

Questions for Reflection and Evaluation

- Think carefully about the categories and sub categories you use for monitoring purposes. A pupil's language, religion and ethnic origins are not the only considerations.
- Is the school seeking to address disproportionate representation of any specific group in exclusions or underachieving educational attainment and does it challenge stereotypical expectations of different groups?
- Do you foster a critical questioning approach in your pupils which will help them to understand the ways in which they might stereotype?
- Is there an unambiguous anti-racist message throughout the school?
- Does the school make full use of specialist services such as mentoring, peer support, mediators, EAL support etc.?
- Do all staff, governors and parents actively model appropriate language and behaviour and challenge discrimination in all its forms?
- Are announcements and letters to be translated in locally spoken languages and interpreters provided for parents evenings?
- Are there clear and transparent procedures for recording, reporting and responding to discriminatory incidents and are pupils, staff and parents aware of grievance procedures in response to discriminatory incidents?
- Are policies relating to discrimination and equalities relevant, specific and practical ensuring language is accessible, and do they involve consultation with pupils, staff and parents?

Next steps

- Conduct a policy review at governor level
- Assess staff training needs and allocate some staff meeting time
- Staff, parent, pupil consultation into their perceptions on these issues
- Create an action plan and working group
- Ensure that the school's dress requirements, prayer facilities and safe spaces respond to the needs of the school community.
- Make plans to address any unequal outcomes relating to ethnicity, gender, sexuality and ability etc.

Thematic links

- South Africa - Apartheid, as an historic example of political discrimination
- Rights and histories of indigenous peoples, for example Masai or Amazonian tribes
- Stephen Lawrence enquiry - use short video or new clips to explore the reasons for the enquiry and key findings

Monitoring and Evaluation: how do you know it's working?

What have been the results of some of the actions that have been taken in the school to enhance inclusion, celebration of diversity and equality of opportunity?

Have staff received training that has helped them feel empowered and comfortable discussing and responding to discrimination?

You could monitor specific school subjects - are there still unequal outcomes relating to ethnicity, gender, sexuality and ability etc?

Has the anti-racist message become part of school communication and documentation?

How do we know it's working (RISC) contains an activity on diversity and equality in which you show pupils a collection of faces of boys and girls from a range of backgrounds and ask them to agree on the most likely job for each and to explain their choices. This explores stereotype and recognition of diversity in the UK.



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Details of current teacher training, information on global learning and examples of HEC's work
www.globallearninglondon.org.uk

Join the London Global Teacher Network - LGTN offers London teachers the chance to connect around global learning.
www.lgtn.org.uk

Learning in a Global Context is a framework for supporting schools in preparing young people for life in an increasingly globalised world.



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Introduction

All of these three areas of school practice and ethos, help a school to be a welcoming, supportive and nurturing environment to pupils regardless of differences including belief, heritage, gender or ability.

At a local level, school's have legal requirements under the Equalities Act 2010 to monitor and engage with existing inequalities in a school's specific context, in order to 'eliminate discrimination, advance equality of opportunity and foster good relations.' In doing so, schools ensure:

- there is a common vision and sense of belonging by all communities
- the diversity of people's backgrounds and circumstances is appreciated and valued
- similar life opportunities are available to all and actions taken to overcome barriers to this equality
- strong and positive relationships exist and continue to be developed in schools and wider community engagement
- Pupils are prepared for life in a multi-ethnic and multi cultural society
- All pupils feel included in all aspects of the curriculum

Equalities, diversity and inclusion in global learning

Governments and initiatives change, and so too does the language we use and the frameworks in which we seek to improve people's experiences of our diverse society. Whether Community Cohesion or more recently the Big Society, the questions that global learning seeks to ask and the actions it seeks to promote, aim to support people to live together peacefully, with pride in their community, challenging discriminatory attitudes and promoting co-operation, shared values and mutual understanding.

Equalities

At a global level, exploring inequalities provides an opportunity to understand the social, economic, environmental and political causes for some of the extreme inequalities in access to food, education and resources. Global learning also provides opportunities to explore how international agreements, political and legal systems, organisations and individuals seek to redress some of these inequalities.

Diversity

Promoting equalities in the classroom should involve celebrating those aspects of our lives that make us unique, such as: gender, ethnicity, nationality, religion, language, physical ability, age, lifestyle, family circumstances (social class) and sexuality. Links can be made to our global connections and diversity. A curriculum engaged in global learning is representative of its local and global community.

Inclusion

Global learning always seeks to be inclusive, and seeks to help everyone make sense of their place in the world. Global learning encourages ways of dealing with conflict and challenging discrimination, through developing skills and working, cooperatively or individually, in an inclusive manner.

Outcomes for pupils

Pupils:

- show a positive sense of self identity and individuality
- feel their needs are addressed and are included in all activities
- understand the importance of dialogue, tolerance, respect and empathy
- develop strategies for dealing with conflict and cooperative working
- value and contribute to school policies and processes
- challenge discriminatory language and behaviour
- are aware of clear sanctions in place to discourage perpetrators
- be aware of fair and clear procedures in responding to incidents of discrimination
- have confidence to respond to racist or discriminatory incidents against self and others
- understand how past injustices affect contemporary local and global politics
- recognise the impact of unequal power and access to resources
- recognise inequality and some of its causes
- appreciate diverse perspectives on global issues and how identities affect opinions and perspectives
- appreciate that actions have both intended and unintended consequences on people's lives and appreciate the importance of informed choices
- develop the motivation and commitment to take action that will contribute to a more just world.

Equalities, diversity and inclusion

It is important to reflect upon the ways in which our own perspectives, experiences, political commitments, wider aims in life and social identities shape our understanding.

Archbishop Desmond Tutu

Suspicion

Being British is about driving in a German car containing Africa metals to an Irish pub for a Belgian beer, then grabbing a Bengali curry or a Turkish kebab on the way home, to sit on Swedish furniture and watch an American show on a Japanese TV. And the most British thing of all? Suspicion of anything foreign.

Source unknown

Campaigners who and lived lives against racism and discrimination

Nelson Mandela - probably the most influential world leader of the late 20th century and responsible for many historic changes in South Africa where racism was institutionalised through apartheid.

Martin Luther King - is considered one of the key figures in the movement for racial equality in the United States, and was assassinated because of the radical changes he was promoting.

Janis Korzack - was an inspirational Polish teacher and writer who cared passionately about the rights and welfare of children, particularly of the plight of Jewish children during the rise of the Nazis.

Gabriela Brimmer - a poet with cerebral palsy whose life was chronicled in the film Gaby: A True Story, formed a disability rights organization in her native Mexico.

Eleanor Simmonds - A gold medallist swimmer.

Ade Oregbemi - a wheelchair basket ball player.

Harvey Milk - the first openly gay man to be elected to public office in the US.

Did you know?

Tudors: John Blanke (16th C.) was an African British trumpeter for King Henry VIII

Romans: Septimus Severus came from North Africa and was emperor of Rome and therefore also ruled Britain from AD193-21. He is buried in York.

Important related concepts:

Discrimination - Global learning enables pupils to develop an awareness of discrimination in whatever form, giving them confidence, tools and support to respond and actively challenge harassment and victimisation. It provides opportunities to explore ways of dealing with conflict and develop skills of working cooperatively, individually or in a group, in an inclusive manner.

Disability - The social model of disability focuses on society and on the barriers that prevent disabled people from participating fully in everyday activities. It sees environmental and cultural factors as the primary cause of disabled people's marginalisation, not their impairment. Barriers are created through fear, ignorance and prejudice, and it is these that cause people to be disabled. The fundamental aim underlying the social model is to enable and empower disabled people to participate fully and equally in wider society. (Robin Richardson, 2009.)

An activity: 'Stereotypes that sell'

Following a discussion and agreement of a working definition of the term 'stereotype', ask pupils to go through old magazines and newspapers to find images in advertisement which show black people or non-Western cultures. Studying one or more of the ads, ask pupils to explore the following questions:

Why do you think the people who produced this advert decided to use black people or non-Western culture to portray their message?

What message(s) are they trying to convey?

What audience are they appealing to?

Would this advertisement 'work' if the black person or people in it were white?

What stereotypes or cultural assumptions are the advertisers relying on?

Follow up by designing an alternative advert that uses black people or non-Western cultures without relying on racial or cultural stereotypes.

The **National Curriculum** asks schools to: *Ensure that the curriculum reflects the achievement of men and women, those from a range of cultural and religious groups.* Examples include:

- The achievements of women scientists such as Marie Curie, Jane Goodall, Diane Fossey, Mary Leakey, Wangari Maathi;
- Scientists from a range of cultures e.g. Elijah McCoy, Charles Drew (pioneered research into blood transfusions);
- The contribution of Chinese and Arabian/Islamic science to the development of scientific knowledge and the origins of number systems;
- The contribution of different cultures in wars e.g. the achievements of Mary Seacole, (Jamaican nurse in Crimean War).

Key aspects of good community participation

Everybody's view counts: recognise that different individuals and groups have different perceptions and thus assess situations differently, which then leads them to different actions.

Learning attitude: everyone should adopt a learning attitude, through which they learn from the persons/groups they are working with – rather than a teaching or preaching attitude.

Transparency: an atmosphere of mutual trust is the basis for compromise and constructive co-operation and transparency by all stakeholders [is a basic requirement.]

Flexibility: being open to other peoples' ideas and opinions is often the most difficult aspect of participatory processes. Often, their views may be difficult to understand and contradictory or incompatible with one's own ideas and beliefs. Accepting this reality requires a high degree of flexibility.

Source: UN Food and Agriculture Organisation (FAO) Informal Working Group on Participatory Approaches & Methods

Language in school

Some words can be emotive and cause offence or carry associations and assumptions. Discussion as a staff to develop shared understanding of meanings and key terms can help avoid misunderstandings, assumptions and misinterpretation.

Here is some advice about a few terms:

- Be careful with the term 'ethnic' such as in 'ethnic food', as everyone has an 'ethnicity' and also think carefully when using the word 'normal'.
- Use gender-neutral language, avoiding descriptions such as 'girls toys' or 'boys games'.
- Use 'women' rather than 'ladies' or 'girls', which can be seen as out-dated or patronising.
- Consider what the effect of using words like 'primitive', 'underdeveloped' and 'third world' has on how pupils will see people and places.
- Is it appropriate to describe a country, food or person as 'typical', how does this enable us to understand its diversity?
- Think about the words used when discussing people and places and try to avoid reinforcing the distinction of 'them' are 'us'.
- Make sure staff are up to date with appropriate language when referring to ethnicity, gender, sexuality, class, age and ability.
- Do we make the most of opportunities to benefit from those who are bilingual or who speak other languages?

Training opportunities should include as many members of the staff team, office staff, lunchtime supervisors, governors etc as possible. to ensure a consistent and coherent understanding and approach is adopted and that appropriate language and terminology is modelled by all. We find that training raises sensitive and contentious issues, so needs to be managed appropriately and it may be more appropriate to involve an external practitioner.

Making statistics accessible

These two illustrations can be used to show global diversity and inequality.

If the world were village...

If the world were a village of 100 people, 61 are from Asia, 22 speak a Chinese dialect, and only 1 is over 79.

18 do not have access to safe water
40 do not have adequate sanitation
32 breath heavily polluted air.

1 member of the village owns 40% of its wealth.

This can be the basis of an activity in which you divide people in the group up to represent the number of people in each category.

If the world were a village. David J. Smith and Shelagh Armstrong

One Planet Living - highlighting inequality in use of resources.

Humanity is increasingly living beyond our means - we currently consume 50% more natural resources than the Earth's ecosystems can replenish.

If everyone in the world lived like an average European we would need three planets to live on.

If everyone in the world lived like an average North American, we would need five planets to live on.

WWF: One Planet Living

Can Fly

Rosa Parks sat,
so Dr King could walk.

Dr King walked,
So Barack could run.

Barack ran,
so he could lead.

He is leading now,
so our children can fly.

Anon. 5 November 2008,
adapted from words by Jay-Z