

The Impact of the COVID-19 Pandemic on Children of Colour in Scotland

Final Project Report

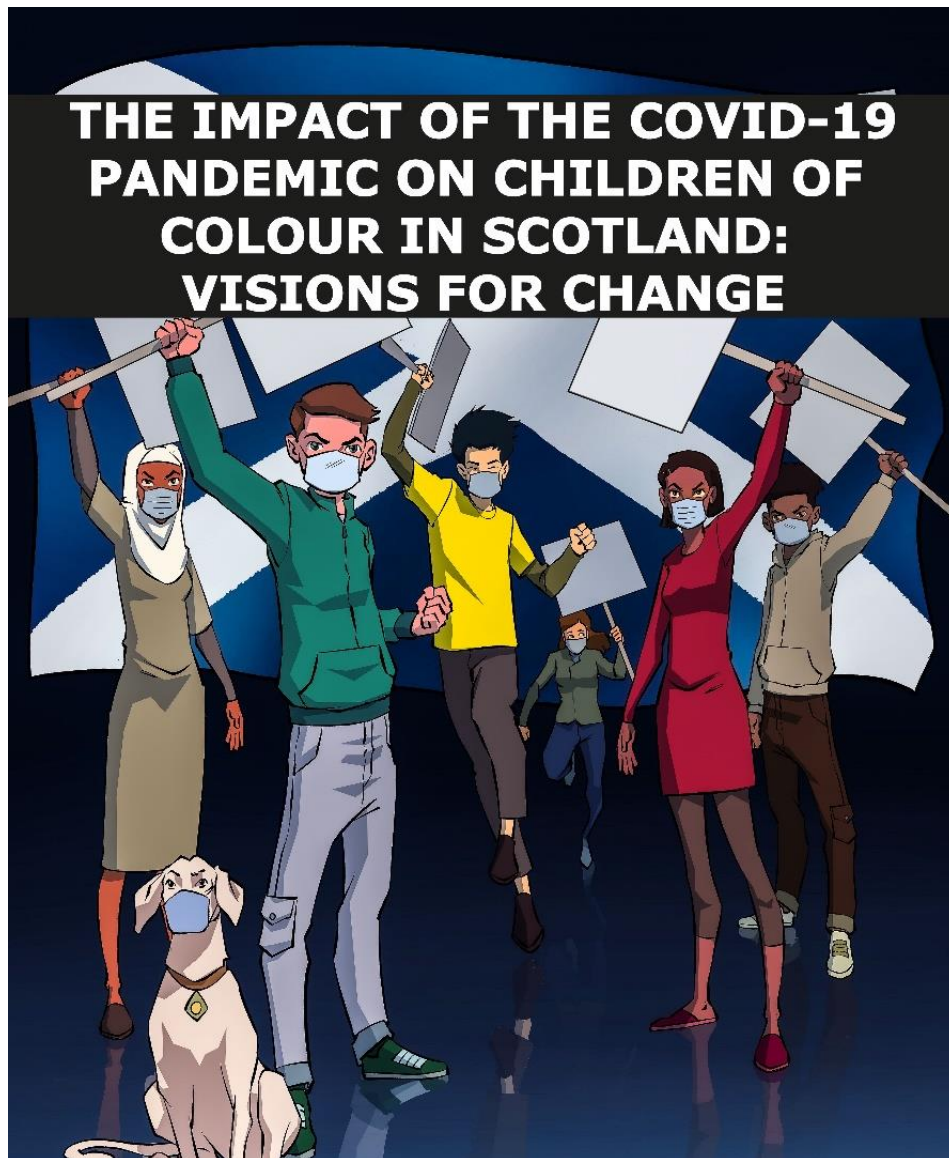


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Executive Summary

Introduction and Background to the Study

At the time this project was conducted in 2021, emerging data indicated that the COVID-19 pandemic was disproportionately affecting non-white minority ethnic groups in the UK, and in Scotland specifically. However, there was a lack of specific data on the experiences of children of colour. This gap prompted this study, which aimed to amplify the voices of children of colour in Scotland and understand their needs and challenges during the pandemic and beyond—their visions for change.

Methodology

A qualitative, rights-based research design was employed, allowing children to express their views through various mediums, including Zoom interviews, written submissions, voice recordings, and drawings. Ethical approval was obtained, and participants were recruited through social media and networks, with materials translated into 16 languages. The study involved 35 children and young people of colour, aged from 9 months to 15 years, primarily from the broad Edinburgh area.

Key Findings:

Children of Colour Should Be Heard (Article 12)

Children expressed the need for their voices to be heard by people in power. They highlighted the importance of being consulted on issues affecting them and having their views taken seriously.

Children of Colour Should Not Experience Racism (Article 2)

Children consistently highlighted the need to eradicate racism. They provided personal examples of racist incidents and emphasized the importance of treating everyone equally, regardless of race.

Children of Colour Should Have What They Need to Thrive (Articles 22, 24, 27, 29)

Children envisioned a world where all their needs are met, including adequate healthcare, education, housing, and support for refugees and asylum seekers. Their vision encompassed not just their own well-being but also that of their families and communities.

Children of Colour Do Not Want to Be Isolated (Article 15)

The lockdown measures during the pandemic severely restricted children's social interactions. Participants expressed a desire for more social engagement and emphasized the negative impact of isolation on their well-being.

Recommendations from Children

People in power should learn about racism and take an active role in fighting racism!

Children recommended that people in power educate themselves about racism and actively work to combat it.

People in power should invest in services, to support children of colour and their communities to thrive!

Children called for increased investment in services that support children of color and their communities.

People in power should fight COVID!

There was a demand for better measures to fight COVID-19, ensuring the health and safety of all communities.

Conclusion

In summary, the study highlights the critical need to address systemic racism, ensure children's voices are heard, provide adequate resources, and combat isolation to support the well-being of children of colour in Scotland. Policymakers, educators, and community leaders must work collaboratively to create inclusive and equitable environments where all children can thrive. By focusing on these areas, we can help to mitigate the impacts of the COVID-19 pandemic and build a more just and supportive society for future generations.

Introduction and Background to the Study

At the time this project was conducted in 2021, data indicated that in England and Wales, Black, South Asian and other non-white minority ethnic groups had been disproportionately affected by COVID deaths (Office for National Statistics, 2020). For example, after considering geography, pre-existing conditions and socio-economic characteristics, Black Africans who identified as male were 2.5 times more likely to die in comparison to their white counterparts. Such disparities were attributed to COVID intersecting with existing racist inequalities in healthcare and social/working life, as well as increased vulnerability resulting from the long-term health impacts of experiencing racism (Nazroo and Becares, 2020). In the Scottish context, data was more limited, but suggested similar patterns (National Records of Scotland, 2020) with South Asian individuals being almost twice as likely to die from COVID-19 after considering age, socio-economic characteristics and sex in comparison to their white counterparts. However, there was an overall lack of data exploring the experiences of minority ethnic communities in Scotland generally (Intercultural Youth Scotland, 2020), and during COVID-19 specifically (Children and Young People's Commissioner Scotland, 2020).

This data gap was compounded in the case of children, who have the right under the UN Convention on the Rights of the Child (1989) to be consulted on all matters that affect them, but who are frequently left out of policy and practice research. Even when children had been directly consulted about their experiences during COVID, (e.g. Children's Parliament, 2021; Terre des Hommes, 2021), it was rare to find a focus on the experiences of children of colour despite research showing their communities were disproportionately affected. The lack of research into children of colour's experiences in the pandemic created a silence and further marginalised children of colour, pushing their voices into the background (Intercultural Youth Scotland, 2020). Our project, therefore, specifically centred the voices of children of colour in Scotland, exploring their experiences and amplifying their views about how they wanted decision-makers to support their respective communities.

Methodology

Qualitative, rights-based research design

The project was underpinned by children's right to express their views on all matters that affect them, and to have those views given due weight (Article 12), in a medium accessible to the child (UN Committee on the Rights of the Child, 2009). A qualitative methodology was chosen, to allow for richness and detail in learning about children's views and their visions for change. The research design was informed by dialogue with an advisory group comprised of three women of colour activists living in Scotland, who were paid an hourly rate, as well as two children of colour advisors (aged 11 and 12 years) who received vouchers to thank them for their time.

Because the research was carried out between January and June 2021, Scotland was under COVID lockdown conditions, which slowly eased over the course of the spring and summer. Therefore, to maximise flexibility, minimise risk around transmission of COVID, and allow

children to express their views through various mediums, participants were offered a range of ways to take part:

- Zoom interviews
- Writing or drawing
- Making voice recordings

Participants could also choose a combination of the above or suggest their own COVID-safe way of participating. For example, two siblings chose a joint Zoom interview, while another child submitted an individual written piece supported by their parent and later joined their sibling for a voice recorded interview.

The project received ethical approval from the Divisional Ethics Panel at Queen Margaret University (Psychology, Sociology and Education). Participants were recruited through advertisements on social media and through our networks. Flyers advertising the study were translated from English into 16 languages by community translators recruited from our networks and paid a fee¹. The translation of flyers noticeably increased engagement. We had support with recruitment from Shakti Women's Aid, a Scottish charity supporting Black and Minority Ethnic women, children and young people who have experienced domestic abuse.

Upon contacting us to express interest, participants were sent an information and participation pack via email or physical mail, depending on their preference. Three consent forms were created, differentiated based on the age of the child or young person. Each form differed in terms of who was asked for consent and who was asked for assent in keeping with ethics committee requirements:

- Children under 12: parental consent, child's assent
- Children/young people between 12-15: child/young person's consent, parental assent
- Young people over 16: young person's consent

The questions in the participant packs were focused on what children of colour wanted to change rather than specifically what they had personally experienced during COVID. This was to avoid stirring up traumatic events, particularly given the disproportionate affect COVID was having on communities of colour at the time. The participant pack also signposted to mental health support providers with expertise in racism and racial trauma. Participants received a £10 voucher to thank them for their time. Examples of recruitment materials, participant packs and a list of languages into which flyers were translated can be found in Appendices One and Two.

Participant number and demographics:

The project was open to children from birth to 18 years of age. In keeping with relational theorisations of children's rights (e.g. Abebe, 2012), we welcomed children to participate with support. 35 children and young people of colour in Scotland took part in the research, many of

¹ During this process, it was fed back that certain words like 'race' and 'racism' did not exist in some translators' native tongues, and in some languages the translations required direct references to skin colour, for example, or the use of 'children of colour' could be perceived as an avoidant of discussion race and/or ethnicity.

whom were supported by an adult. The age range of child participants was 9 months old to 15 years old. The participants were fairly evenly divided in terms of gender, with 57% identifying as male and 43% as female in an open text box². Participants mainly lived in the Edinburgh area, with the majority in SIMD 1 and 2 postcodes³. Children and young people described themselves in a range of ways, for example 'Chinese British', 'Brown Scottish', 'Black and Mixed', 'Lightly Brown and Colombian'. A full list of descriptors can be found in Appendix Three. One participant identified as 'White'; their data was excluded from the analysis.

Thematic analysis:

Table One, found below, summarises the types of submissions we received. Some participants chose to make multiple submissions in different modalities.

Type of submission	Number of submissions
Zoom interview	7
Written submission	26
Voice recording	3
Drawings and poetry	3

Table 1: Submissions by type and number

The submissions were anonymised, transcribed and analysed thematically, identifying patterns, categories and outliers across the data set that answer the research questions being addressed. The analysis loosely followed what Braun and Clarke (2021) refer to as 'reflexive thematic analysis'. The steps entailed are visualised in Figure 1.

² We used an open textbox to avoid limiting the ways children might describe themselves. However, going forward, it will be equitable, ethical and pivotal to ensure LGBTQ+ participants are offered multiple choices and an open text box (e.g. Gyan, 2022).

³ The Scottish Index of Multiple Deprivation is a relative measure of deprivation across 6,976 small data zones. If an area is identified as 'deprived', this can relate to people having a low income but it can also mean fewer resources or opportunities (Scottish Government, 2020)

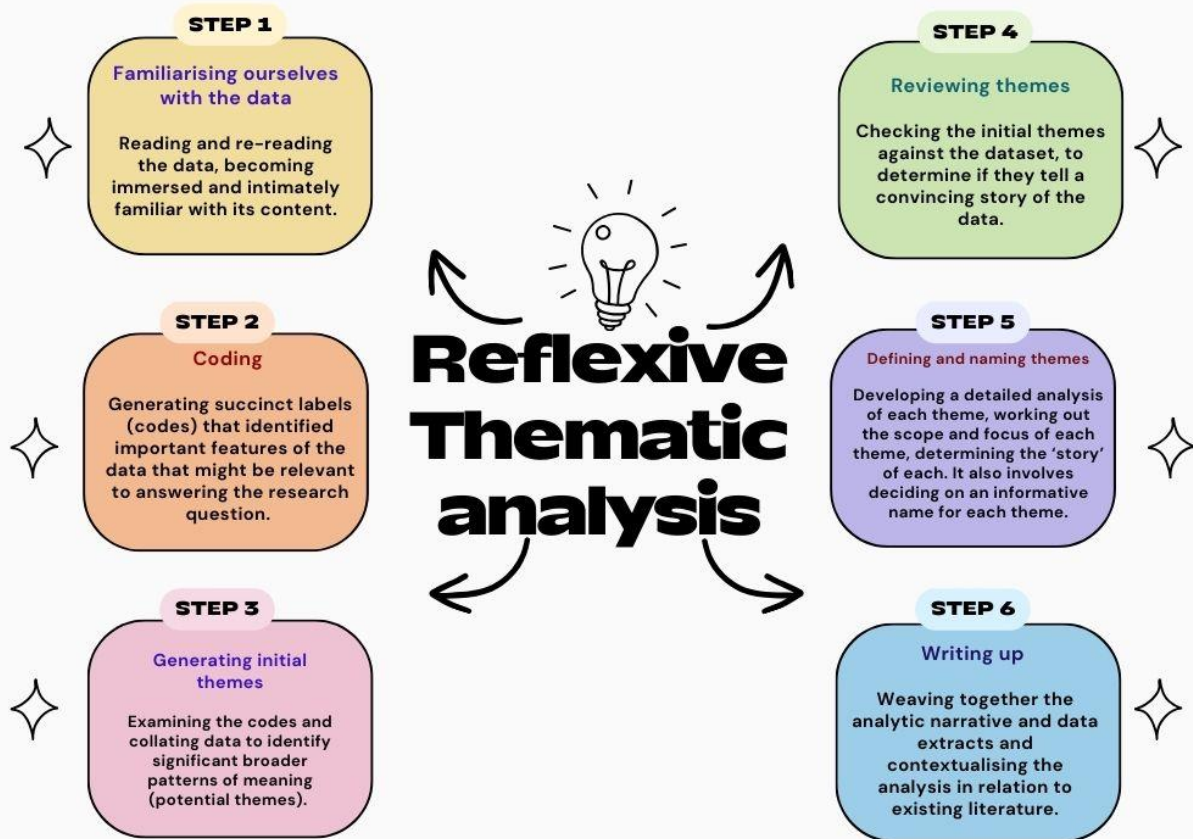


Figure 1: Reflexive Thematic Analysis

While thematic analysis focuses on patterns and commonalities, our approach also highlighted unique small 'facets' of the data which created intense flashes of insight (Mason, 2011). These are interwoven into the 'Findings' section later in the report. During the analytical process we also mapped the themes to the UN Convention on the Rights of the Child (1989).

Limitations:

Lockdown conditions and concerns about transmission of COVID-19 limited our data collection to the use of virtual, at-a-distance instruments, as well as limiting our ability to approach locations like parenting groups, community centres, schools, nurseries, youth and sports clubs where we may have been able to increase the participant group. The lockdown also limited our ability to travel, and we relied on our local networks in Scotland, which undoubtedly contributed to the prevalence of participants being in the wider Edinburgh area. The short funding window of 6 months also restricted our recruitment.

We proceeded from a relational theorisation of children's rights, which does not seek to separate the child from their many relationships. Therefore, sometimes we had contributions

from parents mixed into the contributions from children and young people. Most of the time, these were expressed transparently by parents on behalf of their very young babies and it was clear whose perspective was whose. In a few cases, with written submissions, we were left to parse whose perspectives were being put forward. Ultimately, because the circumstances of families and communities affect the lives and rights of children, and this underpinned our ethos around relational theorisation and relational ethics, we included these contributions.

Findings

In this section, key themes are presented and mapped to the UN Convention on the Rights of the Child (1989). Direct quotes are indicated by quotation marks; in other places we have paraphrased for brevity. The findings have also been visualised in a comic book format, created by [New Africa Comics](#). The full comic [can be found here](#), or by emailing the researchers. The use of a comic book to convey findings makes the research output accessible in a visual format, and echoes the radical work by the Institute of Race Relations which used photographs, cartoons and illustrations to campaign against fascism and racism (e.g. Bourne, 2017).

Children of colour should be heard (Article 12)

The children in the study were clear that they should be heard by people in power. This relates directly to UNCRC Article 12, which enshrines children's right to express their views on all matters affecting them, and to have those views given due weight. Article 12 is also a general principle of the Convention, meaning it is interwoven throughout the implementation of all other articles and highlights the active role of children in protecting, promoting and monitoring their rights (UN Committee on the Rights of the Child, 2003).

As one child explicitly stated:

'Brown and Black children should be heard more and they should be interviewed by people in power then they can share their experiences in racism and other stuff.'

(Participant 9, boy age 10, Brown Scottish)⁴

The children and young people listed a range of people in power who should hear them. This is captured in Figure 2, below. As one child said, they wanted researchers to *'give it straight to them. As in talk about it in person as soon as possible'* (Participant 15, female age 14, Indian British). Notably, another child was pessimistic (or perhaps, realistic), saying, *'Yeah, I don't think they will listen but still tell them'* (Participant 6, female age 9, Black).

⁴ Information about participants in this report uses their own self-descriptors, or those provided by the adults supporting them.

Who should we tell about this research?

People in power:

- Grown-ups
- The authorities
- The big boss
- To the rulers of this city
- The Queen (but she's pretty busy)

Law:

- Courts
- Lawyers

Educators:

- Teachers
- Head teachers
- Schools

Healthcare:

- The NHS
- GPs
- Hospitals
- Health visitors

Policymakers and politicians:

- Councils
- Governing bodies
- Government
- Nicola Sturgeon/First Minister
- Boris Johnson/Prime Minister
- Politicians
- MPs
- Scottish Parliament

Media:

- BBC news
- Media generally

Family and Community:

- Parents
- Children
- Friends
- Community
- The public

Figure 2: People in power who should listen, as identified by participants.

In contrast to the majority who wanted to be heard and contribute to change, three children did express feelings of detachment from what was going on. One child explicitly described how he'd only talk about COVID when something important happened:

'Yeah, I'll talk about it if something really important happened but I wouldn't talk about it because it's kinda -it makes me think what if I've got it? And passed it onto my mom or something and then I'm really sick. It just makes me think about all the bad stuff that could happen.'

(Participant 11, boy age 10, Black)

Crucially, the right to be heard does not require children to participate. Children's right to be heard is a duty on the State, not the child; it does not create a responsibility for children of colour to solve racism, for example.

Children of colour should not experience racism (Article 2)

Article 2 of the UNCRC enshrines a duty to ensure all the rights in the Convention to every child, irrespective of the 'race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status' of the child or their parents/guardians. Article 2 is also a general principle of the Convention. Crucially, this article is not passive; it creates an obligation to actively address discrimination (UN Committee on the Rights of the Child, 2003).

When asked how they would like things to change for children of colour in Scotland, the participants in our study consistently wanted freedom from racism. As these examples illustrate, children of colour are aware of racism and envision a more just society. Responses included:

*'I want brown and black people to be treated the same way as a white person
I also think that brown and black kids of colour should not be bullied because
they are brown or black' (Participant 9, boy age 10, Brown Scottish)*

*'I'd say just treat everybody like they're the same, like don't make fun of
everybody for who they are no matter their looks' (Participant 14, boy age 12,
British)*

*'I want us all to have equal rights' (Participant 21, female age 5, Brown
African)*

*'Support for people of all races' (Participant 23, female age 10, Sudanese
British)*

In addition to the widespread commitment to anti-racism expressed by children and young people, some participants also gave specific examples of racism they'd personally suffered. For example, one child described a string of racist incidents he experienced because he was Chinese-British:

*'My classmates told me that I was not invited to their birthday party because I
was Chinese. I asked them why and they told me that their mothers told them
so.'*

*I was walking through the park with my mum and people shouted horrible
names at us for being Chinese.'*

I wish some people would stop thinking that we have COVID because we are Chinese.'

(Participant 8, male age 7, Chinese-British, emphasis in original)

Another participant, responding on behalf of herself and her 6-year-old child, had similar experiences, including in the schoolyard:

People need to be more friendly face to face to people of colour. They look at our skin colour and assume we have COVID.

[I have] Experienced more racism in school—Islamophobia has increased during COVID with white parents racially abusing me at school.

(Participant 32, parent with child age 6, Arab)

The same participant also pointed out that she'd experienced discrimination in health services, including lack of translators who spoke her language. Unfortunately, these findings are in line with the wider body of research on people of colour's experiences during the pandemic. Globally, people from East and Southeast Asian backgrounds experienced a rise in racist incidents during the pandemic (Gram and Mau, 2024). Researchers have linked this rise to scapegoating and scaremongering perpetuated on mainstream and social media, as well as by some political leaders and public officials (United Nations, 2020). As our findings illustrate, Scotland was not exempt from this rise in incidents.

Children of colour should have what they need to thrive (Articles 22, 24, 27, 29)

Children of colour expressed a generous and rich vision for themselves and their peers, where every child had what they needed to thrive. They were clear that they should not be treated differently from other children and expressed a vision for flourishing that encompassing a range of domains including specific resources for people of colour, appropriate healthcare services, adequate benefits including good housing stock, support for refugees and asylum seekers, and resources to support their education.

Some examples of children's vision for flourishing are visualised in Figure 2, to capture the complexity and range of the participants' ideas.

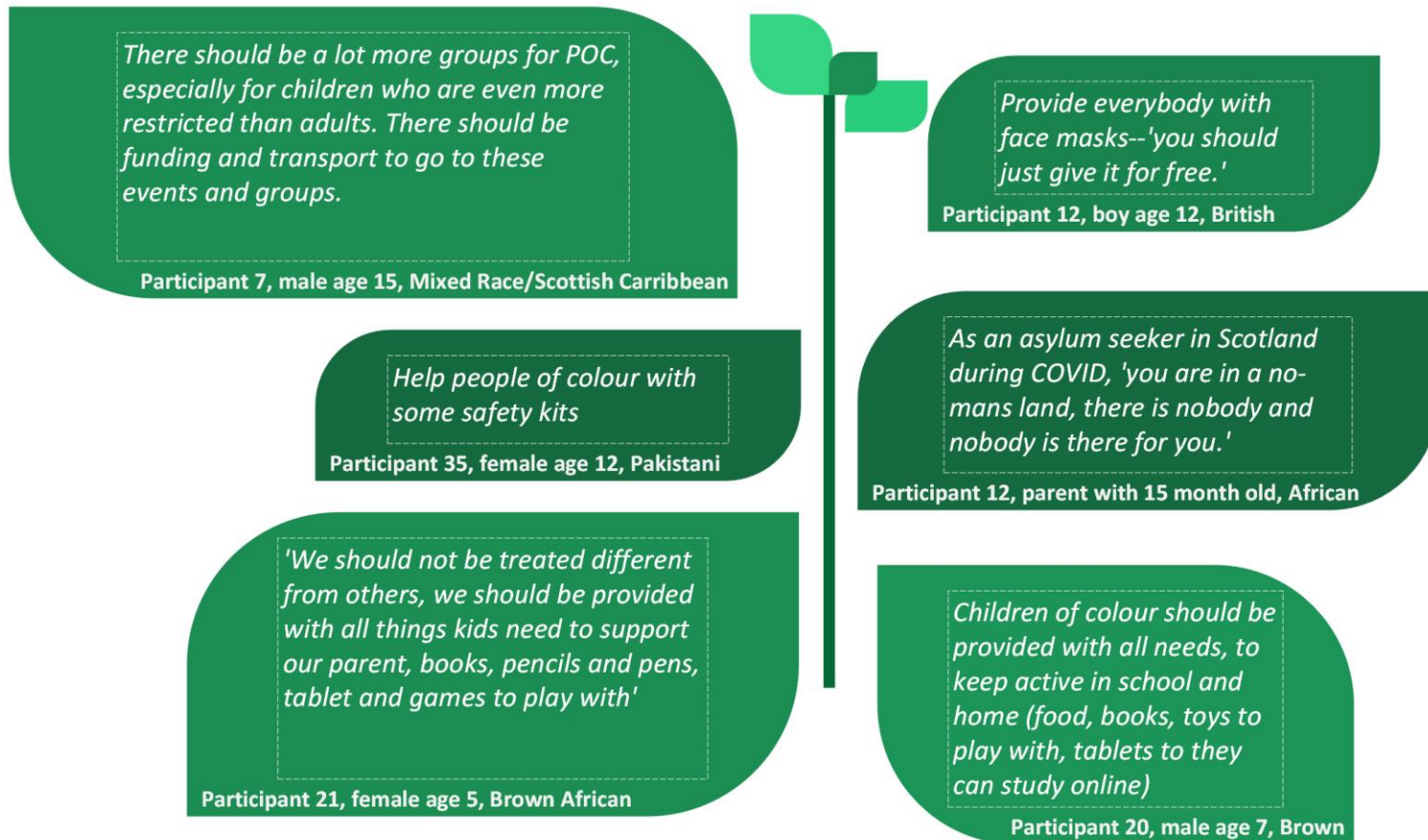


Figure 3: Children should have what they need to thrive.

The world that children envisioned, in which all children can thrive, links clearly to the following articles of the UNCRC:

- Article 2 (Right to Non-Discrimination)
- Article 22 (Right to Protection and Assistance for Refugee Children)
- Article 24 (Right to Health and Health Services)
- Article 27 (Right to an Adequate Standard of Living for the Child's Physical, Mental, Spiritual, Moral and Social Development)
- Article 29 (Right to Education that Develops the Child's Personality, Talents and Mental and Physical Abilities to Their Fullest Potential)

As Figure 2 illustrates, children did not only think of themselves (or other children) when imagining a more just world, but also their parents, teachers and community members, including refugees and asylum seekers. Their vision supports a relational understanding of children's rights, in which rights are lived and experienced in the context of children's many social relationships, including relations of power.

Children of colour do not want to be isolated (Article 15)

The data collection for this project took place when lockdown measures affected children's freedom of association (Article 15). In January 2021, when the project began, mainland Scotland was in a second lockdown with a legal requirement to only leave the house for essential purposes. In February 2021, social life remained restricted while a phased return began for children in early learning and childcare and primary school years 1-3. Older children began returning to school from early March, with the aim for all students to be back in school full time by early April. Early March also brought slight easing of restrictions on meeting other households outdoors, as well as outdoor exercise. By May, most restrictions had eased, including opening of places of worship and indoor entertainment venues, with regional variation of restrictions based on COVID cases. As was the case with COVID restrictions throughout 2020 and 2021, the rules changed quickly in terms of what specific activities were permitted, by whom, where, and by how many people⁵.

In addition to broader social life changing rapidly during the data collection period, practices in formal educational settings were shifting. Detailed and frequently updated advice was published by the Scottish Government about control measures such as the requirement for staff and learners to wear face coverings in schools and early learning and childcare settings, with granular detail regarding who should wear these, when, and under what circumstances. Additionally, with the return to schools in February—April 2021, the Scottish Government advised that children in ELC, primary and secondary schools should be kept in specific groupings throughout the day, which would be kept apart from other groupings—for example, by demarcating areas in shared spaces for each group, and having staggered break and lunch times to avoid mixing between groupings⁶ (National Records of Scotland, 2023).

⁵ Timeline adapted from (SPICe, 2023)

⁶ Summary of measures adapted from (Education Scotland, 2022; National Records of Scotland, 2023)

This context is important, to help frame some of the responses from children in our study. As the analysis below illustrates, they did not want to be isolated.

Children's views ranged from generally wanting things to be open and more things to do to specifically wanting restaurants, cinemas, youth clubs, museums, zoos and other spaces to re-open. Children missed the interaction with friends and family, including with family living further away. Two children mentioned 'sitting on their phone' rather than the usual activities they would do, while another child enjoyed being able to play more video games as they found school boring. Children also mentioned some difficulties in online learning, including that lessons/expectations were not always clear, they needed breaks, and wishing for more interactions including help getting questions answered. When back in school, several children discussed the grouping system, and the feelings of isolation it caused. For example, missing the ability to mix with friends, high five each other, and see friends in other groups. However, one child also noted that the grouping system made things quieter and easier to concentrate. It is clear from the data that while, on the whole, children did not want to be isolated and were eager for restrictions to ease, there were occasional mentions of benefits such as having free time to play video games and a quieter learning environment due to strict groupings in school. The overall effect of lockdown restrictions is still being felt amongst children and young people and research on this topic continues to emerge.

Recommendations from Children

In addition to their visions for how things could be different for children of colour in Scotland during COVID, participants offered specific recommendations for how policymakers and others in positions of power could make their vision real and support them and their communities. Through thematic analysis, these were distilled into three key recommendations, each with concrete action points from children and young people.

Recommendation One: People in power should learn about racism and take an active role in fighting racism!

- Teachers and government officials should have training about racism and how it links to sexism and poverty.
- Politicians should make it clear in their public rhetoric that 'Chinese \neq COVID'.
- Mechanisms should be established for listening to Black and Brown children including middle class children and those living in poverty.
- A more diverse workforces should be recruited in public services.
- Better representation should be established in government.

Recommendation Two: People in power should invest in services to support children of colour and their communities to thrive!

- During any future restrictions, in-person support must be increased, particularly for asylum seekers who may feel especially isolated.
- More community services should be developed, to avoid increases in petty crime.
- Childcare and respite services should be provided, particularly for single parents.
- People who cannot work should be helped, by giving food, money and toys.
- Children should have food, clothes, toys and games.

Recommendation Three: People in power should fight COVID!

- Invest in the doctors and scientists who make vaccines and roll them out fast.
- Get vaccines to everyone around the world.
- Improve awareness of how race impacts healthcare.
- Broadcast motivational things on TV.
- Give clear messaging from doctors and government about how to stay safe.

Conclusion and Reflections on Future Research

This project demonstrates the breadth and depth of children of colour’s vision for themselves and their communities and offers concrete action points for decision-makers including politicians, educators, lawyers, healthcare workers, and community leaders. Limitations of the project included a small sample size due to COVID restrictions and a short funding period. Additionally, while one participant discussed gender as a key aspect of their COVID experience, there was otherwise a silence around intersecting issues like gender, sexual orientation, neurodiversity, disability and other facets of identity. This omission is likely a result of our data collection instruments, as subsequent research has demonstrated that a range of pre-existing inequalities were amplified by the COVID-19 pandemic and require attention from researchers and policymakers (e.g. Nazroo *et al.*, 2020). Finally, as we shared the findings from the project, we were disturbed at times by the perception that it is the job of people of colour—in our case, children—to produce solutions to racism and discrimination. The children in this project suggested a powerful vision connecting to a range of rights enshrined in the UN Convention on the Rights of the Child (1989).

It is now up to us to listen.

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resources/Guidance%20on%20COVID-19%20related%20Hate%20Speech.pdf (Accessed: 27 May 2024).

Appendix One: Recruitment flyer

The flyer was translated into Arabic, Bengali, Cantonese, Farsi, French, Hindi, Mandarin, Polish, Punjabi, Shona, Spanish, Swahili, Tamil, Urdu, Vietnamese and Urdu.



**IMPACT OF THE COVID-19
PANDEMIC ON CHILDREN
OF COLOUR IN SCOTLAND**

**TAKE PART IN A RESEARCH
PROJECT AND EARN A £10
VOUCHER**

Who: Children and young people of
colour aged 0- 18 living in Scotland

What: Answer some short questions
about what can be done about
COVID-19 to help your community

How: Drawings, a written answer,
voice recordings or a Zoom call

**If you or your child would like to
be involved in this research
project please email:**

FDaramy@qmu.ac.uk


**Queen Margaret
University**
EDINBURGH


AREYC
CHALLENGE COLLABORATE CHANGE

Appendix Two: Example Participant Pack



Participant Pack

The impact of COVID-19 on children of colour in Scotland

Introduction:

Thank you for agreeing to allow your child to take part in this project. We want to find out what children of colour in Scotland think about the COVID pandemic and their ideas for change to help their communities.

We are doing this project because children of colour have had some different things happen during the COVID-19 pandemic compared to other children. For example:

- Some children of colour have had more people in their family affected by COVID-19 illness than other children.
- Some children of colour have more of their family working in frontline jobs such as hospitals or transport which makes it harder to stay safe from COVID-19.
- Places that children learn (home education and school) have been affected by COVID-19.
- Children of colour who are also migrants or refugees may have had difficulty accessing health, housing and financial support.
- Some children of colour have experienced more bullying because of prejudices relating to COVID-19.
- Festivals and celebrations may have been different this year for children of colour (especially religious celebrations such as Ramadan, Diwali and Easter)

We want to know what your child thinks can be done to solve some of these problems.

There is a glossary at the end of this document, and you can use it to help your child understand more about the words we have used.

You can get in touch with us at any time if you have questions about the project.

If you would like this information translated into a different language, please tell us.

Contact: Fatmata Daramy

Email: fdaramy@qmu.ac.uk

How to take part:

Please fill in the answers to the four questions on the next pages. Your child can do this by writing or drawing. They can also record a voice note with their thoughts. You could also help them to write down their thoughts. We are not judging their spelling! We just want to know their ideas.

If they choose to do a drawing, please tell us a bit about their drawings to help us understand. You/they could write little notes on the pictures to explain.

Ways your child can take part (choose one):

- On paper, by drawing or writing and mailing the pack back to us using the pre-paid envelope included in the participation pack 😊
- Completing the questions by typing the answers and emailing them back to me at: fdaramy@qmu.ac.uk
- Having a Zoom meeting with us where we can ask your child the questions and we can have a conversation about them. You can be there too if you'd like. If it would help to have a translator, please tell us. Email fdaramy@qmu.ac.uk to arrange a Zoom 😊
- Have your child record a voice note and send it to fdaramy@qmu.ac.uk on WeTransfer: <https://wetransfer.com/> 😊

Next Steps:

- 1- Parents and carers to read the information sheet
- 2- Children to read their information sheet
- 3- Parents or carers sign date the consent form on page 11. Your child can draw a smiley face on that page to also show that they are happy to take part.
- 4- If you want to organise a zoom call, email fdaramy@qmu.ac.uk
- 5- Fill out the questions from page 12 onwards either by drawing or writing. If you prefer to talk, record your answers and send it to us on wetransfer.



Queen Margaret University
EDINBURGH

Information Sheet for Parents and Carers

My name is Fatmata Daramy, and I am a research assistant at Queen Margaret University in Edinburgh. I am undertaking a research project called: The Impact of COVID on BAME children of colour in Scotland. The other researchers are Cara Blaisdell and Pavi Sarma.



Fatmata Daramy



Cara Blaisdell



Pavi Sarma

What is this project about?

In this study, we want to find out what children of colour in Scotland think about the COVID-19 pandemic and their ideas for what changes can be made to help their communities.

The results of the project will be used to engage and challenge decisionmakers at different levels (e.g., councillors, school leaders, teachers, local authority managers, Scottish Government) and providing a tool for grassroots activist groups to do the same in their own work.

The research is funded by the Scottish Funding Council. You can watch a video about the project by clicking [here](#) if you are viewing this electronically, or you can use the following link: [BAME Young People and COVID-19 in Scotland](#)



THANK YOU!

Who can take part?

We are looking for children (age 0-18) to take part in the project. The only criterion for taking part is that your child self-identifies as being from a Black, Asian or other minority ethnic background of colour.

What will my child do in the study?

If your child agrees to participate in the study, you will be asked to support them. Your child will be asked to give their views on three questions. They can use drawings, voice notes or a Zoom call with me or Cara to express their views.

If your child is very young, or for other reasons does not communicate verbally, please get in touch with us and we can discuss other ways for us to learn about your child's views.

There is a risk that discussing the COVID-19 pandemic could bring up difficult feelings for your child (and yourself). There is a list of mental health support services in this pack that specialise in supporting BAME people.

What will happen to my child's data?

Your child's name will be removed from the data. If your child sends us a voice recording or does a Zoom call, we will type this up so that no one will hear their voice or see their face. We will never share your child's name or any other description of them when we share the results of the project.

We will share the results of the project with decision-makers in Scotland and with grassroots organisations. The results may also be published in a journal or presented at a conference.

All of your personal information will be treated in accordance with the terms of the UK Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

If your child discloses information that suggests they are at risk of harm, yourselves and relevant support services would need to be informed.

Will my child benefit from taking part?

We will share the results of this project with decisionmakers such as politicians, teachers, and health workers. However, there may not be a direct benefit to your child from taking part.

What if I have questions about the project?

Please feel welcome to get in touch with Fatmata if you have any questions about the project.

Name of researcher: Fatmata Daramy

Address: Psychology, Sociology and Education, Queen Margaret University, Queen Margaret University Drive, Musselburgh EH21 6UU

Email: fdaramy@qmu.ac.uk

If you would like to contact an independent person, who knows about this project but is not involved in it, you are welcome to contact Professor Olivia Sagan. Her contact details are given below.

Contact details of the independent adviser:

Name: Prof. Olivia Sagan

Address: Psychology, Sociology and Education, Queen Margaret University, Queen Margaret University Drive Musselburgh EH21 6UU

Email: osagan@qmu.ac.uk

Information sheet for children

My name is Fatmata Daramy, and I am a research assistant at Queen Margaret University in Edinburgh. I am undertaking a research project called: The Impact of COVID-19 on BAME children of colour in Scotland. The other researchers are Cara Blaisdell and Pavi Sarma.



Fatmata Daramy
Pavi Sarma



Cara Blaisdell



What is the purpose of this research project?

In this study, we want to find out what children of colour in Scotland think about the COVID-19 pandemic and their ideas for what can be changed to help their communities.



Do you have to take part?

It is your decision whether to take part or not. It is also fine to change your mind at any point.



What will you do in the project? You will answer three questions about the pandemic. The questions are about what you would like to change and how to make things better for you, other children, and your community. *You can ask your adults for help to write the answers to the questions, but we want your specific thoughts.*



What are the potential risks to you in taking part? This should be a safe project for you. If you ever start to feel upset please tell your adults. We also have a list of places that can support you.



Who will see your answers? Your adults may help you answer the questions, so they will know what you said. Once you share your answers with us, we will erase your name so that your answers are private.

If you tell us something that suggests you are risk of harm, we will speak to you about it and we would need to inform your adults or other support services.



What happens next? You can decide Yes or No about whether you would like to take part. If your answer is Yes, please tell your adults and they will help with the next step.

Consent Form for participants aged 0 -11

The Impact of COVID on BAME children of colour in Scotland

If you agree to your child being in the study, please tick all boxes below and sign the form.

Name of child: _____

☐ I have read and understood the information sheet and this consent form. I have had an opportunity to ask questions about my child's participation.

☐ I have read the information sheet with my child and explained the research to them.

☐ I understand that my child is under no obligation to take part in this study.

☐ I understand that my child has the right to withdraw from this study at any stage without giving any reason.

☐ I agree that if my child chooses to have a zoom call, it can be recorded.

☐ I agree for my child to participate in this study.

Signature of parent or carer: _____

Please add a signature, smiley face or other indication **from your child** indicating they would like to take part:

Date: _____

Contact details of the researcher

Name of researcher: Fatmata Daramy

Email: fdaramy@qmu.ac.uk

Questions

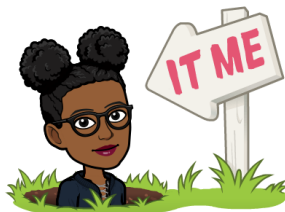
Question One:

Please tell us a little bit about yourself.



Your age:

Your gender:



How do you describe yourself? (for example, Black, Brown, Afro-Caribbean, Pakistani, Indian, Bangladeshi, Chinese, Taiwanese, mixed heritage, etc. Your own way of describing yourself is important to us).



What is your postcode in Scotland? This will help us understand whether we are reaching people in different parts of the country.

Question Two:

How would you like things to be different for children of colour in Scotland during COVID?

Please give us as much detail as you can, to help us understand your ideas.



Question Three:

How do you want people in power to support you, your family and community during COVID? This could be teachers, politicians, doctors, or anyone else you can think of.

Please give us as much detail as you can, to help us understand your ideas.



Question Four:

Who should we tell about this research, to help make changes happen?

Please give us as much detail as you can, to help us understand your ideas.



Thank you for sharing your ideas with us!

Once we have heard from all the children who are going to take part, we will get in touch with you to share what we learned.

**Thank you for sharing
this important piece of
information with me.**



If you completed this on the printed version, put the whole pack including the consent forms in the pre-paid envelope and post it to us.

If you completed this online (via typing), email the completed questions and the consent forms back to me at: fdaramy@qmu.ac.uk

Support

The COVID-19 pandemic has been a really difficult time and you may feel sad or upset after talking about it. If you or your adults would like more support, the links below could help:

Intercultural Youth Scotland: mental health support for Black and POC youth (12-24 year olds): <https://interculturalyouthscotland.org/mental-health>

Mental health resources for Black and POC people:
<https://ilpa.org.uk/members-area/working-groups/well-being-new/well-being-resource-hub/mental-health-resources-for-black-people-and-poc/>

Childline: dial 0800 1111 (free) or online chat:
<https://www.childline.org.uk/get-support/contacting-childline/>

Samaritans: dial 116 123 (free) or online:
<https://www.samaritans.org/scotland/how-we-can-help/contact-samaritan/>

Glossary:

Children of colour: Children who identify as being Black, Asian, or another ethnic minority background of colour.

Education: Teaching or learning. This can be either from home education, or from school.

Cultural Festival: This is an event which is specific to a particular culture. It might be an event that celebrates a specific time in history e.g. Diwali

Health and wellbeing: This relates to any physical illnesses, mental distress or disease. This can be either positive or negative e.g. you can have positive health and wellbeing if there is no mental distress, physical illness or diseases.

Mental health: A term used to describe how people think, (cognition), feel (emotional wellbeing) and behave (behavioural). A person's mental health can have an impact on how they live their lives, their relationships with other people, and even how they physically feel.

Physical health: This term refers to the state of your physical body and how well it is operating.

Psychological health: This has to do with your emotional health and how you are functioning overall.

Religion: A system of faith and worship

Social interaction: This is when there is an exchange between two or more people. Social interaction between people is said to be a building block of society.

Appendix Three: List of Self-Descriptors

Children and young people were asked to describe themselves, with examples given (see Participant Pack in Appendix Two). The list below captures the way that all 35 participants described themselves.

- Mixed Heritage x 2
- Black and Mixed
- Black African Scottish
- Scottish Caribbean
- Brown Scottish
- Black African x 3
- Black x 3
- Indian and Mauritian
- Chinese British
- Brown x 3
- Brown and Colombian
- Brown African
- Brown Arab
- Brown Pakistani
- African x 2
- Sudanese British
- Turkish
- Egyptian x 2
- Arab
- British
- Indian British
- Pakistani x 5