

## What have other people and organizations said on this issue?

### *Valuing Cultural Diversity in Rural Primary Schools, 1999*

“The decision to use the term ‘valuing cultural diversity’ rather than multicultural or anti-racist education is deliberate. The term was felt to be more inclusive in that it affords teachers in rural primary schools, situated in predominantly white areas, the opportunity to consider the social diversity of their own localities as well as broader multicultural and racist issues. This approach may have greater immediacy for primary school children in that it can be related more closely to their everyday experience. At the same time, we wish to point out that a curriculum designed to value cultural diversity in rural schools must not deflect attention from concerns about explicit racism and racist incidents, which are well documented in urban areas. Valuing cultural diversity, therefore, is to be seen as a more global term, which includes both multicultural and anti-racist education.”

### *Stephen Lawrence Enquiry Report, 1999*

“If racism is to be eradicated there must be specific and coordinated action both within agencies themselves and by society at large, particularly through the education system from pre-primary upwards and onwards.” (par. 6.54)

### *Vinette Melbourne in a speech to a Church of England school in Liverpool, March 2000*

“Students in your schools are the future landlords, customs officers, airport desk clerks, immigration officers, politicians, shop assistants, accountants, teachers, bank managers, employers, bosses and policemen or other law enforcement officers, and bureaucratic personnel – to name but a few. They are the future policy makers. They will be our future leaders and will hold powerful positions and they must be educated in such a manner that they know about, understand, respect and value the cultural diversity of this multicultural society and the strength, value and richness of that diversity.” (A full text of the speech is appended to this text)

### *Colour & Spice, Southwark Diocesan Board of Education, 1994*

“Schools and their governing bodies have a significant role to play in addressing racism in society. A prerequisite of this task is for schools to formulate and adopt clearly-stated policies which can be owned and proclaimed by all those connected with the school. A successful strategy will require participation of all those involved in the life of the school.”

### *Respect for All: Developing Anti-Racist Policies in a Church School, The National Society, 1996*

“The whole school must be committed to and involved in the effort to eliminate racism and racial violence and the promotion of Christian standards in personal relationships. Schools should involve everyone connected with the school in the formulation of a whole school policy for this purpose. It should be made clear that racial abuse and harassment will not be tolerated.

The Churches – individually and ecumenically – should continue to make a public commitment to eliminating racism and racial violence through education. This commitment should be given at national, regional and local levels.”