



Department for
**Employment
and Learning**
www.delni.gov.uk

Study of Racism in the FE Sector: Attitudes and Experiences

Appendices

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Appendix 1

Research Consultees

Detailed below is a list of the consultees / individuals consulted during the course of the Research.

1. Workshop Attendees

| Name | College/Organisation |
|----------------------|-----------------------------|
| Harry Coates | Limavady College |
| Sharon Pritchard | Fermanagh College |
| Sheena Carville | BIFHE |
| Elma Bray | NWIFHE |
| Rita Burn | Newry & Kilkeel |
| Brenda Cotty | East Antrim Institute |
| Diana Farrelly | Armagh College |
| Noel McCreedy | Castlereagh College |
| Paul Smyth | East Down Institute |
| Mohammad Al-Qaryooti | Belfast Islamic Centre |
| Caroline Coleman | STEP |
| Terry Deehan | NICEM |
| Tom Bradley | Omagh College |
| Fanulla McGee | East Tyrone College |
| Rodney Hodgins | UBIFHE |
| Catherine Clydesdale | ANIC |
| Donal Collins | Equality Commission |
| Paul O'Connell | BIFHE |

2. Ethnic Minority Group Consultees

| |
|--|
| Traveller Community; An Munia Tober |
| - Director |
| - Training and Employment Officer |
| - Education, Training and Development Worker |
| - AEP Project Worker |
| Indian Community Centre |
| - Community officer |
| NICEM |
| - Director |
| - Policy and Research Co-ordinator |
| Belfast Islamic Centre |
| - Director |
| - Deputy Director |
| - Young Person Teacher |
| Chinese Welfare Association |
| - Community Welfare Officer |
| STEP |
| - Project Officer |

3. Case Study Colleges

NWIFHE

- Deputy Director
- Head of Human Resources
- Head of Student Services

EDIFHE

- Deputy Director
- HR Manager
- Equality Co-ordinator

East Tyrone

- Equality Co-ordinator
- ESOL Co-ordinator
- Student Services Manager
- Vice-Principal

BIFHE

- Cultural Diversity Manager
- ESOL Centre Manager
- PL for Community Education
- Head of Department :Community Education
- Equality Officer
- Head of Department: Staff Development
- Manager Internal Quality Assurance
- Head of Department: Customer and Admission Services
- Deputy Director

NEIFHE

- Equality Co-ordinator
- Head of Human Resources

ACFHE

- Lifelong Learning Manager
- Community Outreach Education Officer
- Community Relations Officer/Project Manager
- Head of School: Community Education

4. Focus Groups

- BIFHE - 10 attendees (ESOL L1)
- BIFHE - 8 attendees (ESOL entry L)
- BIFHE - 9 attendees (ESOL L1)
- BIFHE - 6 attendees (academic/vocational)
- NWIFHE - 12 attendees (ESOL L1)
- .ACFHE - 6 attendees (ESOL L1)
- .ETCFHE - 8 attendees (ESOL L1)
- .ETCFHE - 6 attendees (academic/vocational)
- .Belfast Islamic Centre – 8 attendees
- .North West Centre for Learning and Development - 10 attendees
- .An Munia Tober – 6 attendees

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Appendix 2

Statistical Appendix

Table A1: NI Population by Country of Birth; All Persons 2001

| Area of Birth | Percent of total NI population |
|----------------------|---------------------------------------|
| Western Europe | 98.87 |
| Asia | 0.42 |
| North America | 0.36 |
| Africa | 0.19 |
| Oceania | 0.13 |
| Eastern Europe | 0.04 |
| South America | 0.02 |
| Other | 0.01 |

Source: NI Census 2001

Table A2: Vocational Enrolments^{1,2} at the NI Further Education Colleges by Ethnicity, 2004/05

| College | Armagh College | Belfast Institute | Castlereagh College | Causeway Institute | East Antrim Institute | East Down Institute | East Tyrone College | Fermanagh College | Limavady College | Lisburn Institute | Newry & Kilkeel Institute | Down & Ards Institute | North East Institute | North West Institute | Omagh College | Upper Bann Institute | Total |
|------------------------------|----------------|-------------------|---------------------|--------------------|-----------------------|---------------------|---------------------|-------------------|------------------|-------------------|---------------------------|-----------------------|----------------------|----------------------|---------------|----------------------|----------------|
| Unknown | 151 | 2,761 | 1,201 | 7 | 624 | 294 | 929 | 18 | 196 | 244 | 143 | 2,170 | 155 | 1,345 | 928 | 953 | 12,119 |
| White | 6,421 | 26,551 | 3,628 | 4,726 | 7,522 | 6,261 | 3,953 | 8,610 | 4,115 | 4,919 | 11,519 | 9,315 | 7,471 | 15,680 | 5,058 | 7,640 | 133,389 |
| Black | - | 174 | 27 | 15 | 15 | 12 | ~ | 10 | ~ | 9 | 19 | 10 | 7 | 51 | 8 | 8 | 372 |
| Indian/Pakistani/Bangladeshi | 11 | 116 | 19 | 18 | 12 | ~ | 9 | 20 | ~ | 7 | ~ | 23 | 15 | 66 | 6 | 7 | 336 |
| Chinese | 5 | 276 | 56 | 23 | 18 | 40 | 9 | 8 | 12 | 31 | 15 | 84 | 25 | 16 | 16 | 20 | 654 |
| Mixed Other | 7 | 119 | - | 10 | ~ | 15 | 7 | 6 | - | - | ~ | - | ~ | 43 | 5 | 5 | 226 |
| Any Other | 22 | 23 | 927 | 17 | 13 | 12 | 12 | 16 | 11 | 17 | 27 | 18 | 24 | 59 | 31 | 22 | 1,228 |
| Total | 6,617 | 30,020 | 5,858 | 4,816 | 8,204 | 6,634 | 4,919 | 8,688 | 4,334 | 5,227 | 11,723 | 11,620 | 7,697 | 17,260 | 6,052 | 8,655 | 148,324 |

Source: FESR

¹Data relates to enrolments over the whole academic year

~ denotes where the count of enrolments is less than 5. These enrolments have been categorised as any other due to data protection

Table A.3: Non-vocational Enrolments^{1,2} at the NI Further Education Colleges by Ethnicity, 2004/05

| College | Armagh College | Belfast Institute | Castlereagh College | Causeway Institute | East Antrim Institute | East Down Institute | East Tyrone College | Fermanagh College | Limavady College | Lisburn Institute | Newry & Kilkeel Institute | North Down & Ards Institute | North East Institute | North West Institute | Omagh College | Upper Bann Institute | Total |
|------------------------------|----------------|-------------------|---------------------|--------------------|-----------------------|---------------------|---------------------|-------------------|------------------|-------------------|---------------------------|-----------------------------|----------------------|----------------------|---------------|----------------------|---------------|
| Unknown | 180 | 1,409 | 1,298 | 12 | 271 | 66 | 3,914 | 25 | 140 | 139 | 567 | 939 | 175 | 350 | 498 | 321 | 10,304 |
| White | 2,419 | 10,430 | 2,382 | 3,280 | 4,655 | 2,933 | 6,591 | 4,303 | 1,880 | 1,304 | 5,480 | 2,229 | 3,541 | 3,900 | 1,394 | 6,280 | 63,001 |
| Black | ~ | 19 | - | ~ | ~ | - | 18 | ~ | ~ | ~ | 8 | ~ | ~ | 12 | ~ | 5 | 77 |
| Indian/Pakistani/Bangladeshi | ~ | 25 | ~ | 14 | ~ | ~ | 7 | 15 | 12 | - | 7 | 16 | 46 | ~ | ~ | ~ | 147 |
| Chinese | 5 | 39 | ~ | ~ | 8 | ~ | 6 | 7 | 16 | ~ | ~ | 9 | 10 | 10 | - | 8 | 131 |
| Mixed Other | ~ | 19 | - | ~ | - | ~ | 6 | 6 | ~ | - | ~ | ~ | - | 8 | ~ | ~ | 53 |
| Any Other | 40 | 9 | 783 | 8 | 17 | 7 | 19 | 11 | 4 | 8 | 29 | 3 | 64 | 11 | 17 | 4 | 975 |
| Total | 2,644 | 11,950 | 4,463 | 3,314 | 4,951 | 3,006 | 10,561 | 4,367 | 2,052 | 1,451 | 6,091 | 3,196 | 3,836 | 4,291 | 1,909 | 6,618 | 74,688 |

Source: FESR

¹Data relates to enrolments over the whole academic year

~ denotes where the count of enrolments is less than 5. These enrolments have been categorised as any other due to data protection

Table A4 – FE College enrolments 2005/06

Vocational Enrolments^{1,2} at the NI FE Colleges by Mode of Attendance, Gender and Age Group, 2005/06

| | Mode of Attendance | | | Full-time | | | | | | | | | Part-time | | | | | | | | | Overall Total | |
|---------|-----------------------------|------------|----------|-----------|------------|----------|-----------|------------|----------|-----------|------------|----------|-----------|------------|----------|-----------|------------|----------|-----------|------------|----------|---------------|-----------------|
| | Gender | | | Female | | | Male | | | Total | | | Female | | | Male | | | Total | | | | Part-time Total |
| | Age Group | 19 & under | 20 to 24 | 25 & over | 19 & under | 20 to 24 | 25 & over | 19 & under | 20 to 24 | 25 & over | 19 & under | 20 to 24 | 25 & over | 19 & under | 20 to 24 | 25 & over | 19 & under | 20 to 24 | 25 & over | 19 & under | 20 to 24 | | 25 & over |
| College | Armagh College | 610 | 25 | 7 | 638 | 26 | 2 | 1,248 | 51 | 9 | 1,308 | 1,507 | 248 | 1,007 | 1,513 | 131 | 444 | 3,020 | 379 | 1,451 | 4,850 | 6,158 | |
| | Belfast Institute | 3,517 | 613 | 241 | 2,792 | 717 | 160 | 6,309 | 1,330 | 401 | 8,040 | 3,083 | 3,142 | 9,932 | 2,960 | 1,876 | 6,110 | 6,043 | 5,018 | 16,042 | 27,103 | 35,143 | |
| | Castlereagh College | 298 | 40 | 54 | 606 | 88 | 63 | 904 | 128 | 117 | 1,149 | 667 | 279 | 1,863 | 775 | 245 | 1,197 | 1,442 | 524 | 3,060 | 5,026 | 6,175 | |
| | Causeway Institute | 340 | 11 | 8 | 625 | 33 | 4 | 965 | 44 | 12 | 1,021 | 607 | 253 | 1,909 | 668 | 297 | 880 | 1,275 | 550 | 2,789 | 4,614 | 5,635 | |
| | East Antrim Institute | 571 | 35 | 54 | 707 | 51 | 5 | 1,278 | 86 | 59 | 1,423 | 1,199 | 432 | 1,909 | 1,363 | 285 | 1,229 | 2,562 | 717 | 3,138 | 6,417 | 7,840 | |
| | East Down Institute | 429 | 77 | 156 | 790 | 103 | 113 | 1,219 | 180 | 269 | 1,668 | 855 | 325 | 1,605 | 762 | 203 | 645 | 1,617 | 528 | 2,250 | 4,395 | 6,063 | |
| | East Tyrone College | 370 | 37 | 35 | 451 | 31 | 12 | 821 | 68 | 47 | 936 | 387 | 261 | 1,381 | 400 | 121 | 448 | 787 | 382 | 1,829 | 2,998 | 3,934 | |
| | Fermanagh College | 443 | 60 | 29 | 633 | 67 | 14 | 1,076 | 127 | 43 | 1,246 | 947 | 403 | 1,659 | 681 | 291 | 853 | 1,628 | 694 | 2,512 | 4,834 | 6,080 | |
| | Limavady College | 485 | 21 | 7 | 421 | 11 | 5 | 906 | 32 | 12 | 950 | 567 | 209 | 1,030 | 688 | 260 | 748 | 1,255 | 469 | 1,778 | 3,502 | 4,452 | |
| | Lisburn Institute | 429 | 27 | 24 | 696 | 41 | 9 | 1,125 | 68 | 33 | 1,226 | 522 | 215 | 1,049 | 583 | 200 | 775 | 1,105 | 415 | 1,824 | 3,344 | 4,570 | |
| | Newry & Kilkeel Institute | 850 | 127 | 69 | 1,071 | 114 | 17 | 1,921 | 241 | 86 | 2,248 | 1,721 | 759 | 2,856 | 1,785 | 371 | 1,261 | 3,506 | 1,130 | 4,117 | 8,753 | 11,001 | |
| | North Down & Ards Institute | 825 | 115 | 65 | 1,085 | 189 | 25 | 1,910 | 304 | 90 | 2,304 | 1,124 | 460 | 3,888 | 1,015 | 422 | 1,835 | 2,139 | 882 | 5,723 | 8,744 | 11,048 | |
| | North East Institute | 784 | 44 | 23 | 1,234 | 93 | 11 | 2,018 | 137 | 34 | 2,189 | 1,360 | 422 | 1,714 | 1,645 | 307 | 761 | 3,005 | 729 | 2,475 | 6,209 | 8,398 | |
| | North West Institute | 1,403 | 365 | 356 | 1,357 | 343 | 388 | 2,760 | 708 | 744 | 4,212 | 1,477 | 947 | 4,522 | 1,699 | 523 | 2,419 | 3,176 | 1,470 | 6,941 | 11,587 | 15,799 | |
| | Omagh College | 439 | 49 | 48 | 1,012 | 116 | 30 | 1,451 | 165 | 78 | 1,694 | 966 | 521 | 2,033 | 953 | 340 | 1,186 | 1,919 | 861 | 3,219 | 5,999 | 7,693 | |
| | Upper Bann Institute | 501 | 51 | 38 | 836 | 93 | 11 | 1,337 | 144 | 49 | 1,530 | 1,170 | 456 | 2,320 | 1,182 | 280 | 1,262 | 2,352 | 736 | 3,582 | 6,670 | 8,200 | |
| Total | | 12,294 | 1,697 | 1,214 | 14,954 | 2,116 | 869 | 27,248 | 3,813 | 2,083 | 33,144 | 18,159 | 9,332 | 40,677 | 18,672 | 6,152 | 22,053 | 36,831 | 15,484 | 62,730 | 115,045 | 148,189 | |

Source: FESR

¹Data relates to enrolments over the whole academic year

²Data excludes keyskills enrolments

Non-Vocational Enrolments¹ at the NI FE Colleges by Gender and Age Group, 2005/06

| | Gender | | | Female | | | Male | | | Total | | | Overall Total |
|---------|-----------------------------|------------|----------|-----------|------------|----------|-----------|------------|----------|-----------|--------|--|---------------|
| | Age Group | 19 & under | 20 to 24 | 25 & over | 19 & under | 20 to 24 | 25 & over | 19 & under | 20 to 24 | 25 & over | | | |
| College | Armagh College | 183 | 70 | 1,108 | 186 | 26 | 672 | 369 | 96 | 1,780 | 2,245 | | |
| | Belfast Institute | 859 | 803 | 8,457 | 729 | 473 | 2,730 | 1,588 | 1,276 | 11,187 | 14,051 | | |
| | Castlereagh College | 72 | 111 | 3,289 | 82 | 52 | 1,142 | 154 | 163 | 4,431 | 4,748 | | |
| | Causeway Institute | 213 | 45 | 2,222 | 273 | 79 | 543 | 486 | 124 | 2,765 | 3,375 | | |
| | East Antrim Institute | 77 | 129 | 2,525 | 94 | 75 | 1,315 | 171 | 204 | 3,840 | 4,215 | | |
| | East Down Institute | 138 | 55 | 1,864 | 169 | 38 | 469 | 307 | 93 | 2,333 | 2,733 | | |
| | East Tyrone College | 367 | 446 | 5,885 | 229 | 384 | 3,353 | 596 | 830 | 9,238 | 10,664 | | |
| | Fermanagh College | 208 | 151 | 1,818 | 245 | 86 | 521 | 453 | 237 | 2,339 | 3,029 | | |
| | Limavady College | 181 | 29 | 1,088 | 141 | 22 | 429 | 322 | 51 | 1,517 | 1,890 | | |
| | Lisburn Institute | 25 | 17 | 309 | 47 | 18 | 363 | 72 | 35 | 672 | 779 | | |
| | Newry & Kilkeel Institute | 956 | 345 | 3,743 | 481 | 153 | 1,710 | 1,437 | 498 | 5,453 | 7,388 | | |
| | North Down & Ards Institute | 290 | 87 | 1,073 | 609 | 122 | 757 | 899 | 209 | 1,830 | 2,938 | | |
| | North East Institute | 53 | 117 | 1,405 | 197 | 206 | 1,011 | 250 | 323 | 2,416 | 2,989 | | |
| | North West Institute | 321 | 212 | 2,824 | 352 | 131 | 1,158 | 673 | 343 | 3,982 | 4,998 | | |
| | Omagh College | 103 | 144 | 1,636 | 96 | 121 | 805 | 199 | 265 | 2,441 | 2,905 | | |
| | Upper Bann Institute | 94 | 110 | 3,404 | 89 | 62 | 1,220 | 183 | 172 | 4,624 | 4,979 | | |
| Total | | 4,140 | 2,871 | 42,650 | 4,019 | 2,048 | 18,198 | 8,159 | 4,919 | 60,848 | 73,926 | | |

Source: FESR

Appendix 3

Useful Websites

Sites for children and young people

BBC Newsround

Useful and stimulating lesson plans and materials for teaching about racism and leading discussion of, and action against, racist bullying.

http://news.bbc.co.uk/cbbcnews/hi/newsid_4020000/newsid_4025100/4025117.stm

Britkid

Intended, in the first instance, for primary school pupils in areas where there are few people of minority-ethnic backgrounds, but its interest is in fact much wider.

www.britkid.org/

Coastkid

Based on the Britkid concept (see above) and based in Brighton and Hove, the focus is on the relationships and conflicts that arise between nine young people in an imaginary school.

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

Ekta Kettering

Run for teenagers by teenagers, about racist attacks and attitudes. Based in a single borough but with relevance and interest everywhere.

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

Hometown

Set up by the Anti-Bullying Alliance (ABA), this is a lively and engaging site for children and young people about dealing with bullying, including racist bullying. Lots of conversations and stories for role-play, discussion and further research.

<http://www.anti-bullyingalliance.org/walkthru.htm>

Kiddiesville Football Club

Intended particularly for primary schools, a very lively site about the exploits of an imaginary football team, with music, stories, games, humorous and nonsense verse, and vivid graphics. Also, explanatory background notes for teachers ('Adultsville').

www.kiddiesvillefc.com

Pakistan Connection

Developed for schools in Staffordshire, exploring links between the local area and Pakistan, but of lively interest for many other places too. There are sections on history, arts, fashion, work, sport, music and religion, and interviews with people of Pakistani heritage now living in Britain.

<http://www.spirit-staffs.co.uk/pakistan/>

Rewind

Intended for secondary students as well as for teachers and youth workers, a lively collection of materials and discussions about racism and race equality.

www.rewind.org.uk

Sikh Kids

A platform for sharing information and news and giving mutual support.

<http://www.sikhkids.com/>

The Three Lions

A story for KS2 with vivid illustrations about a black footballer. Many questions for discussion and reflection. Intended for PSHE and citizenship lessons, and for literacy development.

www.staffpart.org.uk/bridges.htm

Voice Our Concern:

A project in the Republic of Ireland to teach about human rights issues, including racism. Many practical ideas, games and activities. The involvement of prominent writers, artists and film directors is one of the project's several striking features.

<http://www.voiceourconcern.org/index.htm>

Youthweb:

Developed by Soft Touch Community Arts, a lively site for secondary students, teachers and youth workers. The materials on racism and identity have been created by young people in Leicester. On the home page click on the 'Respect' button.

www.youth-web.org.uk.

Racism, anti-Semitism and Islamophobia**Anne Frank House**

There are several websites teaching about anti-Semitism and racism through the inspiration of Anne Frank's diary. Links to most of them are available through the site of Anne Frank House, based in Amsterdam.

www.annefrank.org

Anti-Defamation League

Lesson plans and resource lists for teaching about a wide range of equality and diversity issues under the general heading of anti-bias teaching. Based in the United States, but with stimulating ideas for many other countries as well.

<http://www.adl.org/education/>

Anti-Slavery

This website hosts information about the Cross Community Forum, set up to promote discussion and debate about, and provide resources for, the bicentenary in 2007 of the abolition of the Transatlantic Slave Trade.

<http://www.antislavery.org/archive/press/pressrelease2005bicentenary.htm>

BBC Newsround

Useful and stimulating lesson plans and materials for teaching about racism and leading discussion of, and action against, racist bullying.

http://news.bbc.co.uk/cbbcnews/hi/newsid_4020000/newsid_4025100/4025117.stm

Bradford Antiracist Projects

Papers about race equality issues in schools and news of events and publications.
www.barp.org.uk

Black Information Link

Run by the 1990 Trust, a large collection of newspaper articles, cuttings and reports, all clearly catalogued, giving a comprehensive picture of the current scene.
www.blink.org.uk

Commission for Racial Equality

Substantial information about the Race Relations (Amendment) Act and the legal requirements for schools. Click on Good practice on the home page and then on Education in the list entitled Sectors.
<http://www.cre.gov.uk/>

Commission on British Muslims and Islamophobia

The full text of the commission's 2004 report, plus also some extracts from it, including Islamophobia and Race Relations and Debate and Disagreement.
www.insted.co.uk/islam.html

Crosspoint

Descriptions of, and links to, a very wide range of antiracist organisations and projects, including many with a local focus. The link takes you to the UK section but elsewhere on the site there is information from over 100 other countries.
<http://www.magenta.nl/crosspoint/uk.html>

Facing History

'By studying the historical development and the legacies of the Holocaust and other instances of collective violence students learn to combat prejudice with compassion, indifference with ethical participation, myth and misinformation with knowledge.' The site is invaluable for teaching about anti-Semitism – but also other forms of racism, and about current and recent issues such as the Danish cartoons about Islam.
www.FacingHistory.com

Football Unites

Campaigns against racism in and around football grounds are a significant development in recent years. Much valuable information is available from the Football Unites Racism Divides project, set up by Sheffield United.
www.furd.org.

Forum Against Islamophobia and Racism

Useful range of recent newspaper articles and several valuable factsheets.
<http://www.fairuk.org/>

Genocide Watch

A focus on political and philosophical issues, with material in French, Portuguese and Spanish as well as English. Includes a useful short framework entitled The eight stages of genocide and applies this to a wide range of current situations throughout the world.
www.genocidewatch.org

Guardian Newspaper

There is a special section archiving all articles and reports about race equality since 1998. There are links to other relevant sections, for example on British Islam and Multicultural London.

www.guardian.co.uk/race

Institute of Race Relations

Many key articles and a large archive of links to news items in the local press throughout the UK. Plus a weekly newsletter about current events.

www.irr.org.uk

Jewish Council for Racial Equality

Materials about racism and anti-Semitism and for teaching about refugees and people seeking asylum. Intended in particular for Jewish educational settings but of relevance and use more generally as well.

www.jcore.org.uk

Joseph Rowntree Foundation

The Foundation's research reports include The Search for Tolerance: challenging and changing racist attitudes and behaviour among young people by Gerard Lemos, published in March 2005. Six practical projects are described and general principles are outlined.

<http://www.jrf.org.uk/knowledge/findings/socialpolicy/0135.asp>

Kick It Out

The national campaign against racism in football. For materials on the same theme intended for schools see Show Racism the Red Card (below).

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

Kiddiesville Football Club

Intended particularly for primary schools, a very lively site about the exploits of an imaginary football team, with music, stories, games, humorous and nonsense verse, and vivid graphics. Also, explanatory background notes for teachers ('Adultsville').

www.kiddiesvillefc.com

National Assembly Against Racism

Large archive of news stories and topical commentary, updated several times a month.

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

Monitoring Group

A large archive of news items about racist attacks throughout Britain, and about actions and campaigns to prevent them.

<http://www.monitoring-group.co.uk/>

NASUWT

Materials include a useful booklet on Islamophobia: guidelines for teaching about Islam and Islamophobia and reprint of advice to schools issued by the Government after 9/11.

www.nasuwat.org.uk

National Union of Teachers

Materials include Antiracist Curriculum Guidelines (2001) and advice and guidance on teaching about terrorism and war.

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

Racism No Way

Based in Australia, but with much that is entirely relevant, valuable and up-to-date for teachers and learners in other countries as well. Fact sheets, classroom activities, quizzes, webquests, news items, and links to recent articles from around the world.

<http://www.racismnoway.com.au/>

Rewind

Intended for secondary students as well as for teachers and youth workers, a lively collection of materials and discussions about racism and race equality.

www.rewind.org.uk

Rural Diversity

Information, resources and news items about combating rural racism.

<http://www.ruraldiversity.net/>

Show racism the red card

The national campaign against racism in football, with much material of direct interest to pupils. There is also a site on the same theme in Scotland.

www.srtrc.org

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

Qualifications and Curriculum Authority: bigotry and prejudice

In its section on citizenship and PSHE, the QCA Respect for All website has a KS2 lesson plan on teaching about anti-Semitism using The Diary of Anne Frank. In addition there are lesson plans on challenging racism through circle time (KS1), on refugees and human rights (KS3) and on racial discrimination (KS4).

www.qca.org.uk/ca.inclusion/respect_for_all.

Cultural and religious identities

Anglo-Sikh Heritage Trail

Substantial information about the history and present situation of Sikh communities in Britain and about Sikh faith and culture. A special area for children is entitled Ajit and Raj.

www.asht.info/

BBC London

Clear and useful information about cultural and religious diversity in Britain. The focus is on London, but most of the information is relevant for the whole country.

<http://www.bbc.co.uk/london/yourlondon/unitedcolours/index.shtml>

BBC multicultural history

Substantial archive for teachers and pupils on aspects of Asian, Black and Jewish history.

http://www.bbc.co.uk/history/society_culture/multicultural/index.shtml

Blacknet

Extensive collection of news items and articles about events and trends affecting Black British communities, with extensive links to other relevant sites.

www.blacknet.co.uk.

Building bridges

This is the website for three different projects – the Pakistan Connection (see separate entry), and also the Jewish Connection and an interactive story about aspects of football (including racism in football) entitled The Three Lions.

www.staffpart.org.uk/bridges.htm

Catalyst

A magazine about race, culture and integration published online as well as in print by the Commission for Racial Equality. The first issue was in January 2006.

www.catalystmagazine.org

Everygeneration

The winner of the website category in the 2003 Race in the Media (RIMA) awards scheme run by the Commission for Racial Equality. Wealth of information about black communities in Britain.

www.everygeneration.co.uk,

Indobrit

Discusses issues of interest to the younger generation of British people who are of Indian, particularly Gujarati, heritage.

www.indobrit.com

Islam Awareness Week

A wealth of information and links to other sites, geared in particular to the needs and interests of teachers.

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

Moving Here

Links to a wide range of original documents in some 30 different museums, libraries and archives, charting 200 years of Caribbean, Irish, Jewish and South Asian migration to the UK.

www.movinghere.org.uk

Muslim Council of Britain

Extensive information, and many links to other Muslim sites.

www.mcb.org.uk

Pakistan Connection

Developed for schools in Staffordshire, exploring links between the local area and Pakistan, but of lively interest for many other places too. There are sections on history, arts, fashion, work, sport, music and religion, and interviews with people of Pakistani heritage now living in Britain.

<http://www.spirit-staffs.co.uk/pakistan/>

Persona Dolls

The dolls and their stories are powerful tools for exploring, uncovering and confronting bias. They help children to express their feelings and ideas, think critically, challenge unfair treatment and develop empathy with people who are different to themselves.

www.persona-doll-training.org

Runnymede Trust

Sections of the website particularly relevant to the work of schools include Real Histories Directory and This is Where I Live. Also there is the text here of Bhikhu Parekh's preface to The Future of Multi-Ethnic Britain.

www.runnymedetrust.org

Sikh Kids

A platform for sharing information and news and giving mutual support.

<http://www.sikhkids.com/>

Sikhism

A wealth of information about Sikh communities, activities, festivals and beliefs in modern Britain.

www.bbc.co.uk/religion/religions/sikhism/index.shtml

The World in One Country

Extensive information about cultural diversity in Britain, with many stories and examples. Published in January 2006, this report was a follow-up a similar outline of communities in London ('The World in One City') published in 2005.

www.guardian.co.uk/britain/ethnicity/

Young, Muslim and British

Many brief self-portraits, reflecting on issues of Muslim identity within British contexts.

<http://www.guardian.co.uk/islam/voices/0,15592,1360343,00.html>

Citizenship and global perspectives

Centre for Citizenship and Human Rights Education

Based at the University of Leeds, with a particular interest in issues of cultural diversity and race equality.

<http://www.education.leeds.ac.uk/research/cchre/>

Citizenship Foundation

Many ideas for teaching about current affairs and controversial issues, including situations in the Middle East. Education for Citizenship, Diversity and Race Equality: a practical guide contains several valuable discussions of how to plan and organise lessons about race and racism.

www.citizenshipfoundation.org.uk.

Educators for Social Responsibility

Based in New York, with specialist interests in conflict resolution and critical thinking.

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

Facing History

Based in the United States and focusing in particular on anti-Semitism, the site contains valuable information and ideas on teaching about controversial issues in schools.

www.FacingHistory.com

Get Global

Activities for students at key stages 3 and 4 on global citizenship, and extensive notes and guidance for teachers.

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

Philosophy for Children

'We need above all to help children develop the general disposition to think better': the practical techniques and theoretical insights of Philosophy for Children (P4C) are highly relevant for teaching about controversial issues, particularly issues to do with prejudice. The website gives a flavour of the approach and information about courses and publications.

www.sapere.net

Rights, Respect and Responsibilities

Set up by Hampshire Education Authority, this site provides substantial information and many practical ideas relating to education based on the UN Convention on the Rights of the Child. See also the Unicef site on rights education (address below).

<http://www3.hants.gov.uk/education/hias/childrensrightrrr-general/rrrthecase.htm>

Tide Centre

Based in Birmingham, formerly the Development Education Centre. A wealth of useful information and materials about global and international dimensions in the curriculum.

<http://www.tidec.org/index.html>

Unicef

Unicef UK has been developing the concept of a Rights Respecting School and sees this as very relevant to countering all kinds of bullying in schools, including racist bullying.

http://www.unicef.org.uk/tz/teacher_support/index.asp

Voice Our Concern

A project in the Republic of Ireland to teach about human rights issues, including racism. Many practical ideas, games and activities. The involvement of prominent writers, artists and film directors is one of the project's several striking features.

<http://www.voiceourconcern.org/index.htm>

Asylum and refugees

Human Rights and Equal Opportunity Commission

The official government site in Australia dealing with anti-discrimination legislation. The section on race includes some excellent teaching materials on media treatment of refugees and immigration and these are readily transferable to UK contexts. The link takes you straight to them.

http://www.hreoc.gov.au/info_for_teachers/face_facts03/index.htm

National Coalition of Anti-Deportation Campaigns

Much useful information about legal matters, and stories about individuals and families. www.ncadc.org.uk.

Praxis

Useful material about media treatment of asylum and refugee issues, and also a number of stories by refugees to Britain recounting their experiences.

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

Refed mailing list

Valuable discussion group for teachers, with information about new resources and events. To subscribe, simply send an empty message.

refed-subscribe@yahoogroups.com

Refugee Council

Wide range of information and resources on refugees and people seeking asylum.

www.refugeecouncil.org.uk.

Refugee education

Specifically on educational matters, and for much useful advice and guidance.

www.refugeeeducation.co.uk.

Refugee Week

Valuable ideas, resources and links for the week that is celebrated each year in June.

www.refugeeweek.org.uk

Salisbury World

Developed at Salisbury Primary School in the London borough of Brent, but with wide relevance and value. Focuses in particular on teaching and supporting children from refugee families and contains excellent material on teaching about refugees, based on personal stories and testimonies.

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

World Refugee Day

Ideas and resources.

<http://www.worldrefugeeday.info/>

Bullying and anti-bullying

Antibullying

Based in Scotland, this site contains a section on countering racist bullying, particularly in mainly white schools.

<http://www.antibullying.net/racistinfotwo.htm>

Anti-Bullying Alliance

Set up by the National Children's Bureau, a consortium of about 70 organisations. The site has information about the national Anti-Bullying Week and also hosts the fascinating Hometown site for children and young people. (See further details below.)

<http://www.anti-bullyingalliance.org/index.htm>

Childline

Many papers and documents for children and young people about dealing with bullying, with a special section on countering racist bullying.

<http://www.childline.org.uk/Racism.asp>

DfES: Advice on anti-bullying

The official government site on dealing with bullying in schools, with valuable information and advice for teachers, parents and pupils and several practical case studies.

<http://www.dfes.gov.uk/bullying/index.shtml>

Focus on Your Child

Based in a church organisation in the United States, this site contains much useful advice for the parents of children of minority ethnic backgrounds, including a set of comments and suggestions on supporting a child who is encountering racist bullying at school.

<http://www.focusonyourchild.com/relation/art1/A0000626.html>

Hometown

Set up by the Anti-Bullying Alliance (ABA), this is a lively and engaging site for children and young people about dealing with bullying, including racist bullying. Lots of conversations and stories for role-play, discussion and further research.

<http://www.anti-bullyingalliance.org/walkthru.htm>

Kidscape

Much practical and wise advice on dealing with bullying in schools, with a section specifically on countering racist bullying. Also there are sections on playground bullying and homophobic bullying.

<http://www.kidscape.org.uk/professionals/racistbullying.shtml>

Letterbox

Wide range of books for children, particularly at key stages 1–3. The 2006 catalogue has a special section on countering bullying in schools and on building children's self-esteem.

www.letterboxlibrary.com.

School Mediation

Based in the United States, this site has a large archive of newsletters about all aspects of using peer mediation to resolve conflict in schools.

<http://www.schoolmediation.com/>

Stop Bullying Me

Based in Alberta, Canada, this site has valuable up-to-date material for teachers and parents on ways of defining and dealing with bullying in schools, and on ways of supporting children who are bullied.

<http://www.stopbullyingme.ab.ca>

Whole-school policies and case studies

Achieve

Set up by the General Teaching Council in England, this is a network for teachers to share, stimulate and support good practice regarding race equality in schools.

<http://www.gtce.org.uk/networks/achieve/>

Antiracist Toolkit

Advice on good practice on a range of matters, including dealing with racist behaviour in schools and developing a positive school ethos. Many case studies. Developed in Scotland but relevant throughout the UK.

www.antiracisttoolkit.org.uk

Center for Multicultural Education

Based at the University of Washington, Seattle. Many articles and materials about multicultural education in the United States.

<http://depts.washington.edu/centerme/home.htm>

Centre for Education for Race Equality in Scotland

A wealth of advice and information about good practice and whole-school policy, relevant and applicable throughout the UK.

www.education.ed.ac.uk/ceres

Education Leeds

Substantial information about the Stephen Lawrence Standards scheme pioneered in Leeds, with practical case studies from many of the city's schools.
<http://www.leedslearning.net/lawrence/>

EMA Online

A resource base for teachers developed by Birmingham, Leeds and Manchester LEAs with funding from the DfES. Up to date news, and many practical ideas and links. www.emaonline.org.uk

Ethnic Minority Achievement Unit

Based at the DfES, a wide range of official papers, articles, reports, newsletters and news items.
<http://www.standards.dfes.gov.uk/ethnicminorities/>

Insted Consultancy

The texts of several articles and lectures about race equality in education; links to articles about multiculturalism; a report on raising the achievement of British Pakistani learners; and guidance on dealing with racist incidents.
www.insted.co.uk

Multiverse

Intended for trainee teachers and teacher educators, but of use and value also to all teachers. Deals with a wide range of race equality issues and contains lesson plans and resource lists.
www.multiverse.ac.uk

National Association for Language Development in the Curriculum

Advice on a range of policy and practice matters relating to English as an additional language. Many links to other sites on this subject.
<http://www.naldic.org.uk>.

Ofsted

Within Ofsted's vast website there are several publications about race equality issues. The easiest way to find them, unless one knows the exact title, is through the Portsmouth EMAS site (see below). At the time of writing (March 2006) one of the most recent is Race Equality in Education, reporting on good practice in schools and local authorities.
www.ofsted.gov.uk

Portsmouth

A valuable one-stop-shop provides links to all the principal government documents and reports of recent years. In the quick search facility (top right hand corner) of the home page click on Advice – recent key documents. Also, much useful advice on bilingualism and English as an additional language.
<http://www.blss.portsmouth.sch.uk/default.htm>

[Qualifications and Curriculum Authority](#)

The 'Respect for All' section has a substantial range of practical suggestions and guidelines for incorporating multicultural perspectives in all curriculum subjects. QCA has also developed a website to support the education of new arrivals from overseas.

www.qca.org.uk/ca.inclusion/respect_for_all.

Rethinking Schools

An online journal based in the United States, with frequent articles on race equality and racism. Some of the articles are theoretical, others are vivid and anecdotal accounts of everyday life in schools and classrooms. Use the Search facility to find what you want.

www.rethinkingschools.org

Surestart

Documents available include Working with young children from ethnic minority groups – a guide to sources of information, with a foreword by Jane Lane.

www.surestart.gov.uk

[Teacher World](#)

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

www.teacherworld.ac.uk

Teachers' Stories

Established by the National Union of Teachers, this contains ideas for classroom activities and projects on valuing cultural diversity and identity. Select Distance Learning on the home page and then under the first bullet point click for an index of the stories, or else to scroll down a document containing all the stories.

www.teachers.org.uk/cpd

[Warwickshire Education Department](#)

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

www.warwickshire.gov.uk/raceequality

Booksellers and publishers

Letterbox Library

Wide range of books for children, particularly at key stages 1–3. The 2006 catalogue has a special section on countering bullying in schools and on building children's self-esteem.

www.letterboxlibrary.com.

Multicultural Books

Formerly Paublo Books. Extensive catalogue of publications for children and teenagers from throughout the English-speaking world.

www.multiculturalbooks.co.uk

Positive Identity

Educational books, dolls, puppets, puzzles and posters.

www.positive-identity.com.

Primary Colours

Several publications and projects, including The Journey, a fascinating oral history project for key stages 2 and 3 by Marcia Hutchinson.

<http://www.primarycolours.net/>

Shining Star

A range of resources for sale – artefacts, dolls, books, puzzles, games, costumes and posters – relating to cultural and religious diversity, and to aspects of global education and development education.

www.shiningstar.info

Trentham Books

The principal publishing house specialising in race and diversity issues in education.

www.trentham-books.co.uk.

Willesden Bookshop

Lists of books with multicultural themes, including many valuable materials imported from the United States.

www.willesdenbookshop.co.uk.

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Appendix 4

East Tyrone, Omagh & Fermanagh College Action Plan

| Target | Activities | How Measure? | Timescale |
|--|--|---|--|
| <p>Staff Training Provide appropriate training and support for College staff to enhance skills to embed equality and diversity within the College, formally and informally.</p> | <ul style="list-style-type: none"> • Review and amend staff induction process • Identify ‘Champions’ and provide further training with emphasis on support activities – include ANIC Equality Unit and NICEM • Critically evaluate the work completed by BIFHE on induction • Awareness raising for staff on cultural diversity training <ul style="list-style-type: none"> ○ Provide workshops on cultural diversity for staff ○ Address specific equality and diversity issues with visits by representative groups | <ul style="list-style-type: none"> • Seek feedback from newly appointed staff • Peer observations and others forms of formal and informal feedback • Present a paper to the Steering Group on the BIFHE study • Training evaluation forms | <p>Weeks commencing 05/02/07, 12/02/07, 19/02/07, 26/02/07, 05/03/07, 12/03/07, 19/03/07, 26/03/07, 02/04/07, 16/04/07, 23/04/07</p> <p>Weeks commencing 20/08/07, 27/08/07, 03/09/07, 10/09/07</p> |

Appendix 5

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Appendix 6

Cabinet Office Capability Criteria

The Cabinet Office defines each capability criteria in the delivery category as follows:

Plan, resource and prioritise

- Do you have the right skills, resources, structures and plans necessary to deliver the strategy as part of a clear model of delivery?
- Do you prioritise (and de-prioritise) and sequence deliverables taking account of a proper risk management strategy, focused on change management priorities?
- Are your delivery plans aligned with the strategy? Are they robust and regularly reviewed?
- Are your delivery plans consistent with each other? Do they form a coherent whole which will deliver your strategy?
- How do you maintain a focus on efficiency and value for money?

Develop clear roles, responsibilities and business model(s)

- Is the purpose of the departmental centre and HQ functions clear?
- How do you ensure you have clear roles and responsibilities, rewards and incentives, which are understood across the delivery chain? Do they reflect the business model(s) and are supported by appropriate governance arrangements?
- How well do you understand your business model(s)?
- How do you know whether you have the right balance between centralised and decentralised services?
- How do you identify and agree accountabilities and responsibilities for delivering desired outcomes across the delivery chain? How do you make sure that they are clear and well understood by all parties?
- How do you negotiate and contract with delivery agents, stakeholders and partners? How are these agreements documented and shared?

Manage performance

- Do you have quality performance information supported by research and analytical capability? Does it allow you to track performance across the delivery chain?
- Do you actively respond to performance issues and follow them up?
- How effective is high level programme and risk management across the delivery chain?
- How do you ensure and maintain effective control of the department's resources and quality of its outputs?
- How do you know that your delivery chain understands customer needs and the drivers for satisfaction and responds to them?
- How do you ensure that your delivery chain captures and realises benefits?
- How do you feed this information back into the development of your strategy?

Appendix 7

ANIC Equality Timetable 2006

POLICY ALIGNMENT IN LINE WITH THE FE REVIEW

| Commence by May 2006 | Commence by June 2006 | Commence by August 2006 | Commence by October 2006 | Commence by December 2006 | Commence by February 2007 | Commence by April 2007 | Commence by June 2007 |
|---------------------------------|--|--------------------------------|---------------------------|---------------------------------|---------------------------|------------------------|-----------------------|
| S75 Complaints – Non compliance | Recruitment, Selection and Promotions Equal Opportunities | Fees | General Complaints | Disability | Harassment (Students) | Induction | Race Policy |
| Commence by August 2007 | Commence by October 2007 | Commence by December 2007 | Commence by February 2008 | Commence by April 2008 | | | |
| Good Relations | Community Education | Staff Development ¹ | Timetabling ¹ | Pre-entry Guidance ¹ | | | |

¹ The policy areas “Staff Development”, “Timetabling” and “Pre-entry Guidance” were identified under “Curriculum” during policy review in 2004.

IMPACT ASSESSMENT TIMETABLE

| Commence by 2002 | Commence by Sept 2003 | Commence by Sept 2004 | Commence by Sept 2005 | 2006 - 2007 | Commence by Sept 2008 | Commence by Sept 2009 | Commence by Sept 2010 |
|--------------------|------------------------|---------------------------------------|-----------------------|---|-----------------------------------|--|-----------------------|
| General Complaints | Fees Pay Structures | Recruitment, Selection and Promotions | | POLICY ALIGNMENT IN LINE WITH FE REVIEW | Access Admissions & Enrolments | Purchasing and Procurement Monitoring | |

POLICY REVIEW TIMETABLE

| Commence by 2002 | Commence by Sept 2003 | Commence by Sept 2004 | Commence by Sept 2005 | 2006 - 2007 | Commence by Sept 2008 | Commence by Sept 2009 | Commence by Sept 2010 |
|---------------------------------|-----------------------|--|---|---|---|-----------------------|--|
| Harassment (Staff and Students) | | Staff Appraisal Equal Opportunities Curriculum P/t Lecturers Register | Managing leave and attendance Community Education Induction | POLICY ALIGNMENT IN LINE WITH FE REVIEW | Student Services (to include) <ul style="list-style-type: none"> • Student Charter • Student Guidance counselling service • Health Promotion • Student Support | | Communication Policy <ul style="list-style-type: none"> • Marketing Policy • Visual Display of materials Family Friendly <ul style="list-style-type: none"> • Childcare Policy |

NEW POLICY TIMETABLE

| Commence by 2002 | Commence by Sept 2003 | Commence by Sept 2004 | Commence by Sept 2005 | 2006 - 2007 | Commence by Sept 2008 | Commence by Sept 2009 | Commence by Sept 2010 |
|---------------------------------|-----------------------|---------------------------------|-------------------------------|---|-----------------------------------|-----------------------|-----------------------|
| S75 Complaints – Non compliance | | Disability (Staff and Students) | Race Policy Good Relations | POLICY ALIGNMENT IN LINE WITH FE REVIEW | Course Provision Other Courses | Restructuring Policy | |

Appendix 8

Anti-Racism Checklist

RACE EQUALITY POLICY CHECKLIST – ISSUES FOR CONSIDERATION IN ASSESSING ASPECTS OF COLLEGE POLICIES AND PRACTICES

This toolkit is designed to help colleges assess their position on race and ethnic diversity issues across a range of policy areas.

There is no single approach in either combating racism or increasing the participation of ethnic minority students in Further Education. The questions in the checklist are open-ended and are designed to encourage an evidence-based assessment by relevant college staff and consultative forums. They are intended to provoke a thoughtful and thorough assessment of:

- the current status of issues and actions that feed into broad policy areas; and
- the desirability of initiating new initiatives or policies.

In answering the questions, relevant staff and/or groups may wish to employ the following five point categorization system:

- 1) Nothing in place or very limited practice / policy needs to be developed as a matter of urgency
- 2) Practice or policy only partly answers the question and further development is necessary
- 3) Current policy or practice mostly answers but there is still room for some improvement
- 4) Current policy and practice fully addresses the question raised with the issue fully addressed.
- 5) The question is of no immediate relevance to the policies and practices of the college.

The checklist is set up under the following headings to enable colleges to review each area separately and as appropriate. These are:

- Recruitment and Marketing
- Harassment and Bullying
- Staff Training and Awareness
- Student Services
- Community Education, Outreach and Engagement
- ESOL provision

Recruitment and Marketing

Student recruitment policies and practices, including the marketing policies undertaken to attract students, can exert a strong influence on the potential intake of students to an institution. Hence, from an equality and good relations viewpoint, these policies and activities require careful scrutiny to identify any potential adverse impacts and, in the event of their identification, a strategy to seek their amelioration.

The recognition of ethnic and racial diversity should be a key consideration in the development and dissemination of promotional materials such as leaflets and posters. A current example of good practice within the sector, is the development of a diversity proofing checklist to ensure consistency of approach across all college departments.

BEST PRACTICE EXAMPLE

Cultural Diversity in Publications: Guidelines for Good Practice

Published by the University of Melbourne this short guide includes key considerations in ensuring that publications, including promotional material, reflect the diversity of the university community. A checklist includes the following points:

1. Uses language and visual images which are representative of the multi-cultural nature of the College environment
2. Keeps language as simple and straightforward as possible.
3. Includes positive images of people from diverse cultural groups without a token or oddity factor, e.g. to ensure that images of ethnic minorities do not appeal to stereotypes such as out of date 'native' dress and costumes.
4. Contains a feedback loop to ensure people from a range of cultural backgrounds have been consulted from the initial concept stage, and have contributed to the content and compilation of the copy.

With reference to the literature and promotional material that prospective students are sent or steered towards, an institution may want to be mindful of the following questions

Publicity Literature

| Issues for Consideration | Check |
|--|-------|
| <p>Have efforts been made to include images of ethnic minorities in promotional material for courses or programmes where ethnics minorities are under-represented?</p> <p>Does the literature contain positive and inclusive images of ethnic minority and foreign national staff and students?</p> <p>Is, at the very least, a statement on equal opportunities included? Is the statement prominent? For example, does the equal opportunities statement mention specific ethnic minority groups or foreign nationalities?</p> | |

| | |
|-----------------|-----------------|
| Text References | 2.56, 3.11-3.14 |
|-----------------|-----------------|

Promotional Events: Outreach and Open Days

BEST PRACTICE EXAMPLE: AIMHIGHER

Aimhigher is a national initiative by the Higher Education Funding Council for England (HEFCE), the Learning and Skills Council (LSC) and the Department for Education and Skills (DfES). Its main purpose is to enable the education sector - schools, FE colleges and universities working together, along with other local partners including business - to achieve the Government's target that 50% of those aged 18-30 should benefit from higher education by 2010. It targets those with little or no family experience of higher education.

With reference to how an institution or individual department 'represents' itself to prospective students, be it with respect to outreach initiatives, open days or recruiting international students, a college may want to be mindful of the following questions:

| Issues for Consideration | Check |
|--|-------|
| <p>Are specific efforts made to engage representative ethnic minority groups in promotional events and open days? Are reasons for the non-attendance of ethnic minority groups identified?</p> <p>Are efforts made to gain feed back of attendees from ethnic minority groups?</p> <p>Are current students from an ethnic minority or foreign national background asked to participate in promotional events and open days? For example, have mechanisms been put in place to identify potential participants? Can students self-nominate? Is the task of identifying participants assigned to a named individual and/or position in the College?</p> <p>In overseas marketing initiatives, does the college deploy current and past students from relevant ethnic minority or foreign national groups? For example, are past ethnic minority students actively engaged in the promotion of endowment trusts and bursaries/scholarships?</p> | |

| | |
|-----------------|-----------------------------|
| Text References | 3.16, 3.22-3.23, 3.26, 5.19 |
|-----------------|-----------------------------|

Academic Equivalencies

While it is acknowledged that the issue of equivalencies is beyond the immediate control of individual colleges, a general view is held that the lack of recognition for academic and/or professional qualifications obtained outside of the United Kingdom and/or Ireland needlessly impedes members of ethnic minorities in accessing courses provided by colleges.

BEST PRACTICE RESOURCE: NARIC

The National Recognition Information Centre for the United Kingdom (NARIC) is the UK wide agency for the Department for Education and Skills (DfES). The centre claims to be the only official information provider on the comparability of international qualifications from over 180 countries worldwide.

NARIC maintains an International Comparisons searchable database containing the latest information on the UK equivalent level of over 2000 qualifications from secondary to postgraduate level in over 180 countries. Recent contact with NARIC indicates that annual subscription fee for access to this database is currently (2007) £850 plus VAT.

| Issues for Consideration | Check |
|---|-------|
| <p>Are mechanisms in place, when assessing equivalencies, to ensure consistency of approach with the college and between colleges? For example, before reaching a final decision regarding an applicant's eligibility for a particular course, is guidance sought from CCEA or NARIC?</p> <p>Are appeal mechanisms in place? Are candidates informed that NARIC provides, for a fee £34 + VAT, a service to individuals to establish the equivalencies of overseas qualifications.</p> <p>Can an appellant bring a member of a representative ethnic minority group, community or family to all appeal meetings and hearings?</p> | |

| | |
|-----------------|--|
| Text References | Key Stakeholder Discussions and Findings |
|-----------------|--|

Harassment and Bullying

The extent to which an institution develops strong codes of acceptable behaviour and enforces them can determine whether an institution is perceived to be providing a safe and welcoming environment for all students, regardless of race or nationality.

While the case studies indicated that reported complaints of a racist nature are low, with only one of the six colleges reporting a complaint of a racist nature, results from the survey of ethnic minority students clearly indicate that there is racial harassment in FE colleges and that it is experienced by a significant minority of these students. In relation to the types of harassment listed the level of incidence varies between 20% and 10% of ethnic minority respondents. In addition, the levels of reported versus non-reported incidents are about 1 to 2, so for every incident that is reported there are another 2 that are not. With reference to the above points and other findings of the student survey, when reviewing its race harassment policy an institution may want to be mindful of the following questions.

BEST PRACTICE EXAMPLE: DfES GUIDANCE

Guidance published by DfES² in 2004 outlines a number of recommendations for dealing with racist incidences. The Sectoral Race Policy developed by ANIC in association with the colleges addresses many of the issues raised in the DfES guidance.

In implementing an effective anti harassment and bullying policy a key consideration is shared understanding amongst all staff - including support and administrative staff as well as teachers, pupils, parents and board members of ways in which bullying based on background, colour, religion or heritage is both similar to and different from other kinds of bullying.

² Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools: A Guide to Good Practice, DfES, 2004, pg 19. *NB. The above is a compilation of guidance from a range of local authorities, including Cambridgeshire, Coventry, Derbyshire, Ealing, Lancashire, Leicester and Windsor and Maidenhead.*

| Issues for Consideration | Check |
|--|-------|
| <p>Are all students made aware that there are college rules prohibiting harassment, abuse, graffiti and name calling related to race?</p> <p>Are methods in place to review the operational efficacy of anti-bullying and anti discriminatory policies amongst both staff and students? For example, are focus groups of staff and students convened on an annual basis to assess the effectiveness of these policies?</p> <p>Has a minimum time interval been established to ensure that all alleged discriminatory incidents relating to race are immediately challenged and dealt with? e.g., a day, a week, a month?</p> <p>Has an individual been allocated ultimate responsibility to ensure that follow up actions resulting from racial incidents are consistently and thoroughly progressed and outcomes are monitored, logged and reported as appropriate to their seriousness?</p> <p>Are steps taken by the college in staff training and student induction to ensure that all students are fully supported and given the confidence to report all incidents of harassment, abuse or racist behaviour? For example, during the enrolment process are part-time students given or sign-posted to information on harassment policies and associated support systems?</p> <p>Does the college have arrangements in place to support victims of racist attacks, abuse and harassment whether inside or outside college? For example, is the student offered an initial assessment to identify any counselling needs?</p> | |

| | |
|-----------------|---|
| Text References | 2.57, 2.61, 3.34 – 3.38, 3.42, 4.12- 4.13, 4.28 – 4.32, 4.34 – 4.41 |
|-----------------|---|

Staff Training and Awareness

All case study colleges stated that as part of the induction process for full-time staff; both teaching and support staff, training and awareness sessions regarding equality, good relations and cultural diversity are provided within the wider commitment to staff training under equality schemes approved by the Equality Commission. Through the development of race and good relations policies, colleges have developed and delivered innovative diversity training for staff well beyond that required by Equality Schemes.

However, a consistent theme throughout discussions with all colleges was the general lack of provision of equality and diversity training to part-time teachers, especially those who have 4 or less contract hours per week.

The six consortia of colleges to be merged in 2007 have submitted action plans for the Cultural Diversity/ Good Relations Dissemination Project funded by the Department for Employment and Learning. All colleges in this study stated that staff training was a crucial consideration in the development and drafting of those actions plans.

BEST PRACTICE EXAMPLE: BIFHE CULTURAL DIVERSITY- CODES OF BEST PRACTICE FOR STAFF

The Department for Employment and Learning provided financial support totalling £150,000 (£50,000 per pilot) for three Cultural Diversity pilot projects, which were completed in March 2005. A subsequent evaluation of the pilot projects by the Educational Training Inspectorate (ETI) cited BIFHE's Cultural Diversity: Codes of Good Practice for Staff as an exemplar of good practice arising from the pilot Projects

The codes of good practice for staff and students were developed in partnership and consultation with key stakeholders and was subsequently endorsed by the student union, the Equality Commission, Northern Ireland Council for Ethnic Minorities, and representatives from the Indian and Chinese communities. It includes a clear and accessible discussion of staff responsibilities including the use of inclusive language.

| Issues for Consideration | Check |
|--|-------|
| <p>Does the college have a code of practice for all staff on Cultural Diversity and Racism?</p> <p>Does the Code ensure that staff are aware of, and sensitive to, issues relating to culture and race? For example, does the code set out the implications of staff behaviour and attitudes on students' attitudes, values and learning?</p> <p>To what extent does the Code ensure that staff are informed and sensitive about issues in cross-cultural communication and interaction?</p> <p>Are mechanisms in place to ensure that all teaching staff are aware of College policies on racist harassment and bullying? For example, are there line management mechanisms to ensure and monitor the effectiveness of teaching and non-teaching staff in dealing with racial equality and allegations of racist harassment or bullying?</p> <p>Has training been provided to staff on ways in which they can contribute to and enhance a positive atmosphere of mutual respect and trust among pupils?</p> <p>Have senior members of staff been allocated responsibility for ensuring a whole college approach to diversity and race issues?</p> <p>Have steps have been taken to ensure that part-time teaching staff have received training in cultural diversity and race issues? Is training for part-time teaching staff mandatory?</p> <p>Where participation in training for part-time staff is not mandatory, have methods of attracting part-time staff to training been developed? e.g., payment to attend training sessions, including time off in lieu and/or attendance credits, distribution of relevant training materials at signing of contract etc.</p> <p>Are training materials available in a range of formats? e.g., printed materials, college website/intranet, CDs, memory stick.</p> <p>Are methods of best practice shared within and between colleges?</p> | |

| | |
|-----------------|--------------------------------------|
| Text References | 2.35 (AGREE),3.42 – 3.49,4.39 – 4.40 |
|-----------------|--------------------------------------|

Student Services

Although all colleges cited specific examples of practices and initiatives to address the needs of ethnic minority students, colleges indicated that aspirations to develop support services for ethnic minority students were constrained by limited resources.

Case study colleges had a clear awareness of the needs and experiences of particular groups of ethnic minority students. The provision of support services to ethnic minority students is generally delivered within the overall rubric of design and delivery of student support services. Whilst college representatives at key stakeholder meetings indicated that specialist advice was available within the current provision of student services, some college staff interviewed in the case studies cited a perceived lack of specialist skills needed for student counselling and careers advice.

BEST PRACTICE EXAMPLE: Bournemouth & Poole College: 2004- 2005 British Council Award for International Student

The Colleges International Student Support Project identified best practice to support international students from recruitment through to completion of qualifications, which has led to the annual recruitment of 600+ international students from over 40 countries.

Planning objectives were set within the College Strategic Plan, the International Strategic Plan, and the International Operations Annual Business Plan. Details of student support in relation to academic issues, including English, study skills and training were documented and made available to students within the International Students Handbook, the UK Students Handbook, the Tutors Handbook and learner support documentation.

Clear guidelines, including working procedures, were available within the College's ISO 9000:2000 quality procedures for international students and the College Quality Assurance Policy Manual. The College, through the International Operations department, together with the student support team (STACS) and the College's qualified counsellors, provided extensive welfare support to the international students. This covered the areas of pre-departure information, accommodation, welfare, orientation programmes, counselling, and careers guidance

| Issues for Consideration | Check |
|---|-------|
| <p>Are policies and practices in place to ensure that the college is fully equipped to respond to personal and pastoral care needs of all its students, taking account of religious, ethnic and cultural concerns and backgrounds? For example is a prayer room(s) available?</p> <p>In the provision of counselling services, has the college considered issues of access for minority ethnic students (e.g., translations, alternative sources of counselling for those whose first language is not English, timing and location of meeting etc)?</p> <p>Does the college develop and maintain its awareness and use of the potential resources available within the local ethnic communities and its own staff? For example, are ethnic minority students actively involved in the continuous development and monitoring of all student services?</p> <p>Are processes and mechanisms in place to ensure that the college continually evaluates and updates its student support resources for appropriateness in an ethnically and culturally diverse society? For example, are customer satisfaction surveys, focus groups or interviews carried out to evaluate student services?</p> <p>In course related work placement, work shadowing or mentoring programmes, are the particular needs of ethnic minority students identified and provided for?</p> | |

| | |
|-----------------|--------------------------|
| Text References | 2.23 – 2.26, 3.24 – 3.29 |
|-----------------|--------------------------|

Community Education Outreach and Engagement

There are number of cases of good practice in relation to community education outreach and engagement; these are as follows: a case study college with an extensive network of outreach centres was of the view that the lack of English language skills remains a barrier to increased ethnic minority participation in these non-academic/vocational courses. To address this issue, the college's Community Education Department negotiates directly with community groups, including ethnic minority groups, in delivery of site specific courses.

In another instance, the Community Education Department of one college said that when setting up courses in partnership with ethnic minority groups, efforts are made to tailor the course to needs of particular groups. In turn this has had a marked impact on lowering drop-out rates. This college cited a specific flexible provision of courses for workers in the catering industry.

A key and consistent theme in recruiting migrant workers was the need to offer courses with a high degree of flexibility with respect to time and place of provision. All colleges evidenced an awareness of the particular issues around the shift patterns and duration of employment for migrant workers. For example, one college in partnership with representative ethnic minority groups actively designed and provided 'taster' courses in hobby and recreational courses at a number of outreach centres in an effort to increase minority representation. This college felt the effort yielded tangible results in terms of increased participation. In addition, the Community Education Department drew the lesson that to increase 'on the ground' participation of ethnic minorities, it was often necessary to engage directly with locale-specific representative organisations rather than larger 'umbrella' groups.

| Issues for Consideration | Check |
|--|------------------------------------|
| <p>Are actions taken to ensure the community education and outreach initiatives are as accessible and inclusive as possible for students of all ages from ethnic minority communities? For example, does the college develop and maintain its awareness and use of the potential resources available within the local ethnic communities and its own staff?</p> <p>Have measures been taken to increase the flexibility of course provision (e.g. time, location, duration of course and/or module) to enhance the participation of ethnic minorities in general and migrant workers in particular?</p> <p>Have actions been taken to enhance awareness of the educational needs of ethnic minority communities? For example, do College representatives regularly meet with representative groups from ethnic minorities?</p> <p>Have strategies and actions been employed to actively engage with ethnic minority groups/organisations on issues of course design and delivery including content, time and location?</p> | |
| Text References | 2.23 – 2.25,2.51,2.60,3.6,3.9,5.17 |

ESOL

A significant proportion of people from minority ethnic communities do not have English as a first language. Poor or no English causes particular problems for these people in relation to access to services such as health, education and training and employment. There is also considerable diversity amongst students, with some learners having no previous education or employment, while others may be highly educated professionals or have the ability to speak several different languages.

The colleges have procedures to address the needs of minority ethnic groups in interfacing with official bodies and government agencies. However, some beginners have very limited English and are insecure and anxious about trying to interact with 'officials' in formal contexts. The language teachers can become, on occasion, the only person to whom questions regarding a variety of matters can be confidently directed and the teacher, therefore, is often called upon to act as a 'social interface'.

ESOL is viewed by many students and teaching staff as a 'stepping stone' to subsequent enrolment in FE and HE courses provided by colleges. As such, the provision of ESOL courses was explicitly cited by some colleges as a marketing and recruitment vehicle. However, there was a diversity of views amongst colleges regarding the efficacy of ESOL as a means to retain and/or recruit ethnic minority students for English language-based academic or vocational courses.

As discussed in paragraph 8.5 of the main report, there are a number of characteristics to consider when identifying 'Good Practice'. The provision of ESOL in the case study colleges evidenced a number of these characteristics including an awareness of diversity of customer needs with local circumstances and flexibility in adapting to changing needs and circumstances.

BEST PRACTICE EXAMPLE: North West Institute of Further and Higher Education

The North West Institute of Further and Higher Education's has a range of appropriate courses and qualifications that meets the needs of ESOL students. These classes provide the possibilities for an improved quality of life as the students gain the self-confidence to communicate and relate better to others. The Institute's 2005-06 Section 75 progress report states that the ESOL courses include:-

- In-company training for migrant workers;
- Classes in local primary schools for parents of children;
- English classes for the hospitality industry;
- English classes in community organisations e.g. Chinese Welfare Association;
- Classes for migrant workers in Lurgan, Portadown, Dungannon through NWIFHE's partnership arrangements with Trade Unions.

| Issues for Consideration | Check |
|---|-------|
| <p>Are ESOL students, regardless of level of study, clearly informed of harassment and bullying policies and given assurance by staff that all complaints will be dealt with in a sensitive and serious manner? For example, are ESOL students given this information, verbally or in writing, in their first language etc?</p> <p>Are methods in place to review and assess student support services; e.g. does information, advice and guidance specifically consider the needs of ESOL learners? For example, what consideration has been given to snowball or intercept survey techniques?</p> <p>To what extent has the college developed programmes and/or materials for ESOL that encourage wider civic and democratic participation amongst course participants? For example, is the Citizenship Pack for Northern Ireland ESOL learners developed by National Institute of</p> | |

| | |
|---|--|
| <p>Adult Continuing Education (NIACE) used?</p> <p>Has the college developed action plans or does it participate in initiatives that are aimed specifically at increasing opportunities for women from under-represented ethnic minority communities?</p> <p>Is training provided to ESOL teachers to ensure that they can signpost students to appropriate college departments and student support services? For example, are they aware of the range of student services; do ESOL tutors meet with student support staff?</p> | |
|---|--|

| | |
|-----------------|--|
| Text References | 2.23, 2.64 -2.67, 3.15 – 3.20, 3.30 – 3.32 |
|-----------------|--|

Appendix 9

Student Questionnaire

STUDENT SURVEY

The Department for Employment and Learning has appointed Peer Consulting to carry out a survey on issues relating to racial discrimination and racism at Further Education Colleges in Northern Ireland. The survey is being supported by student and staff unions at the colleges and also by the Association of Northern Ireland Colleges (ANIC).

Your responses are confidential and information in this survey will only be used for data analysis purposes. No individuals will be identified.

Racial harassment, discrimination or abuse on the grounds of race, colour, nationality or ethnic background is a concern for many, and there are many subtle forms of harassment that are equally distressing and can create an intimidating and unpleasant atmosphere at work and college. Amongst these are:-

- racist 'jokes', banter, insults, taunts, gibes, literature and graffiti;
- shunning people because of their race, colour, nationality or ethnic background;
- excluding people from conversations;
- making racist insinuations;
- being condescending about the way they dress or speak;
- picking on people unnecessarily because of their race.

Finally, you will note that some questions refer to specific ethnic minority communities such as Eastern European. This category, Eastern European, includes people from such backgrounds as Polish, Czech, Lithuanian, Estonian, Romanian, or Russian.

There are no right or wrong answers

| | |
|--|--|
| Q1. First of all, to what extent do teaching , and non-teaching staff welcome people from ethnic minorities to your college? | |
| Very welcoming | |
| Somewhat welcoming | |
| Somewhat unwelcoming | |
| Very unwelcoming | |
| Not sure | |

| | |
|--|--|
| Q2. To what extent do students welcome people from ethnic minorities to your college? | |
| Very welcoming | |
| Somewhat welcoming | |
| Somewhat unwelcoming | |
| Very unwelcoming | |
| Not sure | |

| | | | |
|---|-----|----|------------|
| Q3. Can you please indicate how you feel about each of the following statements.. | | | |
| | Yes | No | Don't Know |
| Teaching staff are aware of and sensitive to the problems faced by students from ethnic minorities. | | | |
| Non-Teaching staff are aware of and sensitive to the problems faced by students from ethnic minorities. | | | |
| My college provides a supportive environment for students from ethnic minorities. | | | |
| My college should recruit more students from ethnic minorities. | | | |
| My college is committed to improving relations between people of different ethnic origins. | | | |
| The Student Union at my college is actively involved in stopping racism on my campus. | | | |
| Teaching staff are upfront about dealing with incidents of racial harassment and discrimination. | | | |
| Students from ethnic minorities have less of a say than white students in college affairs. | | | |

| Q4. Can you please indicate how you feel about each of the following statements.. | | | |
|--|-----|----|------------|
| | Yes | No | Don't Know |
| I would feel okay about openly expressing my dislike of racist jokes or statements made by others at my college. | | | |
| If I were to witness racial harassment or discrimination at my college, I would feel okay about reporting it to a teaching or non-teaching staff. | | | |
| If I were to report racial harassment or discrimination at my college, I am sure that my college would respond to it. | | | |
| Some Teaching Staff discriminate against people from ethnic minorities at my college. | | | |
| Some Non-teaching staff discriminate against people from ethnic minorities at my college. | | | |
| Some students are nasty towards people from ethnic minorities at my college. | | | |
| Racism is a problem at my college. | | | |

| Q5. How important or unimportant is it to you that your college takes into account the needs of ethnic minorities? | |
|--|--|
| Very important | |
| Fairly important | |
| Neither important nor unimportant | |
| Not very important | |
| Not at all important | |
| Don't know | |

| Q6. Thinking of the main ethnic minority communities listed below, IN COLLEGE , how often would you say that you come into direct contact with people from these backgrounds? | | | | | |
|--|-------|----------------------|-----------------------|-------------|-------|
| | Daily | Once or twice a week | Once or twice a month | Very rarely | Never |
| Black (African, Caribbean) | | | | | |
| Chinese | | | | | |
| South Asian (Indian, Pakistani or Bangladeshi) | | | | | |
| Irish Traveller | | | | | |
| Portuguese | | | | | |
| Eastern European (for example Polish, Czech) | | | | | |
| Filipino | | | | | |

| Q7. Thinking of the main ethnic minority communities listed below, OUTSIDE OF COLLEGE , how often would you say that you come into direct contact with people from these backgrounds? | | | | | |
|--|-------|----------------------|-----------------------|-------------|-------|
| | Daily | Once or twice a week | Once or twice a month | Very rarely | Never |
| Black (African, Caribbean) | | | | | |
| Chinese | | | | | |
| South Asian (Indian, Pakistani or Bangladeshi) | | | | | |
| Irish Traveller | | | | | |
| Portuguese | | | | | |
| Eastern European (for example Polish, Czech) | | | | | |
| Filipino | | | | | |

| Q8. Can you please indicate how you feel about each of the following statements... | | | |
|--|-----|----|------------|
| | Yes | No | Don't know |
| It is a good thing for a society to be made up of people from different cultures | | | |
| I'm alright about being around people of different ethnic backgrounds | | | |
| Generally there is racial prejudice in Northern Ireland | | | |
| Northern Ireland is weakened by people of different ethnic origins sticking to their old ways. | | | |
| All races of people ARE equal | | | |

| Q9. Do you believe that there are any ethnic minority groups that do NOT fit into Northern Ireland society? | |
|--|------------------------|
| Yes | Go to Q9b below |
| No | Skip to Q10 |
| Not sure/Don't know | Skip to Q10 |

Only answer if you answered 'Yes' to Question 9
 Q9b. Which ethnic minority groups do you believe do **NOT** fit into Northern Ireland?
 (you can tick more than one)

| | |
|--|--|
| Black (African, Caribbean) | |
| Chinese | |
| South Asian (Indian, Pakistani or Bangladeshi) | |
| Irish Traveller | |
| Portuguese | |
| Eastern European (for example Polish, Czech) | |
| Filipino | |
| Other race or ethnic group (please specify) | |

Q10. Do any of your friends, either in college or otherwise, come from any of the following groups?

| | Yes | No |
|--|-----|----|
| Black (African, Caribbean) | | |
| Chinese | | |
| South Asian (Indian, Pakistani or Bangladeshi) | | |
| Irish Traveller | | |
| Portuguese | | |
| Eastern European (for example Polish, Czech) | | |
| Filipino | | |
| Other race or ethnic group (please specify) | | |

Q11. And for each of the following scenarios, can you indicate if you would mind or not mind.

| | Mind a lot | Mind a little | Would not mind | Don't know |
|---|------------|---------------|----------------|------------|
| Having a person from an ethnic minority as a work mate | | | | |
| Having a person from an ethnic minority as a neighbour | | | | |
| Having a close relative marry someone from an ethnic minority | | | | |

| Q12, Have you witnessed or heard about any of the following at your college? | | | | |
|---|-----------|-------------|--------------------------------|---------------------------------|
| | Witnessed | Heard about | Both witnessed and heard about | Never witnessed nor heard about |
| A student from an ethnic minority being subject to 'jokes', banter, insults or nasty remarks on their race/ethnic origin. | | | | |
| A student from an ethnic minority being shunned or blanked by other students because of their race/ethnic origin. | | | | |
| A member of the teaching or non-teaching staff embarrassing, patronizing or treating someone unfairly because of his/her ethnic origin. | | | | |
| A student from an ethnic minority leaving the college because of racial harassment. | | | | |
| Teaching Staff being discriminated against because of their ethnic origin. | | | | |
| Non-teaching Staff members being discriminated against because of their ethnic origin. | | | | |
| Racist jokes, cartoons, graffiti, or flyers displayed or distributed on college premises. | | | | |

| | Often | Sometimes | Only once or twice | Never |
|---|-------|-----------|--------------------|-------|
| Q13. Some people make jokes about others because of their colour or ethnic origin. Since starting at college have you ever done that? | | | | |
| Q14. Have any of your friends at college called someone names to their face because of their colour or ethnic origin? | | | | |
| Q15. Have you ever called someone names to their face because of their colour or ethnic origin? | | | | |

| | |
|-----------------------|--|
| Q16 What age are you? | |
|-----------------------|--|

| | |
|----------------|--|
| Q17 Are you... | |
| Male | |
| Female | |

| | |
|--|--|
| Q18 Religion | |
| Protestant | |
| Catholic | |
| Other Christian (e.g., Eastern Orthodox) | |
| Muslim | |
| Hindu | |
| Buddhist | |
| Other non-Christian | |
| No religion | |

| |
|---|
| Q19 What is the highest academic qualification that you have? |
| |

| |
|--|
| Q19a How many years of schooling did you complete? (including all education from primary level onwards). |
| |

| | |
|--------------------------------|--|
| Q20 Are you attending College? | |
| Full-time | |
| Part-time | |

| | |
|---|--|
| Q21 Course currently attending?(please state) | |
|---|--|

| | |
|---|--|
| Q22 Nationality | |
| British | |
| Irish | |
| British and Irish | |
| Northern Irish | |
| Portuguese | |
| Eastern European (i.e., Polish, Czech, Latvian, Estonian) | |
| Other European (French, German, Spanish) | |
| Filipino | |
| Other (please specify) | |

| | |
|--|--|
| Q23 Where you born in Northern Ireland or outside of Northern Ireland? | |
| Born in Northern Ireland | |
| Born outside of Northern Ireland | |

| | | |
|---|--|---|
| Q24 How would you describe your race? | | |
| White (British, Irish, Northern Irish or British and Irish) | | You have finished the questionnaire. Please DO NOT answer any more questions. |
| White (Other Nationality) | | Go to Q25 and continue |
| Irish Traveller | | Go to Q25 and continue |
| Mixed | | Go to Q25 and continue |
| Black (African, Caribbean) | | Go to Q25 and continue |
| Chinese | | Go to Q25 and continue |
| South Asian (Indian Pakistani or Bangladeshi) | | Go to Q25 and continue |
| Other (please tell us what this is) | | Go to Q25 and continue |

| | | |
|---|-----|----|
| Q25 Thinking about your race / ethnicity, do the following groups at your college treat you with respect... | | |
| | Yes | No |
| Other students? | | |
| Teaching staff? | | |
| Non-teaching staff? | | |

| | |
|--|--|
| Q26 Have you ever felt a need to hide some aspects of your racial/ethnic background such as language, clothes and ways of interacting in order to be able to “fit in” to the culture at college? | |
| Yes | |
| No | |

| Q27 Have you ever experienced the following by students or employees from your college? | | | | |
|---|----|------------------------------------|--|-------------------------------------|
| | No | Yes but I never reported them (it) | Yes and I sometimes reported them (it) | Yes and I always reported them (it) |
| Being called names, insulted, or verbally assaulted because of your race/ethnic origin | | | | |
| Felt excluded from a social event or activity because of my race/ethnic origin | | | | |
| Received insulting or anonymous phone calls, letters, notes, text or e-mail because of your race/ethnic origin | | | | |
| Been subjected to hostile stares because of your race/ethnic origin | | | | |
| Been physically threatened or attacked because of your race/ethnic origin | | | | |
| Felt ignored after expressing your ideas or sharing your comments because of your race/ethnic origin | | | | |
| Been harassed or treated in a nasty way because of your foreign accent or for speaking a language other than English | | | | |
| Been in a situation where a student embarrassed, patronized or treated you unfairly because of your race/ethnic origin | | | | |
| Been in a situation where a member of teaching staff or non-teaching staff has embarrassed, patronized or treated you unfairly because of your race/ethnic origin | | | | |

| | |
|---|--|
| Q28. At college have you ever encountered offensive actions and objects directed at race or nationality: | |
| Daily | |
| Once or twice a week | |
| Once or twice a month | |
| Very rarely | |
| No, never | |

| | |
|---|--|
| Q29 Outside of college have you ever encountered offensive actions and objects directed at your race or nationality: | |
| Daily | |
| Once or twice a week | |
| Once or twice a month | |
| Very rarely | |
| No, never | |

| | |
|--|--|
| Q30. At college , have you ever felt pressure from others not to interact with people of racial/ethnic backgrounds different from your own? | |
| Yes | |
| No | |

| | |
|---|--|
| Q31. Finally, are you aware of your colleges formal procedures for handling incidents of racial/ethnic discrimination and harassment? | |
| Yes | |
| No | |

Appendix 10

Staff Questionnaire

STAFF SURVEY

The Department for Employment and Learning has appointed Peer Consulting to carry out a survey on issues relating to racial discrimination and racism at Further Education Colleges in Northern Ireland. The survey is being supported by student and staff unions at the colleges and also by the Association of Northern Ireland Colleges (ANIC).

Your responses are confidential and information in this survey will only be used for data analysis purposes. No individuals will be identified.

Racial harassment, discrimination or abuse on the grounds of race, colour, nationality or ethnic background is a concern for many, and there are many subtle forms of harassment that are equally distressing and can create an intimidating and unpleasant atmosphere at work and college. Amongst these are:-

- racist 'jokes', banter, insults, taunts, gibes, literature and graffiti;
- shunning people because of their race, colour, nationality or ethnic background;
- excluding people from conversations;
- making racist insinuations;
- being condescending about the way they dress or speak;
- picking on people unnecessarily because of their race.

Finally, you will note that some questions refer to specific ethnic minority communities such as Eastern European. This category, Eastern European, includes people from such backgrounds as Polish, Czech, Lithuanian, Estonian, Romanian, or Russian.

There are no right or wrong answers

| | |
|--|--|
| Q1. First of all, to what extent do teaching , and non-teaching staff welcome people from ethnic minorities to your college? | |
| Very welcoming | |
| Somewhat welcoming | |
| Somewhat unwelcoming | |
| Very unwelcoming | |
| Not sure | |

| | |
|--|--|
| Q2. To what extent do students welcome people from ethnic minorities to your college? | |
| Very welcoming | |
| Somewhat welcoming | |
| Somewhat unwelcoming | |
| Very unwelcoming | |
| Not sure | |

| | | | |
|---|-----|----|------------|
| Q3. Can you please indicate how you feel about each of the following statements.. | | | |
| | Yes | No | Don't Know |
| I am aware of and sensitive to the problems faced by students from ethnic minorities. | | | |
| In my work I provide a supportive environment for students from ethnic minorities | | | |
| In general, my college provides a supportive environment for students from ethnic minorities. | | | |
| My college should recruit more students from ethnic minorities. | | | |
| My college should recruit more staff from ethnic minorities. | | | |
| My college is committed to improving relations between people of different ethnic origins. | | | |
| I am upfront about dealing with incidents of racial harassment and discrimination. | | | |

| Q4. Can you please indicate how you feel about each of the following statements.. | | | |
|--|-----|----|------------|
| | Yes | No | Don't Know |
| I would feel okay about openly expressing my dislike of racist jokes or statements made by others at my college. | | | |
| If I were to witness racial harassment or discrimination at my college, I would make and pursue a complaint. | | | |
| If a student reported to me an incident of racial harassment or discrimination at my college, I help the student make and pursue a complaint. | | | |
| Some Teaching Staff discriminate against people from ethnic minorities at my college. | | | |
| Some Non-teaching staff discriminate against people from ethnic minorities at my college. | | | |
| Some students are nasty towards people from ethnic minorities at my college. | | | |
| Racism is a problem at my college. | | | |

| Q5. How important or unimportant is it to you that your college takes into account the needs of ethnic minorities? | |
|--|--|
| Very important | |
| Fairly important | |
| Neither important nor unimportant | |
| Not very important | |
| Not at all important | |
| Don't know | |

| Q6. Thinking of the main ethnic minority communities listed below, IN COLLEGE , how often would you say that you come into direct contact with people from these backgrounds? | | | | | |
|--|------------|--------------|-------------|-------|------------|
| | Very Often | Occasionally | Very rarely | Never | Don't know |
| Black (African, Caribbean) | | | | | |
| Chinese | | | | | |
| South Asian (Indian, Pakistani or Bangladeshi) | | | | | |
| Irish Traveller | | | | | |
| Portuguese | | | | | |
| Eastern European (for example Polish, Czech) | | | | | |
| Filipino | | | | | |

| Q7. Thinking of the main ethnic minority communities listed below, OUTSIDE OF COLLEGE , how often would you say that you come into direct contact with people from these backgrounds? | | | | | |
|--|-------|----------------------|-----------------------|-------------|-------|
| | Daily | Once or twice a week | Once or twice a month | Very rarely | Never |
| Black (African, Caribbean) | | | | | |
| Chinese | | | | | |
| South Asian (Indian, Pakistani or Bangladeshi) | | | | | |
| Irish Traveller | | | | | |
| Portuguese | | | | | |
| Eastern European (for example Polish, Czech) | | | | | |
| Filipino | | | | | |

| Q8. Can you please indicate how you feel about each of the following statements... | | | |
|--|-----|----|------------|
| | Yes | No | Don't know |
| It is a good thing for a society to be made up of people from different cultures | | | |
| I'm alright about being around people of different ethnic backgrounds | | | |
| Generally there is racial prejudice in Northern Ireland | | | |
| Northern Ireland is weakened by people of different ethnic origins sticking to their old ways. | | | |
| All races of people ARE equal | | | |

| | | |
|--|--|------------------------|
| Q9. Do you believe that there are any ethnic minority groups that do NOT fit into Northern Ireland society? | | |
| Yes | | Go to Q9b below |
| No | | Skip to Q10 |
| Not sure/Don't know | | Skip to Q10 |

| | |
|--|--|
| Only answer if you answered 'Yes' to Question 9 | |
| Q9b. Which ethnic minority groups do you believe do NOT fit into Northern Ireland? (you can tick more than one) | |
| Black (African, Caribbean) | |
| Chinese | |
| South Asian (Indian, Pakistani or Bangladeshi) | |
| Irish Traveller | |
| Portuguese | |
| Eastern European (for example Polish, Czech) | |
| Filipino | |
| Other race or ethnic group (please specify) | |

| | | |
|---|-----|----|
| Q10. Do any of your friends, either in college or otherwise, come from any of the following groups? | | |
| | Yes | No |
| Black (African, Caribbean) | | |
| Chinese | | |
| South Asian (Indian, Pakistani or Bangladeshi) | | |
| Irish Traveller | | |
| Portuguese | | |
| Eastern European (for example Polish, Czech) | | |
| Filipino | | |
| Other race or ethnic group (please specify) | | |

| | | | | |
|---|------------|---------------|----------------|------------|
| Q11. And for each of the following scenarios, can you indicate if you would mind or not mind. | | | | |
| | Mind a lot | Mind a little | Would not mind | Don't know |
| Having a person from an ethnic minority as a work mate | | | | |
| Having a person from an ethnic minority as a neighbour | | | | |
| Having a close relative marry someone from an ethnic minority | | | | |

| Q12, Have you witnessed or heard about any of the following at your college? | | | | |
|---|-----------|-------------|--------------------------------|---------------------------------|
| | Witnessed | Heard about | Both witnessed and heard about | Never witnessed nor heard about |
| A student from an ethnic minority being subject to 'jokes', banter, insults or nasty remarks on their race/ethnic origin. | | | | |
| A student from an ethnic minority being shunned or blanked by other students because of their race/ethnic origin | | | | |
| A member of the teaching or non-teaching staff embarrassing, patronizing or treating someone unfairly because of his/her ethnic origin. | | | | |
| A student from an ethnic minority leaving the college because of racial harassment. | | | | |
| Teaching Staff being discriminated against because of their ethnic origin | | | | |
| Non-teaching Staff members being discriminated against because of their ethnic origin. | | | | |
| Racist jokes, cartoons, graffiti, or flyers displayed or distributed on college premises. | | | | |

The following questions relate to Policy and Training

| | Quite A Lot | Some | Very Little | None | Don't know |
|---|-------------|------|-------------|------|------------|
| Q13. In Northern Ireland there are laws to prevent racial discrimination in employment, education and in access to goods, facilities and services. At your college, have you received training about these laws? | | | | | |
| Q14. In Northern Ireland, there is a statutory duty on public bodies, including Further Education colleges, that they must promote equal opportunities amongst a number of groups – including different racial groups. Has your college provided you with training in the statutory duty? | | | | | |
| Q15. Public bodies, including FE colleges, must also try and make sure that – in their day to day work - good relations are promoted between people of different racial groups. Have you received training in promoting good relations? | | | | | |

| | |
|---|--|
| This question is for TEACHING STAFF ONLY | |
| Q15a Does the presence of ethnic minorities within the class room create any issues/problems? | |
| Yes (if yes what problems/issues arise) | |
| No | |

| | |
|-----------------------|--|
| Q16 What age are you? | |
|-----------------------|--|

| | |
|----------------|--|
| Q17 Are you... | |
| Male | |
| Female | |

| | |
|--|--|
| Q18 Religion | |
| Protestant | |
| Catholic | |
| Other Christian , ie Orthodox Russian, Greek | |
| Muslim | |
| Hindu | |
| Buddhist | |
| Other Non-Christian (please specify) | |
| No Religion | |

| |
|--|
| Q19 How many years have you worked in Further Education? |
| |

| | |
|--------------------|--|
| Q19b Are you... | |
| Teaching staff | |
| Non teaching staff | |

| |
|---|
| Q19c Please provide a brief description of your job role? |
| |

| | |
|---|--|
| Q20 Are you working at the College? | |
| Full-time (16 or more hours per week) | |
| Part-time (less than 16 hours per week) | |

| | |
|--|-----------------|
| Q21 Which category below best describes your current job at the college? | Please tick one |
| Managerial or Senior Official | |
| Professional (includes lecturers ,teachers) | |
| Associate professional & technical (includes IT and Lab technicians) | |
| Administrative and Secretarial (includes receptionists, telephonists) | |
| Skilled Trades (includes carpenters, plumbers, electricians) | |
| Personal Service (includes childcarers, sports & leisure assistants) | |
| Sales and Customer Services | |
| Plant and Machine Operatives (includes drivers, machine operators) | |
| Elementary Occupations (includes cleaners, porters, security) | |

| | | | |
|--|--|-----------------------------|--|
| Q21b At which FE college are you currently employed? | | | |
| Armagh College | | Limavady College | |
| Belfast Institute | | Lisburn Institute | |
| Castlereagh College | | Newry & Kilkeel Institute | |
| Causeway Institute | | North Down & Ards Institute | |
| East Antrim Institute | | North East Institute | |
| East Down Institute | | North West Institute | |
| East Tyrone College | | Omagh College | |
| Fermanagh College | | Upper Bann Institute | |

| | |
|---|--|
| Q22 Nationality | |
| British | |
| Irish | |
| British and Irish | |
| Northern Irish | |
| Portuguese | |
| Eastern European (i.e., Polish, Czech, Latvian, Estonian) | |
| Other European (French, German, Spanish) | |
| Filipino | |
| Other (please specify) | |

| | |
|--|--|
| Q23 Where you born in Northern Ireland or outside of Northern Ireland? | |
| Born in Northern Ireland | |
| Born outside of Northern Ireland | |

| | | |
|---|--|---|
| Q24 How would you describe your race? | | |
| White (British, Irish, Northern Irish or British and Irish) | | You have finished the questionnaire. Please DO NOT answer any more questions. |
| White (Other Nationality) | | Go to Q25 and continue |
| Irish Traveller | | Go to Q25 and continue |
| Mixed | | Go to Q25 and continue |
| Black (African, Caribbean) | | Go to Q25 and continue |
| Chinese | | Go to Q25 and continue |
| South Asian (Indian Pakistani or Bangladeshi) | | Go to Q25 and continue |
| Other (please tell us what this is) | | Go to Q25 and continue |

| | | |
|---|-----|----|
| Q25 Thinking about your race / ethnicity, do the following groups at your college treat you with respect... | | |
| | Yes | No |
| Students? | | |
| Teaching staff? | | |
| Non-teaching staff? | | |

| | |
|--|--|
| Q26 Have you ever felt a need to hide some aspects of your racial/ethnic background such as language, clothes and ways of interacting in order to be able to “fit in” to the culture at college? | |
| Yes | |
| No | |

| Q27 Have you ever experienced the following by students or employees from your college? | | | | |
|---|----|------------------------------------|--|-------------------------------------|
| | No | Yes but I never reported them (it) | Yes and I sometimes reported them (it) | Yes and I always reported them (it) |
| Being called names, insulted, or verbally assaulted because of your race/ethnic origin | | | | |
| Felt excluded from a social event or activity because of my race/ethnic origin | | | | |
| Received insulting or anonymous phone calls, letters, notes, text or e-mail because of your race/ethnic origin | | | | |
| Been subjected to hostile stares because of your race/ethnic origin | | | | |
| Been physically threatened or attacked because of your race/ethnic origin | | | | |
| Felt ignored after expressing your ideas or sharing your comments because of your race/ethnic origin | | | | |
| Been harassed or treated in a nasty way because of your foreign accent or for speaking a language other than English | | | | |
| Been in a situation where a student embarrassed, patronized or treated you unfairly because of your race/ethnic origin | | | | |
| Been in a situation where a member of teaching staff or non-teaching staff has embarrassed, patronized or treated you unfairly because of your race/ethnic origin | | | | |

| | |
|---|--|
| Q28. At college have you ever encountered offensive actions and objects directed at race or nationality: | |
| Daily | |
| Once or twice a week | |
| Once or twice a month | |
| Very rarely | |
| No, never | |

| | |
|---|--|
| Q29 Outside of college have you ever encountered offensive actions and objects directed at your race or nationality: | |
| Daily | |
| Once or twice a week | |
| Once or twice a month | |
| Very rarely | |
| No, never | |

| | |
|--|--|
| Q30. At college , have you ever felt pressure from others not to interact with people of racial/ethnic backgrounds different from your own? | |
| Yes | |
| No | |

| | |
|---|--|
| Q31. Finally, are you aware of your colleges formal procedures for handling incidents of racial/ethnic discrimination and harassment? | |
| Yes | |
| No | |