Content:

- BEMIS Scotland
- Who are Scotland’s diverse ethnic minority communities?
- Educational Attainment
- Gaining Access to Employment
- Challenging Occupational Segregation
- Social Mobility / advancement and promotion

BEMIS Scotland:

BEMIS Scotland are the national Ethnic and Cultural Minorities led umbrella body supporting the development of the Ethnic Minorities Voluntary Sector in Scotland and the communities that this sector represents.

BEMIS do not speak on behalf of diverse communities but represent and raise awareness of diverse and nuanced issues which affect them. The success of any policy engagement or response is evident in communities themselves being in a position to articulate their analysis of any given agenda.

Our vision is of a Scotland that is equal, inclusive and responsive: A society where:

- people from the diverse communities are valued, treated with dignity and respect,
- have equal citizenship, opportunities and equality of life,
- and who actively participate in civic society.
Who are Scotland’s diverse, ethnic minority communities?

By diverse ethnic and cultural minority communities and citizens we allude to the 8.2% (432,616)\(^1\) of Scotland’s population who recognised their ethnicity as being independent of the Scottish / Other British characteristics of 2011 Scottish census.

The Equality and Human Rights Commission, the independent body who oversee the implementation and framework for the delivery of equality and human rights legislation in Scotland and the rest of the UK define the protected characteristic of ‘Race’ in the Equality Act 2010 as such:

“Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins”.\(^2\)

Our interpretation therefore reflects the self-determining nature and broad recognition of this characteristic.

The issue of ‘Race, Ethnicity and Employment’ is complicated. There are various strands of experience operating within intricate policy areas. Ethnic Minority communities are not a single homogenous group and as a result we need to take a flexible, informed, tailored and evidence based approach to diverse experience and interactions across employment dimensions and pathways. Key issues may include but are not reserved to;

- Education and raising attainment
- Socio and economic disadvantage and the ‘Austerity’ effect
- Multigenerational communities experience and prospects
- Lack of understanding of Equalities duties and responsibilities
- Discrimination and segregation across ethnicities
- Lack of sufficient and affordable childcare
- Cultural barriers and lack of understanding
- Gender discrimination and segregation across and within ethnicities
- More recent migrant communities experience and prospects
- Recognition of ‘diversity of diversity’ within ethnicities
- Lack of understanding of ‘Who are ethnic minority communities?’
- A competitive employment market
- Palatable and understandable political narratives

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\(^1\) http://www.scotlandsensus.gov.uk/ods-web/area.html

Race and Ethnicity in Scotland against a global backdrop

In 2014, as part of the Multicultural Homecoming\(^3\) celebrations we were able to identify and engage with diverse groups who had potentially previously been under the radar of the ‘Equalities sector’ and not easily discernable within the census outputs. The newer Nepalese and Azerbaijani groups, the national Afghan community and an increasingly diverse African community amongst many others have set further challenges to civic Scotland in relation to our obligations as positive community interfaces.

It is important to clarify from the outset who and what we are talking about when we say ‘ethnic minority communities’.

**Key Recommendation:** There continues to be a prevalence in Scottish Government statistical output reflected in some Local Authority understanding and service provision to identify ethnic minority communities as being identified solely upon visual identification and lazy jargon unrepresentative of census data. This can lead to outcomes in which narrow definitions ostracise significant numbers of ethnic and cultural minority groups while not taking into account the nuanced circumstances within all minority communities. To progress beyond this ambiguity the ‘Scottish Government should clearly define and reflect in statistical analysis what it means by ‘Ethnic and Cultural Minority communities’ not only predicated on colour of skin but reflecting the broad definition outlined by EHRC and the demographics of Scotland in 2015. This is also key to progressing a coherent and representative review of the committee’s chosen theme.

**Employment support and advice**

- what provisions are in place to help people from ethnic minorities to access employment support and advice;

- what provisions are in place to recognise and address the lower employment rates among some ethnic minority groups compared to others;

- are there any innovative approaches being taken to address the challenges some people from ethnic minorities may experience in trying to access employment advice and support?

Building from the recent consultation conducted by the ‘Education and Culture Committee’ into ‘Raising Attainment and Developing Scotland’s Young Workforce ’ we recognise that an individual’s life chances, including, education, training and employment are often informed from their life experiences to the point of decision making.

Therefore the committee’s review into Race, Ethnicity and Employment is inextricably linked to the ‘Raising Attainment and Developing Scotland’s Young Workforce’ agenda.

\(^3\) [http://bemis.org.uk/project/multicultural-homecoming-2014/]
The early years’ experience, primary and secondary education do not progress in a vacuum independent of the broader employability agenda. These crucial years of development play a significant role in school leaver’s employability chances and prospects.

We are heartened to see that this point is recognised through the recent changes adopted by Education Scotland and Skills Development Scotland in the Career Education Standard and Work Placement Standard which is set to be rolled out across Scotland in August 2015.

“A focus on preparing all young people for employment should form a core element of the implementation of curriculum for Excellence with appropriate resource dedication to achieve this. In particular local authorities, SDS and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.”

We recognise that often the communities we work with lack connectivity to employers and this overarching framework adopted from early years to senior phase will raise the aspirations, understanding and connectivity of all young people across Scotland building on the ‘Curriculum for Excellence’ experience.

We are encouraged by this approach but recognise in order to be effective it is imperative that these entitlements are monitored and reported on by each school.

However, we are keen to highlight the need to celebrate our diversity in experience, skills and culture which is often currently downplayed within our educational establishments and can result in valuable skills being missed by potential employers.

There are a number of policy directives which allude to the potential of diverse communities effecting influential and positive change within the raising attainment agenda. For example;

For bilingual speakers and EAL learners a solid foundation in their heritage language is vital to effective acquisition of the language of the host country.

It supports cognitive development, development of literacy skills, attainment and affects positively the speakers’ self-esteem and emotional development.

Community languages should be supported within the education system with the specific purpose of developing them in all four skills (speaking, listening, reading and writing) as heritage languages and shouldn’t be treated just as an interesting addition to the suite of languages offered as L3 within the “1+2 strategy” (cf. also the 486/EEC Directive of 1977*).  

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*Education Working for All, 2014 P22*
• **Fully utilising then 1+2 approach**: the policy has the potential of becoming a powerful integration tool if the involvement of young people (including refugees and asylum seekers), parents and communities is encouraged and the diverse community/home languages of Scotland are fully recognised and valued. Curriculum for Excellence has the ability to adapt in relevant formats to reflect this progressive policy and fulfil its broader potential.

In addition to this specific measure which could benefit all of Scotland’s children we are aware that there continues to be significant barriers for diverse Ethnic Minority parents to pro-actively engage with and become part of their schools communities. BEMIS’ Gathered Together Project has identified some of the barriers and made recommendations on practical solutions;

<table>
<thead>
<tr>
<th>Barriers to parent participation</th>
<th>Intervention</th>
</tr>
</thead>
</table>
| Communication with parents      | • Podcast  
                                  • Community Assemblies  
                                  • Parents Questionnaires  
                                  • Texting  
                                  • Direct communication |
| Understanding the curriculum    | • Learning together clubs  
                                  • Homework workshop  
                                  • Information evening  
                                  • Open days  
                                  • Pre-school meeting |
| Language Barrier                | • Parent Helper  
                                  • Interpreter  
                                  • Multi-lingual sings  
                                  • Celebrating Language Diversity |
An equitable approach to ‘Developing Scotland’s Young Workforce’ and analysing the links between ‘Race, Ethnicity and Employment’ must recognise the influence of the earliest educational environment and celebrate the diversity of skills often seen within areas, such as, bilingualism.

Accessing coherent, representative and fulfilling employment will primarily be accessed via post-school destinations.

However, if parents and communities are unaware of the opportunities and ambiguity persists about prospective career pathways as an alternative or post higher education then our ability as a nation to ensure equitable, representative economic growth via an appropriately skilled workforce may be damaged.

Currently, we witness a significant underrepresentation of diverse communities in critical employment pathways such as the ‘Activity Agreements’, Employability Fund and ‘Modern Apprenticeships’ which reduces their ability to gain the connectivity with employers, often accessing underemployment as their only means of entry to the world of work.

- BEMIS Scotland via the Gathered Together project have sought to increase representative participation in the broader school community via Parent Teacher Councils. The full reports on identified barriers, experience and solutions can be accessed here; [http://gatheredtogether.bemis.org.uk/publications/](http://gatheredtogether.bemis.org.uk/publications/)
- BEMIS in conjunction with Skills Development Scotland have undertaken (June 2015) a programme with SDS to raise awareness of the parity of esteem of Modern Apprenticeships with traditional academic degree routes across diverse communities and the breadth of transferrable recognised qualifications and industry sectors offered by the ‘MA’ programme. The intervention includes linking employers, training providers, diverse communities and individual citizens within the framework of the MA programme and gathering and analysing real and perceived barriers to these opportunities.
Early indicators suggest that often the funding mechanism can act as a barrier as many diverse communities enter the academic route prior to looking for employment. This means that at the critical employment entry point the individual has exceeded the ‘priority’ target group 16-19 year and funding is reduced making them less attractive to both employer (higher minimum wage) and training provider (less financial support). Due to lack of connectivity this can often mean that individuals with high academic achievement fall into long term unemployment or under employment.

Providers of ‘Activity Agreements’ within the senior phase of the ‘Curriculum for Excellence’ do not currently report on ethnicity. To our knowledge, this programme is deemed of high value for those ethnic minority pupils who experience emotional and connectivity barriers due to the individualised nature of the support, particularly vulnerable to those slipping through the system. For example, Refugee’s, unaccompanied minors and those with acute ESOL needs.

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Table 8: Destinations Split By Ethnicity

<table>
<thead>
<tr>
<th>Destination</th>
<th>White</th>
<th>White Other</th>
<th>Mixed or multiple ethnic groups</th>
<th>Asian, Asian Scottish or Asian British</th>
<th>African, Caribbean or Black</th>
<th>Other Ethnic Back-ground</th>
<th>Not Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Higher Education</td>
<td>38</td>
<td>42.6</td>
<td>45.7</td>
<td>59</td>
<td>56.5</td>
<td>37</td>
<td>32.1</td>
</tr>
<tr>
<td>% Further Education</td>
<td>26</td>
<td>34.5</td>
<td>27.4</td>
<td>23.7</td>
<td>26.1</td>
<td>29.7</td>
<td>34.7</td>
</tr>
<tr>
<td>% Training</td>
<td>4.3</td>
<td>2.9</td>
<td>1.8</td>
<td>1.5</td>
<td>*</td>
<td>*</td>
<td>4.4</td>
</tr>
<tr>
<td>% Employment</td>
<td>22.5</td>
<td>11.9</td>
<td>14.9</td>
<td>8.9</td>
<td>7.8</td>
<td>19.8</td>
<td>17.4</td>
</tr>
<tr>
<td>% Voluntary Work</td>
<td>0.4</td>
<td>0.7</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

It is recognised that many public services have an aging workforce and in order to meet future need of our citizens we must attract and retain new entrants to the public sector, such as, NHS, Housing, Social Work, Local Authorities, Libraries, Police, Education, Further Education and Higher Education. This is an excellent opportunity to showcase the benefits to service users of having diverse workplaces which are more informed to meet the needs of our changing communities. Using positive business case studies we can use this opportunity to inform the private and third sector of the commercial need for equality recruitment practices being adopted.

- There are a multitude of employability interventions focussing on multigenerational communities, newer citizens and older community members focussed on ‘Race, Ethnicity and Employment’ being implemented in Scotland reflective of diverse experience, skills sets and circumstances. BEMIS priority is to embed within national pathways such as MA’s a representative uptake and increased awareness of the opportunities inherent within the programme.

<table>
<thead>
<tr>
<th>% Activity Agreement</th>
<th>1.2</th>
<th>0.5</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>% U/E Seeking</td>
<td>6.3</td>
<td>5.4</td>
<td>6.9</td>
<td>5</td>
<td>5.7</td>
<td>6.8</td>
<td>7.6</td>
</tr>
<tr>
<td>% U/E Not Seeking</td>
<td>1.1</td>
<td>1</td>
<td>1.4</td>
<td>0.6</td>
<td>*</td>
<td>*</td>
<td>1.2</td>
</tr>
<tr>
<td>% Unknown</td>
<td>0.3</td>
<td>0.5</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>% Positive Destinations</td>
<td>92.3</td>
<td>93.1</td>
<td>91.3</td>
<td>94.2</td>
<td>93</td>
<td>90.6</td>
<td>90.3</td>
</tr>
<tr>
<td>Count of Total Leavers</td>
<td>47,733</td>
<td>1,073</td>
<td>435</td>
<td>1,265</td>
<td>230</td>
<td>192</td>
<td>948</td>
</tr>
<tr>
<td>% of Total Leavers</td>
<td>92</td>
<td>2.1</td>
<td>0.8</td>
<td>2.4</td>
<td>0.4</td>
<td>0.4</td>
<td>1.8</td>
</tr>
<tr>
<td>Comparison of Positive Destinations to 2012/13</td>
<td>+0.9 pp</td>
<td>+2.1 pp</td>
<td>-3.1pp</td>
<td>+0.6pp</td>
<td>-2.2pp</td>
<td>+5.0pp</td>
<td>+1.0pp</td>
</tr>
</tbody>
</table>
Grassroots community organisations are routinely best placed to inform local service providers and employers of nuanced barriers on any given issue. For example, the recent collaboration between ‘African Challenge Scotland’ and NG Homes in North Glasgow to provide an apprenticeship opportunity. While this is a positive outcome and example of localised good practice via active citizenship we need to develop a culture which promotes this approach within all thirty two local authorities.

Recruitment, retention and promotion

- what evidence is there that discrimination in recruitment, retention and promotion is an issue in Scottish workplaces
- What are the barriers that lead to unequal outcomes (including lower rates of employment and employment segregation)?
  - As previously alluded to an ambiguity persists within Local Authorities and Statutory Services with regards to who they are talking about and working with when they identify ethnic and cultural minority communities.
  - Within the responses to the committees review there are examples of this. One L.A has identified its resident population of EM communities as being 3.1% of the population predicated solely on an assumed visual characteristic. In reality in this L.A. based on the 2011 Scottish Census the accurate number is 7.2%.

Our intention here is to highlight both the potential impact in representative employment and in relation to the development of equitable services representative of and informed by the needs of diverse citizens.

This concern is reinforced by the lack of sufficient data covering the ethnicity of the workforce within many public sector bodies and organisations.

There is currently insufficient data to appropriately analyse the drivers of occupational segregation, inequality and its intersectionality with discrimination, socio/economic disadvantage, low wages, zero hours contracts, immigration status impact on working tax payers subsequently denied access to tax credits, child benefit and cultural barriers.

Tables 1(pg.13) and 2(pg.14) outline that there are similar levels or employment in the public sector for;

- African / White Irish / Caribbean or Black ethnic groups
- Gypsy Traveller / Pakistani / White Polish

And relatively similar numbers of citizens and ethnic groups identifying their seniority as – ‘Managers/Directors and Senior Officials’ with the exception of;

- Pakistani who had almost double the national average at 20%
• Polish who had significantly less than the national average < 5%

The broader figures across sectors are nuanced and indicative of complex employment patterns not easily distinguished via any singular policy lens. Segregation seems to exist in and between ethnicities but not necessarily determined by visual indicators.

Currently, there is not enough data to evidence institutionalised discriminatory practices in employment opportunity. Anecdotally we know that it exists, however this takes the form of individual cases and not endemic practice. Prejudice in the form of racism is an unacceptable and illegal form of discrimination however we cannot assert from the available evidence that it is the main barrier in employment.

A further barrier to this evidence base is;

• Introduction of Employment Tribunal Fee’s have facilitated a significant reduction in Race related cases since their inception. With a decrease of 42% between 2012-13 and 2013-14

Furthermore it is difficult to quantify the role of ‘sub-conscious’ discrimination in employment, retention and promotion. While some statutory services and public bodies such as SPS (Scottish Prison Service) recognise a need to facilitate a more representative and diverse workforce they can be restricted in this endeavour by a number of factors, including but not reserved too;

• Public sector recruitment freezes
• Cultural norms, the nature of employment and its perception within communities
• Low staffing turnover
• In addition other variables such as gender discrimination and segregation, cultural barriers and lack of understanding of employment pathways and the world of work in Scotland intersect.
• Non transferrable academic qualifications, professional experience and skills sets restrict the potential of diverse communities and push workers into positions for which they are over-qualified.

**Ethnic Minority Communities / Workers off the radar:**

The intersectionality between employment, ethnicity, poverty, social justice and economic sustainability are interwoven within and between communities and across employment pathways.

For example ‘The Agricultural Wages Board’ oversees the employment conditions for 25,480 workers in Scotland. While not having absolute ethnicity data we are aware that significant numbers of workers within this sector are from A8 countries with particular emphasis on Scotland’s ever increasing Polish community.
Evidence suggests that while this community and sector have been traditionally interpreted as ‘seasonal migrants’ that this circumstance is beginning to change, with the Polish community now being the largest minority group (61,000) resident in Scotland.

What do we know about this community?

- The Polish community are the most economically active – (86% of those of working age)\(^6\)
- They reside disproportionately alongside Africans in ‘Areas of Multiple Deprivation’\(^7\)
- ‘White: Polish’, ‘Bangladeshi’ and ‘African’ households had the highest rates of overcrowding\(^8\)
- The Pupil Census Supplementary Data for 2014 published by the Scottish Government in February 2015 revealed that the children in Scottish publically funded schools speak between them 139 languages, the top five being Polish (11,582), Urdu (5,400), Gaelic (4,610), Punjabi (4,105) and Arabic (2,374).

In relation to the Agricultural Wages Boards competence the following may have an impact on the current realities, future aspirations and prospects for a significant proportion of its workforce which comes from an EM group.

- The Sector currently pays below the living wage
- There is an ongoing consultation as to the Wages boards future role and regulatory functions including proposals to remove its statutory footing and replace it with a commission

It is clear in this context that there is sufficient evidence for the implementation and future of this sector to be considered via an equalities lens. In terms of employment segregation, social justice and its intersectionality with low wages and associated societal and economic outcomes that facilitate a broader understanding of diverse experience we require data pertaining to all groups and across sectors.

Further information we need to know includes but is not reserved to:

**IMPROVING THE QUALITY OF MONITORING DATA ACROSS SECTORS:**

- What positions do Ethnic Minority employees fulfil in any given sector with particular emphasis on the Public Sector?
- What proportion of employees are on zero hours contracts and what ethnic groups do they belong to?
- What proportion of employees are paid below the living wage and what ethnic groups do they belong to?
- Broader recognition and understanding between employers and employees as to the need and use of diversity data.

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\(^6\) [http://www.gov.scot/Publications/2015/03/8716/0 PG. 2](http://www.gov.scot/Publications/2015/03/8716/0 PG. 2)

\(^7\) [http://www.gov.scot/Publications/2014/03/7340/17](http://www.gov.scot/Publications/2014/03/7340/17)

\(^8\) [http://www.gov.scot/Publications/2015/03/8716/0 PG. 2](http://www.gov.scot/Publications/2015/03/8716/0 PG. 2)
Chart 1.4: Ethnic Group by Industry
All People 16-74 years in Employment, Scotland 2011

Source: 2011 Census
Promoting positive action

- what measures are being taken to tackle workplace discrimination and segregation;
- is there a need for a scheme that recognises positive action taken by employers (a “double tick” scheme for example);
- What are the examples of good practice that have improved outcomes, and if so what has been the key to their success?
As already alluded to BEMIS Scotland in conjunction with Skills Development Scotland have embarked on a marketing programme to increase participation of diverse EM communities within the Modern Apprenticeship career pathway over the year of 2015/16. In due course we will be happy to keep the committee informed of the programmes development, successes, challenges, barriers and outcomes.

Workplace discrimination and segregation based upon any characteristic covered by the Equality Act (2010) is illegal. Confusion, nervousness and frustration develops between employers, employees and potential employees when there is a lack of transparency and understanding in employment recruitment practices, extension of promotional opportunities and access to national employment pathways. This can be offset in part by;

- Encouraging a greater understanding internally for the need and use of personal characteristics via data collection – *fulfilling social capital with diverse skillsets and building our economy* Equality as an *inspiring and collective process, for communities/individuals/workplaces/public services and nations* as opposed to an administrative burden or reaction to discrimination.
- Increased awareness of who we are talking about when we use the term ‘Ethnic Minority’
- Full Transparency within internal and external recruitment activities
- Where gaps are identified working with key stakeholders to increase awareness and opportunity within communities of interest.

Danny Boyle
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BEMIS Scotland
10 July 2015