

Belfast Institute of further and higher Education

Draft Codes of Good Practice for staff/Cultural Diversity Project 04

Table of Contents:

- 1 Why we need this?**
- 2 Direct and Indirect Discrimination**
- 3 Multicultural Students at Belfast Institute**
- 4 Staff responsibilities (Race equality for Further Education ANIC)**
- 5 Cultural Diversity in using materials: A guide.**
- 6 Use of Inclusive language**

Why we need this?

- 1.1 As most people are aware Northern Ireland is a society in flux. Cultural diversity that exists in our society is changing from being two dimensional to being multifaceted. As a microcosm and a reflection of society as a whole, Belfast Institute is committed to reflecting this growing trend in our society by ensuring fairness and respect for difference are placed at the heart of the institutes policy and practice so that the Institute remains an inclusive environment for learning and teaching.
- 1.2 Section 75 (1) Northern Ireland Act 1998 states that a public authority shall in carrying out its functions have due regard to the need to promote good relations between persons of diverse backgrounds.
- 1.3 Furthermore the Race Relations (NI) Order 1997 places legal obligations on public authorities and bodies such as Belfast Institute to positively promote equality within the institute. In light of this and Section 75 Belfast Institute is obliged to implement policies, training/induction and codes of good practice for staff and students on Cultural Diversity Issues to ensure that these legal and social requirements are met in full.

Direct and Indirect Discrimination: Definitions

- 2.1 Direct Discrimination: Means treating one person less favourably than another is, has been, or would be in a comparable situation on the grounds of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.
- 2.2 Indirect Discrimination: occurs when an apparently neutral provision, criterion or practice would put persons having a particular sex, racial or ethnic origin, religion or belief, disability, age, sexual orientation, at a particular disadvantage compared with other persons unless that provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary.
- 2.3 Victimisation: occurs when a person discriminates against another if person A treats person B less favourably than he/she treats or would treat other persons in the same circumstances and does so by reason that person B has brought proceedings or has made a complaint formal or otherwise under the Race Relations Order. This also can occur if person A suspects that B intends to make a complaint of this nature and therefore discriminates against B
- 2.4 Belfast Institute recognises that discrimination can exist and that no organisation is immune to it. It is committed to the provision of a supportive learning environment, which demonstrates respect and tolerance for difference, and where every individual is supported in order to achieve their full potential. Belfast Institute will take offences of direct/indirect discrimination and/or harassment seriously and deal with complaints of this nature sensitively.
- 2.5 Belfast Institute will seek to eliminate discrimination where it exists, but also to create a working and learning environment based on positive relations between members of different racial groups. To this end the Institute undertakes to provide training and support for staff and students. The Institute will also provide diverse images and references in published and teaching materials for students and staff. The aim of this is to provide an environment where issues of racism stereotyping can be discussed openly with a shared commitment to challenging and preventing racism and discrimination and to respect and value diversity and difference. Belfast Institute hopes by implementing these practices and procedures that good relations between different groups will be promoted.

Multicultural Students at Belfast Institute

The following outline will give a breakdown of ethnic minority students according to: Number, gender, age, full-time or part-time courses, department and site of study.

3.1 According to current statistics the majority ethnic groups within Belfast Institute are: Afro Caribbean (19), African (55), Indian (48), Pakistani (21), Chinese (185), Irish Traveller (24), Mixed other (66), and Other (146).¹

3.2 The following table represents the breakdown of the above ethnic minorities according to gender:

Ethnic Origin	Afro Caribbean	African	Indian	Pakistani	Chinese	Irish Traveller	Mixed Other	Other
Male	10	30	22	12	67	8	21	56
Female	9	25	26	9	118	16	45	90

As can be seen from the above table, Chinese learners both male and female make up the majority ethnic minority with Other, Mixed other and African learners following this. This may have implications for staff in terms of attendance at lectures/tutorials for the majority ethnic students in the event of cultural holidays or festivals. For example, a number of Chinese students may be absent or request absence from lectures at the beginning of February due to Chinese New Year. This and other cultural holidays may need to be flagged by the lecturer/department concerned

3.2 The following table represents the breakdown of the main ages of students:²

	Afro Caribbean	African	Black Other	Pakistani	Chinese	Mixed Other	Other	Irish Traveller
Age 16-20	2	12	6	7	32	16	14	14
Age 21-30	6	23	21	6	63	24	53	4
Age 31-40	7	14	11	4	70	17	46	1
Age 41-50	2	5	7	1	14	5	18	1

As can be seen from the above table the majority age that ethnic students are studying at is 21-40.

¹ Numbers in brackets indicate the actual numbers of students

² Numbers in tables represent the actual numbers of students. Data received from BIMS. Belfast Institute 9/9/2004

3.3 According to current statistics the majority of ethnic minority students are participating in part time courses. The following table indicates the breakdown of numbers in **Part time** study

Afro Caribbean	Black African	Black Other	Indian	Pakistani	Chinese	Mixed Other	Other	Irish Traveller
18	55	13	48	20	181	64	144	24

Again this has implications for staff as these numbers would also give an indication of possible support structures needed to cater to the needs of ethnic minority part time students, such as linguistic support, in class groupings, class materials and additional support services.

3.4 The table below indicates which department ethnic minority learners are studying at. The table indicates that the majority of students are studying under the departments of Continuing Education, Community Education, and General Education. This again will have implications for these and other departments in terms of departmental policies, procedures and educational practices

Dept	Irish Traveller	Afro Caribbean	Black African	Black Other	Indian	Pakistani	Chinese	Mixed Other	Other
Comp & Admin	0	2	13	0	6	1	11	5	7
Business & Management	1	0	1	1	6	0	14	3	1
Creative & Health	0	1	1	0	4	0	10	12	8
Continuing Education	1	3	28	2	11	8	117	22	95
Community Education	7	4	6	8	12	3	13	21	26
Technology	1	4	0	0	1	7	12	3	5
Gen Education	1	1	7	2	8	4	18	9	8
Leisure & Tourism	12	4	5	1	7	1	7	4	5
Keyskills	0	1	4	2	1	1	12	7	5

3.5 The table below indicates the main sites of learning for ethnic minority students at Belfast Institute. Here again this has a wide range of implications for staff at all levels at these buildings from junior support staff to lecturers and HOD's

	Afro Caribbean	African	Black other	Indian	Pakistani	Chinese	Other	Irish Traveller	Mixed Other
Millfield	3	8	1	4	3	13	6	0	6
College Sq	3	19	2	10	5	27	29	2	10
Brunswick	0	10	1	10	1	26	31	12	13
Tower St	0	0	0	0	0	4	1	1	4

Staff Responsibilities

4.1 Belfast Institute respects and values the diversity brought to its workforce and students and believes that the Institute will benefit from engaging staff and recruiting students from a variety of racial, ethnic and national backgrounds, thus allowing it to meet the needs of a diverse student population within a multicultural society. Belfast Institute will treat all employees and students with respect and dignity, and seek to provide a positive working and learning environment free from racial discrimination, harassment or victimisation³

4.2 Belfast Institute seeks to create a working and learning environment based on positive relations between members of different racial groups. To this end the Institute undertakes to provide training and support for staff and students and to provide diverse images in any material which it produces for learners and staff. The aim is to create a good and harmonious environment where issues of racism, stereotyping and discrimination can be discussed openly with a shared commitment to challenging and preventing racism and respecting diversity and difference and to encourage good relations between people of different groups.

4.3 The aim of the following codes of good practice for staff is to develop skills in anti-racist practice including awareness of covert discrimination, challenging racism and develop an organisational culture which affirms and celebrates diversity. The parameters of the code will be defined by current equality legislation. The code needs to ensure compliance with equality legislation.

4.3 The broader statements above contain implications for staff at all levels. The Senior Management Team and HOD's are responsible for ensuring that section 75 is implemented in full by:

- Awareness of Belfast Institute's statutory duties in relation to the Race Relations Order.
- That overall Institute policy includes a commitment to the promotion of equality of opportunity and good relations.
- All staff should receive intercultural awareness training and development courses
- The provision of induction and training in Cultural Diversity issues for all students. Student induction programmes should reflect the Institutes commitment to the promotion of equality of opportunity and good relations.
- As with any aspect of a student's relationship with an educational establishment it is important to ensure that any policies or procedures which are in place in relation to suspension or expulsion do not discriminate unlawfully on racial grounds.

³ Adapted from Proposed Policy: Race Equality for the further education sector ANIC Equality Unit 2003

- All aspects of the Institute policy and activity are sensitive to racial and cultural issues.
- All complaints of racism will be dealt with under the harassment procedure
- Develop regular and direct consultation with ethnic minority groups to ensure that students needs are met within the framework of the Institute.

4.4 As well as the board of management. Senior lecturers/lecturers and support teaching staff are responsible for ensuring that:

- They are aware of the Institutes statutory duties in relation to the Race Relations Order and how that affects their remit.
- The Institute and its individual staff challenge racism, whether overt, or covert, wherever it occurs.
- Teaching staff should ensure their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of cultural diversity.
- All lecturers SHOULD learn the correct pronunciation of ethnic minority student's names. Lecturers should NOT attempt to abbreviate or use an anglicised version of that student's name.
- Teaching staff should ensure that sources and visuals used are justly representative of cultural and ethnic minorities. In that text and images should be considered from the entire Institute community and not just the culturally dominant groups.
- When teaching staff are using material or dealing with potentially sensitive issues with regard to Cultural Diversity issues, staff should make students aware that the views expressed in the material are not the views of the (lecturer/Institute) but also be able to justify the use of that material (i.e. fulfils the aim of lesson/module).⁴
- Where possible teaching staff should aim to integrate ethnic minority students with majority students in order to promote mutual respect and understanding between groups. For example when an element/module of a course requires a group project/presentation the lecturers involved should try to group students from diverse cultural backgrounds together so that fears, stereotypes and myths are dispelled by working towards a common aim.
- Teaching staff make themselves aware of culturally significant events and holidays which arise for their ethnic minority students and flag them during the academic year so that they are aware of potential issues (e.g. absenteeism) around this time and to deal with it with due regard and sensitivity. This can be done by creating minimal disruption to the education process of the students. E.g. in the case of religious holidays, provide updates on material covered during absences from class.
- Respect the wearing of culturally or religiously significant clothing by students at the institute, e.g. turbans, headscarves.

⁴ This will be dealt with in more detail in the following section

- They challenge inappropriate behaviour by students, work placement providers, outside contractors or other members of staff
- To avoid accusations of discrimination either positive or negative, teaching staff should be consistent in the treatment of all students.

4.5 Support and administration staff are responsible for ensuring that:

- They are aware of Belfast Institute's statutory requirements in relation to section 75 and how that affects their remit.
- They demonstrate patience and understanding if a learner's linguistic ability proves a bar to communication and will make every effort to try and assist the student involved.
- Staff should avoid using colloquial language as this is a barrier to effective communication.
- Be aware when dealing with asylum seekers that questions relating to dependants or next of kin may be especially sensitive.
- They are aware that as administrative/support staff they are often the point of first contact between the student and the institute and as such should deal with all students irrespective of their cultural background in a fair and equitable manner.
- When they come across instances of racism whether unconscious or conscious by staff, students, or outside contractors or student they should challenge it where appropriate or report the incident to a senior member of staff.
- To avoid accusations of discrimination, either positive or negative, support or administration staff should be consistent in their dealings with all students.

Cultural Diversity in using materials.

5.1 Use of the passive:

Use of the passive in sentence structure may convey a negative image. For example a photo caption entitled *Mr X discusses the project with Ms S.* This implies man as action and woman as recipient of the action whereas discussion takes two. Titles used in documents should be consistent, i.e. use full titles of all those mentioned, e.g. *Professor McDonald Mr Jones, Dr, Smith etc* or use all given names without titles e.g. *Jim McDonald, Rachel Smith, Tom Jones.* Avoid giving titles for some and first names only for others.⁵

5.2 Images

The relevance of text and images should be considered from the perspective of the entire Institute and not just culturally dominant groups. References to people must be integrated and not be used as token or singled out for difference. This does not mean that a persons ethnicity, disability, sexual orientation, gender is irrelevant or is to be ignored but inclusion of these factors in a broader context acknowledges that people are more than such characteristics. On no account should cultural groups or members of groups be represented as being a 'problem'.

⁵ Adapted from University of Melbourne: Cultural Diversity in Publications 13/9/04

5.3 Emphasis on difference

In many contexts it is irrelevant to mention a person's sex, race, cultural background, sexuality, age, disability or physical appearance. Highlighting such information may be gratuitous or sensationalising. For example sensationalising might be representing people with disabilities as more courageous or heroic than other people or representing people of different ethnic backgrounds as exotic or exciting is not appropriate.

5.4 Misrepresentation

Cultural practices and religion must be accurately described, and treated with equal respect. Referring to certain religious practices as backward, strict or superstitious whereas other religions are afforded higher respect, is dismissive and ignorant of alternative perspectives

5.5 Use of sensitive materials

It is accepted that certain courses at the institute may use potentially sensitive or racist material to highlight a particular attitude of a person or persons at a certain time in history. If these types of images or quotations exist in written note form the abbreviation in brackets (sic) should be used to call attention to the fact that this form of words has been sourced from the original and are not the views of the lecturer/institute. In terms of audio-visual teaching materials or notes on the website a disclaimer stating that the views contained in the material are not those of the institute or lecturer etc. Furthermore if potentially sensitive material is used as part of a course it should be stated by the lecturer involved why it is being used for that purpose.

Use of Inclusive Language

As most people are aware language can be a major vehicle for the expression of prejudice or discrimination. In Northern Ireland the unacceptable terms 'prod' or 'taig' can be used to refer to a person or persons of differing religious or political belief. Most people in Northern Ireland would hold the view that the use of these terms has no place in a tolerant society. So too is other terminology that refers to people of different racial or ethnic backgrounds. For example, the terms '*coloured*', *chink*, *jingly*', *packy*' are as unacceptable as '*prod* or *taig*' and also have no place in a diverse tolerant environment.

However sometimes people can be unconsciously discriminatory, stereotypical, derogatory or patronising to various diverse groups of people. As language both reflects and shapes society⁶ staff and students of Belfast Institute in order to create a culturally diverse and tolerant environment must pay attention to the language that they use.

6.1 Ethnic minority groups:

Ethnic group can be described in an objective sense as people who share a particular national origin, religion, language or culture. It is useful to link

⁶ *A guide to inclusive language*: University of Tasmania (13/9/04)

these objective factors with a subjective identification. The term 'ethnic group' can be misleading because in essence everyone belongs to an ethnic group not just those who are of non Anglo-Celtic origins. Ethnic is the adjective pertaining to ethnicity and should not be used as a noun.

Immigrant means a person who takes up residence in a country other than his/her birthplace. The term migrant refers to a person who moves from one place to another. Migrant sometimes is used in place of immigrant whereas immigrant is the preferred and more accurate term.

People of non-English speaking background refer to people who have:

- Migrated to Northern Ireland and whose first language is one other than English.
- Who were born in Northern Ireland or other parts of the UK but one or both parents' first language was not English.

A considerable amount of language use in the UK can stereotype ethnic and cultural minorities or make them invisible. For example our society now consists of many people holding religious beliefs other than Christian. Therefore it is inappropriate to request a person's 'Christian name' when we are seeking identification. Asking for someone's first name is also inappropriate for the naming practices of many Asian people. It is preferable to request surname, or family name rather than last name, and given name rather than first name.

6.2 Useful tips

It is not appropriate to make references to race, culture or religion if they are irrelevant to the context of what is being written or said. Gratuitous descriptions are those which identify the difference and convey the impression that the persons referred to are different or unusual. E.g. Asian student, Muslim lecturer etc.

Recognise and acknowledge the diversity within and between various racial and ethnic groups. For example avoid using the term *African* to describe persons of a particular racial type as there are several racial, cultural and ethnic differences within the geographic boundaries of Africa.

The term 'Northern Irish' can be used in an inclusive manner to refer to people who are from either background. The term can also be used to refer to a permanent resident of this country irrespective of ethnic or racial background.

Avoid portraying stereotypic notions of particular racial, national, ethnic or cultural groups in the use of language as they are offensive. Stereotypes present a fixed and often inaccurate image of persons belonging to a particular group. For instance: *Asian students are diligent and hardworking, Muslim males have problems with women in leadership*. Be aware that members of racial and ethnic minorities are more likely to be described in stereotypical terms than those of the majority group.⁷

Avoid: Asylum Seeker, economic migrant, refugee,
Use: Immigrant, Northern Irish

Avoid: Ethnic student/staff
Use: Ethnic minority student/staff

Avoid: Coloured, African, Black student/staff
Use: Student/staff from ... (country, if relevant in context) Northern Irish

Avoid: Indian, Pakistani, Asian, Hindi, Islamic student/staff
Use: Student from... (country, if relevant in context) Northern Irish

Avoid: Asian, Buddhist, Islamic student/staff
Use: Staff/student from... (country, if relevant in context) E.g. Staff/Student from China/Korea/Japan

Avoid: Itinerant, Tinkers
Use: The Travellers, or members of the Irish Travelling Community

Avoid jokes or humour with racial or sectarian overtones as they are offensive to many people.

⁷ Adapted from [University of Western Australia: Using Inclusive Language](#) 13/9/04

Taboo terms: Note these should never be used in any context and can constitute racial/sectarian harassment if used. Harassment in any form is a serious disciplinary offence and may result in termination of contract or expulsion.

Northern Ireland: Orange, Green, 'Prod' 'Taig' etc.

African/Afro-Caribbean origin: Coloured, Wog, Nigger etc.

Chinese/Korean/Japanese/Filipino/Tibetan origin: Chink, Gook etc.

Indian/Pakistani/Malay/Bangladeshi origin: Jingly, Paki, Towel wearer etc.

Gays and Lesbians: Poofter, Pansy, Dyke, Fag etc.

Persons with disability; Spastic, Moron, Stumpy, Retarded, Cripple etc.

The Irish Travelling Community; Knackers, Gyps etc.

6.3 Language and Gender

Language can be often used to reinforce the perceived superior position of one gender over another. Historically this bias has been reflected in favour of men and discriminatory against women. Any language that discriminates against either men or women can be regarded as sexist.

Useful tips

Be aware of language that renders women invisible through the generic use of the masculine pronouns 'he' 'him' 'his' to refer to both men and women.

Do not convey images of women being subordinate to men through the use of suffixes or qualifiers that imply women are unusual in the situation.

E.g. *Air hostess* = Flight attendant

Female electrician = Electrician

Woman Academic = Academic

Avoid portraying women in a stereotypic manner, based on traditional roles or physical attributes, when it isn't appropriate in the context. Descriptions such as 'beautiful female lecturer' are irrelevant and demeaning.

Avoid: Man (generic) *Mankind, manpower*

Use: Person, Man & Woman, Human resources, personnel, the staff, Humanity, artificial, handmade, the human race.

Avoid: *Mr John Smith and Mary Brown*

Use: Mr John Smith and Ms Mary Brown

Avoid: Girls in the office
Use: Office staff

Avoid: Female lecturer; Grounds man; Cleaning lady
Use: Lecturer; Ground staff; Cleaner

Avoid: It is important to offer women flexible working hours to assist in meeting family responsibilities.
Use: It is important to offer staff flexible working hours to assist in meeting family responsibilities

6.4: Language and Disability

The use of language around disability has been characterised by attitudes in this area. People with disabilities have been described albeit unintentionally, as people that are regarded as heroic, require sympathy or need extra assistance. This is demeaning and makes people who are disabled lives & achievements into a spectacle. Discriminatory language around people with disabilities occurs primarily when the disability in question is associated with certain stereotypes

Some useful tips:

Focus on the ability of the person when referring to people with disabilities. This recognises that they are multi-dimensional and their disability is merely one characteristic.

Use images that portray people in a positive light and try to include images of non-visible disability such as hearing impaired. This widens the scope of traditional images of people with disability just being in wheelchairs etc.

Do not use collective terminology and labels to describe disability and people with disability. People with disabilities are often referred to as a category of people and this can be depersonalising and offensive as it denies individuality and describes the individual along a single dimension i.e. disability.

Avoid: The disabled
Use: People with a disability, staff/students with disabilities

Avoid: The deaf, the blind.
Use: Persons who are deaf or hearing impaired, people with a hearing impairment, people who are blind or visually impaired.

Avoid: Spastic; paraplegic; epileptic
Use: A person with cerebral palsy; person with paraplegia; person with epilepsy

Avoid: AIDS sufferer or victim of AIDS

Use: Persons who are HIV positive or a person living with HIV/AIDS

Avoid: Wheelchair bound; Cripple

Use: A wheelchair user or a person who uses a wheelchair: Person with a mobility impairment.

Avoid: Crazy; Loopy; Mental: Schitzo

Use: Person with a psychological or psychiatric impairment

Avoid: Mongol/Mongoloid; Retarded, slow learner

Use: Person with Down's Syndrome; Person with a learning disability⁸

5.1 Glossary

There is a lot of confusing terminology that people use around the area of cultural diversity and racial/ethnic equality. The purpose of this section is to de-mystify the jargon and aid the staff and students of Belfast Institute towards a clearer understanding of terminology surrounding cultural diversity issues

Culture: Culture refers to the shared rituals, symbols and practices that give a group its sense of identity. Culture is a dynamic concept that can be expressed through music, food, clothes, language etc, but is not necessarily the same as someone's personal beliefs or their religious and moral values.

Derogatory Labelling: The discriminatory nature of derogatory labels used to describe women and members of minority groups is often obvious. Although no person or group is exempt from derogatory labelling, certain groups are not only subject to such labelling, but are also the subject matter of derogatory labels.

Direct Discrimination: Direct discrimination occurs when a person is treated less favourably than others on the grounds of their race, disability, gender etc. Direct discrimination is aimed at overt and intentional acts of discrimination.

Disability: Disability is defined as someone with a physical or mental impairment which has a substantial and long term adverse affect on his/her ability to carry out normal day to day activities.⁹

Diversity: All the ways in which people differ, for example, different styles of working, thinking and communicating with others arising from differences in social background, culture, education gender, ethnicity, religion, etc. Embracing diversity values the full range of skills, knowledge

⁸ Adapted from *Using Inclusive Language* University of Western Australia

⁹ Disability Discrimination Act

and life experience of individuals with different values, attitudes cultural perspectives and religious beliefs.

Ethnic minority/minority ethnic: Ethnic minority refers to people who belong to minority groups with a distinct cultural and historical identity. The term encompasses:

- People who were born overseas but who have settled in the UK
- People who were born in the UK but whose parents or grandparents were born overseas
- Religious and linguistic minorities

Equality of opportunity:

The state of being equal, especially in status, rights and opportunity. The absence or removal of barriers.

Ghettoisation

The term 'ghettoisation' refers to the clustering of ethnic minority students in certain geographic or vocational areas of the Institute for example, ESOL or Community Outreach in a way that confirms stereotypical assumptions about what minority ethnic students do best.

Harassment

Harassment involves threatening, intrusive or undermining behaviour towards a person of a particular racial or ethnic group or gender; it is usually, though not always intentional and on-going. It includes persistent name calling, bullying or ridicule and acts of psychological, verbal or physical abuse. It is a form of direct discrimination which violates a person's dignity and creates a hostile environment

Institutional racism

Is defined as 'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin and is seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. (Macpherson)¹⁰

Indirect Discrimination: This refers to an apparently neutral policy or procedure which applies equally to everyone has an adverse effect on people from a particular group, e.g. racial, gender, disability etc

Invisibility: This term refers to the fact that a certain group of people are put under an umbrella term that is predominantly used to describe another group. For instance the terms *Chairman*, *Businessman*, *man in the street*

¹⁰ Adapted from Challenging Inequality-Valuing Diversity Matrix (2004)

is used to refer to both men and women but renders women invisible nevertheless.

Imposed Labelling: This is where a term has been imposed on a minority group due to the lack of autonomy to define themselves. Imposed labels are used by majority groups for convenience and may be inaccurate in various ways. For instance the imposed label 'Asian student' is inaccurate as it denies that persons unique cultural origin within the geographic boundaries of Asia.

Prejudice: When someone pre-judges an individual or group of people from a particular racial group because of ignorance or a belief in stereotypes.

Racism

Racism describes a complex set of attitudes and behaviour towards people from another racial or minority ethnic group resulting from long standing historical relationships. It is most commonly based on:

- The belief that physical or cultural differences correspond directly with differences in personality, intelligence or ability, leading to assumptions about racial superiority or inferiority.
- The social and economic power of members of one racial or ethnic group to promote or enforce such attitudes.
- Racism can be described as overt and covert words and actions which advantage/disadvantage people because of their colour, culture or ethnic origin

Stereotyping

Stereotyping is the act of labelling or categorising particular groups, usually in a negative way, because of pre-conceived ideas. It relies on broad generalisations, often popularly held, that all members of a particular racial or ethnic group will behave identically.

Structural racism

Structural racism describes discrimination that is endemic within wider society. For instance within education, employment, housing and the criminal justice system. It goes beyond individual organisations, referring to the way racism pervades culture and institutions of society as a whole.

Bibliography

ANIC Proposed Policy Good Relations for the Further Education Sector ANIC equality unit, June 2003

ANIC Joint Harassment Policy for Employees ANIC August 2003

Her Majesty's Stationary Office Northern Ireland Act 1998
www.legislation.hmsso.gov.uk 15/9/04

Her Majesty's Stationary Office Race Relations Order 1997
www.legislation.hmsso.gov.uk 6/10/2004

University of Melbourne Cultural Diversity Policy
www.unimelb.edu.au/ppp/docs 6/9/04

University of Melbourne Cultural Diversity in Publications: Guidelines for good practice
www.unimelb.edu.au 6/9/04

University of Tasmania Just Talk: Guide to inclusive language
http://student.admin.utas.edu.au/services/just_talk/

University of Wollongong Policy & Guidelines on Non-discriminatory Language Practice & Presentation Policy Statement.
www.edu.au 13/09/04