

Race Equality and Cultural Diversity in Education

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Sites providing general information

The principal sources of information on race and ethnicity issues in the UK include the following. Several of them have extensive links to other sites.

[Commission for Racial Equality](#)

Substantial information about the Race Relations (Amendment) Act. A recent new addition is a [ten-question quiz](#) with comments and notes on the correct answers.

[The Guardian Newspaper](#)

There is a special section archiving all articles and reports since 1998. An excellent resource.

[Institute of Race Relations](#)

Amongst other things, IRR sends out a weekly newsletter about current events. Well worth subscribing.

[Commission on the Future of Multi-Ethnic Britain](#)

Substantial extracts from the Commission's 2000 report. Also fascinating material on the media coverage that greeted the report, and sections on Islamophobia and on materials for schools.

[Home Office](#)

The lead government department concerned with race equality issues.

[Muslim Council of Britain](#)

Extensive information, and with many links to other Muslim sites.

[Forum Against Islamophobia and Racism](#)

Useful range of recent newspaper articles and several valuable factsheets.

[Centre for Research in Ethnic Relations](#)

Based at the University of Warwick. Extensive bibliographies and resource lists.

[Local Authorities Race Relations Information Exchange \(LARRIE\)](#)

Much valuable information about projects and policies in local authorities.

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Sites providing general guidance for schools

[Warwickshire Education Department](#)

A wide range of resources, ideas and advice for schools. Developed in just one local authority but with relevance everywhere.

[Teacher World](#)

Based at Leeds Metropolitan University and funded by the Teacher Training Agency, with a particular focus on the experiences and perceptions of Asian and black teachers.

[Qualifications and Curriculum Authority](#)

A substantial range of practical suggestions and guidelines for incorporating multicultural perspectives in all curriculum subjects.

[Department for Education and Skills](#)

Wide range of documents and materials on raising the achievement of pupils from ethnic minority backgrounds and communities. See also the documents readily accessible through the [Portsmouth LEA](#) site mentioned below.

[Portsmouth Education Authority](#)

Valuable set of links to all the main government publications.

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Legal requirements

The new legal requirements of the Race Relations (Amendment) Act are set out in various documents issued by the Commission for Racial Equality. In December 2001 the Commission issued the *Code of Practice on the Duty to Promote Race Equality*, and also non-statutory guidance for schools and institutions of further and higher education. In March 2002 the CRE issued more detailed guidance to schools on the creation of race equality policies. These various documents are on the CRE website at www.cre.gov.uk.

A commentary on the legal requirements was provided in February 2002 by the Uniting Britain Trust in the form of a booklet entitled *Changing Race Relations*. The Trust's arguments were based on the report of the [Commission on the Future of Multi-Ethnic Britain](#). It maintained that the term 'race equality' is not sufficient on its own to summarise all the issues that need to be addressed, and recommended that schools should use a longer term, for example 'race equality and cultural diversity'. The booklet can be downloaded from the [Commission's site](#) as can a model school policy statement based on the arguments and proposals in *Changing Race Relations*.

The inspection regimes throughout Britain are legally required to inspect the ways in which schools implement policies on race equality and cultural diversity. In this connection it is valuable to study the criteria which Ofsted uses, as set out in *Evaluating Educational Inclusion: guidance for inspectors and schools*, issued in 2000. This can be downloaded from the Ofsted website at www.ofsted.gov.uk. There is also a comprehensive list of relevant Ofsted documents on the [Portsmouth LEA](#) site.

In April 2002 Ofsted published two reports about good practice in the education of African-Caribbean pupils. Both can be downloaded in PDF format from Ofsted's website.

Also on the Ofsted website is its race equality scheme, dated June 2002. Amongst other things, this acknowledges Ofsted's 'important role in checking the compliance of bodies under inspection with the legal duties that relate to them and commenting on the effectiveness of their plans'.

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Culture and identity

There is clear and useful information about cultural diversity in Britain at www.bbc.co.uk/londonlive. Click on the icon for United Colours of London. Basic facts are provided about ten separate

communities: Bangladeshi, Caribbean, Chinese, Ethiopian, Greek, Indian, Irish, Pakistani, Turkish and West African. The focus is on London, but most of the information is relevant for the whole of Britain.

The BBC has valuable sites on black history for school pupils at www.bbc.co.uk/education/archive/histfile/mystery.htm and, with particular reference to its excellent *Windrush* series, www.bbc.co.uk/education/archive/windrush.

The Blacknet site is lively and interactive, and contains an eclectic and fascinating collection of materials, including not only much of historical interest and but also valuable information about the present. Its address is www.blacknet.co.uk. There are extensive links to other relevant sites.

Similarly there is a wealth of information about black communities in Britain at www.everygeneration.co.uk, the winner of the website category in the 2003 Race in the Media (RIMA) awards scheme run by the Commission for Racial Equality.

For information about Islam and British Muslims, it is valuable to visit the IQRA Trust at www.iqratrust.org.uk.

A new site on Islam, www.muslimheritage.com, has excellent materials on the history of Islamic civilisation, concentrating in particular on developments in science and technology.

Youthweb, developed by Soft Touch Community Arts, is a lively site for secondary students, and for teachers and youth workers. The materials on racism and identity have been created by young people in Leicester. On the home page click on the 'Respect' button. The site is at www.youth-web.org.uk.

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Racism and Islamophobia

The whole of the Stephen Lawrence Inquiry report is at <http://www.official-documents.co.uk/document/cm42/4262/sli-06.htm>. The section dealing with institutional racism is Chapter 6 and is well worth downloading, printing and studying. There is also much valuable material about the Stephen Lawrence Inquiry on the Guardian site, www.guardian.co.uk/race, and the site of the 1990 Trust, www.blink.org.uk.

The Ofsted document mentioned above at www.ofsted.gov.uk, *Evaluating Educational Inclusion: guidance for inspectors and schools*, contains a useful four-page annex entitled 'Issues for Inspection arising from the Macpherson Report'. This quotes and explains the recommendations in the report that apply to schools, and refers also to the valuable Ofsted report issued in 1999, *Raising the Attainment of Minority Ethnic Pupils: school and LEA responses*.

Campaigns against racism in and around football grounds are a significant development in recent years. Much valuable information is available from the Football Unites Racism divides project set by Sheffield United, www.furd.org. The national Show Racism the Red Card campaign is at www.srrc.org.

With regard to campaigns, there is also valuable information at the website of the Campaign Against Racism and Fascism, www.carf.demon.co.uk.

[The Forum Against Islamophobia and Racism](#) (FAIR) has set up a valuable media service. At least once a week, and sometimes every day, it sends out the texts of important reports and articles which have appeared in the press.

There is substantial coverage of racism at the site of the [Institute of Race Relations](#).

At the website of the Commission on Multi-Ethnic Britain there is a paper entitled *The Nature of Islamophobia*. It outlines and illustrates eight main features of anti-Muslim hostility. There is also a paper at this site about Islamophobia as a form of racism and a paper that argues that race equality policies and schemes set up under the Race Relations Act should make explicit references to

combating Islamophobia. The address is www.runnymedetrust.org/meb. Click on 'Islamophobia' on the home page.

The National Association of Schoolmasters and Women Teachers has compiled a useful booklet on this theme. It's available at their website (www.nasuwt.org.uk) and also in print. It contains several useful guidelines for teaching about Islam and Islamophobia. More generally and also valuably, it reprints advice to schools issued by the Government after 9/11.

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Teaching about controversial issues

Many organisations have issued sets of guidelines over the years. One of the best is *Teaching on Controversial Issues: guidelines for teachers* by Alan Shapiro, writing for Educators for Social Responsibility Metropolitan Area, United States. The address is www.esrmetro.org/teachingcontroversy.html. A controversial issue, Shapiro recalls, is one on which there are conflicting definitions, facts, assumptions, opinions and solutions, competing feelings and values, and public debates and disagreements.

Another excellent list has been compiled by Ted Huddleston for the Citizenship Foundation, based in London. It refers specifically to Iraq and can be found at www.citizenshipfoundation.org.uk.

A more succinct summary, *Tips for Teaching Controversial Issues*, lists thirteen key points, and can be found at www.streetlaw.org/controversy2.html.

In England, the new *Respect for All* website set up by the Qualifications and Curriculum Agency, has a useful and authoritative section on teaching about controversy. The site is at www.qca.org.uk/ca.inclusion/respect_for_all. The headings are 'use appropriate resources', 'provide a broad and balanced view of cultures', 'challenge assumptions', 'understand globalisation' and 'create an open climate'.

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Refugees and asylum-seekers

For a wide range of information and resources on refugees and asylum-seekers, visit the Refugee Council, www.refugeecouncil.org.uk.

Specifically on educational matters, and for much useful advice and guidance, go to www.refugeeeducation.co.uk.

Practical and authoritative advice from the government can be downloaded from www.teachernet.gov.uk/maillingBank/EducatAsylumSeeking.pdf

For valuable ideas, resources and links about Refugee Week, celebrated each year in June, go to www.refugeeweek.org.uk.

For World Refugee Day, there are ideas and resources at <http://www.worldrefugeeday.info/>

There is a valuable discussion group for teachers, with information about new resources and events, at refed-subscribe@yahoogroups.com. To subscribe, simply send an empty message.

The National Coalition of Anti-Deportation Campaigns provides much useful information about legal matters, and stories about individuals and families. The website is at www.ncadc.org.uk.

On opposition to the government's segregation policies and proposals it's well worth visiting www.segregation.org.uk.

The Institute for Race Relations has published articles and papers about what it calls 'xeno-racism', and these have a European as well as a British dimension. Details at <http://www.irr.org.uk/>

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Language and bilingualism

The Intercultural Education Partnership organises conferences and events for teachers, particularly in relation to English as an Additional Language. Also, it provides consultancies for schools and local authorities, and offers a wealth of practical teaching ideas. Its website is at <http://atschool.eduweb.co.uk/collearn/index.html>.

Several local authorities have created fine sites connected with the ethnic minority achievement grant (EMAG). One of the best is the site developed by Nottingham at www.nottinghamschools.co.uk. Click on EMAG on the home page for a valuable set of papers.

The National Association for Language Development in the Curriculum (NALDIC) provides advice on a range of policy and practice matters relating to English as an additional language. The address is www.naldic.org.uk.

The northern association of support services concerned with language and bilingualism (NASSEA) has a website at www.nassea.org.uk. There are details here about conferences and courses in northern England, and links to downloadable documents produced in northern LEAs.

It is well worth joining the EAL-BILINGUAL mailing list. Teachers of EAL throughout Britain use it to share information, ideas and queries, all closely related to practice. The address for the web archives of all messages sent to the mailing list is: <http://forum.ngfl.gov.uk/eal-bilingual/> To join the list, send an email to majordomo@ngfl.gov.uk. Make sure to leave the space for 'Subject' blank. In the body of the message simply write the following words: subscribe eal-bilingual.

At www.icdlbooks.org you will find books for children in a range of languages and pupils can read them on screen. You need to have Java (free download) but you can still have a look at what's on offer.

For an extensive range of academic and practical papers about bilingual education in the United States it is well worth visiting the excellent [Rethinking Schools](#) site. (This link takes you straight to the bilingual education front page.)
> resources.shtml

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Links with schools in other countries

The British Council in Australia has set up the Montage Internet project to help schools make links with schools in other countries. The website is intended for pupils as well as teachers. Specific projects include Celebrations and Commemorations, Travel Buddies, Human Rights, The Common Good, Oceans Alive (on biodiversity) and Kids on the Net. The address is www.britishcouncil.org.au/montage.

It is in addition valuable to join the Montageplus project, similarly designed and run by the British Council in Australia. Membership is free of charge and members receive regular email mailings. The address is www.montageplus.co.uk

The Central Bureau for International Education and Training is at www.centralbureau.org.uk and Windows on the World provides assistance with finding partners in other countries. Its address is www.wotw.org.uk.

The Department for International Development funds a programme to encourage global awareness in UK schools through links with schools in Africa, Asia, Latin America and the Caribbean. It's at www.wotw.org.uk/northsouth. Amongst other things, it contains information about the financial

resources that are available as grants. Such information can also be obtained by writing to world.links@britishcouncil.org.

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The international situation

The notes which follow were prepared in spring and summer 2003.

Lesson plans and school assemblies

The **BBC Newsround** site (www.bbc.co.uk/cbbcnews) has several lesson plans. They include *Reporting on Conflict – why do we say truth is the first casualty of war?*; *Kids' Anti-War Marches – the strengths and weaknesses of non-violent conflict resolution*; and *Iraq Briefing – produce a briefing document for journalists reporting the war*. There is also a simple quiz as a warm-up activity and there are several briefing papers written for 8–14 year-olds.

The **Rethinking Schools** website, based in the United States, has a wide range of materials for teachers about the current international situation. There are maps, statistics, notes on history, suggestions for poetry and songs, facts about Islam and about Arab culture and civilisation, definitions and discussions of terrorism, details of anti-war campaigns, resource lists and several lesson plans. The overall orientation is clearly against the war. The address is www.rethinkingschools.org/war.

In Britain, the **National Union of Teachers** has provided clear and comprehensive guidance entitled *War in Iraq – the impact on schools*. It is available as a PDF document and also as a Word document so that you can re-format and customise it, if you wish, for your own school. It can be found through www.teachers.org.uk.

There is a wealth of material at www.re-xs.ucsm.ac.uk, run by **St Martin's College, Lancaster**. Click on 'War on Iraq' when you get to the home page. The website is intended primarily for teachers of religious education. But it contains many items of general interest, and much that is invaluable for the planning of school assemblies. There are links to a wide range of other sites, mainly in the UK, and copies of important statements about the war issued by faith communities in Britain, both locally and nationally.

Also the **Culham Institute** has prepared materials for school assemblies and is well worth visiting at www.culham.ac.uk. The titles include *The Dove of Hope*, *Friends not Enemies*, and *Never Alone*. There are also suggestions for prayers, hymns and songs, and in an essay entitled *Primary Schools and Images of War* there are some useful guidelines for planning collective worship.

Arguments for and against the war

The Guardian has compiled a comprehensive list of sites, mainly based in the UK, which contain anti-war arguments and reports. The address is www.guardian.co.uk/antiwar.

In the United States, the **Manhattan Alliance for Peace and Justice** (www.mapj.org), based in Kansas, has compiled a substantial collection of links to documents, articles and reports opposing the war.

The **British Columbia Teachers Federation** has compiled a useful list of sites in Canada and the United States. They include Educators for Social Responsibility (*Understanding world events*), American Psychological Association (*Resilience in time of war*), National Association of School Psychologists (*Helping children cope in unsettling times*) and the National Council for Social Studies (*Current events: Iraq*). The address is www.bctf.ca. Click then on What's New and New Reports, and follow the link to teaching about the war.

Pro-war sites include **Americans for Victory over Terrorism** at www.avot.org and **Patriots for the Defense of America** at <http://defenseofamerica.org>. Both contain significant and influential texts. The first, for example, contains several key speeches and statements by President Bush, including one

entitled *State of the Union Letter to Children*. There is also a collection of essays there entitled 'What our children need to know about 9/11'. The Patriots site is updated daily with pro-war articles from the American press.

In addition there are valuable sites based in the United States which provide discussion of a range of views. They include www.wardebate.com, which contains a convenient index with an indication of the numbers of comments contributed on each topic, and www.opendemocracy.net, which contains a range of recent articles. Both sites are frequently updated.

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Factual background

For a wide range of factual material it's worth visiting the **BBC** at www.bbc.co.uk and then looking for the section entitled *War in Iraq: In Depth*. New items about the war are clearly catalogued here and there are extracts from Iraqi and Arab media coverage; profiles of key personalities; the texts of United Nations statements and political speeches; essays and arguments; notes on the history of Iraq; and debates about whether the war is justified.

Teaching about Islam

For sound information about Islam and many links onwards, visit the **Muslim Council of Britain** (www.mcb.org.uk), **IQRA Trust** (www.igratrust.org), the **Forum Against Islamophobia and Racism** (www.fairuk.org), the **Islamic Foundation** (www.islamic-foundation.org.uk) and **Muslim Heritage** (www.muslimheritage.com). The last-named of these has much valuable material on Islamic science, mathematics and technology.

At the website of the **Commission on Multi-Ethnic Britain** (www.runnymedetrust.org/meb) there is a paper entitled *Islam in Britain*. It contains a historical summary and outlines some of the issues and challenges currently facing Muslim communities.

The **Guardian** has set up web pages which give the views of Muslims, both in Britain and throughout the world, about the war. The address is www.guardian.co.uk/muslimvoices.

Talking with children and young people

In the United States, **Educators for Social Responsibility** (ESR) have produced a substantial document entitled *Talking to Children about War and Violence in the World*. It can be downloaded from www.esrnational.org. The purpose is helps adults think about the impact of war on young people, understand how children's needs differ at various ages, and choose appropriate responses. ESR has also issued comprehensive advice on teaching about controversial issues.

Judith Myers-Walls, a child development specialist based at **Purdue University, Indiana**, has published *When War is in the News* in February 2003 at www.ces.purdue.edu/terrorism. There are also several other useful papers at this site, intended in particular for teachers and parents of the very young.

The **American Psychological Association** has a wide range of checklists and papers for parents and teachers, including 'Ten Steps for Resilience in Time of War'. The address is <http://helping.apa.org/resilience>.

The BBC's **Newsround** site (www.bbc.co.uk/cbbcnews) has a section for children entitled *Are You Worried about the War?* and gives useful advice.

Citizenship Education

The Citizenship Foundation has recently re-organised its website and has placed on it two excellent papers about Iraq. The one is a set of questions and answers written by Michael Brunson, outlining

arguments for and against the war. The other, mentioned above, is a valuable guide to teaching about controversy. The address is www.citizenshipfoundation.org.uk.

For curriculum materials on citizenship education more generally, particularly with regard to Key Stages 3 and 4, go to the Centre for Citizenship Studies in Education at the University of Leicester. There is a wealth here of valuable ideas and advice, and information about resources and other sites. The address is www.citizenship-global.org.uk.

The Britkids site, funded by Comic Relief, is well worth visiting. Lively and enjoyable, it is intended in the first instance for primary school pupils in areas where there are few people of African, Asian or Caribbean background. But its interest is in fact much wider. It was updated in 2002 and is well worth visiting for valuable ideas and insights. The address is www.britkid.org/

Based on the Britkid concept, there is a new anti-bullying site entitled www.coastkid.org. It focuses on the relationships, behaviours and conflicts that arise between nine young people in a virtual Brighton school.

For resources on a world dimension in the curriculum, the Development Education Centre in Birmingham has a wealth of useful information and materials. The address is www.tidec.org.uk .

Further sources of materials about world affairs include the Development Education Despatch Unit at www.dedu.gn.apc.org, Save the Children at www.savethechildren.org.uk, Oxfam at www.oxfam.org.uk/coolplanet, and Worldwide Fund for Nature at www.wwf-uk.org.

There is information about government policy, expectations and requirements at www.dfes.gov.uk/citizenship. It's also worth visiting the Hansard Society at www.hansardsociety.org.uk; the lesson plans at www.learn.co.uk/citizenship; and the Association of Citizenship Teaching at www.teachingcitizenship.org.uk.

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European dimensions

The European Monitoring Centre on Racism and Xenophobia (EUMC), based in Vienna, is establishing a sound reputation as a provider of reliable information. Its website is at <http://eumc.eu.int>.

The European Commission against Racism and Intolerance, based in Strasbourg, is an activity of the Council of Europe. It has representatives from 43 different countries. The website is at www.coe.int.

The European Multicultural Foundation and Minorities of Europe are based in London and Coventry respectively. Their sites are at www.em-foundation.org.uk and www.moe-online.com .

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Suppliers, booksellers and publishers

Educational books, dolls, puppets, puzzles and posters can be ordered through www.positive-identity.com. It is also well worth visiting Multicultural Books, formerly Paublo Books, at www.multiculturalbooks.co.uk. They have over 6000 titles and Blossom Jackson (blossom@multiculturalbooks.demon.co.uk) is pleased to welcome enquiries from teachers and to give advice.

The Willesden Bookshop has lists of multicultural collections (including many valuable materials imported from the United States) at www.willesdenbookshop.co.uk.

Letterbox Library has an extensive list entitled 'Celebrating Equality and Diversity in the Best Children's Books'. Its website is at www.letterboxlibrary.com.

The principal publishing house specialising in race and diversity issues in education is Trentham Books. Their catalogue is at www.trentham-books.co.uk.

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If you have suggestions for additions to this list, or if you find any errors in it, please contact robin@insted.co.uk.