

# EMPIRE, SLAVERY & SCOTLAND'S MUSEUMS

## STEERING GROUP RECOMMENDATIONS

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EMPIRE, SLAVERY &  
SCOTLAND'S MUSEUMS  
**STEERING GROUP  
RECOMMENDATIONS**

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### RECOMMENDATION 1:

Scotland should create a dedicated space to address our role in empire, colonialism, and historic slavery. A new organisation should be created to lead this work.

### RECOMMENDATION 2:

Museums should ensure anti-racism is embedded in their workplaces and public spaces.

### RECOMMENDATION 3:

Museums should involve the people of Scotland in shaping their work through co-production, to promote cultural democracy and participation for all.

### RECOMMENDATION 4:

Museums should commit to research, interpret, and share the histories of Scotland's links to empire, colonialism, and historic slavery.

### RECOMMENDATION 5:

Museums should support efforts to promote and embed race equality and anti-racism in the curricula in a meaningful, effective, and sustainable way.

### RECOMMENDATION 6:

Scottish Government should demonstrate their support for restitution and repatriation of looted or unethically acquired items in Scottish collections.

# Foreword



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**Sir Geoff Palmer, OBE, CD:  
Chair of Empire, Slavery & Scotland's Museums Steering Group**

Before you read these Recommendations, I invite you to take a moment to recognise this milestone in Scotland's tradition as a forward-looking nation: we seek to acknowledge the part we have played in shaping the world of today and are ready to see that glorious and inglorious histories co-exist.

Scotland is facing up to the reality that for more than two centuries, its economy was closely tied to imperial trade and conquest, including the enslavement of human beings. People from all over Scotland were participants in and drivers of the British Empire, both at home and overseas, and the profits of these ventures helped to build the cities, towns, villages, homes, and infrastructure that are part of our society today. These colonial ventures have profound human consequences, developing and advancing racist and prejudiced views that persist today.

This project marks a landmark in our collective work to recognise and address these legacies. However, it will be clear from the recommendations that further work is required. The project Steering Group recognises and honours the work that has already been done in Scotland to learn about and acknowledge its colonial, imperial, and slavery histories, and how they continue to impact all our lives today. We hope to increase the momentum of this work and understand that whilst this project relates to the museum sector specifically, the impacts extend far beyond museums and heritage, and relate to social justice and to society as a whole.

Museums hold a special place in my heart, as they offered a haven for me when I first came to the United Kingdom from Jamaica more than sixty years ago. History and education live in museums, and I believe museums can and should be a haven for all. I was, therefore, delighted to be asked to Chair the Steering Group for this important project, to bring my experience and expertise to the work that has been undertaken in the past 18 months, and to join the respected individuals who make up the project's Steering Group.

From the onset, the Steering Group acknowledged that central to this work is the understanding that racism is a consequence of our history and is part of the cultural landscape in which we all exist, and thus damages us all. While the priority for this project has been to amplify the voices and views of those who experience racism, the implementation of these recommendations will help to improve the ways in which Scotland's museums and galleries interact with all their audiences.

After undertaking 7 independent pieces of consultation and more than 40 workshops, holding countless discussions with the 100+ people who directly worked on this project, and consulting with almost 5,000 individuals nationwide, we have six recommendations which reflect the Steering Group's hopes for how Scotland's museums can address the legacies of empire, colonialism, and historic slavery. These have been shaped in partnership with the museum workforce, and the people they serve, the public. Great care was taken to ensure a wide range of people were consulted: those conversations and responses helped to produce this report, and we are grateful for their input.

A fundamental issue was highlighted by consultation undertaken with Black and minority ethnic people. This stressed that, for many Black and minority ethnic people, not only are museums part of the cultural landscape of racism, but that, in their current state, they are contributing to the problem. This has eroded the relationship between Black and minority ethnic communities in Scotland and our museums and galleries, leading to a lack of trust. Mistrust is a serious societal issue and there are ways that institutions can address this. Transparency, a willingness to admit to and learn from mistakes, and a commitment to working together can support the development of these relationships over time. The recommendations in this report offer a chance to develop understanding through education and to build trust, which will lead to meaningful progress. It is vital to earn this trust if museums and galleries are to truly serve all of Scotland's communities and people.

Enshrined in the Universal Declaration of Human Rights, Article 27, is the statement that "everyone has the right freely to participate in the cultural life of the community, to enjoy the arts." This report, and the Recommendations for what comes next, aim to ensure that this progress can truly be achieved in Scotland. A single museum or exhibition that tells stories is not enough to support important change. Structures need to be embedded within institutions to support museums and galleries to reflect modern Scottish society, and to understand, explore, and share the continuing impacts of empire, colonialism, and historic slavery with their audiences.

The work that lies ahead will sometimes be challenging and uncomfortable but will be worth it to gain the trust of all of Scotland's people. Thank you for joining us in writing this new chapter.

# A.

## Overview of the project

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Anti-racist organisations, activists, artists, historians, and curators from communities who experience racism have long been pushing for Scotland's museums to acknowledge Scotland's role in imperial trade and colonial conquest, and to recognise the contributions of those from ethnically diverse backgrounds. Their efforts have often been met with resistance and racism. However, without their hard work and campaigning, including for a museum dedicated to Scotland's role in empire, colonialism, slavery, and migration, this project would not exist.

*Empire, Slavery & Scotland's Museums* is a national project, sponsored by the Scottish Government, to make recommendations on how Scotland's involvement in empire, colonialism, and historic slavery can be addressed using museum collections and spaces. An amendment to a motion in the Scottish Parliament in June 2020 called for a museum of slavery and reflected more than 20 years of campaigning for museums to address the legacies of empire, colonialism, and historic slavery. This parliamentary motion initiated *Empire, Slavery & Scotland's Museums* as a project, which has resulted in the six recommendations explored in this document. These outline how existing and future museum collections and spaces can better recognise and represent Scotland's complex histories, as part of a national commitment to anti-racism.

While this project focuses specifically on museums, a wide range of individuals from beyond the museum sector have been consulted as part of this work. This connected approach is key to understanding and moving towards racial equality, and to integrating the range of expertise which exists in this area. The terminology used for the purpose of this project is explained in the glossary, which can be found at the end of this document.

The recommendations have been developed from the results of nationwide consultation undertaken in 2021. Details of the consultation process are outlined in an accompanying report.<sup>1</sup> The process that has been undertaken by the project has produced a substantial body of evidence: the national consultation period ran from August to December 2021 and consulted across 7 central strands. This process has sought to establish the needs of 3 key stakeholder groups in this work:

**communities that experience racism (Priority Communities<sup>2</sup>);**

**the museums and galleries workforce; and**

**the wider public.**

Almost 5,000 people from across Scotland have fed into what is the largest national study of attitudes to museums and racism undertaken in Scotland.

The findings support the clear need for Scotland to address the legacies of empire, colonialism, and historic slavery within Scotland's museums spaces and through museum programming. The evidence further confirms the significant existing body of work on racism in Scotland, which makes it clear that racism is structural and affects people across their life experiences: discrimination is almost 3 times as likely for those from a minority ethnic group as for those from white ethnic groups.<sup>3</sup> 22% of people in Scotland feel that there is sometimes a good reason to be prejudiced against certain groups,<sup>4</sup> and racial hate crime remains the most reported hate crime in Scotland, with almost 9 charges being made a day.<sup>5</sup>

The contemporary context of this work is also crucial: the Coronavirus pandemic exposed the significant inequalities in health and social outcomes for Black and minority ethnic communities across Scotland.<sup>6</sup> It is not coincidental that this increased awareness of global inequity has emerged at the same time as international pressure to recognise that Black Lives Matter, and a renewed interest in re-examining our shared history and the cultural myths that have shaped Scotland, Britain, and Europe today; as is recognised in a review of the Glasgow International Festival, "Covid-19 has made it inescapably clear that we live in an interconnected and unequal world."<sup>7</sup>

This is the context within which this project was conceived, and this work is centred on the recognition that museums have a role to play in helping to address racism in modern day Scotland. The consultation undertaken for this project indicates that museums are well placed to help to positively influence inclusion within Scottish society, and that they themselves need to change as organisations to do this in a way that benefits people across Scotland. Public consultation within the project found that people in Scotland find museums to be welcoming (92-95% of respondents agreed) and that museums are important to people across Scotland (75-90% of respondents agreed).<sup>8</sup>

92-95% of people surveyed agree that all people have the right to contribute to cultural life and heritage in Scotland.<sup>9</sup> This is in line with the Scottish Government's ambition to incorporate the International Covenant for Economic, Social and Cultural Rights into law.<sup>10</sup> The values of inclusion, participation, ownership, and equality are essential to everyone having the opportunity to take part in or contribute to the cultural life of Scotland. Consultation within this project also shows that the voices of people who experience racism are currently being erased, marginalised, and excluded from Scotland's museums, and that for Scotland's museums to make a meaningful contribution to social justice they must reckon with the histories of empire, colonialism, and historic slavery.<sup>11</sup>

The consultation has shown that the narratives museums share have a direct relevance to racism today. Furthermore, the lack of recognition of how racism shapes or has historically underpinned museums and museum practice is the primary barrier to Scotland's museums effectively addressing these legacies in a meaningful way.<sup>12</sup>

Members of the museum workforce who attended focus groups as part of this project recognised the need for museums to address these legacies; this group largely indicated an awareness of the importance of undertaking this work, although they were less confident in how to implement it.<sup>13</sup> In contrast, survey work across the museum sector on the themes of Chattel Slavery and on Empire and Colonialism demonstrated that not all museums were able to make the connection between their work and the legacies of these histories and that some organisations are hesitant or resistant to undertaking this work.<sup>14</sup>

The evidence indicates that museums need support to deepen their understanding of these histories, of their connections across Scottish society, and how they have an impact on a range of people and communities today. There was further evidence that museums would need support to engage with how the legacy of the British Empire and its colonial activities is perceived globally.<sup>15</sup> Additionally, the consultation has indicated that museums need to be supported to build their racial literacy: developing this knowledge and understanding is essential to enable museums to build trust with people who experience racism today.

A key consultation finding is that collaboration with schools is deemed essential to ensure that the next generation are empowered to learn from Scotland's legacies. Racism remains a serious issue in Scotland's schools, with bullying based on race reported as the most-frequent type of prejudice-based bullying.<sup>16</sup> Scotland's young people were particularly vocal about their support for museums making an active commitment to work against racial injustice and discrimination.<sup>17</sup>

Racism has a direct relationship with empire, colonialism, and historic slavery in ways that are part of life in 21st-century Scotland, negatively impacting us all. The recommendations included within this document seek to support Scotland's museums to embrace anti-racism to address the legacies of empire, colonialism, and historic slavery, and to improve the ways in which they interact with the people of Scotland.

A full report on the Consultation process can be found on the Museums Galleries Scotland website.

[LINK](#) *Empire, Slavery & Scotland's Museums: A Guide on the Consultation*

“ It can be hard to conduct yourself in these spaces when there are preconceived notions about your background or country or identity.

*Intercultural Youth Scotland focus group participant (session 12)*

# B.

## Summary of the recommendations

## Summary of the recommendations

Based on the consultation findings, the Steering Group propose six Recommendations which seek to embed museum programming in how Scotland addresses complex historic legacies and racism within our institutions. At the heart of these recommendations is the understanding that Scotland's museums are not only record keepers, but change makers and cultural influencers, and are key to moving society towards racial equality. Museums have had a central influence on how Scotland has created our national story, and should be supported to do so in ways that critically engage with our imperial, colonial, and slavery histories.

The recommendations set out a suggested approach to transform how museums engage with the histories and contemporary realities of 21st-century Scotland, both through the creation of a new organisation dedicated to exploring this subject, and changes to how existing institutions operate. The order in which these recommendations are laid out is important: **each recommendation cannot be taken in isolation**, as they are part of a wider proposed process for change. In Recommendation 1, we have highlighted the need to create an independent organisation specifically dedicated to exploring these themes and to building trust between those who experience racism and museums. This is a direct response to the Parliamentary commitment which initiated this project. However, the creation of a single organisation cannot address the issues of an entire sector: challenging racism is not an issue to 'silo' in one or two locations but is a sector-wide issue.

To confront and explore racism as a legacy of empire, colonialism, and historic slavery, anti-racist change must be delivered across all Scottish museums. Recommendations 2, 3, and 4 outline the changes that the museums sector should make to accelerate and support this work. These changes include integrating anti-racism within their organisations, building relationships with their communities, and telling more complex, nuanced narratives about Scotland's past. Recommendations 5 and 6 look at how the Scottish Government can further support this work, through aligning museums with adaptations to the education sector designed to combat racism, and through setting out a progressive approach to engaging with and returning collections that have been unethically acquired.

This document outlines the potential implications of these recommendations for the Scottish Government, for Scotland's museums, for Museums Galleries Scotland (as the National Development Body for Scotland's museums and galleries), and for the proposed new organisation. We urge the Scottish Government, institutions, and individuals to consider these implications and to develop clear action plans to accelerate the pace of change within the museums sector.

The conditions of the last few years have created an unprecedented global and national focus on systemic racism: a need to collectively name it, and to try to understand what it means for all of us in practice, and how it continues to shape and define our world order. Scotland can become a country that reckons with its history with responsibility and maturity, working toward a more fair and equal society. Through the implementation of these recommendations, museums can be part of that change.

“ White people minimise our stories and culture to just slavery: people of colour are more than that.

*Intercultural Youth Scotland focus group participant (session 3)*

**RECOMMENDATION 1:**

Scotland should create a dedicated space to address our role in empire, colonialism, and historic slavery. A new organisation should be created to lead this work.

**RECOMMENDATION 2:**

Museums should ensure anti-racism is embedded in their workplaces and public spaces.

**RECOMMENDATION 3:**

Museums should involve the people of Scotland in shaping their work through co-production, to promote cultural democracy and participation for all.

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Museums should commit to research, interpret, and share the histories of Scotland's links to empire, colonialism, and historic slavery.

**RECOMMENDATION 5:**

Museums should support efforts to promote and embed race equality and anti-racism in the curricula in a meaningful, effective, and sustainable way.

**RECOMMENDATION 6:**

Scottish Government should demonstrate their support for restitution and repatriation of looted or unethically acquired items in Scottish collections.

“ When you think the museum is doing enough to educate on issues of slavery, racism, colonialism, think again. Then do more.

*Young Scot public survey qualitative response (no.3)*



Full details of the  
recommendations

## RECOMMENDATION

1.

Scotland should create a dedicated space to address our role in empire, colonialism, and historic slavery. A new organisation should be created to lead this work.

**WHAT WE RECOMMEND**

The Scottish Government should commit to the establishment and long-term funding of an independent organisation, run by people with relevant lived experience of racism and colonial legacies and professional expertise. This organisation should undertake significant scoping work towards the development of a permanent museum of empire, colonialism, and historic slavery for Scotland. This organisation would creatively explore themes and test approaches, including networked, temporary, and digital methods to determine the permanent form of the Museum.

The organisation must be led by people who understand how racism manifests and operates in our organisations and in society. This expertise would be supported by ensuring that those who experience racism are integral to the inclusive and participatory approaches used. This organisation should seek to develop all future approaches with the direct involvement and consent of people from across Scotland.

This organisation would look to (and seek advice from) national and international expertise but should not be directly related to or run by any existing national museum or heritage organisation. Museums Galleries Scotland (MGS) should work to support the organisation, and to help broker relationships with the Scottish museums sector.

To ensure that the momentum of this project's recommendations is not lost, and that further steps can be taken quickly, we recommend that the initial composition of a transitional board for this organisation should be the current *Empire, Slavery & Scotland's Museums* (ESSM) Steering Group. This Group is independent of any organisation, representative of relevant expertise and community interest, and diverse in its membership: the existing Group should look to widen the membership to include relevant additional expertise for this next stage.

We recommend an initial financial commitment from the Scottish Government of £5 million over the next four years, to build and staff an organisation that will develop organisational strategies, establish a substantial digital presence, and undertake specific scoping exercises to determine the activities and permanent form and location of this space. Following this initial investment, further resources will need to be committed to deliver the new museum, in whatever form that might take.

**WHY SCOTLAND NEEDS TO DO THIS**

In June 2020, the Scottish Parliament made a commitment that Scotland should 'establish a slavery museum to address our historic links to the slave trade.'<sup>18</sup> Survey-based consultation with the public indicated strong interest in a museum that explores themes of historic slavery, empire, colonialism, and racism, with a preference that everyone in Scotland should be aware of how these legacies have created our society today.<sup>19</sup> The evidence indicated that there should be strong links to education, with a majority of public respondents indicating that schools should visit this space.<sup>20</sup>

Consultation with people who have experienced racism has shown substantial mistrust in current museum structures and approaches.<sup>21</sup> This shows that significant work must be undertaken to build trust with those who experience racism before any new museum(s) are commissioned. The consultation concluded that this work must be undertaken by people with relevant lived and professional experience, should provide a safe space that avoids re-traumatisation, and should seek to gradually build trust over time.<sup>22</sup>

There is no existing provision for a space dedicated to addressing Scotland's role in empire, colonialism, and historic slavery. Evidence supports a focus on local areas and local stories, and close collaboration with existing museums both to tell these stories and to change their approaches. Evidence supports the use of digital and temporary solutions to build trust and explore approaches during the initial development phase.

**WHAT THIS MEANS FOR...****Scottish Government**

- We recommend an initial financial commitment from the Scottish Government of £5 million over the next four years, as detailed above.
- The Scottish Government should commit to long-term funding for this organisation, after this initial investment.
- The Scottish Government should support the current ESSM Steering Group to appropriately expand their membership and to meet, acting as a transitional Board of Trustees (for a period of up to 18 months), until the organisation is established. This group should continue to be supported by MGS but will retain its independence.

**Museums**

- Museums will need to take responsibility for, build on, and accelerate their work to address the legacies of empire, colonialism, and historic slavery (as outlined within these recommendations), supported by the work of this organisation.
- Museums across Scotland will need to build their awareness of the work this new organisation will undertake and collaborate with it as part of the wider museums sector.

**The new organisation**

- The organisation should define a vision and an initial four-year plan that seeks to creatively address racial erasure within museum structures and narratives.
- The organisation should establish itself as a registered charity, with a Chair and Board, who will seek to develop and recruit an appropriate structure.

“ Most museums celebrate the dead, not people of colour who are healing ancestral trauma and channelling it in our art. Look at the past and present to build a better future.

*Intercultural Youth Scotland focus group participant (session 14)*

- Consultation with people who experience racism has indicated that it is essential that this organisation takes the time to build trust with and work in collaboration with them at all stages of the organisation's development and programming.
- The new organisation will need to explore what form and where any new physical site(s) should be located.
- This organisation should be led by an ethnically and culturally diverse Board of Trustees and staff, who have the necessary professional experience to develop and run a museum. Currently, Scotland's museums workforce is not sufficiently ethnically and culturally diverse; the organisation will need to address this in its recruitment planning, in order to recruit and train staff for the present and future.
- The organisation will need to explore and establish their approaches to setting up an archive and/or collection. This development will be done through co-production with people from across Scotland, to promote cultural participation and production for all.
- ESSM consultation has indicated that it is essential that this new organisation collaborates with experts at all stages of the organisation's development and programming.
- A collaborative approach with the Scottish museums sector, and with museums, galleries, and heritage practitioners/organisations globally, will be key to developing relationships that can promote cultural democracy and participation for all; the organisation should embed this within their approach.
- Work should be undertaken by the organisation to determine what safe space and re-traumatisation mean to different people, especially those directly affected by colonial legacies and racism, and to establish an approach for ensuring safety for those who experience racism within its work.

#### **MGS**

- MGS should work in partnership with those developing this further, seeking to support them and to help to broker relationships and influence across the Scottish museums sector.
- MGS should continue to provide the secretariat for the ESSM Steering Group until the organisation is established.

## RECOMMENDATION

## 2

## Museums should ensure anti-racism is embedded in their workplaces and public spaces.

### WHAT WE RECOMMEND

Everyone in Scotland should have access to, and feel safe in, Scotland's museums. Consultation undertaken with people who experience racism has found that the ways museums operate have been perpetuating inherently racist approaches and causing trauma. These racist narratives negatively impact all people in Scotland. Museums should be supported to ensure anti-racism is embedded in their workplaces and public spaces, working to understand how oppression and power intersect with discrimination of all types, to create environments where they support, nurture, and value all forms of knowledge and expertise equally.

The Scottish museums sector is currently not representative of the diversity of people living in Scotland. To enable all people to have opportunities to influence and contribute to the work of museums, these organisations will need to be supported to understand how their systems have perpetuated racism, and to develop effective measures to diversify the workforce, from entry routes to leadership positions. This should focus on those who have been marginalised.

### WHY SCOTLAND NEEDS TO DO THIS

Consultation undertaken with those who experience racism and through the public survey indicates that museums should work to combat racial injustice and communicate this publicly.<sup>23</sup> While there is existing good practice within the Scottish sector, there remains under-provision of training and expertise for sustained and in-depth work on anti-racism; consultation undertaken as part of this project has indicated that systemic racism, is present within Scotland's museums.<sup>24</sup> A majority of the museums workforce indicated that they did not currently have sufficient understanding or confidence regarding anti-racism to implement this in their work. These respondents specified a need for support to undertake a programme of reflection and development to enable them to work toward operating as anti-racist individuals within anti-racist organisations.<sup>25</sup>

Museums sector consultation has indicated that the workforce is not currently representative of Scotland's people: the sector workforce (including volunteers, staff, and trustees) is almost entirely white, and identified a lack of lived experience as a barrier to effectively addressing the legacies of empire, colonialism, and historic slavery.<sup>26</sup> Consultation with people who experience racism highlighted a lack of ethnically and culturally diverse representation within the workforce as a barrier to participation.<sup>27</sup> The sector requires racial diversification of the workforce and will need support to implement schemes to enable this in a way that is non-tokenistic.

Consultation with people who experience racism found there were barriers in applying for jobs in the sector. These included: discrimination in general, not having a "British" name, the right experience to fit in the sector, undervaluing their work and ideas, the difficulty of confronting racist approaches, the lack of diverse role models in positions of power, and language barriers.<sup>28</sup>

### WHAT THIS MEANS FOR...

#### Scottish Government

- Museums across Scotland will need resources to support change within the sector. This will include support for the development of awareness, and longer-term funding to implement and embed anti-racism across the sector; this support may be channelled through MGS or other intermediary bodies.

#### Museums

- Museums across Scotland should work to understand anti-racism and to embed it within their organisations.
- Museums should research and understand their institutional histories, including how these interact with the histories and contemporary legacies of empire, colonialism, and historic slavery, and share these with the public.
- Museums should share how they work with the public. Organisations need to develop and transparently share their policies and procedures and ensure that these support anti-racist practice.
- Senior management in museums should explicitly commit to implementing the ESSM recommendations, to ensure this work is prioritised and support staff to implement change.
- Museums should work to ensure their programming and other activities address, challenge, and combat structural racism, inequality, and intolerance.
- Museums should take action to diversify their workforce, including staff (at all levels), volunteers, and trustees, establishing and addressing racial discrimination in hiring practices. This should involve establishing and working toward organisational targets that acknowledge and identify imbalances in representation and embed increased representation to those groups who are most marginalised.
- Museums should review job descriptions and requirements, to support equality and fairness.
- Museums should be accountable in how they implement organisational change and should seek feedback on their approaches from those with appropriate experience.

#### The new organisation

- The new organisation should ensure anti-racism is central to their workplace and public spaces.
- The new organisation should work with the sector and in partnership with relevant experts to develop and deliver resources to ensure anti-racism is understood across museums, and then embedded within workplaces and public spaces.
- The new organisation should work with MGS and a wide range of experts to support museums to deliver on this recommendation.

**MGS**

- Museums will require support to implement organisational change. This will involve a long-term commitment from MGS as the national development body, as well as leadership from across the sector.
- MGS should work with partners who have expertise in anti-racism and combatting discrimination to develop resources and guidelines to enable the museum workforce to embed anti-racism in exhibits, programming, and relationships.
- MGS should lead by example in organisational change, including: an ongoing programme of anti-racist training for staff; work to develop the diversity of their workforce; the establishment of external review mechanisms for work; and the inclusion of anti-racism across internal competencies/job descriptions.
- MGS should collect information on the demographics of the workforce and on national visitor profiles, to establish a baseline in the first instance, and then to set targets for diversification for the sector (including timeframes for meeting said targets).
- MGS should work with the sector and experts to develop and implement a system to monitor and assess progress in this area.
- MGS should partner with those with expertise in anti-racism to advocate for the adoption of anti-racist approaches within educational and training organisations (including schools, colleges, universities, and others who are training the workforce, including vocational training providers).

“ I would not feel comfortable applying to a job in the museum sector. I am going to be a token gesture; I'm not going to have the authority to make that change.

*Intercultural Youth Scotland focus group participant (session 7)*

## RECOMMENDATION

## 3.

Museums should involve the people of Scotland in shaping their work through co-production, to promote cultural democracy and participation for all.

**WHAT WE RECOMMEND**

Across Scotland, all people should have the right to take part in cultural activities, explore cultures, and contribute to the cultural life of the community. To achieve this, museums should be supported to involve the people of Scotland in their work, implementing good practice in co-development, co-production, and participatory approaches.

People in Scotland should have the opportunity to be part of setting the narrative for future work, at all stages—from development and planning to evaluation and delivery. People from communities that experience racism should be instrumental in determining how museums address the legacies of empire, colonialism, and historic slavery. The work of museums with communities should include those worldwide who are still experiencing the impact of Scotland's role in empire, colonialism, and historic slavery.

To enable this change, museums should be encouraged to embed accountability within their work (and the work of their partners), and to address issues around gatekeeping, power, and control, so that they can build trust with all of their audiences, including those who experience racism.

**WHY SCOTLAND NEEDS TO DO THIS**

Consultation has shown that people want museums to share more narratives about and from communities experiencing the impact of the legacies of empire, colonialism, and historic slavery.<sup>29</sup> Racism is the direct result of these systems: museums should therefore work in partnership with those whose voices have historically been erased from their work to create approaches and narratives that highlight culturally and ethnically diverse stories. Consultation with people who experience racism has specifically indicated that they would like to see their voices amplified in museum spaces, especially in setting the direction for the narrative and in sharing empowering and celebratory histories.<sup>30</sup>

Multiple consultation strands have indicated that new approaches to long term collaborative working need to be developed to support change. Most respondents within the museum workforce do not feel that interpretation in their museum offers an inclusive picture of Scottish culture. The museum workforce recognises that overall, museums are not effective at working in partnership with people who experience racism; much of the workforce indicated that they require further development in understanding how to diversify audiences, and that visitor profiles are not representative of Scotland's people.<sup>31</sup>

**WHAT THIS MEANS FOR...****Scottish Government**

- The Scottish Government should recognise that short-term and project-based approaches have contributed to superficial, often tokenistic, and even exploitative activity, that does not create sustainable relationships or sustained, transformative change; the Scottish Government should work with MGS and other funders to develop solutions for this to benefit collaboration across the sector.

**Museums**

- Museums should reframe their priorities to be people-centred, rather than collections- or organisation-centred, making community engagement core to their work.
- Museums should work to diversify their workforce in order to better represent the people of Scotland and to understand and combat systemic racism in their organisations. To do this, museums should (in consultation with people who experience racism) implement structures that support this. These should include (but not be limited to): recruitment and retention of core staff with this expertise; culturally and ethnically diverse representation on Boards; and implementing Fair Work practices, including the living wage. These changes should be at all levels, not solely at entry level.
- Museums should work to understand the power imbalances inherent in their relationships, and to address these with honesty and openness. They should seek to share control and to address gatekeeping behaviours across their work.
- Museums should seek to interrogate and critique ideas of colonialism, and to amplify the voices of those who have experienced racism and other forms of discrimination in their workforce, in their programming, and in their communications.

**The new organisation**

- The new organisation will need to embed equitable participatory practices with their stakeholder communities across all areas of their work.
- The new organisations will need to develop relationships, trust, and collaboration with people who experience racism.
- The new organisation, working with MGS and relevant experts, should help to empower museums to build and develop equitable relationships across their work, and to deliver on this recommendation.

**MGS**

- Museums will need to be supported to implement long-term change in how they work with people: MGS should work with relevant experts and partners to develop and deliver guidance and training on how museums can work in an inclusive/participatory way.

“ ...if we tell our own stories we have the power to communicate it in the way it did happen...

*Intercultural Youth Scotland focus group participant (session 1)*

## RECOMMENDATION

## 4.

Museums should commit to research, interpret, and share the histories of Scotland's links to empire, colonialism, and historic slavery.

**WHAT WE RECOMMEND**

People in Scotland should be empowered to explore the legacies of empire, colonialism, and historic slavery through their museums. To support this, museums should research, interpret, and share Scotland's complex historic and contemporary links to empire, colonialism, and historic slavery, and work to explore untold stories and critique false and misunderstood narratives.

People across Scotland should be enabled to understand how historic events connect to life in Scotland and globally today, including how racism and inequalities today connect to systems of empire, colonialism, and historic slavery. Museums should be supported to understand and explore the direct and indirect impacts of empire, colonialism, and historic slavery with their audiences, amplifying the voices of those who have experienced racism as a direct consequence of these histories.

People in Scotland should be enabled to understand how museums work, including how stories are told and how collections are held. To do this, museums should be supported to be transparent about their processes and ways of working, sharing knowledge gaps and historical biases. Museums will be encouraged to value and integrate all types of knowledge and experience within their approaches, and to recognise the value of both lived experience and of professional experience in understanding and interrogating racism and racist structures.

**WHY SCOTLAND NEEDS TO DO THIS**

Consultation has indicated that a strong majority of the respondents to the public survey would like museums to include more extensive and nuanced accounts of empire, colonialism, and historic slavery, with openness and transparency about areas of debate and gaps in historical knowledge.<sup>32</sup> Currently, a minority of museums across Scotland share these histories or explore the legacies of these themes in contemporary Scotland.

Consultation with people who experience racism has indicated that openness to who has the interpretive authority/voice is key to changing the way museums communicate.<sup>33</sup> The sector has indicated that, overall, they feel that they lack the information, expertise, and skills needed to undertake this work, and that they require support to do this.<sup>34</sup>

**WHAT THIS MEANS FOR...****Scottish Government**

- Museums will require resources to support research, interpretation, and display of collections relevant to the histories of empire, colonialism, and historic slavery.
- The Scottish Government should consider modelling this type of recognition, communicating their understanding of, and publicly accepting, Scotland's role within empire, colonialism, and historic slavery at a national and international level.

**Museums**

- Museums should review their current provision and prioritise areas for change.
- Museums should work to recognise and seek to remove racism from their interpretation, including where this is passively manifested through single perspective narratives centred on those in positions of power.
- Museums should value all forms of expertise, including that which comes from lived experience, and seek to integrate this into their research, interpretation, and programming.
- Museums should involve all departments within their organisation in developing programming and seek input at all stages from people in Scotland, in order to better share their stories.
- Museums should share their policies and procedures with transparency, including working toward sharing their collections databases.

**The new organisation**

- The new organisation should become a central point of expertise for this work and should develop resources and exhibitions which share the histories of the legacies of empire, colonialism, and historic slavery at local, regional, and national levels.
- The new organisation should partner with research organisations, museums, and others to initiate further research into Scotland's links to the legacies of empire, colonialism, and historic slavery.
- The new organisation should work with MGS and a wide range of experts to support museums to deliver on this recommendation.

**MGS**

- Museums will require support to develop the knowledge, confidence, and skills necessary within their workforce to explore the histories and legacies of empire, colonialism, and historic slavery, as they apply to their collections. MGS should support the sector in this, including offering opportunities for museums to share good practice, to learn from approaches from within Scotland, the UK, and internationally, and to test approaches to this work.
- MGS should work in partnership to support a network for those conducting research into the legacies of empire, colonialism, and historic slavery in Scotland. This network should seek to create links with international practitioners and should work with relevant partners to develop guidance for museums on how to develop research partnerships.
- Museums need support to explore and share local histories connected to these histories and help to share how their location is connected to the legacies of empire, colonialism, and historic slavery: MGS will need to develop partnerships and use existing and new mechanisms to support local exploration of these legacies.

“ As front of house staff it feels like we have no power to help implement decolonisation, we have to wait for back of house staff and we're given a statement for if the public asks.

*Museums/Heritage Workforce focus group participant (FOH)*

## RECOMMENDATION

## 5.

Museums should support efforts to promote and embed race equality and anti-racism in the curricula in a meaningful, effective, and sustainable way.

**WHAT WE RECOMMEND**

People in Scotland should be empowered to understand the legacies and impacts of empire, colonialism, and historic slavery at every age. To enable this, schools and learning practitioners should embed an understanding of how these legacies have shaped present-day racism across all educational establishments in Scotland. Schools, universities, and higher education establishments should provide learners at all levels with a range of opportunities to explore these histories and the ways they impact daily life in Scotland. Museums should work closely with learning practitioners to share these histories, and to promote and embed race equality and anti-racism in learning environments in meaningful, effective, and sustainable ways.

**WHY SCOTLAND NEEDS TO DO THIS**

All ESSM consultation strands indicated that museums should work closely within the curricula, recognising the potential for museums to support teaching and learning across curricular areas, providing different perspectives and narratives through which to understand the world. While many heritage organisations work with schools, museums are not currently embedded within Scotland's educational structures and are not deeply involved in curricular design and implementation. Schools, museums, and galleries across Scotland should be supported to connect with work to explore the continuing global impacts of empire, colonialism, and historic slavery, and to support the development of meaningful global citizenship for our children and young people.

**WHAT THIS MEANS FOR...****Scottish Government**

- The Scottish Government should recognise the importance of and help facilitate closer working between museums and educational establishments, including helping to broker relationships.
- The Scottish Government should develop approaches to enable the integration of museums as part of the Race Equality and Anti-Racism in Education Programme, exploring and promoting the contribution that they can make to decolonising curricular policy and practice.
- The Scottish Government should engage with networks of learning practitioners and experts from across the globe. They should support schools to connect with museums, galleries, and schools internationally to explore the continuing global impacts of empire, colonialism, and historic slavery. This work should be done, while being aware of power imbalances and seeking to address these.

**Museums**

- Museums should pro-actively prioritise the development of resources with a focus on the legacies of empire, colonialism, and historic slavery, working with central government education bodies, local authority education leads and schools where they can (but recognising that they should not wait for educational institutions to initiate this work).
- Museums should develop closer links with schools and learning practitioners in their local area and should actively seek to involve the voices of young people (especially those who have experienced racism) in the development of programming.
- Museums should work to support, mirror, and accelerate existing anti-racist work that is happening in and beyond the education sector, including within schools, and in further and higher education.
- Museums that rely on school workshops for income should consider how to ensure access to schools that may be facing financial barriers to participation.
- Museums should embed and amplify the voices of ethnically and culturally diverse people within their work with schools, with an emphasis on the voices of young people, to ensure that a range of perspectives is represented through their education programmes.

**The new organisation**

- The new organisation should establish and sustain strong links to education and should plan to develop resources with schools and higher/further education institutions as a central aspect of their work.
- The new organisation should work with MGS and a wide range of experts to support museums to deliver on this recommendation.

“ I don't remember it being a section of focus, there's stuff on dinosaurs, science, I remember stuff on Vikings and Egyptians, but I don't remember these histories ever being told.

*Intercultural Youth Scotland focus group participant (session 14)*

#### **MGS**

- MGS should support museums to work closely with learning practitioners: the ESSM Education (Curriculum) subgroup should be used as a basis for continuing and expanding a network around those who are doing anti-racist work in museums and education.
- MGS should use existing mechanisms to support museums to develop closer links with schools and learning practitioners in their local area.
- MGS should work with Education Scotland and their Building Racial Literacy programme, to support museums to develop closer ways of working and to accelerate anti-racist change across sectors.
- MGS should work with the sector, external partners, and relevant experts to develop guidance for museums on how to develop anti-racist resources with education (including those for schools, as well as further and higher education institutions).
- MGS should work with the Scottish Government and other partners to support Scotland's museums to connect with museums, galleries, and schools internationally, to explore the continuing impacts of empire, colonialism, and historic slavery on a global scale.

## RECOMMENDATION

## 6.

## Scottish Government should demonstrate their support for restitution and repatriation of looted or unethically acquired items in Scottish collections.

### WHAT WE RECOMMEND

Scottish Government, building on the expertise of international and national experts, should voice support for the return of unethically acquired collections. The Scottish Government should develop guidance and support for the repatriation and restitution of items from Scottish collections and remove all existing barriers within their control. This should include supporting the sector to engage positively and build relationships with source communities, seeking to facilitate the repatriation/restitution process. This should also include establishing funds for communities that would facilitate requests for the return of items.<sup>35</sup>

### WHY SCOTLAND NEEDS TO DO THIS

Consultation with those who experience racism within Scotland strongly indicates that restitution and repatriation of unethically acquired museum collections is an essential step in addressing the legacies of empire, colonialism, and historic slavery.<sup>36</sup> Public consultation shows majority support for the return of looted and stolen objects.<sup>37</sup> The museum sector workforce supports the return of looted or stolen objects.<sup>38</sup> Scottish guidance and engagement activities on restitution and repatriation are needed to clarify the national approach for a public and professional audience, and to encourage the development of dialogue in this area.

We recommend that this is used as an opportunity to empower museums and the public to develop transparency around museums processes and procedures. This also present a long overdue opportunity for Scotland to embark on reparative work, with a focus on building relationships and trust both with those who experience racism in Scotland, and internationally.

### WHAT THIS MEANS FOR...

#### Scottish Government

- The Scottish Government should seek to identify any barriers to repatriation and restitution for museums and heritage organisations and remove those within its control.
- The Scottish Government should establish dedicated funding to support those who request restitution or repatriation.
- The Scottish Government should work with experts in museums ethics and in racial trauma to develop national guidance for museums, galleries, and heritage organisations on repatriation and restitution.

#### Museums

- Museums should undertake research to understand the provenance of their collections, with a focus on those items which may have been unethically acquired.
- Museums should share the provenance of items on display, highlighting how the museum collected them with openness and clarity.
- Museums should seek to return unethically acquired items within their collections.
- Museums should prioritise initiating contact and actively build relationships with communities with connections to their collections (both within Scotland and internationally), even where there has been no indication of unethical approaches to collecting.

#### The new organisation

- The new organisation should work with MGS and a wide range of experts to support museums to deliver on this recommendation.

#### MGS

- MGS should work with partners to reassess how restitution and repatriation is addressed in existing museums standards.
- MGS should support the development and communication of this work to the museums sector.

“ Can't have the Queen of England's crown in my country so why can you have mine?

*Intercultural Youth Scotland focus group participant (session 12)*

## D. Glossary

## Glossary

The terminology used for the purpose of this project has been agreed by the Steering Group and is explained here.

### ANTI-RACISM

Anti-racism is a commitment to actively change the policies, behaviours, and beliefs that spread racist ideas and actions. Anti-racism is based in action and is about taking steps to remove racism at the individual, institutional, and structural levels. See below: Racism

### BAME

BAME stands for Black, Asian, and Minority Ethnic, and is a designation used within some of the pieces of research in this consultation.

### BPOC

BPOC stands for Black People and People of Colour, and is a designation used within some of the pieces of research in this consultation.

### COLONIALISM

A practice where a powerful country directly controls a less powerful country or territory (the “colony”) and uses the colony’s resources to increase their own power and wealth. Colonisers impose elements of their culture, including religion, language, economics, and other cultural practices, on those they rule. Colonialism is an expression of power that relies upon oppression, extraction of resources and silencing other ways of being and knowing.

### CULTURAL DEMOCRACY

Cultural democracy refers to an approach to arts and culture that involves everyone in deciding what counts as culture, where it happens, who makes it and who experiences it. It is rooted in the idea that all people have a cultural life and a fundamental right for it both to be respected and to also have a voice in the vital decisions— around culture and otherwise— that affect the quality of their lives.

### CURRICULUM/CURRICULA

The “curriculum” refers to the subjects studied in a school, college, university, and other formal education, and what each subject includes. Curricula is the plural.

### DECOLONISING/DECOLONISATION

Historically, the word “decolonisation” has referred to the political processes – including varied forms of anticolonial resistance – that ended direct colonial rule. In this context, decolonisation is about people subjected to foreign domination actively taking control of their lives, territory, and institutions as well as their cultural and national identity.

Today decolonial thinking and practice recognises that—despite a UN resolution in 1960 that declared the necessity of bringing colonialism in all its forms to an end—nearly 2 million people worldwide still live in non-self-governing territories.

Decolonisation is also widely used in non-political contexts, including in museums. The Museums Association says, “decolonisation” is not simply the relocation of a statue or an object; it is a long-term process that seeks to recognise the integral role of colonial mentalities in museums – from their creation to the present day. Decolonisation requires a reappraisal of our institutions and their history and an effort to address colonial structures and approaches to all areas of museum work.

### DUTY-BEARERS

In general terms, duty-bearers are publicly funded organisations. Duty-bearers have duties to ensure they enable people (rights-holders) to attain their human rights, and that they change their approaches where they are preventing people from realising their rights under the Universal Declaration of Human Rights. Organisations which are not publicly funded should also strongly consider their responsibilities to enable people to attain their human rights, to engage with good practice.

### EMPIRE

An empire, or imperial system, is where a central or main power rules over other territories outside of the main power’s original borders. “Imperialism” is a term that is related to this, usually meaning the creation and maintenance of unequal relationships between nations. The British Empire was a system of dependencies (a territory that does not have full political independence) or colonies across the world, which were under the rule of the British Crown and government for about 300 years.

### ETHNICITY

An ethnic group or ethnicity is a grouping of people who identify with each other based on shared qualities such as a common set of traditions, ancestry, language, history, society, culture, nation, or religion. Ethnicity is separate from, but related to, the concept of “race”.

### HISTORIC SLAVERY

When referring to “historic slavery” in this report we are distinguishing from more modern forms of enslavement. Historic slavery includes “chattel slavery”: a form of slavery in which the enslaved person is legally classified as a piece of property (rather than a human being) belonging to their owner. An enslaved person under this system has no rights, and they remain enslaved for life. Any children born to an enslaved person is also then enslaved for life. One form of chattel slavery includes the transatlantic trade in African people, who were then enslaved in the Americas under the chattel slavery system. Chattel slavery was also implemented by the British in Mauritius and the Cape.

### ITEM (REFERRING TO HOLDINGS WITHIN SCOTTISH MUSEUMS)

The term “item” refers to objects, specimen, and samples, but also to ancestral (human) remains and sacred items; the use of the term “item” here, does not diminish their importance. The Steering Group recognises that many museums operate from a position of objectification: what museums classify as “objects” or “collections” are not seen as such in multiple cultures but are recognised as having their own agency and potential personhood. The holding of these should be addressed by Scottish institutions as a priority.

### LIVED EXPERIENCE

Lived experience is defined as ‘personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people.’ In terms of racism, this includes the lived experience of being racialised.

### MUSEUMS

This project is specifically focused on how museums can address the legacies of empire, colonialism, and historic slavery. According to the Museums Association (the UK professional members body) ‘Museums enable people to explore collections for inspiration, learning and enjoyment. They are institutions that collect, safeguard, and make accessible artefacts and specimens, which they hold in trust for society.’ Within this document, the Steering Group has chosen to refer to “museums”; this is intended to include organisations with historical collections of objects and galleries with collections of works of art.

### MUSEUMS GALLERIES SCOTLAND

Museums Galleries Scotland is the National Development Body for the Scottish museums sector. Museums Galleries Scotland supports 442 museums and galleries, through strategic investment, advice, advocacy, skills development, and other means.

### NARRATIVE

A “narrative” tells a story or describes a series of events. Racist narratives are stories or descriptions of events that spread racist ideas.

### PRIORITY COMMUNITIES

During the consultation period, the project used the phrase “Priority Communities” to refer to People from communities who have been negatively impacted by the structural forms of discrimination and racism that can be connected to the legacies of empire, colonialism, and historic slavery. This terminology is used within the consultation reports included in this document.

**“RACE”**

“Race” is a social construct (i.e. human invention) based on skin colour and facial features (shape of eyes, nose, lips, hair texture, etc.). “Race” is not scientifically supported; however, its impact on people is very much a reality.

**RACIALISED**

The concept of racialisation refers to the processes by which a group of people is defined by their “race.”

**RACISM**

Racism is a belief that one group of people is inferior or superior to another because of their “race”. Racism/Racial injustice or discrimination is the unjust treatment of people based on this idea of superiority of one group over another.

**RESTITUTION & REPATRIATION**

Restitution is the process by which cultural objects are returned to an individual or a community. Repatriation is the process by which cultural objects are returned to a nation or state at the request of a government.

Calls for restitution ask for the return of objects acquired through conquest, plunder, and theft, as well as the reassessment of objects that were taken through legitimate, but systemically unfair, trade deals. These calls for restitution and repatriation are designed both to right historical injustices and recognised as potentially offering economic benefits.

**RIGHTS-HOLDERS**

In general terms, all human beings are rights-holders under the Universal Declaration of Human Rights. A human rights-based approach ensures that public participation (especially the participation of those whose rights are least realised) involves active, free, and meaningful engagement.

**STRUCTURAL RACISM**

A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing, ways to perpetuate racial inequality. Racism in Scotland is structural. This means it operates across different levels of life - personal, social, and institutional. Because of this, the impact of racism affects people across their life experiences. It affects working life, family life, friendships, and physical and mental health.

**UNETHICALLY ACQUIRED**

Museum possession of a collection carries certain ethical obligations to the places and people where these collections originated. This is stated in the International Council Of Museums Code of Ethics: ‘Museum collections reflect the cultural and natural heritage of the communities from which they have been derived. As such, they have a character beyond that of ordinary property, which may include strong affinities with national, regional, local, ethnic, religious, or political identity. It is important therefore that museum policy is responsive to this situation.’ Unethically acquired museum items may include (but are not limited to) items that were stolen, taken under duress, or removed without consent of the owner; the ethics in question refer to current, rather than historical, moral standards.

“ We have a narrative in Scotland that we are somehow untouched by racism and were victims of Empire ourselves. That national mentality surely has an impact on how we respond to racism today.

*Open public survey qualitative response (no.352)*

# E.

## Empire, Slavery & Scotland's Museums Steering Group

**Chair Sir Geoff Palmer, OBE, CD:**

President, Edinburgh and Lothians Regional Equalities Council  
Chair, Fair Justice System for Scotland

**Deputy Chair Jatin Haria:**

Executive Director, Coalition for Racial Equality and Rights

**Abeer Eladany:**

Curatorial Assistant, University of Aberdeen Museums and Special Collections

**Lewis Hou:**

Director, Science Ceilidh  
Member, The Anti-Racist Educator

**Parveen Ishaq:**

Manager, Edinburgh and Lothians Regional Equalities Council

**Churnjeet Mahn:**

Reader (English Literature), University of Strathclyde

**Steph Scholten:**

Member, Museums Galleries Scotland Board of Trustees  
Member, EthCom, International Council of Museum's Ethics Committee  
Director, The Hunterian at University of Glasgow

**Elena Trimarchi:**

Learning and Engagement Manager, David Livingstone Birthplace

**Lisa Williams:**

Founder, Edinburgh Caribbean Association  
Honorary Fellow, University of Edinburgh

**Zandra Yeaman:**

Curator of Discomfort, The Hunterian at University of Glasgow

“ It’s obligatory that museums help clarify the past and shape a more forthright and just society.

*Open public survey qualitative response (no.122)*

**F.**  
Notes

<sup>1</sup> You can read about the process we undertook for this project in the companion document: [Empire, Slavery & Scotland's Museums Guide on the Consultation](#)

<sup>2</sup> This definition was developed and agreed by the Steering Group in March 2021, in recognition that the project seeks to amplify the voices of those within Scotland who are still negatively impacted by the racist legacies of colonialism. This terminology refers to 'persons from communities who have been negatively impacted by the structural forms of discrimination and racism that can be connected to the historic legacies of slavery and colonialism.'

<sup>3</sup> In 2019, 19% of those from a non-white minority ethnic group reported experiencing discrimination, compared to 7% of those from a white ethnic group.

<https://www.gov.scot/publications/scottish-household-survey-2019-annual-report/pages/1/>

We recommend reading the following, produced by the Coalition for Racial Equality and Rights, which highlights key statistics and information on racism in Scotland today:

<https://www.crer.org.uk/ten-things-we-need-to-say-about-racism>

<sup>4</sup> <https://www.gov.scot/publications/scottish-social-attitudes-2015-attitudes-discrimination-positive-action/>

<sup>5</sup> <https://www.copfs.gov.uk/about-copfs/reports-and-statistics/hate-crime-in-scotland-2020-2021/>

<sup>6</sup> <https://www.crer.org.uk/ten-things-we-need-to-say-about-racism>

<https://ghpu.sps.ed.ac.uk/wp-content/uploads/2020/05/14-May-SCOTLAND-COVID19-and-ethnic-minorities-FINAL.pdf>

<sup>7</sup> Whose "International" is it anyway? A critical reflection of Glasgow International and best practice in anti-racism work. Dr Ima Jackson, Adam Benmakhlouf & Adebusola Ramsay. (An external strategic review commissioned by Glasgow Life & the Glasgow International, 15th December 2021)

<sup>8</sup> [Empire, Slavery & Scotland's Museums: Public Research](#)  
Report by the Diffley Partnership, January 2022, pp.23,29-30,36

<sup>9</sup> *Public Research*, Diffley, pp.22,29,35

<sup>10</sup> <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>

<sup>11</sup> [Museums \(Re\)Told: The Legacy Report](#)  
Written by Intercultural Youth Scotland Youth Researchers; Supported by Intercultural Youth Scotland Staff and Lead Researcher Miura Lima, May 2022. pp.3, 16-18

<sup>12</sup> *Museums (Re)Told*, Intercultural Youth Scotland, pp. 25-7, 31;  
[Empire, Slavery & Scotland's Museums: Report of Museums/Heritage Workforce Groups](#), Museums Galleries Scotland, February 2022. pp.43-44

<sup>13</sup> *Report of Museums/Heritage Workforce Groups*, Museums Galleries Scotland, pp.10-12

<sup>14</sup> [Empire and Colonialism Survey: Final Report](#), Rachel Forrest, April 2022, p.47

<sup>15</sup> *Empire and Colonialism Survey*, Rachel Forrest, p.3

<sup>16</sup> [https://archive2021.parliament.scot/S5\\_Equal\\_Opps/Inquiries/EHRIC\\_5th\\_Report\\_2017\\_SP\\_Paper\\_185.pdf](https://archive2021.parliament.scot/S5_Equal_Opps/Inquiries/EHRIC_5th_Report_2017_SP_Paper_185.pdf); Between the 2017-18 and 2019-20 academic years, there were at least 2,251 instances of racism reported in Scottish schools <https://www.heraldsotland.com/news/18988986.thousands-racist-incidents-reported-scottish-schools/>

<sup>17</sup> *Public Research*, Diffley, p.32

<sup>18</sup> 'Partnering with Museums Galleries Scotland, in collaboration with race equality and museums sector stakeholders, we will sponsor an independent expert group to make recommendations on how Scotland's existing and future museum collections we can better recognise and represent a more accurate portrayal of Scotland's colonial and slavery history and what further steps should be taken to ensure people in Scotland are aware of the role Scotland played and how that manifests itself in our society today. This will include how to reflect, interpret and celebrate the wide ranging and positive contributions that ethnic minority communities have made and continue to make to Scotland.' Scottish Government Programme for Government, *Protecting Scotland, Renewing Scotland*: September 2020, p.110

<sup>19</sup> *Public Research*, Diffley, pp.21-22, 28-29, 34-35

<sup>20</sup> *Public Research*, Diffley, pp.27, 33, 38

<sup>21</sup> *Museums (Re)Told*, Intercultural Youth Scotland

<sup>22</sup> *Museums (Re)Told*, Intercultural Youth Scotland, pp.38,49

<sup>23</sup> *Museums (Re)Told*, Intercultural Youth Scotland, p.30; *Public Research*, Diffley, pp. 25,32,37

<sup>24</sup> *Museums (Re)Told*, Intercultural Youth Scotland, p.25; *Report of Museums/Heritage Workforce Groups*, Museums Galleries Scotland, pp.43-44

<sup>25</sup> *Report of Museums/Heritage Workforce Groups*, Museums Galleries Scotland, pp.47-9  
[Taking Stock – Race Equality in Scotland – RACE.ED](#)

<sup>26</sup> *Report of Museums/Heritage Workforce Groups*, Museums Galleries Scotland, pp.53-55

<sup>27</sup> *Museums (Re)Told*, Intercultural Youth Scotland, pp.27-8

<sup>28</sup> *Museums (Re)Told*, Intercultural Youth Scotland, pp.27-8

<sup>29</sup> *Public Research*, Diffley, pp.25,32,37

<sup>30</sup> *Museums (Re)Told*, Intercultural Youth Scotland, pp.18-19

<sup>31</sup> *Report of Museums/Heritage Workforce Groups*, Museums Galleries Scotland, pp.40-41

<sup>32</sup> *Public Research*, Diffley, pp.25,32,37

<sup>33</sup> *Museums (Re)Told*, Intercultural Youth Scotland, pp.18-19

<sup>34</sup> *Report of Museums/Heritage Workforce Groups*. Museums Galleries Scotland, pp.18-19 32-34,55-56; *Empire and Colonialism Survey*, Rachel Forrest, December 2021, p.43; [Chattel Slavery Survey: Final Report](#), Rachel Forrest, p.42

<sup>35</sup> The term "item" refers to objects, specimen, and samples, but also to ancestral (human) remains and to sacred items: the use of the term 'item' here, does not diminish their importance.

<sup>36</sup> *Museums (Re)Told*, Intercultural Youth Scotland, pp.20-24

<sup>37</sup> *Public Research*, Diffley, pp.25, 32, 37

<sup>38</sup> *Report of Museums/Heritage Workforce Groups*, Museums Galleries Scotland, pp.23-6



