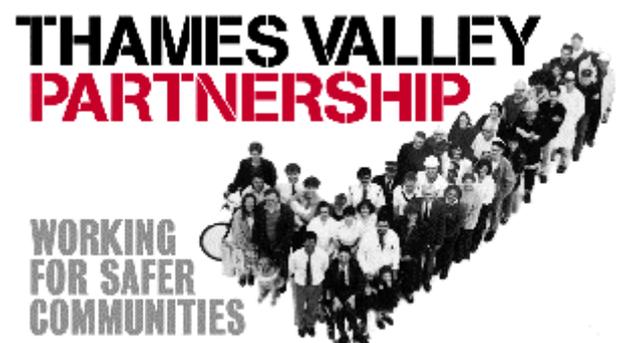


Diversity and the School Curriculum

Thames Valley Partnership
July 2003



Diversity and the School Curriculum

Contents

	<u>Page</u>
Introduction John Chatterton-Ross, Community Safety Director, Thames Valley Partnership	4
Race and Community Safety The connection to the school curriculum	5
Coram Family boys2Men Project Melvyn Davis, Coram Leaving Care Service	7
Accessing Minority Groups Jackie Sharland, London Gypsy and Traveller Unit	10
New Ways of Looking at the Curriculum Joanne Barrett and Sue Funge, EMAS Oxford Black History Project	12
Bringing the Curriculum to Life Trevor Gordon, Gordon-Ffrench Associates	16
Useful Resources	17
Useful Contacts	23
List of Participants	25

Introduction

Following the last of two events held on diversity issues here at Townhill Barn, in which we addressed diversity and the curriculum; we are pleased to circulate this report.

Some parts of the presentations made in January are reproduced in the belief that they may be of use as resources. Additionally we have reviewed the materials held here in our library, and conducted further research. This is reflected in the resources section and I am grateful to Trevor Gordon of Gordon-Ffrench Associates for his help in compiling this.

I am pleased to report that "networking," continues throughout the Thames Valley. Melvyn Davis from the Coram Leaving Care Service gave a keynote speech to a conference organised by the Oxfordshire Council for Voluntary Youth Services last month. Professionals working in the field tell me that they have established new links and no longer feel they are quite so alone!

Not long after the January event, BBC television produced a popular history programme devoted to the 100 "greatest Britons." Not a single black Briton was listed. When the historian Stephen Bourne - a regular contributor to the BBC - wrote to the editor of the Radio Times an embarrassed BBC did not even publish his letter!

If education more truly reflected our society, and the contributions made by all people, then rapid progress could be made in eliminating at least some racial prejudice.

John Chatterton-Ross LLB(Hons)
Community Safety Director
Thames Valley Partnership

Race and Community Safety

The connection to the school curriculum

The Thames Valley Partnership has two aims in respect of race and community safety: -

- To promote the development by community safety partners of clear strategies for reducing racial conflict
- To help schools promote diversity and reduce racial tension

The first aim is encompassed by work with the Local Criminal Justice Board and Crime and Disorder Reduction Partnerships. The second aim has included the two events referred to in the introduction. Making effective interventions is not easy and has been the subject of much research within the Thames Valley Partnership, in particular by Russ Wootton in his time as Community Safety Director with responsibility for this aspect of our work.

Schools within the Thames Valley were approached and asked about how they were tackling these issues and what worked for them. It was during this period that Russ Wootton established many of the contacts we have been able to draw on in organising the two events. It also became clear that there are some very high quality materials available to schools, which teachers can make use of in addition to their own resources and planning. An example being the interactive materials produced by the Institute of Race Relations.

The Thames Valley Partnership promotes a broad approach to community safety. This is not a soft option, and does not in any way detract from the necessary work of the criminal justice system in prosecuting racially motivated crime. What is and what is not acceptable behaviour in society needs to be constantly reinforced, and here schools have an important part to play. In the UK the tone of public debate is (to an extent) influenced by the backdrop of legislation passed in the 1960s when overt racism was first confronted by Parliament. In this respect we are fortunate compared to some societies where legislatures have not sought to confront these issues head on. Even if they do not know the detail most people in Britain are aware that racist conduct is criminal, and they know this includes conduct that involves uttering racist language even if not accompanied by other action.

All this is of little use in making progress unless society can come to terms better with the diversity of its make-up. Often well meaning but misguided efforts marginalise children even further. Examples quoted to us include token acknowledgements of religious festivals and the use of sport not as an adjunct to achievement in other areas but all too often as a substitute. Another recurring theme is that history teaching often addresses the history of slavery and nothing else.

As Trevor Gordon pointed out at the January 2003 event there are also *educational advantages* to a more diverse curriculum. Enhancing the cultural content of predominantly technical subjects such as mathematics dramatically improves attainment. Currently British children have poor attainment in mathematics by European and world comparators. The achievements of Africans in the development of mathematical theory before Greco-Roman civilisation are little known in the UK.

Since September 2002 aspects of citizenship are specifically addressed in the National Curriculum. Included within this broad agenda is a requirement to address diversity of national, regional, religious and ethnic identities in the UK and the need for mutual understanding and respect. We hope this report will assist school staff and others in identifying resources and contacts to assist their work.

Coram Family boys2MEN Project

Melvyn Davis

The boys2MEN project affirms Coram's commitment to the development of innovative and responsive services for young black men in the care system. It also reflects the emphasis that they put into all their services on support for parenting.

The boys2MEN project is a ***Black MALE (Music, Arts & Life Experience) social inclusion groupwork programme***, based in Northwest London. The project aims to address all the areas that lead to the underachievement and ultimate social exclusion of too many young black men leaving care.

The project combines creative arts such as music, videos, art, drama, poetry and photography, with outward bound residential trips and one-to-one support. This experiential group work programme aims to break the cycle of underachievement and social exclusion, and promote positive attitudes, resilience and self-awareness. It aims to maximise the young people's full potential, increase their life chances and give them a more positive attitude towards life.

The emphasis on fatherhood is significant not only in relation to Britain's current concerns around teenage parenthood, but how having been brought up within the public care system makes the challenges of parenting more daunting. This is especially true if your own past experiences of being parented have been negative.

The boys2MEN project aims to: -

1. Tackle the issues associated with the social exclusion of young black men by preparing them for fatherhood, relationships, meaningful careers and social development.
2. Create an effective group work model using sports, music, drama, video, the expressive arts and experimental group work techniques that can be disseminated nationally.
3. Create a video documentary of the work of the project, for possible future broadcast.
4. Develop positive values and perspectives on life by addressing past experiences and linking these to their present and future aspirations.
5. Explore and challenge the truth and myths associated with negative stereotypes of black men and how these can affect our self-image.

Coram Family, one of England's oldest children's charities, has been working continuously with deprived and disadvantaged children since 1739. Today Coram Family works with vulnerable children and young people to promote resilience, enabling them to take responsibility for their own lives and achieve their full potential.

Coram Leaving Care Services, set up in 1981, support the personal development of young people in and leaving care through the provision of supported accommodation, move-on and aftercare support, group work and education services.

Citizenship and Diversity

Aim

- To explore ways of embedding diversity into the citizenship and broader national curriculum using examples of good practice – both locally and nationally
- To develop local networks of support
- What are the anticipated outcomes of teaching citizenship and diversity within schools?
- Whose agenda is it?
- Who will benefit?
- Who might lose out?
- What are the pitfalls that we need to guard against?

Problems: True or False

Different ethnic groups leading parallel lives but rarely mixing has resulted in...

- Increase in race hate crime
- Increasing numbers becoming socially excluded
- Increase in school exclusions
- Increase in offending and anti-social behaviour
- The isolation of asylum seekers
- Religious intolerance
- Increase in teenage pregnancy

Solutions: True or False

The promotion of racial integration via will result in...

- A wider definition of nationality and increased respect and acceptance of cultural difference
- A melting pot of cultures = less intolerance, greater acceptance, increased sense of value
- A greater sense of belonging and acceptance by those not born in this country

Citizenship is more than just a question of nationality

- Culture includes such factors as race, gender, values, religion and sexual orientation

A Universal Problem

“Negative racial stereotypes emerge from not having enough knowledge about people from other cultures. That includes intolerance toward minorities, from nearly all cultural groups. No group is exempt from stereotyping and prejudice”.

[Gordon Mercer, Director of Western Carolina University Public Policy Institute]

Recommendations

- More specialist training for teachers to enable students to learn how to constructively discuss their cultural differences
- Introduce lessons on citizenship and diversity from as early as four years old
- Integrate throughout the National Curriculum and ensure resources are available to make it a priority area
- Invite more speakers on cultural diversity
- Hold more events and festivals celebrating different cultures
- Recognise the link between citizenship, empowerment and social exclusion

About boys2MEN

- Helps boys and young men redefine themselves by raising self-esteem and self-awareness
- Broadens the definitions of male identity and cultural stereotypes
- Develops emotional literacy amongst males
- Empowers young males to determine their own measures of success and cultural identity
- Male dominated environment
- Allows males to be nurtured by other males – father/mentoring model
- Each male is individually assessed and has a defined learning style and personal development plan
- Life experience is the main conduit for learning
- Each member within the group is continually enthused with a sense of their own importance
- We work with young males for two-three years
- We engender a sense of belonging, trust and stability – through shared experiences
- We are accessible...***if it takes a village to raise a child*** then we must create a village around every failing boy
- We work with the child and the family – usually behind every failing child is usually a struggling parent on low income

Accessing Minority Groups

Jackie Sharland, London Gypsy and Traveller Unit

The London Gypsy and Traveller Unit works with young travellers from sites and houses in Hackney and Haringey and run separate weekly groups for girls, boys, young men and young women. We aim to widen horizons, raise awareness of rights, increase communication and social skills, promote self-esteem and develop participation and responsibility. We also challenge attitudes within the groups to increase toleration and respect for others. The young people bring a great deal of enthusiasm, creativity and commitment to their groups.

The programme is no compensation for the social exclusion that most of these young people have experienced from mainstream services, but is a focussed approach to increase their ability to claim services for themselves and their children.

Youth workers work very closely together and planning and evaluation are a crucial part of the work. This also involves discussion and support on dealing with challenging and difficult behaviour.

Suggested Strategies for Work with Young People from the Irish Travelling Community

- Single gender groups. Also the girls youth group workers are all female although for the boys group we have two male workers and one female.
- Building relationships with families is crucial. It is helpful, if not essential to work with appropriate voluntary agencies and the church. Young travellers attend church with their families and religion plays a big part in their lives. They attend communion classes and all families have great respect for their priest. Working with the local church and any voluntary organisations who the families are familiar with can give a useful introduction to families.

Outreach work is an essential part of the work we undertake with young travellers.

The LGTU girls group in Hackney has been running many years and many of the parents of current girls attended when they were young. Despite this families have always been resistant to the girls going away on a short summer residential. This summer three girls went on an overnight residential and the families agreed because Sister Anna, who the families know well, accompanied the LGTU staff.

- Awareness of low literacy levels amongst travellers means that written information is of limited use and face to face and verbal approaches and information is essential.

Run a Pilot Project

- Get to know the young people and start to build trust with them and their families and to find out what they feel

- Need to set achievable aims and be aware that a short-term project is more effective, because of the mobility of community
- Should be a fun/leisure/recreational focus. Most girls expected to undertake daily duties such as housework and childcare on the site and have little experience of recreational activities
- Clear basic guidelines around safety, behaviour and participation need to be discussed with parents and young people, and this means any project should involve outreach with families

New Ways of Looking at the Curriculum

Joanne Barrett and Sue Funge, EMAS Oxford Black History Project

A timeline poster has been produced that illustrates positive black history and provides a starting point for further study. Many pupils have only studied slavery as black history. A manual (still being developed) for curriculum resource will be available for use in schools Keystage 1, 2 and 3.

Why do we have a month dedicated to black history?

Black History Month is an important opportunity to focus on the contributions black men and women have made to British society throughout history. Sadly these contributions are generally omitted from the history books used in the classroom and this month provides an occasion to redress the balance and celebrate their lives.

Dr Carter Godwin Woodson has been called the father of Black History Month. He was born on 19th December 1875 on a small farm in New Canton, Virginia, USA. His mother Eliza and his father James were former slaves and the family was large and very poor. Woodson went to school sporadically and much of his learning was self-taught. He went on to support himself through college by working as a coal miner in Kentucky and continued with his education until he obtained his PhD at Harvard University in 1912.

He founded the Association for the Study of Negro Life and History in 1915, as he wanted to help black historians to research and find the truth about black people. In February 1926 he launched 'Negro History Week' as a national celebration of African heritage. He chose February because 12th February was Abraham Lincoln's birthday and 14th February was the accepted birthday of Frederick Douglass, a leading campaigner for the abolition of slavery. In Britain Black History Month is celebrated in October.

By the 1970s the week was expanded to Black History Month. This month is intended as a celebration, recognition and commemoration of the history of African people and the significant links between Africa and cultures and societies in the west. It will hopefully encourage a sense of pride in black people's heritage and encourage white people to recognise and value the contributions made by people of African descent. Ultimately it is hoped that there will be no need for a specific month dedicated to the celebration of black history in the future, as it becomes part of British history throughout the whole year.

Evaluating Our Practice (adapted from *Celebrating Identity*, 1996)

Even when all our toys, books and other learning materials have been carefully chosen, *the critical issue is how they are used*. We need to examine our own attitudes and feelings, develop our own awareness and commitment to countering racism and be willing to discuss racial and cultural differences openly and to increase our knowledge of various cultures, languages and religions. Otherwise we can well transmit negative messages about children, their families and their way of life.

The following checklist is based on one developed by EYTARN (1995):

- Do adults actively intervene if children/young people are laughed at, injured or excluded because of the colour of their skin, physical features or the language they speak? This is important because physical abuse, being called names and being ostracised are experiences of racism most common among children. Are there clear policies in place to tackle this issue effectively and to monitor incidents and how they are resolved?
- Are children/young people encouraged to ask questions about physical and cultural differences and are these answered honestly and not ignored or side-stepped by saying 'all people are alike' or 'colour doesn't matter'? Answers like these deny differences and could convey a message that being 'different' is something to be ashamed of.
- Do the resources reinforce or challenge racist and sexist stereotypical thinking? For example, are black women and men portrayed in a wide variety of occupational roles or in only stereotypical ones?
- Do the books offer all children the opportunity to identify with positive black and white characters in leading roles and to see black adults and children portrayed in a non-tokenistic way, as living happy and successful lives?
- Do the resources provided expand children's horizons, communication skills, general knowledge and understanding of the world around them? For example, do objects used in domestic play represent the range of communities living in Britain?
- Are the dolls, puppets and other models of people provided, accurate and realistic?
- Do the children often have the opportunity of hearing, seeing and using their other languages besides English?
- Do all the parents feel comfortable and relaxed in the environment that has been created for their children?
- Does the environment reflect a range of different cultural backgrounds?
- Are parents encouraged to come in often and share their skills with the children?
- Is there an effective and comprehensive anti-discriminatory policy and is it constantly being evaluated by staff and parents?
- Are ongoing training opportunities available for everyone involved with children and their families, including caretakers, administrative staff, cooks and people who serve the food? This is important because everybody needs to be able to update their skills regularly, evaluate their practice and examine their own attitudes and feelings.
- Do parents and staff have knowledge of the community networks/organisations that support black/mixed heritage children and young people, or know where to obtain this information?

- Do parents and staff have practical information about how to care for the hair/skin care needs of black/mixed heritage children and young people, or know where to obtain such information?

This approach is designed to ensure that each child is helped to feel secure, to experience success, to develop self-esteem and to learn a range of intellectual, social and physical skills in an environment in which they and their families are welcomed, valued and comfortable.

Evaluating Resources (adapted from *Celebrating Identity, 1996*)

The *Working Group Against Racism in Children's Resources* (1990) highlighted the need to be alert to all the implications of the materials we offer. They suggest the following framework by which to evaluate resources: -

Stereotyping

There appear to be two main forms of stereotype –

- Over-simplified generalisation about a particular group which usually carries derogatory implications
- Assuming that an individual has particular characteristics (which may or may not be correct) and generalising from that to apply to all members of that group, for example, 'Asian women are docile'

Caricature

Exaggerating a characteristic or assumed characteristic, which often carries overtones of ridicule. Their physical features, characteristics or clothes are so exaggerated that the person portrayed ceases to be a real person and becomes unreal, a joke, or appears stupid or ridiculous. The 'golliwog' figure is one example.

Tokenism

When 'different' people or their style of clothing are included in an illustration, but their presence is hardly acknowledged in the text, this treatment is tokenistic. If black people are included in pictures almost as an afterthought, in the background or in unimportant roles, and never as main characters or doing important things, they are being marginalised and the effect is tokenistic.

Incorrect Names

Naming people correctly is important. People should not be given abbreviated names or nicknames just because their names are thought difficult to pronounce. People's names are a fundamental part of them and should be recognised as such.

Undermining of Identity

To have a positive identity one must have a positive self-image. Seek out resources (they are available) that offer positive images of characters from the groups to which the

children belong and of people, situations and events which are recognisable part of their history and way of life.

Supporting Children's Identity and Self-Worth (adapted from *Celebrating Identity, 1996*)

By enabling all children and young people to value and respect each other we can reduce feelings of superiority and the ridiculing of others, and promote self-respect and respect for others. The following approaches have been found to be effective: -

- Introduce activities, resources and discussions that can build positive racial and cultural self-identity and develop positive attitudes towards people of differing racial and cultural groups, that is, talk about and use factual information in relation to skin tones and hair textures. Don't gloss over physical differences between people.
- Listen carefully to children's questions and comments and make sure you understand what these mean and what the children want to know. It is important to give truthful explanations appropriate to children's level of understanding. If you don't feel confident to answer at once, tell the children so and try to give them an answer later.
- All children need to feel wanted and valued and to be presented with positive images of people and situations with which they can identify. Children are all different from each other, and so are their families. Resources that portray stereotypical images should be avoided.
- Build partnerships with parents. Value and respect the range of child-rearing practices, showing your recognition that there are many effective ways of fostering development.
- Be sensitive to the need of children to define their own identity. We need to ensure that our attitudes and practice values blackness and that our resources reflect this commitment.
- Pronounce and spell names correctly. They are closely linked to our identity. For example, on Rolihlahla Mandela's first day at school his teacher gave him the English name Nelson.

"The education I received was a British education in which British ideas, British culture and British institutions were automatically assumed to be superior".

[Mandela, 1994 *Long Walk to Freedom*]

To encourage confidence we need to relate to each child so that they feel cared for and important. Every child needs praise, encouragement, support, individual attention and opportunities to experience success and approval.

Bringing the Curriculum to Life

Trevor Gordon, Gordon-Ffrench Associates

Trevor Gordon is the former Vice Principal Client & Community Services for Croydon College in South London. He is also an Associate Consultant and Trainer to the Learning & Skills Development Agency, the National Institute of Adult Continuing Education and the Stonefish Training Partnership. Trevor has gained a national reputation as a high calibre staff trainer and Education Management Consultant. This work includes the design and delivery of staff development training initiatives and equalities/diversity training nationally to over 70 educational and public sector establishments in England, Wales and the Channel Islands.

He is a Regional Board Member of the London & Quadrant Housing Association and a Governor of St Andrew's CE High School in Croydon. Trevor is also Chair of the Southwark Diocesan Board of Further & Higher Education.

He has particular expertise on issues of social exclusion, equality of opportunity and diversity. Trevor has recently been awarded Honorary Lifetime Membership by the Institute of Welfare in recognition of his commitment to the twin issues of diversity and equality (MIW). His research has been published and he has contributed to several publications.

We are grateful to Trevor for contributing to the list of resources that follows.

Useful Resources

Getting Out – (£15.00 inc p & p)

This video and booklet documents the work undertaken by the London Gypsy and Traveller Unit with Irish traveller young people in the London Boroughs of Hackney and Haringey. It is useful as a training aid for agencies wishing to access the traveller community and other hard to reach communities.

Grounded – (£11.50 inc p & p)

This video focuses on the lives of three young families in Hackney, East London, who had lived in caravans all their lives and who were forced to live away from their community and family and move into housing. The video raises the question of sites for the young and future generation of travellers.

Going Home (sequel to Grounded) - £13.00 inc p & p)

This video has been produced to show how the group of young families featured in Grounded have attempted to continue their traditional way of life. Living in trailers and trying to find stopping places they hope to create a positive future for themselves and their children.

Housed Irish Travellers in the North – (£3.50 inc p & p)

A pilot study undertaken with housed travellers to assess their needs and access to support services, such as housing, health, education and social services. Increased numbers of traveller families living in housing experience problems which go unrecognised and unrecorded.

All the above resources are available from:

London Gypsy and Traveller Unit
6 Westgate Street
Hackney
London
E8 3RN
Tel: 020 8533 2002
Fax: 020 8533 7110
Email: lgtu@breathemail.net

Homebeats: Struggles for Racial Justice

Homebeats is a multimedia journey through time, from Africa, the Caribbean and Asia, to the making of modern Britain. The first cd-rom on racism and the black presence in Britain, it fuses music, graphics, video, text and animation. Through a series of fully interlinked sections – Memories, Places, People, Visions, Images – Homebeats makes the links between past and present accessible to young people in a way possible in no other medium. It covers the history of the struggle for racial justice, tracing the connections between slavery, the colonial experience and modern day racism. The story of how black communities were built in the UK is told through the stories of eight locations in Britain: Birmingham, Bradford, Brixton, the East End of London, Liverpool, Newham, Notting Hill and Southall. Easy and fun to use with soundtrack by Asian Dub Foundation.

Available from:

Institute of Race Relations
2-6 Leeke Street
King's Cross Road
London
WC1X 9HS
Tel: 020 7837 0041
Fax: 020 7278 0623
Email: info@irr.org.uk

Celebrating Black History Month Resource Pack

The aim of this resource is to provide a very brief introduction to some important black people and events throughout history that are relevant to British life today, including scientists, inventors, civil rights activists and slave abolitionists. On its own the pack can be used to introduce themes relevant to children and young people in the classroom and is relevant for Keystages 1, 2 and 3. The pack also contains references for further resources. Plans are in hand to make this available by September 2003.

Contact:

Joanne Barrett
EMAS
L25
Cricket Road Centre
Cricket Road
Oxford
Oxfordshire
OX4 3DW
Tel: 01865 428080
Email: joanne.barrett@oxfordshire.gov.uk

Equality in the Workplace (An Equal Opportunities Handbook for Trainers) by Helen Collins, Blackwell Publishers, 1995.

Looks at diagnosing training needs in a wide range of organisational context, but also provides a useful review of the essential ingredients of equal opportunities training.

Equal Opportunities in the Curriculum by Christine Talbot, SEDA Specials 9, 1999.

A short guide to teaching and learning preferences and to good practice examples, from a Higher Education perspective.

Available from:

Staff and Educational Development Association (SEDA)
Selly Wick House
59-61 Selly Wick Road
Selly Wick
Birmingham
B29 7JE
Tel: 0121 415 6801

53 Interesting Ways to Promote Equal Opportunities in Education by Vicky Lewis, Technical & Educational Services Limited, 1995.

Although very general in focus, a useful and practical little book, available from good bookshops.

How to Design and Deliver Equal Opportunities Training by Judith Taylor and Helen Garrett, Kogan Page, 1993.

A very valuable guide for vocational trainers, providing information on equal opportunities, plus practical guidance on avoiding bias in training programmes and on running equal opportunities awareness sessions.

Opportunities for All, The Oldham College, 1999.

Soon to be updated, a comprehensive training manual covering all the issues for further education staff. Useful tips and hints on teaching and learning.

Available from:

Marketing Department
Oldham College
Tel: 0161 624 5214

Stephen Bourne is an award winning researcher and writer on black Britons in TV, film and theatre. Amongst the many programmes he has worked are his scripting and research of *Their Long Voyage Home* in 1998, a series about Caribbean settlers in the UK, presented by Trevor McDonald for the BBC *Windrush* series. His work has recently been reviewed in *Connections*, the quarterly journal of the CRE. The following are of particular interest: -

Black in the British Frame ISBN 0826455395

Published by Continuum at £16.99 in paperback. It is distributed in the UK by ORCA, Stanley House, 3 Fleets Lane, Poole, Dorset BH15 3AJ telephone 01202 665432. For additional details about this work see the review on the Continuum website at www.continuumbooks.com. It is also available for purchase via the Internet being stocked by Amazon as well.

An earlier work by Stephen Bourne is:

Aunt Esther's story ISBN 871338 123

The remaining stock of this title is now held by Hammersmith and Fulham Archives and available from them at £3.10 inclusive of postage. Cheques should be made payable to the London Borough of Hammersmith and Fulham. To check on availability the Hammersmith & Fulham Archives can be contacted on 020 8741 5159 or by e-mail archives@lbhf.gov.uk

The Arc theatre company has produced a play '**My England**' by Clifford Oliver. Extracts are now available on video as part of a comprehensive educational package. The latest edition contains commentary by Neville Lawrence OBE. In reviewing this work one teacher wrote, "the commentary by Neville Lawrence gives a great uplifting quality to the video and his final words caused total silence while the students reflected". The complete pack costs £45.00 inclusive of VAT.

Available from:

Carel Press
4 Hewson Street
Carlisle
CA2 5AU
Tel: 01228 538928
Fax: 01228 591816
Email: info@carelpress.co.uk
Website: www.carelpress.co.uk

Carel Press also publishes a variety of other materials relevant to diversity.

Connections is the quarterly magazine produced free of charge by the Commission for Racial Equality. As well as political and legislative issues the magazine also includes a wide range of articles of general interest, a useful resource. To register for a free subscription contact the CRE at: -

Connections
CRE Customer Services
PO Box 29
Norwich
NR3 1GN
Email: cre@tso.gov.uk

You will need to give your name, job title, organisation and address. Also indicate whether or not you wish to receive other CRE materials besides the magazine.

Show Racism the Red Card is a charity supported by the Professional Footballers' Association, the trade union movement and others. They produce a variety of materials to support schools and also run a schools programme. Their website contains interviews with players and is in itself a useful resource. Additionally the site has a very good links page.

Show Racism the Red Card
PO Box 141
Whitley Bay
Tyne and Wear
NE26 3YH
Email: admin@theredcard.org
Website: www.theRedcard.org (note a capital 'R' when keying in this address)

The Philip Lawrence Awards

Established by the Home Office in partnership with the late Philip Lawrence's widow. Phil Lawrence was murdered in 1995 as he went to the aid of a pupil from his school. The award recognises good citizenship by young people aged between 11-20. One of the three themes is *promoting racial harmony*. The awards are made annually and judged by a panel headed by Sir Trevor McDonald. Sums of up to £1,000 are awarded to help sustain and develop activity. The closing date for this year is 19th September 2003.

Administration is managed by Kids' Clubs Network whose details are below.

Kids' Clubs Network

Established over 10 years ago this organisation promotes out of school activities. Patrons include Cherie Booth QC. A useful website includes publications, some of which can be downloaded from the Internet free of charge. In the good practice section there is guidance on tackling inequalities including racial inequality. The guidance is supported by positive examples.

Other materials for professionals cover general issues of early intervention to prevent disadvantage.

The network administers the Philip Lawrence Awards on behalf of the Home Office and can supply entry forms on the Internet or by post.

Kids' Club Network
Bellerive House
3 Muirfield Crescent
London
E14 9SZ
Tel: 020 7512 2100
Fax: 020 7512 2010
Website: www.kidsclubs.org.uk

RISC (Reading International Solidarity Centre)

RISC is a development education centre close to the heart of Reading's town centre. They work with schools and community groups to raise the profile of global issues and promote action for sustainable development, human rights and social justice.

The centre includes conference facilities, exhibition and meeting space for local groups, a Fair Trade World Shop and the Global Café. RISC is a registered charity and activities include: -

- Providing training for teachers and youth workers on development education resources
- Producing resources such as teaching packs, AV aids and exhibitions for use by schools, and/or youth and community groups
- Selling books and development education resources; fiction and non-fiction for children and adults on global issues.

RISC
35-39 London Street
Reading
Berkshire
RG1 4PS
Tel: 0118 958 6692
Fax: 0118 959 4357
Email: admin@risc.org.uk
Web: www.risc.org.uk

Useful Contacts

Coram Leaving Care Service

Kathy McAuley, Head of Coram Leaving Care Service
Melvyn Davis, Senior Social Worker
Web: www.coram.org.uk

020 7267 9369
020 7372 9028

Oxford Community Education Group (OCEG)

Blackbird Leys Youth & Community Centre
Blackbird Leys Road
Oxford
OX4 6HW
Tel: 01865 776691

OCEG was set up in July 1997 by Dolcie and Joe Obhiozele as a result of their experiences when their children were going through the education system.

The group has since grown and now involves several volunteers and an application for registration as a charitable organisation was recently submitted to the Charity Commission.

The initial focus of OCEG was to work with young people of African/Caribbean descent, including dual heritage young people, who faced exclusion from school. Following a successful bid to the Hamilton Trust, it was possible to extend this work and a homework club was set up. The weekly session was then increased to two sessions a week following the receipt of further funding from Oxfordshire County Council's Education Department.

The group believes strongly in developing partnerships and working closely with schools and local organisations to deliver benefits to these young people. In this regard OCEG are grateful for the level of support they continue to receive from the county council's education department, EMAS, the Hamilton Trust and The Awards for All. Equally none of this would be possible without the team of core volunteers who remain the bedrock of the group.

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(NB These services are organised across the Thames Valley under differing titles, some having joint responsibilities for traveller issues, others dealing with issues separately)

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