

ABERDEEN CITY COUNCIL

COMMITTEE:	Education, Culture and Sport
DATE:	18th February 2010
DIRECTOR:	Annette Bruton
TITLE OF REPORT:	Aberdeen City Council Education, Culture and Sport Single Equality Policy and Action Plan 2009-2012.
REPORT NUMBER:	ECS/10/19

1. PURPOSE OF REPORT

This report seeks approval for the Education, Culture & Sport Single Equality Policy and Action Plan for 2009-2012.

The Single Equality Policy Action Plan includes the review of the Race, Disability and Gender Action Plan over the past 3 years. It outlines what we need to do across the service over the next 3 years to ensure continuous improvement and to effect change where necessary to make life better for all staff, children and young people with a variety of needs.

This report comprises the updated Education, Culture and Sport Single Equality Policy and Action Plan 2009-2012 and forms part of the Aberdeen City Council Single Equality Scheme.

2. RECOMMENDATION(S)

It is recommended that the Committee:

1. Notes the progress made during the life of the Race, Disability and Gender Policies.
2. Approves the new Single Equality Policy and Action Plan 2009-2012
3. Agrees that it is included in the Aberdeen City Council Single Equality Scheme published in December 2009.
4. Instructs officers to implement the actions within the Action Plan 2009-2010

3. FINANCIAL IMPLICATIONS

Equality and Human Rights legislation places a statutory duty on Aberdeen City Council and specific duties on Education, Culture & Sport to resource and deliver this action plan. This will be resourced from the existing budget.

4. SERVICE & COMMUNITY IMPACT

Aberdeen aspires to be a City which is leading the way in tackling all forms of disadvantage and unfair discrimination, and is a city ready to play a full part in the knowledge economy that is required to meet the needs of a modern, successful Scotland.

Aberdeen City Council is committed to working towards a secure and pleasant environment and sound economy for individuals, families and the wider community who live and work in the City and for those who visit the City.

The best possible education for all our children is essential if we are to ensure that Aberdeen and its citizens have a prosperous future. We must therefore:

- Ensure expenditure on education delivers maximum benefit to pupils
- Continue to involve parents and pupils in their schools
- Continue to improve attainment across city schools
- Ensure education is appropriate to pupils' needs and ensure pupils leave school with skills essential for living
- Review best teaching practice and trial projects in Aberdeen and beyond to identify the best ways of delivering an even higher quality education to all pupils.
- Allocate resources to support for learning, targeted to areas of greatest need.
- Continue work to raise the achievement of vulnerable children and close the attainment gap across the City.

From the Scottish Government National Performance Framework we aspire to provide for the following in our National Outcomes:

- We are better educated, more skilled and more successful, renowned for our research and innovation.
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- Our children have the best start in life and are ready to succeed.
- They live longer and healthier lives.
- We have tackled the significant inequalities in Scottish Society.
- We have improved the life chances for children, young people and families at risk.

These aims and ambitions are key to developing a culture where equalities are mainstreamed and integrated into the fabric of Education, Culture and Sport. The Council's Single Outcome Agreement with the Scottish Government recognises this concept and the outcomes articulated in the action plans will only be achieved where we promote equality and eliminate discrimination in all our functions.

The Single Equality Policy underpins the Education, Culture and Sport Service's work towards delivering the Single Outcome Agreement. It forms part of the strategy to promote equal educational opportunities for all children and young people and will help to develop inclusive educational practices that encourage fuller participation while securing best value, through lifelong learning which

brings real benefits to society as well as to the individual, to the employer and those employed.

An Equality and Human Rights Impact Assessment has been carried out and identified no disproportionately adverse effects on any staff, children or young people. The Policy sets out what Education, Culture & Sport will do to eliminate unlawful discrimination. The Action Plan is the delivery vehicle for the Policy.

5. OTHER IMPLICATIONS

The Diversity and Equality Development Officer leads and supports the Single Equality Policy. The Director and Heads of Service execute delivery of the Action Plan. Responsibility for the overview of and reporting on the implementation of the Education Single Equality Policy lies within the Education, Culture and Sport Service. The Diversity and Equality Development Officer is a member of the Council's Equalities Action Network and ensures equalities are addressed and progress is reported on the operation of Policy.

In order to address the requirements of the Single Equality Policy, there is a continuing need to provide adequate employee development and training to raise awareness of the different equalities issues and the requirements and responsibilities of staff and services.

Plans are in place and are currently being implemented to provide the awareness training in both generic and specialised areas to meet the needs of the front-line staff and their pupils in schools. The continuing needs of bilingual pupils and staff require to be recognised whilst support for migrant children and young people will continue to be closely monitored. In this respect there is a need to support the English as an Additional Language (EAL) Service and Gypsy/Traveller Education Service; the latter group now regarded as an ethnic minority under Race Equality legislation.

The monitoring and collection of anonymised data on ethnicity and attainment will be published annually in reports to the Education, Culture and Sport Committee. The effectiveness of the policy will be monitored by the established quality assurance procedures.

Through the Disability Discrimination Act (DDA) the Council has the responsibility to ensure that all learners have access to and can participate in a full curriculum.

The Council has the responsibility to eradicate incidents where learners and staff experience discrimination, harassment or victimisation. Staff within the Education, Culture and Sport Service and its establishments are aware of the current requirements within the Aberdeen Racist Incident Partnership's Reporting procedures. Heads of establishments and officers have responsibility to ensure that all new staff receive Equalities Awareness training.

The Head of Planning and Policy for Education is ultimately responsible for ensuring that Equalities legislation is fully implemented.

The reporting of incidents has implications for all services and establishments. There is also the possibility of adverse publicity where the policy has not been appropriately applied.

Sustainability and social cohesion includes ensuring fairness and equality of opportunity for all. This means developing learning and teaching practices that are fair, equal, available to all and, above all lawful. These actions should lead to an inclusive and sustainable learning environment.

6. REPORT

The Equalities and Human Rights legislation places a statutory duty on the Council to produce schemes on all strands of equalities which must be published and revised on regular basis. The Disability Equality Scheme was published in 2006. The Gender Equality Scheme and Race Equality Scheme were published in June 2007 and November 2008 respectively.

With the UK government's Equality Bill soon to become law, which will bring the different equalities strands together, we have taken the opportunity at this stage to develop a Single Equality Policy, which covers the existing statutory policies for all the strands: Disability, Gender, Race, Age, Faith/Religion/Belief and Sexual Orientation.

The Single Equality Policy reinforces the statutory duty on the Council to promote equalities. When carrying out our functions under these duties we must:

1. Ensure the effective management of all strands of equalities in schools across Aberdeen City promote equal opportunities and prevent discrimination through admission and retention.
2. Ensure an inclusive approach to all learning and to the provision of high quality services, as set out in the entitlement framework of the City's values statement.
3. Ensure and maintain the highest level of achievement and attainment, which is open to all pupils and young people of Aberdeen, reflecting the diversity of our population.
4. Ensure that the aspirations of all children and young people to be successful learners, confident individuals, responsible citizens and effective contributors to society and work are met through a robust Curriculum for Excellence.

The Education, Culture and Sport Single Equality Policy fully supports and promotes the Council's commitments to Human Rights / Equalities / Diversity.

The Policy in terms of schools further promotes the principles of:

- A Curriculum for Excellence
- Getting it Right for Every Child
- Education (Additional Support for Learning)(Scotland) Act 2004
- How Good Is Our School 3 (2007)
- How Good Is Our Community Learning & Development 2 (2006)
- National Priorities in Education (2002)

- The Child At the Centre (1999)
- International Education

The Policy plays an integral part in promoting equalities, inclusion and diversity in 21st century Education in Scotland.

Its key aims are to:

- Increase schools and services involvement in both local and national initiatives on diversity and equalities
- Review learning and teaching materials for bias and discriminatory undertone
- Improve knowledge and skills in reporting and dealing with any form of discriminatory incidents
- Increase the involvement and participation of parents from ethnic minority backgrounds in school activities
- Challenge gender stereotyping and promote wider choices in education
- Improve knowledge and awareness of sexual orientation issues amongst children and young people.

See the enclosed Education, Culture and Sport Single Equality Policy and Action Plan 2009-2012

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

Age

Employment Equality (Age) Regulations 2006

Disability

Disability Act 1995

Disability Discrimination Act 2005

Education (Additional Support for Learning) (Scotland) Act 2004

Count Us In: Achieving Inclusion In Scotland Schools (2002)

Faith/Religion/Belief

Employment Equality (Religion or Belief) Regulations 2003

The Equality Act 2006

Gender

Sex Discrimination Act 1975

The Equality Act 2006

Gender Equality in Education 2007

Race

Race Relations (Amendment) Act 2000

Inclusive Services; Access to Mainstream Services in Aberdeen (2002)
Inclusive Education Approaches for Gypsies and Travellers within the context of interrupted learning: Guidance for Local Authorities and Schools (2003)

Sexual Orientation

Employment Equality (Sexual Orientation) Regulations 2003
Equality Act (Sexual Orientation) Regulations 2007
Dealing with Homophobia & Homophobic Bulling in Scottish Schools (2008)
Holocaust Memorial Trust Resources

Human Rights

The Human Rights Act 1998
Articles: 3, 14
UN Convention on the Rights of the Child
Articles: 19, 20, 22, 23, 29, 30, 32,39, 40.

Mainstreaming all Equalities in Education, Culture & Sport.

Aberdeen Learning Strategy



ABERDEEN CITY COUNCIL

ABERDEEN CITY COUNCIL

**EDUCATION, CULTURE AND SPORT
SINGLE EQUALITY POLICY
AND ACTION PLAN**

2010-2013

February 2010

ABERDEEN CITY COUNCIL

EDUCATION, CULTURE & SPORT SINGLE EQUALITY POLICY

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EDUCATION, CULTURE & SPORT SINGLE EQUALITY POLICY

INTRODUCTION

Aberdeen City Council, Education, Culture and Sport is opposed to all forms of discrimination including those forms directly affecting individuals and groups on the grounds of their colour, racial groups, ethnic, cultural, religious, gender, age, sexual orientation, disability, linguistic or natural origins, gypsy/traveller and refugee status and asylum seekers.

- Education, Culture and Sport is committed to eliminating unlawful discrimination and to the promotion of equal opportunities and good relations in all aspects of education within a culturally diverse Aberdeen.

This Single Equality Policy is the embodiment of these aspirations. Aberdeen City Council will be working to meet these aspirations over the period 2009-2012, at the end of which the policy will be reviewed. An Action Plan which details how Education, Culture & Sport will improve its services to all stakeholders supports this Policy.

1 LEGAL FRAMEWORK

The legal framework underpinning all strands of equality includes a general duty, which requires all the services of Aberdeen City Council to:

- eliminate unlawful discrimination
- eliminate harassment
- promote equality of opportunity

Further to legislative requirements of the Race Relations (Amendment) Act 2000, are the responsibilities of the Education, Culture & Sport to respond to the national policies and guidelines such as:

- Curriculum for Excellence
- Getting it Right for Every Child
- How Good Is Our School³ (2007)
- How Good Is Our Community Learning & Development² (2006)
- Local Government in Scotland Act (2003)
- Education (Additional Support for Learning) (Scotland) Act 2004
- National Priorities in Education (2002)
- Standard in Scotland's Schools etc. (Scotland) Act 2000
- The Child At the Centre (1999)

The provisions set out in Single Equality legislation is explicitly referred to in each of the above documents and requires the Education, Culture & Sport and its establishments, a response, which will be monitored by the education, culture and sports through HMIE.

The main provisions are that it:

- outlaws all forms of discrimination in the carrying out of all public functions; this includes private sector bodies to the extent that they are carrying out public functions

- places a general duty on local authorities and other specified public bodies, including Her Majesty's Inspectorate of Education, to eliminate any form of discrimination and promote positive equality and good relations amongst all people.
- gives powers to Government to impose specific duties on public bodies as are considered appropriate to ensure the better performance of their general duties
- gives power to the Equality and Human Rights Commission (EHRC) to enforce these special duties.

Aberdeen City Council has gone beyond its legislative requirements and produced Single Equality Scheme, which set out how we will fulfil our legal duties in terms of the Race, Disability and Gender Equality strands which includes strands of Age, Faith/Religion/Belief and Sexual Orientation. However, Education, Culture & Sport Services is required to produce a Single Equality Policy (SEP) that applies to all schools under its management.

2 VISION, VALUES & AIMS

MISSION STATEMENT

"Aberdeen City Council is committed to working for a secure and pleasant environment and sound economy for individuals, families and the wider community who live and work in the City and for those who visit the City. The Council is committed to the provision of a coherent set of high quality services through the most economic use of finite resources within particular financial constraints and based on the principles of partnership, equity and accountability. This will require a corporate approach to planning and operation, which transcends traditional Department boundaries. Aberdeen City Council will be led by its elected members, driven by its officers, supported by and supportive of its staff and accountable to its community.

FOUNDING PRINCIPLES:

In delivering the above we will apply the following:

Equality
Partnership
Accountability
Economy
Coherence
Quality

CONTEXT

Education, Culture and Sports in Aberdeen aims to promote achievement, social inclusion and lifelong learning. An inclusive approach encourages the widest possible participation, irrespective of age, gender, disability, religion, ability and background, and seeks to provide a high quality educational experience for all learners.

In realising our vision, values and aims - we will deliver Best Value. We will consult on and publish improvement plans and performance results on a regular basis to reflect local and national priorities.

VISION

Services to Children and Young People in Aberdeen have a shared vision with its partners to make Aberdeen a **"City for Learning"** - ready to play a full part in the knowledge economy required in meeting the needs of a modern, successful Scotland. We want Aberdeen to be recognised locally, nationally and internationally as a place where learning is highly valued and contributes significantly to the wellbeing of the city and its people.

VALUES

We share a set of values and principles which underpin our vision and inform our aims and action

- we believe in an **inclusive** approach to all services
- we are committed to ensuring the maximum **participation** of learners, staff and the public in Learning, in developing the service and in the communities of Aberdeen
- we believe that all citizens are entitled to a range of high quality services which can be set out in an **entitlement** framework
- we believe in promoting **achievement**
- we believe that experiences of learning and leisure activities should be planned with **progression and continuity** towards educational, vocational, social and personal goals
- we believe that the highest levels of achievement should be open to all the people of Aberdeen reflecting the **diversity** of our population.

AIMS

Our overarching aims reflect our values as we set out to raise achievement for all, ensuring social inclusion and encouraging lifelong learning for our citizens.

We therefore aim to:

- provide high quality learning environments
- ensure that learning and teaching of the highest quality is provided
- ensure that learners of all ages develop confidence, are well motivated, literate and numerate
- equip learners to participate as full citizens of a modern democracy, possessing core skills and Information & Communication Technology awareness, to work flexibly and to embrace change.

3 SCOPE OF THE SINGLE EQUALITY POLICY

The Single Equality Policy amends and replaces the Race Equality Policy of 2008 in line with the Race Relations (Amendment) Act 2000.

In all equality strands education is for all in preparation for a diverse society. The parameters of injustice and inequality inherent in our society can manifest itself in prejudice, racism & discrimination. All equality strands Education acknowledges these aspects and seeks to address them actively.

The Education, Culture & Sport Single Equality Policy applies to all educational establishments, services, and educational programmes under the management of the Education, Culture & Sport. It contributes to the Single Outcome Agreement, of which gender equality, race and faith, LGBT and disability are six distinct but complementary elements. It has been developed in tandem with Aberdeen City Council's Single Equality Scheme and contributes to the learning challenges within '*Aberdeen – A City of Cultural Diversity – a plan for Single Equality in Aberdeen*'.

The aims of the amended Single Equality Policy remain:

- the preparation of young people for a diverse society
- the enrichment of the educational curriculum for all
- the equality of educational opportunity for all
- the fostering of respect for, and dignity of, all cultures as integral parts of society
- the eradication of racism and xenophobia.

This Policy applies to all aspects of the Education, Culture and Sport:

- the personal development and pastoral care of all learners including:
- partnership with parents, carers, guardians, partners and communities
- learning and teaching
- the curriculum

- progress, achievement and assessment
- staff recruitment and professional development
- behaviour, discipline and exclusions.

4 BACKGROUND

4.1 Education, Culture and Sport

Education, Culture and Sport is responsible for 66 schools and 30 community centres (48 primary schools including nursery, 12 secondary schools and 6 special education and Additional Support Needs (ASN) bases) across the city. Pre-school education is provided for over 5,000 children in 47 Education Service centres. Services to Children and Young People works in partnership with 54 partner centres and 6 Social Work Family Centres. Currently, in an average week, over 15% of the city's population are involved in Community Learning in a range of settings.

4.2 Population

Although the ethnic minority population in Aberdeen is lower than other Scottish cities there were two characteristics which made it distinct. One is that there is little evidence of residential segregation into particular areas of the city but the Polish group is now the dominant ethnic group within the minorities. The sheer diversity of communities in Aberdeen is striking - both in terms of ethnicity and the number of languages represented. In 2008-2009 the English as an Additional Language Service (EAL) for schools recorded approximately 1790 pupils referred from schools to the Service Unit for different levels of language support. Number of countries present and languages spoken as being used as the first languages has increased significantly. In 2009 the number has risen to 80 different countries with over 95 different languages spoken as first language

Population information based on the Census is shown as Appendix 1. It should be noted that Gypsies/Travellers are now considered an ethnic minority.

4.3 Ethnic background of staff, pupils and school students

Details on the ethnic background of all pupils and school students will continue to be collected through the ScotXed project. This information will be held electronically on each school's Phoenix database.

Details on the ethnic background of school staff will continue to be collected through the ScotXed project.

The Scottish Government determined the ethnic categories used. A detail of the current information is shown in Appendix 1.

This information is not currently available for other staff or Community Learning participants within the Services to Children and Young People.

4.4 Reporting on racist incidents

In 2006/07 Aberdeen Racist Incidents Partnership (ARIP) reporting procedure for racist incidents across all agencies in Aberdeen was reviewed and amended in line with other elements of equality strands in compliance with the legislation. In June

2007 the revised standard ARIP reporting format was launched and is now in use by all establishment and partners. Teamwork Against Racist Crime (TARC), based at Grampian Racial Equality Council continues to act as the monitoring agency. The statistical report provides a comprehensive picture of racist incidents across the city and facilitates proactive joint working between agencies to tackle these incidents.

5 IMPLICATIONS FOR AND INSTRUCTIONS TO LEADERSHIP AND MANAGEMENT

Commitments

Education, Culture and Sport is committed to:

- actively tackling all forms of discrimination, and promoting equal opportunities and good community cohesion.
- encouraging, supporting and helping all learners and staff to reach their potentials
- working with parents, carers, partners and with the wider community, to tackle racial discrimination, and to follow and promote good practice
- making sure the Single Equality policy and its procedures are followed

Responsibilities

5.1 Education, Culture and Sport

Aberdeen City Council is legally responsible for ensuring that schools under its management implement the current Single Equality Scheme. Education, Culture and Sports has extended responsibilities to all educational establishments and services under its management.

To comply with this duty it is responsible for:

- providing the necessary support, guidance, training and resources to enable staff to comply with the Policy
- ensuring that Services for Children and Young People under its management have an action plan to implement the policy
- providing information on equality issues including legislation
- making sure that there is a named officer within Education, Culture and Sports who will have strategic responsibility for all the different equality strands
- monitoring the impact of existing policies and policy development on equality issues

- ensuring that the monitoring of ethnic data detailed in Section 6.2 is undertaken and that the results of such monitoring are published on an annual basis, as part of established Quality Assurance procedures e.g. within the Authority's Standards & Quality report
- reporting on a regular basis to the Policy and Strategy (Education) Committee on issues relating to the implementation of the policy.

5.2 Head of Establishment

The Head of Establishment is responsible for:

- preparing and implementing a Single Equality Action Plan within the school improvement planning (SIP) process. Within Community Learning & Development it will be the responsibility of the Community Learning & Development Team Leader to prepare and implement a single equality plan for the team. All future references to establishment plans refer equally to Community Learning Team plans
- ensuring the policy is readily available and that staff, students and pupils and their parents, carers and guardians, members of parent bodies, community centre users, management committee members, partners and contractors are aware of the policy and their responsibilities
- ensuring that the policy is seen as part of the overall development of equal opportunities within the establishment
- ensuring that the establishment's action plan and procedures relating to the policy are implemented and monitored by use of established quality assurance processes
- having in place arrangements to evaluate, as part of an ongoing process, curriculum materials and teaching and learning approaches
- ensuring that the cultural diversity of Aberdeen is acknowledged and celebrated
- monitoring, assessing and reviewing policies in relation to all equality issues as part of school development planning and Community Learning and Development self-evaluation process
- ensuring that the monitoring of ethnic data detailed in section 6.2 is undertaken
- as part of the establishment's Standards and Quality Report, producing regular information for staff, parent bodies and management committee members about the policy and how it is working
- ensuring all staff know their responsibilities and receive training and support in carrying these out
- providing training on the policy, if necessary, for parent bodies and management committee members

- ensuring that pupils, students and learners from all equalities groups have full access to the curriculum
- ensuring bilingual learners have full access to the curriculum
- ensuring sure that, in line with the Education (Additional Support for Learning) (Scotland) Act 2004, the progress of learners whose first language is not English is supported and monitored
- ensuring that the procedures for reporting and monitoring racist incidents which form part of the policy are implemented
- ensuring that there is a named member of staff with specific responsibility for the reporting of all incidents.
- taking appropriate action in association with partners when dealing with any of the incidents.

5.3 All Staff

All staff are responsible for:

- responding to racist incidents and being able to recognise and tackle any bias and stereotyping attitudes or behaviours
- promoting equal opportunities and good community relations and avoiding discrimination against anyone for reasons of race, colour, age religion/beliefs, ethnicity, national origins, gender or sexual orientation and disability.
- keeping up to date with the law on discrimination, and taking up training and learning opportunities
- promoting diversity and equality through the curriculum
- actively promoting good relations and community cohesion.

5.4 Named member of staff

The named member of staff has responsibility for ensuring that all incidents are recorded and reported in line with the Aberdeen Racist Incidents Partnership (ARIP) procedure.

5.5 Parent bodies and management committee

Parent bodies have a role in raising the standards of education in the school and have a duty to support the endeavours of those managing the school to secure improvement in the quality of education, which the school provides (Standards in Scotland's School etc Act 2000).

Parent bodies and management committee members are responsible for:

- ensuring that the Single Equality Policy and its procedures are followed in all matters for which they are responsible
- supporting the head of establishment in the implementation of the Single Equality Policy and requesting regular reports on progress
- commenting on issues relating to the Single Equality Policy and its implementation
- reflecting the views of the parent body on the policy and its implementation to the head of establishment.

5.6 Pupil & Student Councils; Youth Committees/Forums

- commenting on issues relating to the policy and its implementation
- reflecting the views of the student body or youth Forum membership on the policy and its implementation to the head of establishment.

5.7 Visitors, partner providers and contractors

Visitors, partner providers and contractors are responsible for:

- being aware of the policy and their responsibilities under it.

6 FULFILLING THE SPECIFIC DUTY

6.1 Planning and developing policy

In order to assess the impact of policy development on all equality issues systems will be developed to:

- build integrated equality impact assessment into all policy development and planning processes
- incorporate equality targets into relevant strategic plans and local improvement objectives as part of the service planning process
- consult and involve all groups of pupils, students, participants, parents, staff and partners in the policy development and planning processes
- assess the impact of the Policy through consultation, evaluation and use of audit tools (e.g. *HMIE and CERES documentation*) to set targets and inform appropriate action.

6.2 Ethnic monitoring

Ethnic monitoring is the process of collecting and comparing data by ethnic group. Assessment, targets setting and monitoring are crucial for knowing which individuals and groups are under-performing and for focusing additional support on those who

most need it. The importance of ethnic monitoring to the process of raising achievement is recognised.

Ethnic monitoring will clearly support a number of aims of this policy. However, it is also important to acknowledge that ethnic monitoring should not be used in a way that breaches the Data Protection Act 1998 or allows individuals or individual establishments to be identified. The Authority will take this into account when undertaking ethnic monitoring and publishing the results of such monitoring.

For pupils, students and staff in schools ethnic monitoring will be undertaken in line with the categories used in the ScotXed programme. Ethnic monitoring for non-school staff will be according to the Council's Single Equality Scheme. For other learners, staff members of management bodies the categories used in the 2001 census will be used. Ethnic monitoring will be undertaken on the basis of self-determination and it is recognised that not all individuals will wish to disclose this information.

6.3 Collecting ethnic data

The following information will be used to monitor attainment and progress:

- Performance Indicators in Primary Schools (PIPS) assessments (P1, P3, P5)
- Middle Years Information System (MidYIS) assessment (S1)
- Scottish Qualifications Authority (SQA) result
- Scottish Survey for Achievement (SSA) by the Scottish Government (5-14)

Ethnic background data will be matched to PIPS, 5-14, MidYIS and SQA results. It is hoped that ethnic monitoring will allow the authority to determine whether the needs of all pupils are being met, or whether some groups of pupils are underachieving. As there are very few minority ethnic pupils in each year group the effectiveness of individual schools may be difficult to measure reliably in terms of that group's educational performance. [Cline et al (2002) *Minority Ethnic Pupils in Mainly White Schools*].

There is a specific dimension within Aberdeen: many children from minority ethnic groups are English learners and this may also impact on performance. The authority aims to analyse whether there are different patterns of attainment across different subject areas and analyse at what stage of schooling, attainment levels start to fall or improve. Small numbers of minority ethnic pupils may make variations in performance between pupils from different minority ethnic backgrounds difficult to analyse. Therefore, contact with minority ethnic groups needs to be included within existing data/evidence collecting systems.

The current 5 categories of language competency in English will be monitored through Phoenix.

6.4 Using ethnicity data for monitoring purposes

Ethnicity will be monitored, analysed and discussed, and used to inform the development and implementation of strategies and actions. It will be used to identify where resources will be targeted to ensure the needs of pupils are assessed, recognised and met.

6.5 Monitoring school related issues

Schools and the Education, Culture and Sport will monitor the following areas by ethnicity:

- School Performance
 - attainment and progress
 - behaviour & discipline
 - attendance
 - curriculum
 - personal & social development and pastoral care
 - learning & teaching
 - racial harassment and racist incidents

- Staff Issues
 - recruitment & selection
 - pay and rewards
 - training and professional development
 - staff development and review
 - grievance and disciplinary
 - staff ceasing employment
 - other areas, in line with the Single Equality Scheme.

- Parents', carers' and guardians' involvement in the school

- Membership of Parent bodies

Where permissible within the Data Protection Act 1998, performance in the areas relating to school performance will be reviewed annually through established quality assurance visits to all schools. Where the needs of individuals or groups of pupils are not being met or pupils from ethnic backgrounds are over-represented an action plan will be agreed between the authority and the headteacher. Key findings from this analysis will be presented to the Education, Culture & Sport Committee annually and will inform the education service's planning and resource allocation processes. The authority will ensure that such information is anonymous and aggregated to ensure that individual pupils and individual establishments cannot be identified.

In all cases the authority, school and services will try to find out more about the reasons behind any patterns. For example, in the case of exclusions, the authority will try and determine whether there are any patterns in the types of behaviour leading to exclusion, and whether exclusions are applied disproportionately to any particular ethnic group. This data can be used by schools and the authority to develop prevention strategies and to target interventions.

6.6 Other areas

Education, Culture and Sport will also put in place systems to undertake equalities monitoring of the way in which other learners access and participate in learning and their levels of achievement. Such systems will be developed in line with the Council's Single Equality Scheme.

Performance in these areas will be monitored by the Community Learning & Development quality assurance process.

Membership of Community Learning and Development Committees will also be monitored in line with the Single Equality Scheme.

6.7 Assessing and reviewing policies

Integral to Best Value are regular service reviews. As part of this process all policies and strategies are regularly monitored, reviewed and evaluated. This process will be used to monitor policies that are relevant to all equalities, to see how effective they are in tackling unlawful racial discrimination, and promoting equal opportunities and good community relations. To support this, the following action will be taken:

- regular reviews, monitoring and assessment of all policies and strategies for their effectiveness in
 - Eliminating all forms of discrimination
 - Promoting all the strands of equality
 - Promoting good and positive relations
- the building of all equality issues and the review of the policy action plan into school development planning, community learning and development review and self-evaluation frameworks
- use the results of reviews and assessments to inform planning and decision-making
- Education Officers will review with Heads of Establishments progress on implementing action plans as part of the quality improvement visits. This will take place on a regular basis as part of the quality assurance process. The full implementation of the policy will feature as a local improvement objective.

6.8 Publishing the results of monitoring

The results of equalities monitoring at authority level will be published annually in reports to the Education, Culture & Sport (ECS) Committee, according to the established performance framework and calendar. For example, the results of equalities monitoring of attainment data will be included in the annual report on attainment levels in October/November each year.

Once a year the results of all equalities monitoring will be pulled together in a comprehensive report. This will form a key part of the evaluation of the policy. Year on year comparisons will be made to monitor progress towards any targets set.

6.9 Reporting on the policy

This report will be discussed with Heads of Establishment, who will in turn brief staff on how the policy is working at Authority level and within their own establishment or service.

No data will be published that in anyway makes it possible for an individual person or establishment to be identified.

7. POLICY INTO PRACTICE

7.1 Monitoring the policy

The Equalities Policy Review Group will monitor the effectiveness of the policy by established, evidence based, quality assurance processes.

- The policy will be reviewed in 2011-2012 for implementation from November 2012.
- The effectiveness of the policy will be monitored by established quality assurance procedures
- Education Officers will undertake this on behalf of the Education Authority.

7.2 Training, staff development and continuing professional development (CPD)

Education, Culture and Sports is committed to providing training and development for all staff, parent bodies and management committee members on racial equality issues. A training strategy will be developed to support this in line with corporate plans for diversity training. The training strategy and plan will address the methods to be used and the way in which training will be monitored and assessed.

7.3 Publishing and promoting the policy

The policy which forms part of Aberdeen City Council's Single Equality Scheme will be available to anyone who requests it from:

- the offices of Education, Culture and Sport
- educational establishments and libraries
- the Point, Customer Service Centre and other council information points as they are developed
- the council website.

In addition copies will be sent to parent bodies and management committees. Copies will be available in translation and large print versions in line with the current council policy. Summary copies of the policy will also be available in translation and large print version.

8. DATE OF APPROVAL

The Race Equality Policy was approved by the Policy and Strategy Committee of Aberdeen City Council in 2008 and to be reviewed for update at Education, Culture & Sport (ECS) Committee in November 2011. However the current Single Equality Policy will be presented for approval by February 2010. The policy will be reviewed in 2013.

9. BREACHES OF THE POLICY

Breaches of the policy will be dealt with by established formal procedures for pupils, students, participants and staff.

e.g. Customer Care Procedures
Grievance
Bullying and Harassment
Anti-Bullying
Racist Incident Reporting
Public Interest Disclosure Act (PIDA)
Staff Grievance & Disciplinary Procedures

Breaches of the policy by partner providers and contractors will be dealt with in line with current council practice.

**ABERDEEN CITY COUNCIL
EDUCATION, CULTURE & SPORTS
THE SINGLE EQUALITY POLICY
ACTION PLAN - SESSIONS 2009-2012**

DATE: 2009-2012

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
1. Ensure that Education, Culture and Sport establishments & services comply with all strands of Equality	Ensure that all Equality Policies are implemented	Staff time support from other agencies, parents & partners	Ongoing	Service Managers Heads of Service Culture and Learning Education Officers Development Officer Diversity & Equality in Education Community Safety Officers Community Learning & Development Team Leaders	All establishments will continue to develop good practice in all strands of equality which will be measured by quality assurance processes
2. Review, maintain and monitor the action plans within Single Equality Policy	Establish an agreed cycle for the maintenance of the policy, including planned consultation	Staff time	Ongoing 3 yearly cycle	Equalities Policy Review Group Diversity & Equality Officer Schools Equalities co-ordinators	Policy made available to all stakeholders & included in ACC Single Equality Scheme documentation

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
3. Review progress of the Single Equality Action Plan for 2009- 2011	Systematic review of all Equalities Action Plan by Equalities Policy Review Group Review Audit Tool	Staff time	On annual basis	Equalities Policy Review Group Schools Equalities co-ordinators	Review Audit Annual Audit Report & Updated Action Plan
4. Develop ways of working with children and young people, parents/carers and staff members to use the information gathered to develop and review equalities action plan [DDA]	Group to be representative of staff, learners and parents	Staff time	2010	Heads of Service and Senior Managers Equalities Policy Review Group Diversity & Equality Officer Additional Support for Learning	An Action Plan developed that clearly reflects priorities raised by all stakeholders Continuation of a representative group
5. To review and support Schools & establishments policy and procedures and use of Impact Assessment	Use of School/ Community Learning Development self – evaluation tools.	Staff time	Annual within the establishment development planning cycle	Education Officers Community Learning Team Leaders Heads of Establishment	Consistent policies and procedures produced across all Education, Culture & Sport Services to take forward all equality duties Reports from QA visits
6. Monitor new policies and procedures for impact and compliance	Sampling of policy documentation	Staff time	Annual	Equalities Policy Review Group Diversity & Equality Officer	All new policy developments and plans are compliant.
7. Provide support and training for teachers, staff, nursery assistants, Pupils support staff, community learning and	Newsletters on Diversity & Inclusion. Leaflets, circulars, briefing meetings, website. Training and supports for schools and establishment.	Diversity & Equality Officer (DEO) Staff time	Ongoing	Equalities Policy Review Group Diversity & Equality Officer (DEO)	Feedback of good practice HMIe Reports Awareness of policy

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
development staff, youth workers, arts and culture staff, librarians learners, parents, elected members and the wider community	Using subject curriculum to reinforce and promote equalities.			Service Managers Community Learning & Sport	amongst target groups and the community Increased awareness of all equalities issues
<p>8. Develop a plan for staff development in all equality strands issues so:</p> <p>(i) all establishments have at least 1 member of staff who has undertaken staff development</p> <p>(ii) all staff continue to receive appropriate staff development within an appropriate timescale</p> <p>(iii) all probationer teachers continue to undertake staff development within their probationary year</p>	<p>Establish authority staff development programme</p> <p>Identification of budget requirements</p> <p>Links to council's diversity staff development programme</p> <p>Tailored CPD to the needs of teachers and pupils</p> <p>Link with later Education/Global needs/Structure</p>	School Focussed Development (SFD) budget and other training budgets.	<p>Ongoing</p> <p>Ongoing</p> <p>Annual training</p> <p>Ongoing</p>	<p>Adviser in Staff Development</p> <p>Curriculum Development Officer (Equalities)</p> <p>Development Officer (Probationers)</p> <p>Human Resources</p>	<p>Continuous expansion of staff development programme</p> <p>Targets for staff development met</p> <p>Development of International Education Programme as integral part of Inclusion & Diversity</p> <p>Awareness of Global Education to Equality & Diversity</p>
9. Ensure that all staff are aware of procedures for reporting all incidents	<p>Briefing programme at authority & establishment level</p> <p>Briefing on effective use of ARIP format and documentation</p>	Staff time Briefing materials Budget	Ongoing	<p>Heads of Service and Senior Managers</p> <p>Education Officers</p> <p>Heads of Establishment</p>	<p>Attendance at briefing programme</p> <p>Inclusion in induction programme</p> <p>More effective reporting of all incidents –</p>

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
				Diversity & Equality Officer (DEO)	monitored in June QA visit
<p>10. Provide establishments with information and advice on curriculum and information resources on all strands of equality issues; esp. on Gender, LGBT, Disability and</p> <ul style="list-style-type: none"> ➤ Provide support in promoting positive images of Gypsies/Travellers and other newcomers. 	<p>Continue to provide information about range of services that are available both locally and nationally</p> <p>Networking with others services to Children's and Young People in other Local Authorities for Good Practice and effective resources</p> <p>Review Education Pack on Inclusion & Diversity (2006)</p> <p>Newsletters on schools Good Practice and course programmes</p>	<p>Curriculum Resources & Information Services (CRIS)</p> <p>Curriculum Development Officer Diversity & Equality Officer (DEO)</p> <p>Websites</p> <p>Montgomery Education Research Services</p>	Ongoing	<p>Curriculum Development Officer (Diversity & Equalities)</p> <p>Curriculum Resources & Information Services (CRIS)</p>	<p>All services and establishments will have a bank of information in effective use</p> <p>Improved practice identified through feedback from parents, pupils, staff and quality assurance</p> <p>Gender issues mainstreamed and embedded into all key learning strategies.</p>
<p>11. Continue to review & update curriculum materials and resources to reflect all strands of Equality</p> <ul style="list-style-type: none"> ➤ Continue to participate in both national, local and international initiatives on all equality issues 	<p>Systematic review and updates of materials at authority and establishment level</p> <p>Show Racism the Red Card Workshops (EIS)</p> <p>Holocaust Memorial Day Event Anne Frank Award Event See Me Enquire</p>	<p>Staff time, audit of resources</p> <p>Replacement materials</p> <p>Staff time National Facilitators</p>	<p>Annual</p> <p>Annual</p>	<p>Curriculum Development Officer (Diversity & Equalities)</p> <p>Co-ordinators in schools</p> <p>Curriculum Resources & Information Services (CRIS)</p> <p>Curriculum Support Staff</p> <p>Heads of Establishment</p>	<p>Materials that reflect all forms of diversity and culture through improved procedures such as monitoring classroom practice</p> <p>Inclusive Curriculum</p> <p>Schools links/initiatives</p> <p>Increased participation</p>

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
12. Continue procedures to collect and publish key school performance data as detailed in the policy e.g. ethnic monitoring of attainment levels, exclusions	Collection of school performance data (Phoenix) Newsletter (bi-annually) showcase good practices and achievement	Research & Development Section	Annual	Head of Service, Educational Development, Planning & Improvement Principal Officer - Research & Development Diversity & Equality Officer	Inclusion of data in key performance reporting and statutory indicators
13. Continue procedures to collect and publish key performance data relating to staffing issues as detailed in the policy e.g. ethnic monitoring information	Collection of relevant staffing information Newsletter	Research & Development section Personnel section	Annual	Principal Officer Research & Development Heads of Establishment Diversity & Equality Officer (DEO)	Inclusion of data in key performance, reporting and statutory indicators
14. Continue procedures to collect and publish key performance data on uptake of services and membership of management groups	Collection of relevant information	Research & Development section. Elections Unit Community Learning & Development Manager	Annual	Community Learning & Development Manager Community Learning Team Leaders	Inclusion of data in key performance, reporting and statutory indicators Action taken as a result of analysis from the data.
15. Ensure that heads of establishment fulfil their	Quality assurance processes	Staff time	Ongoing	Heads of Service – Education, Culture &	Implementation monitored through QA

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
<p>responsibilities as detailed in the policy.</p> <ul style="list-style-type: none"> ➤ Work in partnership with Special Schools, Social Services and Aberdeen College to review provision for young people affected by a disability 				<p>Sport</p> <p>Education Officers</p> <p>Community Learning Team Leaders</p> <p>Policy Officer Inclusion</p> <p>Diversity & Equalities Officer</p>	<p>visit</p> <p>Review of the quality and range of College experience and opportunities for people with disabilities will have been taken.</p>
<p>16. Continue to ensure all establishments and services acknowledge and celebrate the cultural diversity of Aberdeen and implement existing guidance on diversity issues.</p>	<p>Establishments and offices to display the calendar of Religious Festivals</p> <p>Develop a cross curricular approach to Race Equality</p> <p>Dates of parents' evenings and other events should be organised with sensitivity to religious or cultural festival</p> <p>Encourage the use of interpreters to ensure statutory access</p> <p>Translation to be used where appropriate</p> <p>Establishments take sensitive account of dietary and religious requirements e.g.</p>	<p>Establishments' own resources</p> <p>Resource Centres</p> <p>Montgomery Research Centre</p> <p>ASG Links</p> <p>Partnership with range of communities & cultures</p> <p>Websites</p> <p>Links and networks with other schools and various</p>	<p>Ongoing</p> <p>According to annual calendar of events</p>	<p>Education Officers</p> <p>Heads of Establishment</p> <p>Head of English as Additional Language(EAL) Service</p> <p>Curriculum Development Officer (Equalities)</p> <p>Equalities Policy Review Group</p> <p>Schools Co-ordinators in Diversity & Equalities.</p>	<p>Evidence through self evaluation</p> <p>Increased links between establishment, communities & cultures</p> <p>Increased demand for resources</p> <p>Increased understanding, mutual respect & recognition of cultural diversity by staff and pupils</p> <p>Understand Global dimensions of work and enterprise</p>

ACTION POINT	STRATEGIES	RESOURCES	TIMESCALES	RESPONSIBLE OFFICERS	SUCCESS CRITERIA
	providing rooms for religious observance	local and national initiatives			
17. Ensure that parent bodies, Pupil and Student Councils and Youth Committees/Forums are aware of their responsibilities under the policy	<p>Leaflets, meetings, briefing sessions, website</p> <p>Establish social links across city schools</p> <p>Develop awareness programme and mentoring</p>	<p>Staff time & materials</p> <p>Partnership with range of trainers and community</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Service Managers</p> <p>Diversity & Equality Officer</p> <p>Community Learning & Development Manager</p> <p>Heads of Establishment</p>	<p>Effective communication and participation</p> <p>Increase parental involvement in schools and community</p> <p>Better understanding</p> <p>increased involvement in community activities</p>
18. Ensure that partner providers and contractors are aware of their responsibilities under the policy	Ensure that contract procedures and service agreements meet compliance criteria	Staff time	Ongoing	<p>Education Officer (early years school remit)</p> <p>Pre-School Team</p> <p>Community Learning & Development Manager</p>	<p>HMLE and Care Commission Reports</p> <p>Documentation</p>
19. Continue to monitor the reporting format for Teamwork Against Racist Crime(TARC)	Scrutinise the existing format and explore alternative used in other local authorities	Range of documentation including TARC	Reporting format has been reviewed - June 2007	<p>Equalities Review Group</p> <p>Diversity & Equality Officer in Education</p> <p>Aberdeen Racist Incident Partnership (ARIP)</p>	<p>Improved, accurate and efficient recording of all incidents</p> <p>Increase reporting</p> <p>Streamlined reporting procedures</p>

APPENDIX 1

1. BACKGROUND INFORMATION

1.1 Information on Ethnic Minority Population

The 2001 Census shows an ethnic minority population of around 6,000 in Aberdeen City (2.2% of the total city population), with the largest ethnic groups being Chinese followed by Bangladeshi, Pakistani, Indian and African. Almost 35% of the ethnic minority population were born in the UK. Around one fifth of the total were students. The age structure of the ethnic minority population was different to the total population of the city.

Total Population	-	212,125 {2001 census}		
White Scottish	85.67%	(181,727)		
Other White British	7.86%	(16,673)		
White Irish	0.72%	(1,527)		
Other White	2.85%	(6,046)	97.1%	(205,973)
Indian	0.39%	(827)		
Pakistani	0.19%	(403)		
Bangladeshi	0.16%	(339)		
Other South Asia	0.22%	(467)		
Chinese	0.57%	(1209)		
Caribbean	0.07%	(149)		
African	0.34%	(721)		
Black Scottish or other Black	0.04%	(85)		
Any Mixed Background	0.41%	(870)	2.39%	(5070)
Other Ethnic Group	0.51%	(1082)		

It should be noted that not all members of ethnic minorities were in agreement with the census categories.

It should be noted that Gypsies/Travellers are now considered an ethnic minority.

Ethnic Background Pupils, Staff & School Students

Details on ethnic background of all pupils and school students were collected for the first time at the end of the 2001-02-school session. This information is now held electronically on each school's Phoenix database. The current 2007/08 School Census showed an ethnic minority pupil population of 12.78%. This was made up of the following groups:

ETHNIC GROUP	PERCENTAGE OF TOTAL ROLL
African	1.43
Black - Caribbean	0.02
Black - other	0.04
Asian Indian	1.28
Asian Pakistani	0.56

Asian Bangladeshi	0.55
Asian Chinese	0.58
Asian - other	0.89
Gypsy Traveller	0.10
White -Other	5.62
Mixed	1.71

Details on the ethnic background of school staff will continue to be collected, monitored for Race Relations compliance and for good race equality practice. The following groups were represented: African, Asian, Chinese, German, French, and Eastern European - Other and Other Traveller

This information is not currently available for other staff or Community Learning Participants within the education service.

References

- Williams (2002) Inclusive Services: Minority Ethnic People and their Access to Mainstream Services in Aberdeen
- Count Us In: Achieving Inclusion In Scotland Schools -HM Inspectorate of Education (2002)
- Inclusive Education Approaches for Gypsies and Travellers within the context of interrupted learning: Guidance for Local Authorities and Schools (2003)
- Black & Ethnic Minorities Infrastructure in Scotland(BEMIS): Engagement by Public Sector (2006)
- Grampian Racial Equality Council (2004) Racial Incidents Report, Racist Bullying in Schools – Research.
- Gender Equality in Education: Toolkit for Education Staff (2007).
- The Journey to Excellence 3: HM Inspectorate of Education (2007)
- Dealing with Homophobia & Homophobic Bullying in Scottish Schools : Toolkit for Teachers (2008)
- Holocaust Memorial Trust
- Count US IN- A SENSE OF BELONGING: Meeting the needs of Children & Young People newly arrived in Scotland HMle (2009)
- Aberdeen Racist Incident Partnership Reporting Statistics: (2008/2009
- Aberdeen Learning Strategy -

Appendix 2

RELATED DOCUMENTS

The following are related documents and should be considered to be part of this policy:

- **Aberdeen City Council**

Aberdeen - A City of Cultural Diversity - A Plan for Racial Equality

Launched on 29 April, 2002

Contains targets for key services within the Council, including learning.

- **Aberdeen Race Equality Scheme**

A statutory requirement under the Race Relations (Amendment) Act 2000. Details how the Council as a whole will meet the general and specific duties and applies to the education service. Details how policy assessment and ethnic monitoring will be undertaken.

- **Equality and Human Rights Commission, 2008**

- **The Best Practice Guide on Human Rights and Best Practice on Equality and Human Rights produced by McGrigors Rights for Aberdeen City Council**

- **Calendar of Cultural & Religious Festivals/ Events of the Hindu, Jewish, Muslim and Sikh Communities** – produced by English as Additional Language(EAL)

- **Cultural & Religious Conditions of the Hindu, Jewish, Muslim and Sikh Communities – annual circular as applies.**

Contains guidance to establishments on religious observance e.g. diet, religious festivals, school dress.

- **Aberdeen Racist Incident Procedures**

Circular PP/AEC/045/02 - Issued 20 June 2002

Circular PP/AEC/049/02 - Issued 12 August 2002 (disk included)

Circular PP/AEC/020/07 - Issued 20 September 2007.

This procedure has been revised and adopted by Aberdeen City Council and applies to all services to children and young people across the services and establishments.

APPENDIX 3

USEFUL REFERENCES & CONTACTS

Local (Aberdeen City)

- Curriculum Resources and Information (**CRIS**) Services at Summerhill Centre has a wide range of multicultural and anti racist resources for all stages. (01224 346114)
- **Hilda Smith, Development Officer – Race Equality in Education, Development Officer** Based at Summerhill Centre (01224 346317)
- **English as an Additional Language.** The language and curriculum and access service for bilingual pupils in schools (01224 494272)
Headteacher Maeve McDowall
- **English for the Speakers of Other Language (ESOL) –** a service for adults. Based at Linksfield Campus (01224 497150). Offers both one-to-one and group provision. Contact Rosemary Weir
- **GREC** (Grampian Racial Equality Council) – some educational resources. Organisers of the Anne Frank Award (01224 595505) www.grec.co.uk.

Aberdeen International Centre: Charity organisation for all Ethnic Minorities - supporting International communities on Social Inclusion focusing on positive and cohesive integrative Scottish relations. 41 Union Street Aberdeen (01224 210025/27) www.intercentre.org.uk

- **MeAL** (Multi-ethnic Aberdeen Ltd) – a charity and company catering for the needs of the ethnic community and businesses in the N.E. of Scotland. Activities include cultural awareness programme in schools and MeFE Community Radio (01224 645268) www.multiethnic.co.uk .
- **Montgomery Development Education Centre** – if you want to add a global dimension to your work or play, they can help. Huge number of resources available to establishments. Willing to visit establishments and/or do in-service (01224 620111) www.montgomerydec.co.uk
- **African Women's Group** -c/o GREC
- **Pakistani Women Association** - c/o Aberdeen International Centre
- **CERES** (Centre for Education for Racial Equality in Scotland) – ‘educating and acting for equity and justice.’ Useful Scottish website.
- Race Equality Audit for Schools: A Self – Evaluation Resource www.education.ed.ac.uk/ceres.
- **Holocaust Memorial Day Trust:** Educational resources available free and online. www.holocaustmemorialday.gov.uk.

- **The Scottish Traveller Education Programme (STEP)** advises on Gypsy/Traveller issues www.education.ed.ac.uk/step.
- **The Scottish Development Education Centre** has teaching packs on global issues, human rights, fair trade www.scotdac.org.uk.
- **Scottish Executive - For Nurseries**
ç The Child at the Centre www.scotland.gov.uk/library2/doc16/cac2-09.asp
- **A Curriculum Framework for Children 3-5**
www.ngflscotland.gov.uk/earlyyears/resources/cf25.pdf

If you know of any other resources or sources of information please pass on the details to Hilda Smith (01224 346317)