learnt from it and what you want to do more or less of in the next refreshed Plan for your policy area.

What we will do

Policy area specific focus. Provide a narrative around what you are prioritising for 2024-2026 and why. Please keep it to a maximum of half page.

Key priority areas for consideration set out by the EAG: We are keen to understand your approach to integrating the following key priority areas by writing a short paragraph on each:

1. Implications for leadership and representation (for example, policy areas to **improve their workforce, senior leadership and the arms lengths bodies that we work with to be more diverse and representative of the local demographics.**)
2. Implications for intersectionality (cumulative impact of disadvantage i.e. disability, gender, sexual orientation, etc.)
3. Implications for the needs of Gypsy, Roma, and Traveller people
4. Implications for any data/research needs

5. Strengthening complaints system: Enhance current systems/mechanisms to make them more effective and responsive.
6. Positive action as per the Equality Act 2010 – Fully implement this in team/board recruitments, as well as more broadly e.g., service delivery, engagement etc.

We have incorporated a column in the template below to illustrate how the above key priority areas align with specific goals and actions. It is important to note that each action may have implications for several, if not all, of the mentioned areas.

Please use the below Template to populate your goals and actions in preparation **for publication**.

Please note: We have provided some examples for your consideration. The 'impact & indicators' column may help shape your thinking around what should be considered when re-refreshing your actions. Along with the possible indicators for your actions, RDEU have provided examples of further considerations that should be acknowledged. These considerations will differ from action to action, so it is imperative that you engage RDEU in discussions before submitting your final draft.

Blank Template

Existing Actions	Amended Actions	Impact & Indicators	By When	Lead and Partners	Key Priority Areas (1-6)	This will not be published but include for now: Budget Position as detailed above
Goal:						
Action:						
Action:						
Action:						
Goal:						
Action:						
Action:						

Please Provide Detail of Any Additional Work Triggered by ArWAP

Template with Added Guidance

Existing Actions	Amended Actions	Impact & Indicators	By When	Lead and Partners	Key Priority Areas (1-6)	**This will not be published but include for now: Budget Position as detailed above**
(Leadership) **Goal: To ensure that public sector senior leadership is representative and inclusive, as are all Boards of public services and third sector organisation we fund**						
Action: Expand the availability of opportunities for community leaders to be involved in policy development and decision-making (including making public appointments), with remuneration where possible and appropriate	Involve community leaders in policy development and decision-making by recruiting community consultants to feedback on policy and join recruitment panels (including making public appointments), with remuneration where possible and appropriate	**Impact:** Expert lived experience built into policy-making and delivery decision. Better services for all. **Possible Indicators:** Ethnicity data of people who participate in consultations, feedback provided, engagement events etc. **Further Consideration:** How would we define 'availability of opportunity' and what does this mean realistically?			Priority Areas 1-6	

Existing Actions	Amended Actions	Impact & Indicators	By When	Lead and Partners	Key Priority Areas (1-6)	**This will not be published but include for now: Budget Position as detailed above**
(Crime & Justice) **Goal: To ensure that Wales continues to strive to be an anti-racist country and so is a safe place to live, by eliminating hateful attitudes and supporting victims of racially motivated hate crime**						
Action: Enhance our support and advocacy for those who have experienced racist hate crime through a refreshed Wales Hate Support Centre, including consideration of incidents where intersectional hate has taken place and the specific support which may be required in those circumstances.	Enhance our support and advocacy for those who have experienced racist hate crime through a Wales Hate Support Centre that is 'co-reviewed' with people experiencing intersectional hate crime and the specific support which may be required in those circumstances.	**Impact:** Bystanders will better understand hate crime and be motivated to act in an anti-racist way in support of victims. Hateful attitudes will be seen as socially unacceptable. Perpetrators will fear prosecution and understand the impact of their actions. **Possible Indicators:** Considerations for measuring this action could include people accessing the Wales Hate Support Centre. **Further Consideration:** The impact of this action includes national social			Priority Areas 1-6	

		change and a change in attitudes to racism by perpetrators. Consideration needs to be made as to the achievability of this action				

Existing Actions	Amended Actions	Impact & Indicators	By When	Lead and Partners	Key Priority Areas (1-6)	**This will not be published but include for now: Budget Position as detailed above**
(Leadership) **Goal: To continuously improve our policy-development processes to create anti-racist approaches to all aspects of policy creation.**						
Action: Continue to run a regular Gypsy, Roma and Traveller stakeholder meeting to inform Welsh Government actions and policymaking.	Continue to run a regular Gypsy, Roma and Traveller stakeholder meeting to inform Welsh Government actions and policymaking with recommendations taken to SCS for	**Impact:** Measurable contribution to policy and delivery. **Possible Indicators:** Six meetings held per year (ARWAP commitment). **Further Consideration:** Positive step to continue to run meetings but			Priority Areas 1,2,3,4,6 Potential for priority area 5 also.	

	review and implementation	would be beneficial to be able to measure their impact i.e. recommendation taken forward				

Existing Actions	Amended Actions	Impact & Indicators	By When	Lead and Partners	Key Priority Areas (1-6)	**This will not be published but include for now: Budget Position as detailed above**
(Employability & Skills) **Goal: To reduce and eliminate the ethnicity pay gap between ethnic minority and white employees.**						
Action: Deliver our National Milestone to eliminate the ethnicity pay gap by 2050. In the short term we will incorporate data on Black, Asian and minority ethnic pay and employment into our fair work outcome	Deliver our National Milestone to eliminate the ethnicity pay gap by 2050. In the short term we will incorporate data on Black, Asian and minority ethnic pay and employment into our fair work outcome measures to act	**Impact:** Evidenced that there is an improving trend in the pay gap between ethnic minority and white workers. **Possible Indicators:** Robust and updated ethnicity pay gap. **Further Consideration:** Target is set at 2050 which is good but also need a baseline and midline status update.			Priority Areas 1,2,3,4,6	

measures, and progress plans to review the Public Sector Equality Duty.	as a benchmark to monitor progress in 2035 towards the milestone, and progress plans to review the Public Sector Equality Duty.	Also need to consider the achievability of the action and how much of it is under our control.				

Existing Actions	Amended Actions	Impact & Indicators	By When	Lead and Partners	Key Priority Areas (1-6)	**This will not be published but include for now: Budget Position as detailed above**
(Education & Welsh Language) **Goal: To improve the experiences of Black, Asian and Minority Ethnic learners and teachers in schools.**						
Action: Require reporting of racist incidents and harassment in schools and colleges through strengthened data collection, how they were dealt with, action taken in response and	Produce consistent reporting format of racist incidents and harassment in schools and colleges through strengthened data collection, how they were dealt with, action taken	**Impact:** Higher levels of satisfaction from ethnic minority learners and their families with the way racist incidents are dealt with and resolved in schools and colleges. Increased knowledge of the numbers of racist incidents experienced by learners and staff across schools and colleges in			Priority Areas 1-6	

whether the incident was resolved successfully for the victim.	in response and whether the incident was resolved successfully for the victim showing the percentage number of incidents resolved	Wales. Ability to use this data to identify trends and measure success of policies. **Possible Indicators:** Reports of racist incidents **Further Consideration:** To make this consistently measurable and comparable, a consistent reporting mechanism is needed across all schools and education institutions.				

Existing Actions	Amended Actions	Impact & Indicators	By When	Lead and Partners	Key Priority Areas (1-6)	**This will not be published but include for now: Budget Position as detailed above**
(Leadership) **Goal: To ensure that the Welsh Government workforce includes a proportion of ethnic minority staff equal to that present in the Welsh population as a whole (currently around 6%) at all levels and that ethnic minority groups are attracted to work at Welsh Government and see it as an employer of choice, and to gain their confidence that they will have a rewarding career and meet their full potential.**						

Action: Develop specific actions, using positive action to reach recruitment target of 20% of our recruits from an ethnic minority background by 2026 at all levels of the organisation		**Impact:** This will support our aim of becoming more representative of the population of Wales, with at least 6% of all staff at all levels of the Welsh Government coming from an ethnic minority background. Ethnic minority staff will experience outcomes no worse than non-ethnic minority colleagues as reported by lived experience interviews, when working for Welsh Government and all staff will better understand and engage with good practice in anti-racist recruitment and retention and exit practises. **Possible Indicators:** Welsh Government staff data **Further Consideration:** No recommendations for changing this action but I assume would need to rethink given recent announcements and budget cuts as this may			Priority Areas 1,2,3,4,6	

		be unrealistic target. Would also be true for many other actions in the plan.				

Frequently Asked Questions

Question (Q): Does this align with the existing guidance around a pause in publishing future commitments?

Answer (A): Yes, this Plan is taking a refresh/extension approach, so any new actions are likely a refinement of the existing actions to strengthen their implementation and measurement. Not all new goals will have a budgetary requirement so this should be considered when committing to new actions and co-constructing with ethnic minority people and EAG.

Not all 'new actions' should be included in this Plan. Where actions/activities sit in other plans/strategies etc we can provide links to this work. This is further evidence of ArWAP influenced work. There should be no duplication of actions.

Where existing reports (e.g. Equality and Social Justice Committee, Equality and Human Rights Monitor: Is Wales Fairer? (equalityhumanrights.com), CCfW-Spotlight-Report-–-Racism-in-Schools_231123.pdf (childcomwales.org.uk) have helped shape our thinking or aligns with existing workstreams, we should be clear about this.

Q: How can we commit to goals and actions with current budget challenges?

A: The current position is not a sign of backpaddling on existing obligations. EAG members have been clear that the approach we should take is a more streamlined and focused approach. Prioritising fewer key area's that will yield the biggest impact. This thinking supports our current position. Extended timeframes, strengthening our use of levers to delivery goals etc will have low budgetary implications. Policy areas have advised that there are no current risks (pertaining to budget) to the delivery of their ArWAP goals. If this has changed, please do liaise with the ArWAP Implementation team.

Q: The timeline for this is extremely tight. Is there any movement on this?

A: Please do liaise with your ArWAP Implementation Lead to discuss your individual circumstances.

Q: How can I make existing actions SMART(er)?

A:

The need to measure the impact and track the progress of the implementation of the plan has been highlighted as of key importance by the EAG. Whilst many of the goals and actions in the plan do fit the SMART model, some could be made SMARTer. There are limitations in some areas as to how measurable they are. Making the goals and actions SMARTer will support us to focus on attaining them and showing the difference they have made.

The Anti-racist Wales Action Plan proposes that there should be two measurement levels:

1. The Operational Performance Measures (OPMs), which will measure progress against the goals and actions set out in the action plan. Each policy area will need to develop its own OPMs (including collecting the necessary evidence and data). Therefore, the goals and actions should clearly define what data will be collected, how it will be collected and how it is intended to show impact. The evidence collected for OPMs will feed -
2. The Strategic Performance Measures (SPMs), which will measure change across the Welsh Government, public and funded sectors. The SPMs are, consistent, intended to be generic, and so applicable to all policy areas, and across all sectors. The Race Disparity Evidence Unit is developing an impact evaluation framework within which will sit high level indicators (or SPMs as they are referred to in the plan), designed to measure the overall impact of the plan.

SMART	What does this mean?	Some examples from the actions in the plan
Specific	Specific actions have a desired outcome for specific groups that is clearly understood. Define what will be accomplished by whom for who and the steps to be taken to accomplish this.	Be clear what is meant by e.g. ‘engage with’, ‘make engaging’ ‘ensure’, ‘embedded’, ‘the norm’, ‘accessible’.
Measurable	You need to have measurable objectives so that you can track progress and measure impact. Define what data will be used to measure	What data will you use to decide whether you've met the goal / action? Can you collect this data, and if not, what changes need to be made to enable this? Can you define a baseline from which to track progress? How is the action intended to lead to success and what does that success look like?

	the goal and set a specific method for collection.	How will you collect lived experience and how will it influence how actions are implemented? Be clear what is meant by e.g. Improved knowledge Increased confidence Improved engagement.
Achievable	Goals need to be realistic in order to try to achieve them.	Setting ambitious goals and actions is the backbone of the Anti-racist Wales Action Plan, but you may want to e.g. break them down into smaller, more streamlined actions; remove repetition, prioritise key actions that will have the biggest impact (especially around the key priority areas set out by EAG).
Relevant	Goals and actions should be aligned with the mission of the plan. One way to determine if the action is relevant is to define the key benefit to be realised.	In the context of the Anti-racist Wales Action Plan - what does success look like and how will the actions lead to the achievement of success.
Time-bound	Actions should have a deadline.	Whilst the majority of the actions in the plan do have implementation timescales, many do not have any specific timelines around when you expect to start achieving measures of success. This doesn't mean that all the work is done, but it means that you can evaluate the success of the action and set new goals and action, reflect on things that have been learned and do things differently if actions are not leading to desired outcomes.

Q: Do we need to go through co-producing new goals?

A: Co production should take place with any new goals and actions. The values of the Plan remain, that co-construction with ethnic minority people is paramount. The existing subgroups are a great way to engage our Experts and Diversity Representatives to help shape the forward look. If you need time to co-produce meaningfully, you can highlight that this work is ongoing. As noted above, new actions do not have to go into the plan. We can reference work being undertaken and add actions at a later stage. There is also useful guidance linked Engaging on policy (sharepoint.com).

Q: I am nervous about amending the existing goals and/or actions.

A: The existing goals have gone through extensive consultation and shape the views of many ethnic minority people across Wales. Do not amend these goals unless it is imperative to do so for measurability purposes. Any changes to the existing goals and/or actions should be rationalised and approved by EAG subgroup members. EAG members have been clear that no changes should be made to the goals beyond making them more measurable. They will also require approval by the EAG when we present the full draft to them in April 2024.

Q: Where do I get help?

A: Please don't wait. Call the ArWAP lead attending your subgroups, ask for help from the RDEU and utilise the support of your EAG expert.

Appendix A

Levers: Use all levers available to embed anti-racist approaches including, for example:
Remit letters / Funding / use conditions of grants
performance reviews
Procurement process to incentivise other organisations to improve leadership and representation and anti-racism
Legislative requirements
Directions and statutory guidance (and similar)
Remit letters to arm's length bodies

Statutory policy statements, strategies, and plans
Requirements to publish annual reports, assess sufficiency etc
Operational guidance, advice
Outcome frameworks, performance indicators etc
Formal ‘schemes’ required by Government of Wales Act (Local Government, Third Sector)
Policy statements, strategies and plans
Self-assessment and peer review
Management information
Customer / service user feedback
HR policies, systems, and outcomes
Values and behaviour statements
Complaints procedures and response
Statement of shared purpose
Regular meetings

Practice sharing
Other, please detail:

From: Redacted
Sent: 19th March 2024 10:36
To: Redacted
Subject: ARWAP Education and Welsh Language Sub-group minutes - 14th March 2024

Good morning

Following the meeting on 14th March, at which the specific actions in respect of the schools section were discussed, please find attached the minutes.

Kind regards

Redacted