



## They don't take baths, do they? Guidelines for Race Equality and Global Learning

As Global Learning is increasingly recognised as an important element in preparing young people for life in the 21<sup>st</sup> Century, more schools are delivering it. These guidelines aim to provide teachers with the tools to ensure that their teaching about the 'wider world' (our global community) fosters respect for the world's diverse communities and cultures, encourages pupils to reflect on their values and attitudes, challenges prejudice and discrimination and nurtures inter-cultural understanding.

The guide, which is based on work with over 20 schools in 2015 and 2016, gives an explanation of what some problems are and how they can be avoided. It also makes the links with the Social Moral Spiritual and Cultural Dimension of the curriculum and the requirement to teach British Values. A number of practical activities are provided to enable education practitioners reflect on their own practice and improve their delivery. Useful follow up resources are provided at the back.



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## KEY TERMS

People are familiar with the term Developing World. The terms Majority World and Global South are increasingly being used.

‘They don’t take baths, do they?’ is a quote from an African young person, about British people - a perception based on the cold British climate. It’s also the kind of thing that has been said by people in Britain about other cultures. It’s an example of how stereotypes and misconceptions exist in all cultures and one which can get us thinking about the dangers of stereotyping and misinformation. This should not be taken to minimise, in any way, the prejudice and misconceptions that exist in Britain about other cultures, or the way these may be used to justify discrimination.

# 1 Racial equality and Global Learning



## Introduction

*“Good Global Learning breeds a sense of equality and justice, and gives children a sense of moral purpose.”*

Sarah Ruty, Headteacher, Bankside Primary School

These guidelines have been written to provide you with the tools and resources to ensure your Global Learning in school strengthens your Race Equality work, and should help you to address British Values/ Human Values and SMSC<sup>1</sup>. The UK Government requires schools to *“promote basic important British values”*, and in particular to:

- further tolerance<sup>2</sup> and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people.
- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

<sup>1</sup> Ofsted guidance on SMSC Source: <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

<sup>2</sup> One teacher commented “It’s not tolerance that we want but acceptance that cultures and religions have differences and similarities and these are to be celebrated and accepted”.

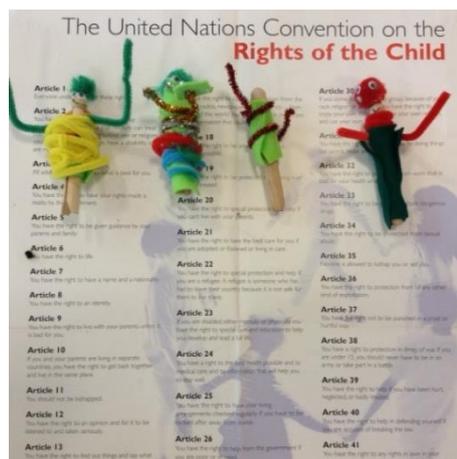
It is arguable that while these Ofsted guidelines are a helpful starting point, they need nuancing. For example, tolerance is a good moral value but there are some things that are not tolerable. Acceptance and celebration of different cultures and religions should be seen in the context of respect, Human Rights and justice.

Providing good global learning experiences can also deliver the government requirements to teach British values, and prepares your pupils for life in an increasingly globalised, interconnected world, and in our culturally-diverse British society. Citizens of all nationalities are travelling more, are more connected through social media and are bombarded with news and images from around the world. They need to have the knowledge, understanding and skills, to make the most of the opportunities (and threats) that they will face in a rapidly changing environment. Since their values and attitudes will impact on the choices and the actions they take, which will in turn negatively or positively effect other people, it is essential that they are encouraged to overtly reflect on what their values and attitudes are. We will explore how you can do this in section 2b.

*“Students need critical literacy, when looking at papers, particularly around Islamophobia. We have a good example from Carr Manor. A teacher introduces a negative newspaper article on Muslims and asks the pupils ‘Look at this media coverage- how will this affect people’s attitudes?’ The pupils then come up with reasons how it stereotypes Muslims and inflames ignorance”*

Sarah Holdsworth, Dept Head, Carr Manor community school

## 1a What is Global Learning?



Global Learning can be described as an approach to learning about international development through recognising the connections between people’s lives. Global learning encourages critical thinking of global issues such as climate change, migration and prejudice and an awareness of the impact that individuals can have on these.

Schools participating in Global Learning recognise the ‘value added’ that knowledge and understanding of development brings to pupils’ learning across the curriculum.

Global Learning supports the long-term development and success of pupils, by enhancing their critical thinking skills and boosting their relationships with peers and preparing them for the 21<sup>st</sup> Century world of work. Incorporating a global element into teaching across the curriculum can help schools to:

- develop a richer, more interesting and relevant curriculum
- use real-world contexts to enthuse, inspire and engage pupils
- support raising standards
- deliver SMSC and respond positively to the current focus on [British values](#)
- help pupils make sense of the world in which they live and to understand their role within a global society

- develop an ethos encouraging empathy, fairness and respect.<sup>3</sup>

## 1 b What is Race Equality?



Racial equality 'is the belief that individuals, regardless of their racial characteristics, are morally, politically, and legally equal and should be treated as such. Furthermore, it is the belief that different racial groups, as groups, are equal, with none being inherently superior or inferior in intelligence, virtue, or beauty.'<sup>4</sup>

The United Kingdom enjoys many benefits of being a country that has been enriched through the music, culture, sport and food from fellow citizens originating in the Commonwealth and beyond. When Leeds DEC is visited by European colleagues, it is one of the things that they remark on- how culturally and ethnically diverse our country is in comparison to theirs.

*"Britain does multiculturalism better than any other country in the world. We do have lots of inter-marriage and as Britons we mix together, become friends, date each other, with few problems. When something is working sometimes you don't notice how well it's working and on the whole we do it really well. Anyone with a fixed idea of what Britain is, is actually anti-British. Britain has always been multicultural, right back to settlers in medieval times."*

Benjamin Zephaniah, Bath Children's Literature Festival 2014

Britain has come a long way in terms of addressing race inequality in society, and 70% of people identify themselves as not being racist<sup>5</sup>. However recent research indicates that our prejudices are more deeply and subtly engrained in us than we would like to believe.<sup>6</sup> One consequence is that there have been, and continue to be discrimination, racist violence and tension between different communities.

A catalyst for change has been the actions of the Black and Asian communities and the work of organisations, such as the Institute of Race Relations. The 1976 Race Relations Act (amended 2001) which gives public authorities a new **statutory duty** to promote race equality, has been another driver of change in attitudes and behavior.

"They called me a 'black bitch'. They called me a 'fucking Paki'. Attention everyone, I am a black woman. I always will be. I don't bite."

Café Owner in the town of Ossett in the BBC documentary 'How racist is Britain', 2015.

<sup>3</sup> This definition is adapted from: <https://globaldimension.org.uk/glp/page/11255>

<sup>4</sup> Source: <http://www.encyclopedia.com>

<sup>5</sup> How racist is Britain?: BBC Oct 2015 Documentary

<sup>6</sup> How racist is Britain?: BBC Oct 2015 Documentary

This requires schools and other public authorities to have due regard to the need to:

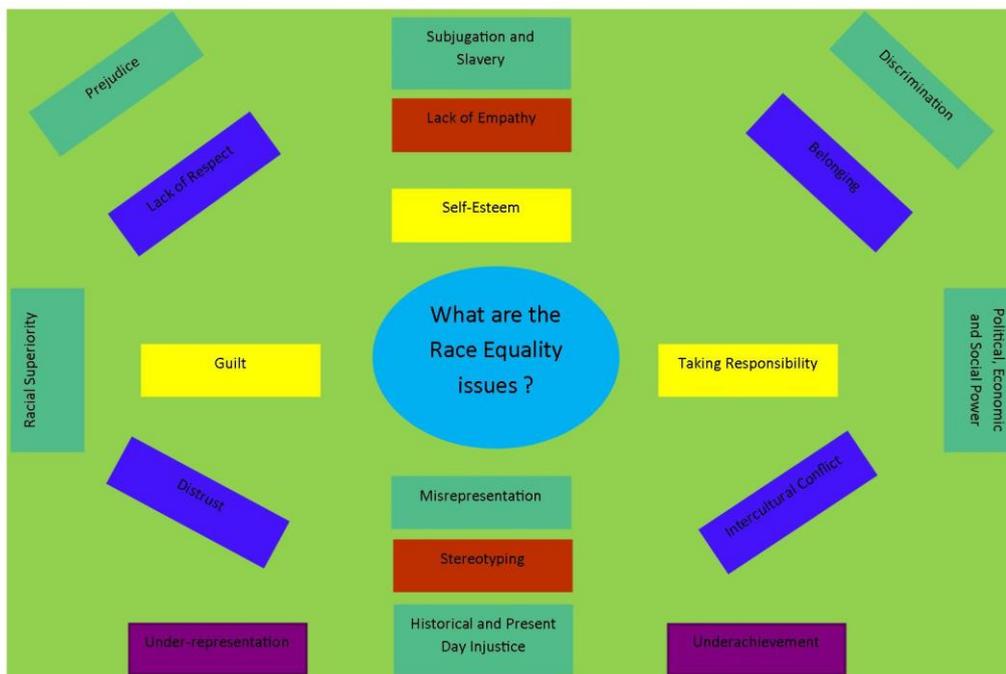
- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

### 1 c Why is Race Equality hard to achieve?

Racism, prejudice and discrimination have an impact on our society in different ways and at different levels. Racism and Racist behaviour are deeply rooted in our past (for example prejudice enabled British (and European) people to justify enslaving and colonising other peoples). Addressing the beliefs and cultural norms that have fostered this prejudice is an ongoing process because changing these is not always easy or straight forward. Attitudes are handed down from one generation to the next and often reinforced by mis-representation in the media. Sometimes there is not recognition of all the different elements that contribute to perpetuating racism and discrimination within a school team. Different members of staff may have different views and it can be difficult to challenge underlying prejudice.

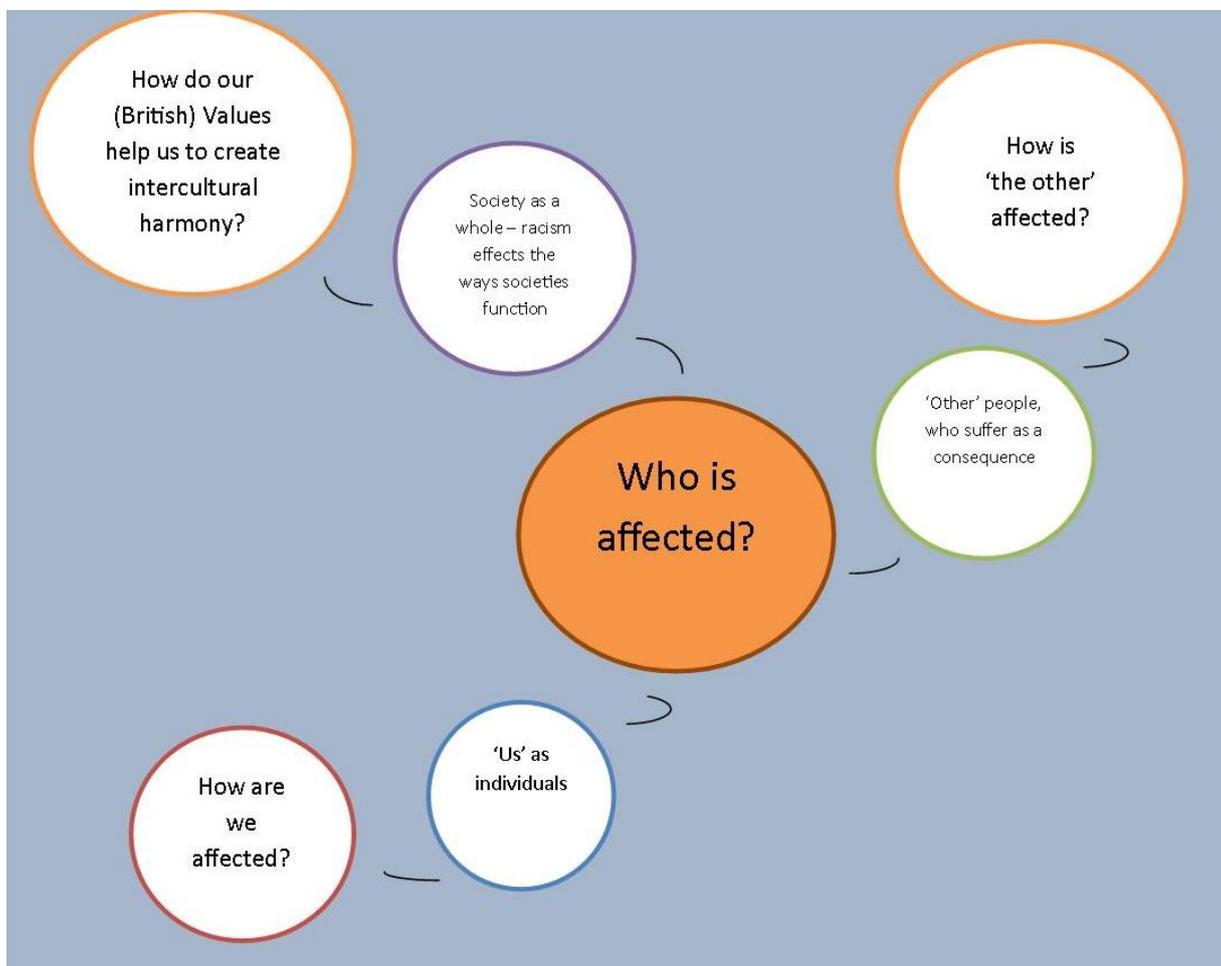
Below are a few ideas to get you thinking about race equality issues.

- What other issues you can identify?
- Which of these are causes and which are consequences? Circle the causes.
- (Does it make a difference if your perspective is one of being black or white?)



Here are some thoughts about the wider effects of racial inequality

- Who or what else is affected by Racial Inequality?
- What long term impacts can these issues have on society?



## Terminology

Terminology around race can be a difficult area. Some terms are controversial, some definitions are contested and terminology changes. It can be difficult for the well-intentioned person to be confident that they are doing and saying the right thing! The activity below can be used to help ensure that staff are clear about the terms. You will find more information on the on the websites of organisations like the Institute of Race Relations, Show Racism the Red Card, the Runnymede Trust and the Stephen Lawrence Charitable Trust websites (see Resources sections).

## Race Equality Definitions Staff Training Activity

Give each group or pair a set of Cards A. Ask staff to jot down a definition for them. After a few minutes give the groups a set of the Cards B. Ask them how their definitions compare to the ones on the cards. Discuss the results as a whole staff team.

Extension: ask staff to a) consider how confident they feel to address each of the items named on the Cards A set. b) assess how well the school as a whole does in dealing with them, c) whether there are additional things that can be done.

Definitions References: Dictionary of Race & Ethnic Relations 4th Edition, Cashmore/ Ellis. Report of an Inquiry by Sir William MacPherson Acknowledgment to SPACE (Sports Participation & Cultural Equality)

**A**

Prejudice is...

Stereotyping is...

Positive action is...

Direct discrimination is...

Positive discrimination is...

Ethnicity is...

**B**

literally, pre-judging people in a negative way according to preconceived ideas about them.

making broad generalisations about particular groups of people and expecting them all members of that group to think and behave identically.

offering special help to people, who are disadvantaged because of prejudice, stereotyping and discrimination, in order that they may take full and equal advantage of opportunities in jobs, education, training services etc.

treating people less favourably because of race, nationality, religion, gender etc.

treating people more favourably on the grounds of race, nationality, religion, gender etc (NB The Race Relations Act makes this illegal in the UK.)

a sense of cultural and historical identity based on belonging by birth to a distinctive cultural group.

Indirect discrimination is...

applying a rule or requirement, which effectively leads to less favourable conditions or treatment for a particular group of people.

Ethnocentricity is..

viewing the world from the perspective of one particular ethnic group, often with the assumption that the values, beliefs and achievements of that group are superior to those of other ethnic groups.

Racial harassment is ...

racially motivated actions, verbal or non verbal and behaviour which is directed at people because of their race, colour, ethnic origin, cultural difference, creed and or nationality which are unwanted or cause offence and distress.

Nationalism is...

a distinctive sense of cultural and historical identity and / or common destiny based on being a citizen of a particular nation state.

Multiculturalism is...

the belief that many different cultures should be encouraged and allowed to flourish in society, and that services and facilities such as health, education, the arts etc should be delivered in a way that embodies and promotes this belief.

Racism is...

a set of attitudes and behaviour towards another racial or ethnic group based on the belief that natural differences in physical characteristics correspond directly to differences in personality and ability.

A racist is...

an individual from one racial or ethnic group who exercises his/ her social and economic power to enforce and enact discriminatory attitudes and behaviour towards members of other racial or ethnic groups.

A racist incident is...

any incident, which is perceived to be racist by the victim or any other person.

Institutional racism is..

the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

## 2. Policy and Action

### 2a. School policy on Race Equality and Global Learning

To help you translate these issues into your school practice we have compiled a checklist below.

Checklist	Yes/No	Actions
Does your school have a policy on Race Equality?		
Does your policy feature Global Learning?		
Does the policy name what you are trying to achieve by including Global Learning in your Race Equality work?		
Does your policy specify how Global Learning supports Race Equality?		
Does your policy name how Global Learning supports SMSC and values?		
Do you monitor pupil knowledge, skills and attitudes? (See tables in Policy into Practice section overleaf!)		
Do feel you have the right tools to monitor this? (See tables in Policy into Practice section overleaf!)		

### 2b Policy into practice

*"We all live with the objective of being happy; our lives are all different and yet the same." Anne Frank*

The following tables, based on Oxfam's Education for Global Citizenship publication, are intended to help you identify and monitor what you are doing to address Racism and Global Learning across school.

This approach identifies different knowledge, understanding, skills, values and attitudes for different age groups on the Identity and Diversity strand of Global Citizenship. It is broken down by age to help plan for progression. Please use the tables below to identify the work you are already doing in class to achieve these and reflect on any gaps.

**Note:** This document is available to download and edit as a separate Word document.

## Between the ages of 3-5:

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Knowledge and understanding; <b>Identity and Diversity</b>	What activities do we do to achieve this?	Where the gaps?	What other things do we want to do?
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Uniqueness and value of every person

Similarities and differences between self and others

### Skills: **Critical and creative thinking**

Ask questions

suggest a way to solve a problem

wonder about ideas

### Skills: **Empathy**

show sensitivity to people's feelings and needs

### Skills: **Self-awareness and reflection**

recognise, name and deal with feelings in a positive way

notice some effects of own actions on others

identify how people are feeling (e.g. happy, sad, worried)

### Values and attitudes: **Sense of identity and self-esteem**

awareness of self and own uniqueness

sense of self-worth and worth of others

### Values and attitudes: **Respect for people and human rights**

starting to think of others

### Values and attitudes: **Value diversity**

positive attitude towards difference and diversity

willingness to listen to the ideas of others

## Between the ages of 5-7

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### Knowledge and understanding: **Identity and Diversity**

similarities and differences between peoples in local setting and also in wider contexts

what contributes to self-identity and belonging

### What activities do we do to achieve this?

### Where the gaps?

### What other things do we want to do?

### Skills: **Critical and creative thinking**

ask relevant questions

consider merits of different viewpoints

use different approaches to solve problems

### Skills: **Empathy**

show awareness of, and concern for, people's feelings

show interest in, and concern for, others outside immediate circle and in contexts different to own

Skills: Self-awareness and reflection

recognise effects of own behaviour on others and use this to help make choices

identify matters that are important to self and others

learn from mistakes and use feedback

### Values and attitudes: **Sense of identity and self-esteem**

sense of belonging and valuing of relationships with others

awareness of, and pride in, own individuality

### Values and attitudes: **Respect for people and human rights**

respect for other people's feelings and ideas

respect for the rights of others

belief that everyone has equal rights

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**Values and attitudes: Value diversity**

valuing others as equal and different

willingness to listen respectfully to the ideas and views of others even when one disagrees

willingness to learn from the experiences of others

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**Between the ages of 7-11**

**Knowledge and understanding: Identity and diversity**

diversity of cultures and societies within and beyond own experience

contributions of different cultures to our lives

nature of prejudice, racism and sexism and ways to combat these

**Skills: Critical and creative thinking**

begin to identify bias and opinion

give evidence for an argument, assess different viewpoints and present counter-arguments

imagine alternative possibilities and suggest new ideas to solve problems

**Skills: Empathy**

adapt behaviour to take into account feelings of others

empathise with people in local and more distant contexts

understand impacts of prejudice and discrimination

**Skills: Self-awareness and reflection**

identify connections between personal decisions and issues affecting people locally and globally

explore reasons for negative feelings towards others and in new or difficult

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situations

### Values and attitudes: **Sense of identity and self-esteem**

positivity about the ways in which one is both similar to others and uniquely different

value what contributes to own identity

### Values and attitudes: **Respect for people and human rights**

readiness to think through consequences of words, actions and choices on others

belief that it is everyone's responsibility to challenge prejudice and discrimination

### Values and attitudes: **Value diversity**

valuing difference

recognising the benefits of listening to a range of different perspectives and viewpoints

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Progressing after Primary School, students should go on to appreciate (age11-14)

- benefits and challenges of diversity
- impacts of stereotyping, prejudice and discrimination and how to challenge these
- importance of language, beliefs and values in cultural identities

At (age14-16) • role of language in prejudice, discrimination and exclusion • impacts of historical processes (e.g. slavery and colonisation) on people's identities, cultures, and power today

At (age16-19) • the multi-faceted and flexible nature of identity • tendencies of dominant cultures to promote certain ways of seeing and understanding the world and to subordinate others.<sup>7</sup>

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<sup>7</sup> Source: <http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>

## 3 Opportunities and threats

### 3a. Is Global Learning always anti-racist?

Global Learning helps to learners to ask questions, think critically, explore how our lives are connected to other peoples around the world and explore issues about a more just society both locally and globally. You would think this would all contribute to addressing racism and prejudice, right?

*“Most young people are not aware that there are hugely wealthy people in every African society” teacher*

Unfortunately, if Global Education is not delivered well, it can inadvertently re-inforce lots of negative stereotypes.

*“That’s the problem with picture books like Handa’s Surprise. It’s a good book but it’s full of mud huts.”<sup>8</sup> teacher at our training session*

For example, if pupils are **always** shown photos/ film footage/ books of people from a country/ countries living in poverty (without access to clean water...) they will create stereotypically negative mental images of **all** of people from those countries. This can be strengthened by negative media portrayals and charity appeals which often show people who are unable to meet their basic needs.

*“A Nigerian boy arrived at school and all the children were asking him what is was like to live in a house with running water, and to be able to go to school. He was really shocked! He was from a middle class family from an affluent area and couldn’t believe that’s what British children thought of Nigeria.” teacher at our training session*

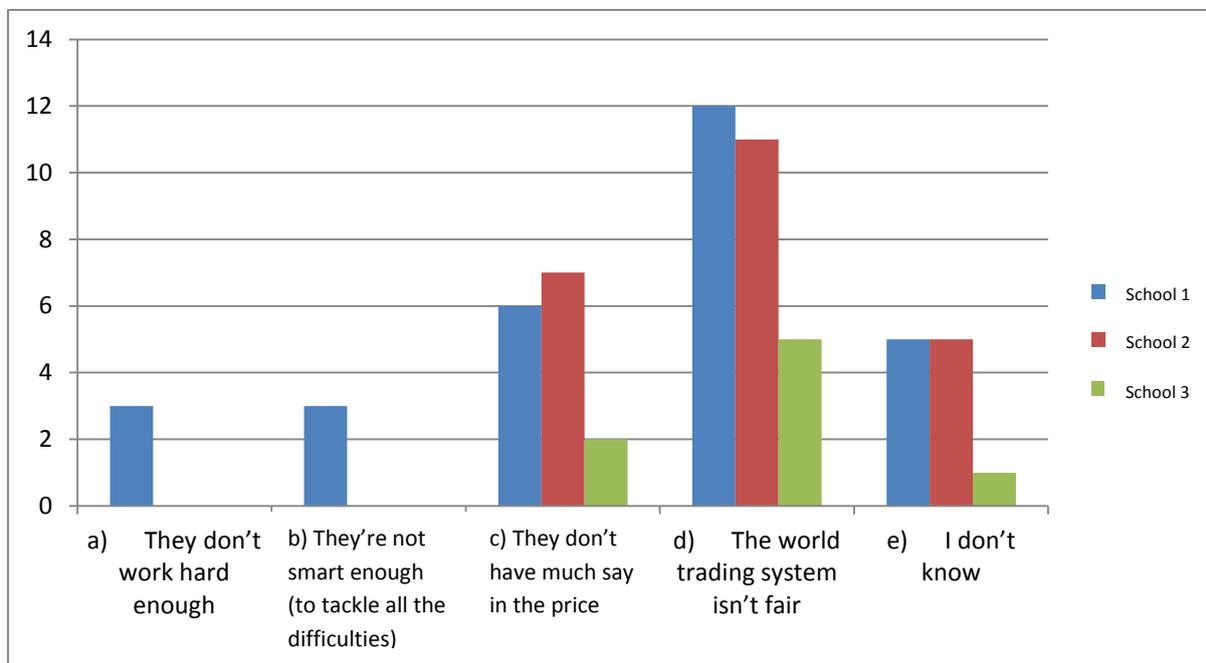
Another important issue raised by one teacher was making the Global Learning age appropriate, which sounds obvious but also highlights potential dangers (the Oxfam frameworks on pages 11-14 provide a useful reference point here too.)

*“Through reading KSI the story of Rosa Parkes, I became aware that I was actually putting ideas about racial segregation in these children’s minds. It had never occurred to them that black people would be treated differently to white people because of the colour of their skin. This story would have better used further up the school, when children have a better understanding of racism.”*

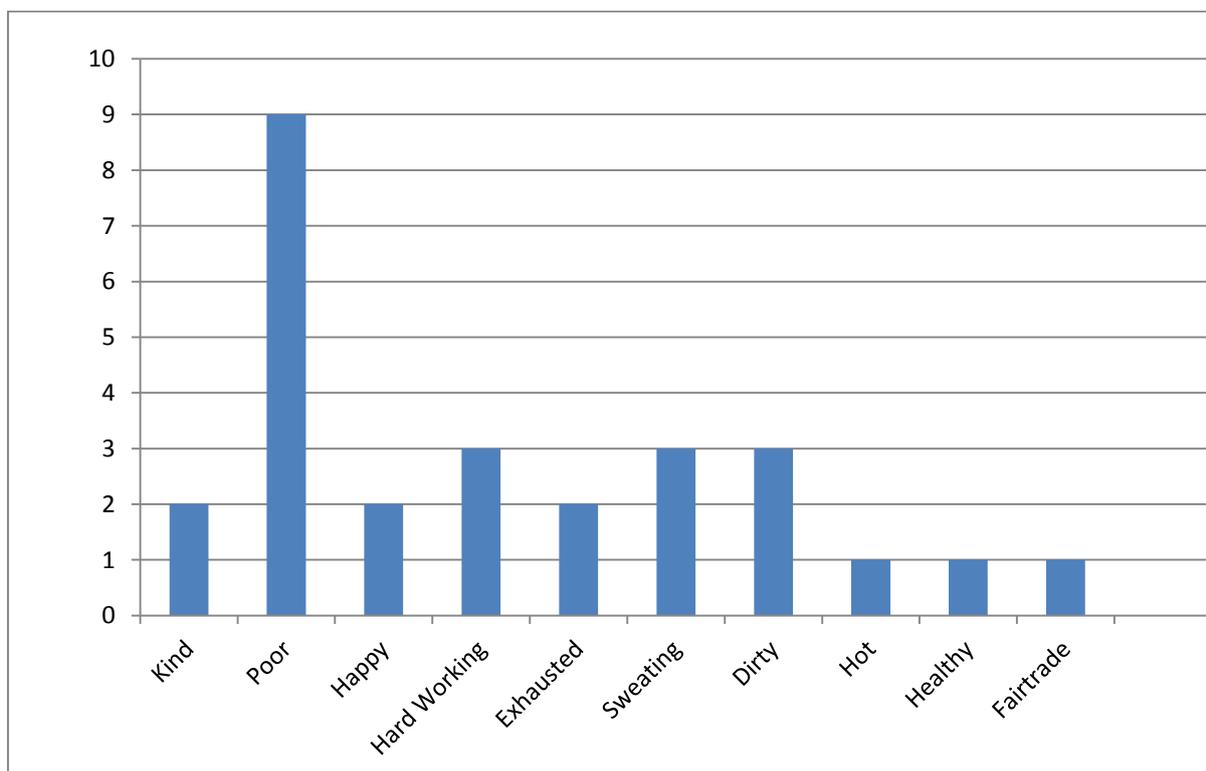
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<sup>8</sup> The teacher is making a good point, but the terminology she is using is not respectful. ‘Mud huts’ is a derogatory description of people’s homes. The term ‘Traditional houses’ is more respectful. See Do’s and Don’t s for more examples about the importance of using the right language.

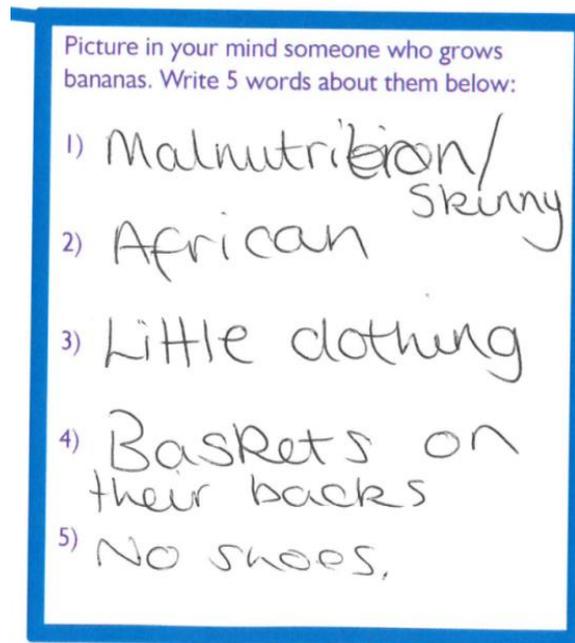
Leeds DEC carried out some impact assessment work with schools that were learning about Fairtrade issues. After the teachers had taught about Fairtrade, pupils had a good understanding that it was structural injustice that was keeping the farmers poor (not because the farmers were lazy or stupid.) This is shown in the diagram below, which captures pupil responses to the question “The producers don’t get paid enough because:”



The results show the children had a good understanding of some of the problems faced by farmers. However, then children were asked to picture in their mind someone who grows bananas. How many of these words are positive? And negative?



Responses like this one were typical;



How accurate is this image compared to the ones below of banana farmers?

*Credit: Fairtrade Foundation*



Pupils' assumptions were both inaccurate and stereotypical. In fact, most of the bananas we eat do not come from Africa; they come from the Caribbean and Latin America. Globally, the biggest producers and consumers of bananas are in South and South East Asia.

Because of the pressures of delivering the core curriculum, it is not common for schools to devote the time to check how widespread misconceptions are about other peoples and cultures. However if we do not check these, then how can we know what it is we need to deliver to be delivering effective anti-racist, anti-prejudice education? And if we are not doing this, are we really preparing our pupils for the globalised society of the 21<sup>st</sup> Century and the culturally diverse nature of Britain? Our next section unpacks some useful ways we can do this, so do not despair!

*"Help the poor African farmers' is an easy win with kids. They understand what you mean and it's more straightforward than 'enable disadvantaged producers to be paid fairly for their products' BUT this approach can undermine the very things we are trying to promote. It strengthens a charity, patronising mindset rather than a justice, rights based approach."*

Sarah Holdsworth, Dept Head, Carr manor Community School

### 3b How do we use Global Learning to strengthen equalities?

Now we have set out some of the potential dangers, the Do's and Don'ts below will enhance your ability as an educator to ensure you are using Global Learning to strengthen and not undermine your Race Equality work.

#### Do's for quality global education

- ☑ **Do** explore with your pupils that we are all Human Beings and that we all have the same basic needs, which are Human Rights.
- ☑ **Do** provide learning opportunities about how different peoples and cultures chose different ways to meet or enjoy these basic human needs e.g. as in traditions of food or clothing
- ☑ **Do** make sure you provide positive images (and examples) of people of all cultures and faiths, including a range of professions and ordinary people (local) as well as the well-known stars as role models
- ☑ **Do** be aware of the potentially racist effect of showing pictures of black people in poverty, especially of black children in emergency situations without giving the background to the situation. Try and balance with case studies of local people who are challenging it and working for change.

*“The best thing we have done to deepen understanding of our children is to link Climate Change and energy-saving ideas to its effects in developing countries and learning about what people are doing in those countries, to combat it.”*

Rosie Atkins, Weetwood Primary School

- ☑ **Do** explain the *structural causes of poverty*, such as the impact of colonialism and the power imbalance between North and global South, politically, economically and commercially, in relation to world trade rules and the impact this has on producers and workers.

*“We have recently been looking at reasons for poverty and that the solutions to poverty are more than just giving money. There are things that we can learn from people in poverty about how it is to live and how it is to build communities that are supportive and loving. I think all students should have the opportunity to do is to meet and communicate directly with people outside of their community who are in poverty.”*

Liam Spence, Morley Academy

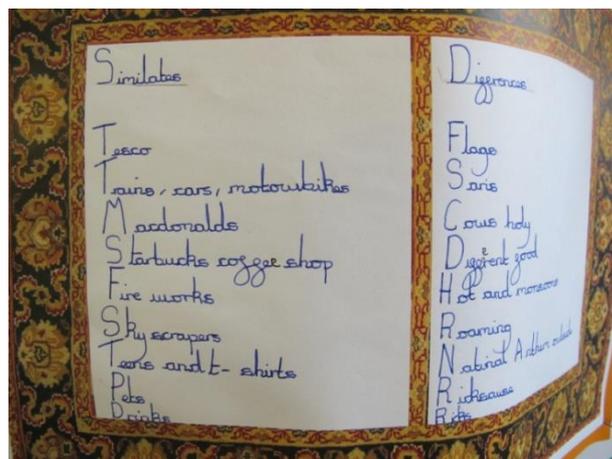


Mobile phone advert, Mumbai, India is the world's second largest mobile phone market in the world, with 1.3 billion mobile connections, Oct 2015, according to the Telecom Regulatory Authority of India.

- ☑ **Do** present as full a “picture” of any place, country or people as you can. Using a wide range of images and information it will help you do this: from urban and rural settings, young and old, rich and poor. Show people doing different activities: work and leisure. There are problems and challenges everywhere as well as joy, achievement and contentment. The gap is also closing between ‘developing’ and ‘developed’ countries with the gaps widening within emerging countries (particularly India, China and Brazil.)
- ☑ **Do** present examples of economic achievements. Eg the Grameen Bank in Bangladesh (founded by Nobel Peace Prize recipient [Muhammad Yunus](http://www.grameenfoundation.org/) in 2008<sup>9</sup>) whose model of microcredit has been exported globally.
- ☑ **Do** make sure your curriculum includes examples of contemporary cultural, artistic scientific achievements.
- ☑ **Do** compare like with like, whenever possible. If making comparisons, look for *similarities as well as differences*. Relate them to basic human needs and rights and the commonality of human experience rather than concentrating on differences in material possessions and life-style.

*“Originally children saw their peers in Uganda as “poor children” and our relationship with them being as benefactors. We tried to balance the relationship more by asking pupils of both schools to produce a photo booklet of the “Good, bad & ugly” things in their communities & diaries of their weeks. This helped show there were more similarities between them than differences.”*

Liz Robinson, Neilds Junior and Infant School



Year 4 children at Rawdon Littlemoor Primary reflect on their lives and those of the children they have learnt about in urban Mumbai (through Leeds DEC’s ‘Beyond Chembakolli’ workshop.)

- ☑ **Do** bear in mind that our cultural norms are not the definitive yardstick for the rest of the world. Culture is complex, multi-faceted and dynamic. There is a danger of being unintentionally patronising or superior.
- ☑ **Do** explore the good points of using ‘*Appropriate Technology*’ as well as the benefits and disadvantages of industrial technology. Using locally available materials, means that things can be repaired, are more sustainable, affordable and practical. Be aware of the effect of language e.g using “traditional housing” instead of “mud huts.”
- ☑ **Do** help students to reflect on their roles and responsibilities with regard to climate change and the injustice that *the poor who have contributed least to the problems will be the hardest hit*. Use real examples to illustrate this.
- ☑ **Do** treat people in photos with sensitivity and *respect*. Imagine they are in the room and that will guide you. They are more than just images for our learning needs, they are people with their own worth, hopes, fears and aspirations.

<sup>9</sup> <http://www.grameenfoundation.org/>

*“I planned for all students in Year 8 to write a letter to David Cameron to challenge the Government on the action that they are taking in Darfur, where lots of people were being killed. We received two responses. Many students have begun to take small actions, initially starting with requesting Fairtrade products in both the staffroom and the dining hall.”*

Liam Spence Morley Academy

- ☑ **Do** encourage *empathy and solidarity* rather than pity, recognising the dignity and worth of every human being. Don't take pity, take action, as the saying goes!

### Don'ts for quality global education

- ☑ **Don't** describe cultural differences in terms of the exotic, primitive or strange, especially in relation to indigenous people.
- ☑ **Don't** make assumptions about people and places; try and find out as much as you can about them. Asking questions is a more cautious approach than making statements.

*“As a mixed race person I have experienced racism, which I have always put down to ignorance, and an education system that does not always confront it. I have always been committed to the idea of social justice and equality for all and when I was put in contact with the Leeds DEC, I gained a deeper understanding and awareness of the inequality around the world.”*

Liam Spence, Morley Academy

- ☑ **Don't** *generalise* without then nuancing the statement made. Just as you couldn't talk about Europe as an homogenous place neither can you Africa. Such generalisations about Africa tend to lead children into thinking that Africa is a country, rather than a vast continent, comprising 55 states (recognised by the African Union or UN) <sup>10</sup>
- ☑ **Don't** ignore corruption, which is an issue all over the world, not just in the Global South, but in the North too. Whether or not you talk about this directly with your pupils, your perception of this may influence how you present this to other people and places.
- ☑ **Don't** leave the students feeling powerless and anxious. Help them to *identify actions they can take* at different levels.

*“Practical activities around Fairtrade issues, especially finding Fairtrade products in the shops, cooking with Fairtrade products and tasting tests, have really sparked the children's interest in global issues.”*

Liz Robinson Neilds J and I School



Boys using a computer in Benin

<sup>10</sup> Source: <https://africacheck.org/reports/how-many-countries-in-africa-how-hard-can-the-question-be/>

### 3c. Race Equality and Global learning reflection tool

Now you are equipped with some useful general guidelines, let's take a closer look at the topics you actually teach. Please use the reflection tool below to think about the strengths and issues/ potential dangers relating to Race Equality. There are examples from other schools for you to see too.



**How can Global Learning support Race Equality work?**

*A reflection tool for teachers.*

Global Learning Theme:

What are the strengths?  
(in terms of Race Equality)

What are the issues?  
(in terms of Race Equality and global inequality)

Top tips

Curriculum links:

SMSC and British Values links:

Here are a few examples suggested by schools across West Yorkshire, which we hope will reflect some of the issues you are teaching. No doubt you are already doing lots of these already but they may provide some extra food for thought.

Global Learning Theme/ topic	What are the strengths?	What are the issues?	Top Tips and recommended resources (there are hyperlinks to take you to the right places)
<b>Similarities and differences</b>	Supports understanding because it helps pupils make connections with things they know about e.g. families and homes.	Stereotypes of other cultures and lifestyles. e.g. Everyone in Africa is poor and almost everyone lives in a 'mud huts'.	Talk about, and show pictures of, a range of economic backgrounds and professions. In addition show the size of the continent: <a href="#">How big is Africa?</a> Download the powerpoint and pupils worksheet to enable your pupils to see how big the continent really is. Be careful with language e.g. use the term 'Traditional house' instead of 'Mud hut'.
<b>Water</b>	Develops a sense of empathy. Teaches about basic needs, justice and environmental issues and raising awareness of the work of aid organisations (Water Aid).	Avoid giving the impression that all are poor in Africa- no one has any water. Avoid the idea that 'they' need 'our' charity to help them.	Use a range of photos: of taps, houses with plumbing, water pumps; people carrying river water. Looking for images of people in the African continent who DO have access to clean water? We found it very hard to find anything via Google however <a href="#">#TheAfricaTheMediaNeverShowsYou</a> is a hashtag used by many Africans to fight the international media's representation of Africa's poverty and disaster! There are some amazing photos to wow your pupils! Use images showing variety of situations within countries including the UK e.g. floods and their impact. You could introduce the idea of who owns planet's natural resources. "Who owns the rain?" or "Who owns the air"? Clean water for all was declared a <a href="#">Human Right in 2010</a> .
<b>Fairtrade</b>	Showing visual aids and videos. Using practical activities and games. Product exposure, assemblies and stickers.	Raises issues of gender equality, status, living wages, roles and responsibilities. Can project patronising image of Southern people as "needing our help".	Include a real life context and real life resources. Make it practical: e.g. get pupils to look out for the logo. Make them aware that we are dependent on the 'Majority World' for many of our luxury goods like Chocolate, Tea, Coffee and Flowers.  Make sure pupils understand that paying a fair price for something can be an act of solidarity (fair, just), rather than a charitable act.  Play a game to see how trade normally works, or explain using a short role play.  <a href="#">Fairtrade Schools website</a> has a host films, photos and lesson plans!
<b>Equality-Gender</b>	May create awareness of International Women's Week. Positive female role models, from a range of races ethnicities, rights and responsibilities.	Some cultures/ faiths are more discriminatory towards women, which can lead to negative stereotypes.	Start with children's interests' i.e. female nurse etc. Invite external visitors where possible from your local community. Provide examples role models to challenge traditional typecasting and introduce new perspectives e.g. Kenyan Scientist & Nobel Prize winner, <a href="#">Wangari Maathai</a>

<p><b>Linking with a school in the Majority World e.g. India</b></p>	<p>Similarities between life in India and life in the UK. Meet the children, understand similar to one another</p>	<p>Can reinforce a stereotypical one-dimensional image of a country e.g. India curry, slums. It creates a narrow view of many different communities</p>	<p>Continue to stress similarities and differences in and between countries. Look at the diversity within one country e.g. India has large groups of Muslims, Sikhs and Buddhists as well as Hindus; there are many languages. Southern Indian culture is very different to Northern culture. Be aware of the inequality between societies can affect your link and your pupils perceptions of the society you are linking with. <a href="#">Beyond Chembakolli</a> workshop- uses photos and film shot by Leeds DEC staff and includes their personal stories of visiting India. Children from a range of socio-economic backgrounds are featured in the film, and comparisons are drawn with pupils' own lives. <a href="#">Photo pack</a> from Mumbai showing a range of everyday city scenes.</p>
<p><b>Themed days e.g. Chinese New Year/Spanish-speaking World/</b></p>	<p>Develop children's knowledge and awareness of other cultures. Celebrates positives e.g. non-material values such as community. A chance to give a more in-depth picture of another culture.</p>	<p>These can end up being superficial and tokenistic, and reinforcing stereotypical one-dimensional views of other people and places. e.g. all "French people have onions around their necks! The Maya built amazing temples. Aborigines do colourful dotted paintings".</p>	<p>Compare and contrast a range of aspects of the other culture. Make sure that the achievements of the culture are explored. Include contemporary examples. Aim to present a representative, accurate picture of this society.</p>
<p><b>Comic Relief (charity)</b></p>	<p>Connections with other children in other countries To raise awareness and show the reasons behind poverty- that it's not just monetary. Can be an example of solidarity.</p>	<p>Everyone in the South (especially Africa) is poor. Gives impression "they can't manage without us"</p>	<p>Learning Outcome: pupils have a balanced image of featured countries i.e. that there are rich and poor people; that there are modern cities, buildings, economic activities, as well as traditional ones. Show case studies of Britain alongside ones of Majority World, to show that wealth and poverty also exist in the UK. See also Poverty and Linking with a school sections. <a href="#">Show examples of modern art</a></p>
<p><b>Trips to mosque, Gurdwara, temple, church or other faith centre</b></p>	<p>Gives children a better understanding of other faiths, their places of worship and basic beliefs and some artefacts. May introduce pupils to people from different cultures. Opportunity to celebrate diversity Can contribute to showing that it's OK</p>	<p>Generalisations and stereotypes. May provide pupils with false impression that they have a 'complete' understanding of another culture or faith.</p>	<p>Be aware of stereotypes – e.g. for Islam: not all Asians are Muslims. There are Muslims in all countries and of many ethnicities. Introduce the concept of "Islamophobia" anti-Muslim hate. <a href="#">The art of Hassan Massoudy with an Introduction to Arab and Muslim cultures</a> by Reading International Solidarity Centre. Iraq-born Massoudy creates stunning art works based on traditional Arabic calligraphy. The pack includes activities about Iraq, the contribution of Islam to modern life as well as examples of Massoudy's work.</p>

	to be different. Finding common values. Building tolerance and mutual respect.		Encourage children to think and develop their own understanding rather than just teaching facts and knowledge.  Involve faith leaders.
<b>Interfaith week</b>	Less ignorant, greater understanding of different religions. Respect Revisiting human rights and children's rights.	Confusion and lack of clarity if too much information presented.	Ensure that Visitors challenge stereotypes e.g. what a Sikh, Hindu, Christian, Muslim looks like. Bring speakers to school as positive role models
<b>Charity events</b>	Moral. Supporting causes you believe in. You can make a difference. Positive action not passive. Vote-promote voting and participation. Awareness of issues	The idea that people need or are waiting for us to help them. This disempowers them. Dodgy charities?	Rights of individuals; real people; clear message of how money is being used. Explore range of causes from personal to global
<b>Celebrations and Festivals</b>	Celebrations don't have to be the same. Make links talk more about similarities and differences such as Divali fireworks, bonfire night and dance from other cultures	Teachers lack of knowledge to teach it- awareness/knowledge of other cultures. Parents attitudes and lack of knowledge	Make it sensory, exciting, fun, relevant and meaningful so that children and parents can get involved.
<b>Black History Month</b>	Real life examples of inspirational and successful people. Examples of extreme prejudice that existed. Link back to how we would feel.	Prejudice is only towards black people May encourage staff just to look at addressing in racism, prejudice and positive role-models during this time.	Relate issue through rights of a child to minority groups in any culture. Show how black community has actively campaigned for and achieved change. Prejudice comes in many forms (not just towards black skin colour). Ensure pupils understand that prejudice continues to exist in every country today. Present examples of 'ordinary' people's achievements, as well as those of celebrities e.g. in photos around school. <a href="#">Action for Social Justice DVD</a> shows the role of ordinary people in bringing down Apartheid as another good example.
<b>Inspirational people (An RE Topic)</b>	Knowledge of how other people live. Learning that not everyone lives like them.	Misunderstand and it can be upsetting.	Choose someone they can relate to, and a story that is age appropriate. (See <a href="#">Rosa Parkes</a> example.) <a href="#">Global Advocate Exhibition</a> pack will give your class inspiring case studies of people taking action for a fairer world. It will support work around diversity, active citizenship, political education and the global dimension.
<b>Poverty</b>	Poverty exists here but need to relate it to other places. Link into Child led discussions	Stereotypes- really important to address misconceptions	Look at a range of pictures and clips and address misconceptions <a href="#">Children in Need</a> This well-known charity gives examples on its website of children who are disadvantaged in the UK. <a href="#">Shelter</a> give statistics and pictures of how many children are homeless in the UK

<b>Responding to global news</b>	Rapid response, real and relevant – addresses wider issues of global awareness issues others are facing	News is mainly negative – perception of the world	Celebrate positive news. Show everyday life show context (positive) There are often positive case studies on the <a href="#">One website</a> (among others)
<b>Toys / Reduce, reuse, recycle</b>	Encourages pupils to think about recycling. Gets pupils thinking about the lives of children on “poor countries” and looking after the earth.	Showing Tanzanian toys can give the impression all Tanzanian children’s toys are made from ‘rubbish’.	Show some recycled toys from the UK. Present toy-making as a fun, creative, resourceful and skilled. Explore similarities in games and toys; especially common games that need few resources. Use the Toys activity from the KS2 <a href="#">Development Education Programs and Study Materials Guide</a> to explore similarities and differences across cultures. <a href="#">Action Aid Power Down pack</a> – find out about climate change and how it is already affecting young people around the world. Investigate – focus on how energy use at home and at school is linked to climate change. Act – take real steps to be part of the solution to climate change.
<b>Fiction books</b>	You can choose which books children are exposed to. Stories can provide positive and representative images of people and communities of the ‘Majority World’	Some books rely on stereotypes.	Choose books with these issues in mind. Have a variety; not all about Britain and white people.  <a href="#">Leeds DEC bookshop</a> has a great selection of multicultural fiction books.  <a href="#">Something Else</a> Kathryn Cave It tries to be like the others. But he is different. And no matter how hard he tries, he just doesn't belong. Then something turns up and wants to be friends. But something else is not sure he is like him at all..  <a href="#">A Balloon for Grandad</a> Nigel Gray A moving story about family love crossing continents . . . Sam has a bright red balloon. That is, he does until it blows out the window. But Sam's dad tells him not to be sad, Sam's balloon has gone on an exciting journey across mountains, seas, deserts and rivers, all the way to his Grandad Abdulla's house

## 4 Useful resources

### Websites

Leeds DEC

Our bookshop has lots of beautiful teaching materials and fiction books for you to use in the classroom

[www.leedsdec.org.uk/shop](http://www.leedsdec.org.uk/shop)

Our Global Schools website has photo packs, Peer Education toolkits and Teaching Resources to download

[www.globalschools.org.uk](http://www.globalschools.org.uk)

Education Development Centre

[www.iac.edu.lv](http://www.iac.edu.lv)

MONDO

[www.mondo.org.ee](http://www.mondo.org.ee)

Global Dimension

[www.globaldimension.org.uk](http://www.globaldimension.org.uk)

Institute of Race Relations

<http://www.irr.org.uk/>

Show Racism the Red Card

<http://www.theredcard.org/>

The Runnymede Trust

<http://www.runnymedetrust.org/about.html>

The Stephen Lawrence Charitable Trust website

<http://www.stephenlawrence.org.uk/>

**Useful Frameworks (all titles are hyperlinks, so please click on them to find out more.)**

[Oxfam Citizenship Framework](#)

[Global Dimension 8 Key Concepts \(UK\)](#)

[Education for Social Justice](#)

[Global Learning Programme \(England\)](#)

## Recommended Resources

[The Global Teacher](#) Leeds DEC, 2013

Action for Social Justice DVD, Leeds DEC, 2010

[Uganda or UK?](#) RISC, 2008

[Global and Anti Racist Perspectives within the curriculum](#) (GARP) resource

Development Education Programs and Study Guide, Education Development Centre, Riga 2015

African Achievements: Liberation and Aspiration Leeds Bi-Centenary Transformation Project , 2009

The theory and practice of global learning, DERC , IOE , 2014

[The No nonsense Guide to Equality](#) Danny Dorling New Internationalist 2012

[The No-nonsense Guide to Fair Trade](#) New Internationalist 2013

Developing the Global Teacher, ed. Miriam Steiner, 1996, Trentham Books

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## Schools and teachers

Westgate Primary School

Southroyd Primary School

White Laith Primary School

Sharp Lane Primary School

Lindley Infants School, particularly Yolande Shire

Kirkstall St Stephens, particularly Joanna Bailey

Carr Manor Primary phase, particularly Sarah Holdsworth

Prince Henrys Grammar School, particularly Christopher Lillington and Gena Anson

Bankside Primary , particularly Sarah Ruddy and Kauser Jan

Castle Hall Academy

St. Aidans Secondary School

Highbury Special School

Leeds Beckett University

Dane Royd J and I school

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