

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



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref P-05-1000 & P-05-1080
Ein cyf/Our ref JMEWL/00710/22

Jack Sargeant MS
Chair - Petitions committee
Senedd Cymru

25 April 2022

Dear Jack,

Petition P-05-1000 Make it compulsory for Black and POC UK histories to be taught in the Welsh education curriculum

Petition P-05-1080 Introduce anti-racist teaching materials to children in schools in Wales to reduce hate crimes

Thank you for your letter of 30 March in relation to the Committee's consideration of the petitions and requesting an update on the progress in implementing the recommendations contained within the Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group report.

The Welsh Government accepted all the recommendations contained in Professor Charlotte Williams OBE report in March 2021 and, to reflect the importance we place on taking this work forward, addressing the report's recommendations is one of the Welsh Government's Programme for Government Commitments.

I am 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 will ensure our young people develop an understanding of theirs and each other's identities and make connections with people, places and histories elsewhere in Wales and across the world. It 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.

In autumn 2021, the statements of what matters for [Humanities within the Curriculum for Wales](#) were strengthened, following consultation to ensure the study of Welsh history in all its diversity and complexity is both explicit and compulsory for schools and settings. They now state:

“Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, *pluralistic* and diverse nature of societies, past and present. These stories are diverse, spanning different communities as well as in particular the stories of Black, Asian and

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1SN

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Jeremy.Miles@llyw.cymru
Correspondence.Jeremy.Miles@gov.wales

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.

Minority Ethnic people. This also enables learners to develop a common understanding of the diverse history, cultural heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales and the wider world.”

I will be publishing an update on the progress we have made in addressing these recommendations in early summer and would be happy to write to the Committee once that has been published to allow the update to be shared with the Petitioners.

Key achievements to date include the announcement of the [new category](#) of Professional Teaching Awards Cymru named “The Betty Campbell MBE award for promoting the contributions and perspectives of Black, Asian and Minority Ethnic communities”. This new award promotes and celebrates inclusion and recognises excellent awareness of the importance of an inclusive education as part of a society that confronts and addresses racism in all forms. The winner will be announced on 10 July.

In October 2021 we published our [plan](#) to increase recruitment of more people who are from ethnic minority backgrounds into Initial Teacher Education. This plan will be the first step in a wider strategy to recruit and retain more people from ethnic minority backgrounds into the Education workforce. Later this year, we will also be introducing, for the first time, financial incentives to help recruit more ethnic minority teachers.

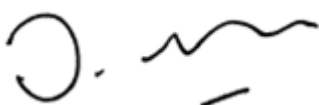
By using wider curriculum implementation tools such as the National Network conversations, we are also ensuring that discussions in this important area of work continue and that the outputs from the report are embedded in schools. The current conversation is focused on supporting teachers to teach Welsh, Black and Asian Minority Ethnic histories and will aim to draw out positive case studies, identify barriers and gain an understanding of what further support might be required by teachers.

Professor Williams continues to play a pivotal role in supporting the Welsh Government in taking forward the recommendations. Professor Williams has also been assisting Qualifications Wales in their “Qualified for the Future” academic advisory group, identifying the need to think about diversity and multiculturalism across all subjects. Work is continuing in this area to develop the framework and guidance required to support the development of qualifications that fully reflect a genuine and authentic approach to Black, Asian and Minority Ethnic perspectives.

Moving forward, good progress has been made on professional learning, mentoring and resources, through strong stakeholder engagement and partnerships, and my priority now is to continue to make further progress in these areas this year.

I hope this update reassures you that this important element of work continues to be driven forward at pace.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'J. Miles', with a wavy line underneath.

Jeremy Miles AS/MS

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