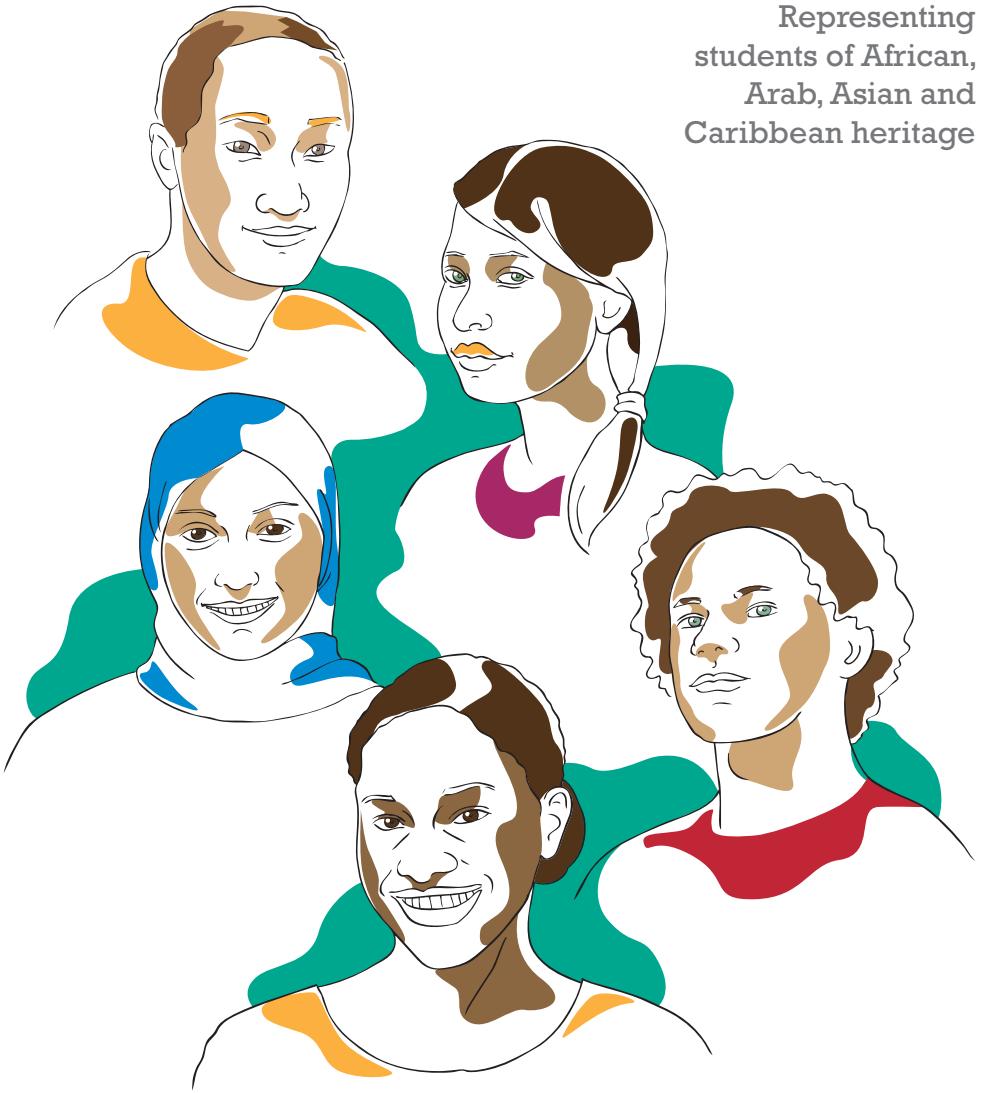


Representing
students of African,
Arab, Asian and
Caribbean heritage



black students' handbook 2010-11



black students' campaign



UNISON

campaigning for a fairer society

UNISON, the UK's leading union, is at the forefront of the campaign for better public services.

We want to see a fair society, based on good jobs, quality public services and a stronger, more tolerant society. We are continuing to campaign for equality and to challenge racism.

To find out more, or to join, call 0845 355 0845 or go to www.unison.org.uk/million

The seventh NUS Black Students' Campaign handbook is dedicated to all young people and students who have lost their lives because of racism. We reflect on the consequences of these deaths and the struggles of their families and friends to demand justice in the face of enormous institutional and social barriers.



Anthony Walker

Anthony Walker, an 18-year-old A-Level student who wanted to become a lawyer, was attacked in July 2005 as he waited with his girlfriend and cousin at a bus stop. He was subjected to a torrent of racist abuse. Anthony and his friends left to find another bus stop. Minutes later Anthony was bludgeoned in the head with an axe, sustaining injuries from which he died. This brutal racist murder of a Liverpool teenager highlights the on-going reality of racist attacks in Britain today. Two young people have been charged with Anthony's murder, but police believe more people were involved.

**Support the Anthony Walker Foundation at:
www.anthonwalkerfoundation.com**



Zahid Mubarek

Zahid Mubarek, a 19-year-old from London was a few hours from release in March 2000 after serving a three-month sentence. Zahid was made to share a cell with Robert Stewart, a known racist. Stewart beat Zahid to death with a table leg. When it came to light that some prison officers knew of Stewart's racist history, his family fought for a public inquiry to find out why he was placed with a known racist. The inquiry revealed 186 systematic failings within the prison service and finally admitted that racial prejudice played a part in the attacks.

For more information visit: www.zahidmubarekinquiry.org.uk



Stephen
Lawrence

Stephen Lawrence was an 18-year-old student who was tragically murdered in April 1993 in a racially motivated attack for which no-one has ever been prosecuted. His parents have fought for justice and against racism in our society. Through the Stephen Lawrence Charitable Trust, his memory acts to inspire and promote talented young architects — the career Stephen had in mind — with bursary initiatives. The Trust has opened the Stephen Lawrence Technocentre to serve as a permanent tribute to Stephen.

For more information visit: www.stephenlawrence.org.uk

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Whilst every effort has been made to ensure the contents of the handbook are accurate, changes may occur which dates some of the information, in addition to the possibility of human error. The contents may not reflect the policy of NUS or the NUS Black Students' Campaign. No part of this publication may be reproduced without express permission of the editors.

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www.nusconnect.org.uk/black

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The NUS Black Students' Campaign uses the term 'Black' in its political sense. Whilst acknowledging the immense diversity within and between the African, Arab, Asian and Caribbean communities, the term 'Black' also recognises the commonalities on the basis of our experiences which are marked by racism and the under-representation of our communities in all institutional structures.

because...

all **Black people** are n****s and if we're not we're p***s or half-castes or mongrels excluded from school as children and under-marked in college as students then unemployed as graduates although everyone knows that if we do have a job it's to **fill quotas** and if we don't we're state **scroungers** and because we're the first to be sacked and the last to be promoted and because we're under-represented in parliament and over-represented in prisons and psychiatric wards and if we complain we're **militants**, playing the **race card** and if we don't it's our slave mentality and when we demand equality we really mean special treatment and if we wear traditional clothes or have beards we're **backward** or if we wear a headscarf we're **oppressed** and if we wear hoodies we're a **threat** and if we don't we're trying to be white and if we inter-racially marry we're muddying the genes and if we don't it's because we've been forced by our families and if our friends are black we're self-segregating and if they're not we're **self-hating** and if we're housed near other minorities it's a **ghetto** or little India and if we're not we're spoiling the character or taking over, and if we're attacked it must be an **ethnic problem** or community tension caused by us for just being there and if we're not, we must be doing the attacking because we're over-policed as citizens but under-policed as victims and because we're all muggers, drug dealers, addicts or **terrorists** anyway and because we should **all go back** to where we came from even if we've never been there and take our multiculturalism with us but leave our **food** and **music** and... for lots and lots of other reasons...

...we are a part of the
NUS black students' campaign.



black students' campaign

To get involved in the Black Students' Campaign,
visit: www.nusconnect.org/black
email: kanja.sesay@nus.org.uk



Welcome to the NUS Black Students' Handbook 2010-11



Kanja Sesay
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(Black Students)



Betasha Case,
Handbook co-editor,
NUS, Black Students'
Committee

This is your guide to the NUS Black Students' Campaign — the largest movement of its kind in Europe — representing more than one million students of African, Arab, Asian and Caribbean heritage in over 600 colleges and universities across Britain.

Far too often the perspective of Black students is marginalised and ignored in the educational curriculum and mainstream of campus life. The experience of Black students is also marred by incidents of overt and covert racism that we face in our lecture theatres, campuses, workplaces and wider society. These experiences are compounded by the fact that our needs are too easily neglected, our views too simply forgotten and our voices too often under-represented in decision-making processes.

The NUS Black Students' Campaign works to confront and eradicate the barriers which deny Black students a fair opportunity to succeed, regardless of race, religion, nationality or cultural heritage. We believe that our college communities and university campuses provide a positive example of multicultural diversity in practice. We also believe that by getting active and assuming leadership roles in our students' unions and communities Black students can increase the pace at which real difference can be made to all our lives.

The NUS Black Students' Campaign empowers and inspires extraordinary students — like you — by providing the support and collective strength to enable us all to fulfil our potential and aspirations whether that is academic, emotional or social.

We hope that you get value from this handbook whether you are a Black student in education; a Black person considering education, or a students' union officer wanting to better understand the range of perspectives and interests of Black students on your institution.

The NUS Black Students' Officer and her national committee have been elected to support you and to implement the many ideas that you will find inside so please do not hesitate to get in touch!

In unity.

NUS BLACK STUDENTS' CAMPAIGN

What is the NUS Black Students' Campaign?

The NUS Black Students' Campaign is the largest organisation of Black students in Europe and represents all students of African, Arab, Asian and Caribbean descent. We campaign and lobby to raise awareness on issues affecting Black students at a local and national level. As an NUS liberation group, we are a self-organised and autonomous campaign. This means that Black students elect the national officer and committee and pass policy at the summer conference. This policy shapes the Campaign's work to ensure the Black perspective is fully integrated into the fabric of all students' unions and society.

THE NEED FOR BLACK REPRESENTATION

Black students make up over 20 per cent of NUS' membership, yet we are among the least represented groups in its democratic structures. Across Britain, less than 5 per cent of all elected officers are Black, while similar levels of under-representation are experienced within the structures of NUS. The case for Black representation is not yet won, which is why the NUS Black Students' Campaign facilitates an increased engagement of Black students inside their own union structures. Unless students' unions redress the issue of under-representation, Black students will continue to experience disadvantage, missing out on vital academic and welfare support. Under-representation means Black students are on the fringe of union activities and fail to

realise the full benefits of having a union that can support them.

HOW DO WE WORK?

The NUS Black Students' Campaign exists to meet the shared but diverse needs of all Black students. We are accountable to all Black students and work with individual students and union officers to provide campaigning resources and support to develop clubs, societies and international groups, as well as giving best practice guidance.

WHAT DO WE DO?

The work for 2010–11 is set out in a comprehensive priority campaigns document. The four areas of work this year are: Black Representation, Anti-Racism, Equality in Education and International Peace & Justice.

BLACK REPRESENTATION

We want a Black Students' Officer in every union and over 220 Black students to attend NUS National Conference. Anecdotal evidence shows that where Black Officer posts have been created, participation of Black students increases, and campaigns such as anonymous marking, a prayer room in every college, voter registration and celebrating Black history, as well as fighting racism are prioritised.

ANTI-RACISM

We are building a strong anti-racist movement on our campuses from One Campus Many Cultures activities to Kick Racism Out of Sport events. We work with Unite Against Fascism to fight the rise of the British National Party (BNP), English Defence League (EDL) who demonise Africans, Muslims and asylum seekers and call for an 'all-white Britain'.

NUS BLACK STUDENTS' CAMPAIGN

Our Campaign tackles the accelerating electoral growth of the BNP and unites with those who are threatened by and are opposed to the BNP's fascist policies. This priority campaign also sets the framework for fighting terrorism but defending civil liberties without isolating and scapegoating student communities.

EQUALITY IN EDUCATION

As students get into more debt with the introduction of fees, Black students face additional barriers in education: lower grades when anonymous marking is not in place, higher drop-out rates and more exclusions. As graduates, Black people are three times less likely to find a job than white peers and then expect to earn up to 9 per cent less. We partner with key organisations to fight this inequality.

INTERNATIONAL PEACE AND JUSTICE

The need for an ethical and responsible world — free from illegal occupations and war — is acutely understood by Black students. We work with the Stop the War campaign, ActionAid to tackle the HIV/AIDS pandemic, War on Want for fair trade rules, the Palestine Solidarity Campaign to defend the right of all students to education and peace in the Middle East based on international law, the Anti-Slavery Movement for justice in Africa and many other community partners to build solidarity with Black people around the world, including support for the reforms in Venezuela that have benefited Black communities across Latin America, the Caribbean and US.



HOW YOU CAN GET INVOLVED

Opportunities to get involved in the Campaign include the winter and summer conference — each union pays for students travel and accommodation to attend. Here, you can network, get campaign ideas, resources and advice to take back to your campus. We also run clubs and societies training days, Black Women's, Black LGBT and Black Disabled students' days, and Black History Month activities during October. You can also join our four priority campaigns. Individual Black students and all union officers can contact the Black Students' Officer for help to develop your Black groups and get diversity training and support, or campaign materials, advice and speakers.

ACTIVITIES IN YOUR COLLEGE

There are many ways of recognising and celebrating the contributions of the Black community. A good starting point to engage your Black students could include:

- Have regular stalls with campaign materials/newsletters and sign up sheets
- Set up an email network and a Black students' group to co-ordinate campaigning
- Campaign for Black representation throughout the democratic structures - a motion to your union council or executive committee
- Organise events that celebrate Black history, multiculturalism and the contributions of Black communities
- Speaker panels to discuss issues like Stop and Search, or Black people in the media, or the rise of racism and Islamophobia
- Regular documentary/film showings of *Injustice*; *Young, Nazi & Proud*; or *500 Years Later*, followed by a discussion
- Diversify your club nights — have hip-hop, bhangra or African music themed gigs

RESOURCES

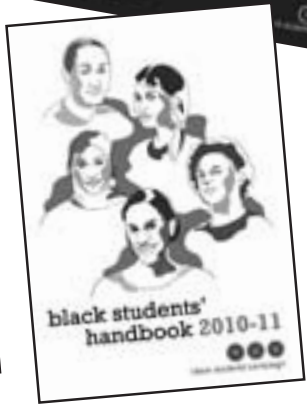
The Black Students' Campaign produces a range of material to help inform and advise students as well as helping them to run successful campaigns on their campuses.



religious festival/welfare events calendar 2009/2010

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
September							
October							
November							
December							
January							
February							
March							
April							
May							
June							
July							
August							

Black Students' Campaign



NATIONAL NUS BLACK STUDENTS' COMMITTEE 2010-11

The national committee are elected by Black students at the Summer conference. They work with the national officer to carry out the campaigns as determined by policy and represent Black students in the different areas they were elected to.



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BLACK STUDENTS' CONFERENCE

NUS BLACK STUDENTS' CAMPAIGN

Winter conference

DATE: 27–28 NOVEMBER 2010

VENUE: UNIVERSITY OF LONDON UNION,
LONDON

- Are you an African, Arab, Asian or Caribbean student?
- Do you want to learn more about how your students' union works?
- Can you benefit from training on how to run successful clubs and societies?
- Would you like to meet other Black students and make lots of new contacts?
- Want to hear key social and political leaders from the Black community speak?
- Learn how you can campaign for better representation, anti-racism and equality in education in your institution?

If you have answered 'yes' to these questions then come to conference!

The NUS Black Students' Winter Conference is a two-day training event for all African, Arab, Asian and Caribbean students in colleges and universities across Britain. The agenda includes workshops on organising successful clubs and societies, winning Black representation in your union, running anti-racism events and other campaigns.

We also offer a diverse mix of speakers: from the South African High Commission to Black MPs, from Black journalists to community activists. All are united in their commitment to encouraging Black students to be the best we can, and to build a fairer and more equitable society.

FIRST DAY FREE FOR ALL BLACK STUDENTS (limited free places available)

The Conference also provides the opportunity to meet other Black students from across the country, collect resources and materials produced by the Campaign for national initiatives, and build your confidence in taking up leadership roles in your own union.

HOW TO COME ALONG

- Visit your students' union and ask to go to the NUS Black Students' Conference. Each union can send up to four people.
- If your union doesn't have details tell them to call NUS Events Office (020 7380 6600).
- Ask the union to fill in the conference registration form online with your details before the deadline of November 13, 2009.
- Get the union to sort out your travel to London. The union should pay your train fare. Come to the conference and enjoy participating in two days of active Black leadership.
- The NUS Black Students' Campaign holds its second conference in late spring, to set policy and elect its leadership.

For more information, or if you have any problems, contact Kanja Sesay, NUS Black Students' Officer:

email: kanja.sesay@nus.org.uk

or call: 07919 323935



UNDER-REPRESENTATION

Campaign for Black representation in every union

BY KANJA SESAY

Students' unions play an important role in giving a voice to their members' concerns. However, with Black students often marginalised from student union decision-making bodies, our views are regularly excluded. This can have serious consequences. The link between this under-representation and what Black students endure in education cannot be underestimated. Racism and inequality mean that Black students face lower marks when anonymous marking is not in place, suffer disproportionate mental health problems, have higher drop-out rates, and larger student debt, along with the prospect of earning up to 9 per cent less than white peers after graduation.

A BLACK STUDENTS' OFFICER IN EVERY UNION

With proper Black representation this situation can begin to be effectively challenged. That is why the NUS Black Students' Campaign is campaigning for a Black Students' Officer in Every Union to ensure that Black students have a voice in every institution.

A Black Students' Officer position means we have a say in every institution and union.

Anecdotal evidence shows that unions with Black Students' Officers have an increased participation of Black students, succeeding in making the union more welcoming and raising awareness of cultural sensitivities.

This campaign will ensure the benefits of a full-time NUS Black Students' Officer are rolled out into all colleges, so look out for the Black Students' Officer In Every Union briefing sent to your union. This includes a motion to pass at your union executive or council meeting, and campaigning tips. The campaign is backed up with posters, briefings and on-hand support from the officer and committee.

CAMPAIGNS FOR EQUALITY

Here are some of the NUS Black Students' Campaign's other initiatives.

220 BLACK DELEGATES TO NUS NATIONAL CONFERENCE, APRIL 2011, NEWCASTLE

We are building on our successful campaigning to maximise Black students' attendance at NUS National Conference, the most important decision making conference in NUS. As Black students we face discrimination in many forms. Only by increasing our organised weight in NUS policy-making bodies to reflect our true numbers can we hope to influence the agenda of the wider student movement and address the needs of Black students. Contact us for training, materials and advice on how to get to national Conference.

CLUBS AND SOCIETIES

Clubs and societies are where most Black students network and receive support. It is critical that these are developed to run effectively and represent members fully. We need proper resources but experience shows that Black clubs are often overlooked when unions distribute their funds. We have produced a briefing on running effective clubs and societies

UNDER-REPRESENTATION

and we organise training sessions on how to run successful events.

GRADUATE EMPLOYMENT OPPORTUNITIES

The reality for many Black students is that despite achieving higher marks we are three times more likely to be unemployed than white people within six months of graduation. To add to this inequality, inside five years of graduation Black students can earn up to 9 per cent less than white peers for the same work. Black women are particularly affected as research shows that we are unlikely to get the same opportunities to progress in our careers. We are working with the trade unions and the Equality and Human Rights Commission to challenge this.

NON-ALCOHOLIC SPACES

If unions want to foster an open and inclusive culture to bring in their Black student communities they must consider carefully where meetings and events are held. Some groups, e.g. Muslim students, cannot meet in alcoholic spaces. Alcohol

“If unions want to foster an open and inclusive culture to bring in their Black student communities they must consider carefully where meetings and events are held”

is not central to having a meeting or a good turn-out — the issues are! We encourage students’ unions to look at how they can change their culture to encourage Black participation.

RACE HATE-CRIME REPORTING CENTRES

There is no question that race hate-crimes — offences motivated by hostility towards a racial group — can cause long-term emotional and psychological scars. We all have a responsibility to ensure that our campuses and communities are safe. Partnerships between institutions, community groups, the police and students’ unions are essential towards eliminating racial attacks. Order our briefing on how your union can become a hate crime reporting centre.

VOTES ARE POWER

The NUS Black Students’ Campaign is running a Votes Are Power campaign with Operation Black Vote to increase Black student participation in elections. Use our materials to help empower Black students to participate in the democratic process and have their voice heard.

If you would like to take up any of these initiatives in your union or need support to engage Black students, please do not hesitate to contact Kanja Sesay NUS Black Students’ Officer:

email: kanja.sesay@nus.org.uk



GUIDE TO WINNING AN ELECTION IN YOUR STUDENTS UNION

PLAN AHEAD — START OF TERM

- Join as many suitable societies as possible during freshers — these will help you know what events to attend a couple of months prior to elections to help build your profile.
- Play an active role in 2 or 3 different types of societies — this will help show your broad range of interest and experience and will appeal to the voter.
- Keep an interest in the big issues that affect your union and make links with the sabbatical team — this will later help you address specific issues in your publicity.

3 MONTHS BEFORE

- Think carefully about which position you want to go for and do as much research as possible. Is it suitable for you? Would you enjoy it?
- Once you have decided, talk to people and find out what people expect out of the role.
- Read the constitution, all the rules and regulations — make sure when and how you can campaign etc.
- Attend as many events as possible. Ask questions at the end — get your face seen and name heard.
- Find out details of major events happening during your campaign week.

ONE MONTH BEFORE

- Contact and organise your campaign team. Let them know election dates and what you expect from them. Make sure you have a diverse team to appeal to everyone.
- Write letters or submit articles in the student paper.
- Gather ideas and design for your publicity. Make it as original as possible and find out what works in your union — a catch slogan or detailed policy?
- Do your college/uni work — any major

deadlines that fall during campaign week will really hinder you.

PUBLICITY

- Before you start any designing publicity — find out your budget.

SOME WORDS OF ADVICE

“ The University of Bradford Students’ Union went from having no Black sabbaticals last year to having five out of six sabbaticals this year! They forged a powerful alliance of Black societies and won their fight for Black representation.

Last year, after three Black students were dubiously ruled out of the elections, we were left with an all-white sabbatical team. On a campus that has over 50% Black students it was clear that there was a need for strong Black representation. We were organised from the very beginning of the year. Black students in various societies united under the Black students’ forum and were determined to succeed. We used a range of campaigning tactics from knocking on doors halls doors to lecture shouts. Our success came from planning. I advise that you have a range of trustworthy people around you to support your campaign and convince others to do the same. Every candidate on our slate had a campaign manager to oversee the smooth running of their campaign and plenty of materials-make sure you don’t run out. Ensure you always stick to the elections regulations no matter what anyone else is doing. Someone is always waiting to catch you out!

Finally have belief and confidence in yourself, if you don’t know one else will. ”

Khaled Al Mudall
Union Secretary Treasurer
University of Bradford SU

OPERATION BLACK VOTE

The role of the Black student

A VIEW FROM OPERATION BLACK VOTE

Being a student at either a university or Further Education college will undoubtedly be a very special time. And for many reasons. First and foremost you are at a unique place of learning only afforded — on a UK scale — to the richest nations of the world. You must ask yourself but one fundamental question: What will I do in this place of privilege?

We hope at Operation Black Vote you will be the very best you can be. We hope that you will see this as a great opportunity to learn the skills, and absorb the knowledge that will give you the capacity to literally change the world. Yes, you my brother, my sister, within you, you have that capacity to do wonderful things. For so long we've been, as Franz Fanon puts it, shackled by our own, 'mental slavery', our acceptance for

second best. In many ways when Barak Obama seemingly achieved the unachievable, as people-African, Asian and Caribbean -we were released from our own self doubt. By becoming successful, by achieving your full potential you take up your role to inspire a generation. Some of you will become lawyers, barristers, MP's who will go on to sit in Cabinet and even lead the country. Others will be doctors, engineers, social scientist, and teachers. You must all become conscious of your place in the world and at some level be active to change it. OBV will be there for you. Call us for available internships or sign up to be a supporter.

The future is yours.

Simon Woolley
OBV Director



Votes are power

Operation Black Vote (OBV) began in July 1996 in the run-up to the 1997 UK general election. OBV is the first initiative to focus exclusively on the Black democratic deficit in the UK. We believe that without a strong political voice for African, Asian, Caribbean and other ethnic minorities, the ideal of equality of opportunity — regardless of race and colour — will remain an ideal. We recognise that building a future Britain in which Black people have a voice is a long term project. There is an entrenched cynicism about politics within the Black community, especially among young people, which cannot be addressed easily, or overnight. In addition, overcoming stereotypical attitudes and institutional racism within the dominant cultural and political establishment will require a new willingness to communicate and cooperate from both Black and white. Our comprehensive programme includes political education, participation and representation; our goal is for a fair, just and inclusive democracy, one that allows our creativity, energy and talent to fulfill its potential and enhance British society.

OBJECTIVES

OBV is a non-party political campaign, supported by a broad coalition of mainly Black organisations. Our main objectives are:

- to urge Black people to register to vote
- to enable the Black community to claim its place within the British democratic and decision-making process
- to demonstrate a collective community potential that could significantly influence the outcome in many seats at the general election
- to confront politicians with the reality of what it means to be Black in Britain
- to force them to address the inequality of opportunity faced by Black people
- to encourage them to recognise our unique perspective and positively promote the cultural diversity of British society in the best interests of society as a whole.



OPPORTUNITIES FOR STUDENTS

- MP and councillor shadowing schemes
- Work placements
- Internships

For more information about OBV: please contact 020 8983 5430 or visit www.obv.org.uk

UNITE AGAINST FASCISM

At the General Election in May 2010 the British National Party (BNP) secured a record 1 million votes. In the June 2009 European Parliament



Elections, two BNP candidates, Nick Griffin and Andrew Brons, were elected and currently claim to represent us in Europe with access to millions of pounds of public funding. The BNP is now the most successful fascist party in British history. This success has embolden every racist thug in Britain, with groups like the English Defence League organising explicitly anti-Muslim, violent 'protests' in towns and cities across the country.

The rise of fascist organisation in Britain is part of a European trend of soaring racism, particularly Islamophobia. In France the Muslim veil has been banned, in Switzerland the building of Muslim minarets has been outlawed, and throughout the continent fascist parties are joining coalition governments.

Unite Against Fascism (UAF) is a broad national campaign that brings together cross-party MPs and MEPs, trade unions, the anti-racist and anti-fascist movement, the Black and faith communities, lesbian and gay communities, disabled people, students and others to campaign against and roll back the advances of fascism.

The BNP is not a normal political party: it is a fascist organisation which poses a threat to the values of democracy and inclusion. It stands in the tradition of Hitler's Nazis, whose rise to power led to the murder of millions. BNP leader Nick Griffin has denied the reality of the Holocaust, calling it a hoax, and the BNP calls for an 'all-white Britain'. Where it is active, racist attacks increase dramatically. Leading BNP activists have convictions for

violence and other criminal offences.

The BNP has also become active on college and university campuses. At Manchester University a BNP member stood as a candidate for president but lost following a campaign organised by UAF. In 2008, high profile campaigns by UAF, the NUS and University and Colleges' Union stopped Nick Griffin from speaking at Bath University and made a national issue out of the Oxford Union inviting Holocaust denier David Irving and Nick Griffin to speak. This year a successful campaign led by the NUS Black Students' Campaign, LGBT Campaign and UAF stopped the BNP from speaking at Durham University.

There has never been a more important time for students to get involved in the campaign to stop the BNP and EDL.

Actively challenging the racism in society which feeds the growth of the far right is absolutely vital.

We must mobilise the anti-fascist majority at the ballot box — and students have a vital role to play in stopping the BNP by casting an anti-racist vote in local and national elections.

WHAT YOU CAN DO:

1. Organise a UAF group in your college or university — contact us for details on how to do this.
2. Organise Love Music Hate Racism nights at your students' union.
3. Affiliate your students' union, society or individuals to UAF.
4. Ensure your union has a 'no-platform for fascists' policy to stop them from organising in universities. Download our briefing.

To contact UAF, write to us at: PO Box 36871, London, WC1X 9XT
visit: www.uaf.org.uk • email: unite@ucu.org.uk • tel: 0207 801 2782

RACISM IN EUROPE

Immigration and integration in Europe

BY CLAUDE MORAES MEP

The European Parliament election in June 2009 saw voters elect two fascist MEPs to represent the UK. Apart from the fact that this breakthrough aligns the BNP with fascists from across Europe it also gives them access to millions of pounds of public money. Recent years have seen the 7/7 bombings, riots in France, the Danish cartoons controversy, the convulsions in the Netherlands over Islam resulting in a raging debate around multiculturalism and integration as well as continued debate and scrutiny on East-European and African migrants.

Clearly, across the European Union (EU), the presence of migrant-heritage people has increasingly become the focus of tensions in some local communities and a catalyst for mobilising the far right. As a result, there is a growing concern about the need to re-engage migrants whose alienation may lead to social disaffection. Discussion around the potential accession to the EU of Turkey, a large Islamic country, has also seen public and political debates fuelled by a broader climate of racism.

We should not disregard the fact that millions of third-country migrants have made, and continue to make, a success of their migration, but this has also seen various models of integration, citizenship and the balance of rights and



responsibilities for the host nation and immigrant come to the fore.

Within the EU, co-operation on integration policies has been essentially non-existent – there is little sharing of best practice and no formal co-operation. A stark example of this failure is the defensive arguments over which national model of integration is best and the tendency for countries to focus on different aspects of the integration agenda, such as the emphasis on cultural or social integration, language tuition initiatives, or barriers to the labour market.

“millions of third-country migrants have made, and continue to make, a success of their migration”

The integration of migrants has long been seen as a matter for individual countries but that attitude should change. EU co-operation on migration policy has been long overdue and we have seen the beginnings of a change of attitude. Many now accept that Europe’s politicians have a duty to fairly manage migration to the EU and face up to the demographic challenges. Immigration remains the main factor in population change in the EU and presents new debates and opportunities. Will new immigration be the solution to the EU’s future labour and pension needs? How can we better manage immigration against the backdrop of the increasingly vocal debate on migration and illegal immigration? How do we prevent resentment among long-term residents unable to find work and housing? What scope is there for a more balanced and comprehensive EU approach? As an MEP

RACISM IN EUROPE

I have started to see progress in the EU's activity in this area.

What previous EU-led initiatives lacked was a coherent policy framework for the integration of immigrants. The proposed EU Common Basic Principles on Integration present a balanced set of principles to guide the development of EU integration strategy. The Commission published a policy document on 'A Common Agenda for Integration—Framework for the Integration of Third-Country Nationals in the EU'. This brings together common integration principles into suggestions for key action points for countries including the effective integration of immigrants into the labour market, the promotion of fundamental rights and non-discrimination, as well as recognition that integration measures need proper funding.

We can see that there is clearly good scope for EU co-operation in this area. Another example is through the sharing of good practice in the integration of immigrants, exchanging ideas and co-operation, agreeing common targets and guidelines for member states. In policy areas such as education and social inclusion, this is delivered through National Action Plans, drafted by each country and subject to review by their peers on the basis of a Joint Report prepared by the European Commission. Moreover, the proposed EU Agency on Fundamental Rights could play a role in the integration of third-country nationals. The EU also has other unique policy levers at its disposal including funding mainstreaming projects focusing on ethnic minorities such as EQUAL and the INTI projects.

Overall, there is a need for a more comprehensive and coherent approach to new and settled migrants in the EU

“Across the European Union, the presence of migrants has increasingly become... a catalyst for the mobilisation of the far right”

rather than focusing on single issues on migration out of context. This should complement the work done at national level and within local communities to ensure immigrants and host communities have the resources to integrate successfully and can reap the benefits of a diverse community. These issues are relevant to students; there is little doubt that the variety of nationalities on campuses enriches the student experience for all. However, as with wider society, the integration of international students is not always guaranteed. Some may encounter difficulties in social integration, from initial language barriers, to cultural differences; say with attitudes to alcohol consumption, or with assessment methods. For this reason I congratulate the NUS Black Students Campaign for demanding every students' union has a Black Students' Officer, someone who can help support students from different backgrounds with their integration into British college and university life.

Claude Moraes is a Labour Party Member of the European Parliament for London. He is President of the European Parliament's Inter-group on Anti-Racism and Diversity, and sits on the Committee on Civil Liberties, Justice and Home Affairs.

For more information visit Claude's web site: www.claudemoraes.net

ONE SOCIETY MANY CULTURES

One Society Many Cultures is a new campaign which brings together politicians, faith representatives, trade union leaders, students and others to defend fundamental human rights, celebrate diversity and challenge racism and Islamophobia.



Across Europe we are witnessing a frightening rise in Islamophobia and other forms of racism.

Explicitly racist parties have entered government or are exerting considerable influence on mainstream governments. Bans on the right to wear religious clothing and other forms of religious expression are increasingly frequent, whilst violent protests have been organised against mosques and other religious centres.

This climate of hatred poses a direct threat to all Black, Asian and Jewish communities as well as to wider democratic society and must be challenged.

It took hundreds of years to establish our fundamental human rights and freedoms including the right of thought, conscience, religion and cultural expression. These universal rights form the basis of a liberal, open, diverse society. They are increasingly threatened by the legitimacy given to intolerance in the mainstream political and media arenas, by the election of racist extreme-right representatives and by the racist demonstrations on the streets.

- Visit our website for further details of the campaigns, forthcoming events and news: www.onesocietymanycultures.org/
- Contact: onesocietymanycultures@gmail.com

ONE SOCIETY MANY CULTURES NATIONAL CONFERENCE

**Celebrate Diversity — Challenge
Islamophobia and racism**

Saturday 11th December 2010

10am–6pm

Mary Ward House, London, WC1H 9SN

Speakers include: Ken Livingstone,
Chair of One Society Many Cultures

- Shabana Mahmood MP, Shadow Home Office Minister
- Doreen Lawrence OBE
- Claude Moraes MEP
- Jean Lambert MEP
- Lisa Nandy MP
- Talha Jamil Ahmad, Muslim Council of Britain
- Anas Altikriti, British Muslim Initiative
- Sir Geoffrey Bindman QC
- Christine Blower, Gen Sec, National Union of Teachers
- Kay Carberry, Assistant Gen Sec, TUC
- Rt Rev Stephen Cottrell, Bishop of Chelmsford
- Dr. Edie Friedman, Jewish Council Racial Equality
- Dr. Jonathan Githens-Mazer, European Muslim Research Centre
- Billy Hayes, Gen Sec, Communications Workers Union
- Bruce Kent, Pax Christi

Themes of the conference include:

- Opposing racism — celebrating multiculturalism
- Challenging Islamophobia and attacks on the Muslim communities
- Stopping the English Defence League and British National Party
- Defending freedom of thought, conscience, religious and cultural expression

Register today at:

www.onesocietymanycultures.org

STUDENT ACTION FOR REFUGEES

STAR is a national network of 28 university based student groups who work to improve the lives of refugees and asylum seekers in the UK by;



- Promoting positive images of refugees
- Volunteering for local refugee projects in the community
- Campaigning for better conditions for refugees

PROMOTING

STAR members raise awareness of refugee and asylum issues with their peers and in the local community, often using inventive publicity stunts such as sleeping out in mock refugee shelters, living like a destitute asylum seeker for a week and swimming in the sea in winter, as well as organising debates and speaker events.

VOLUNTEERING

STAR members provide practical support to refugees and asylum seekers in their communities through volunteering projects, which are run in partnership with local refugee organisations. Activities have included helping out and providing a friendly face at drop-in centres; English conversation classes; organising food parcels or collecting clothes and shoes for destitute asylum seekers; and running day trips for refugee children.

CAMPAIGNING

As one of the few organisations that actively campaign on these issues STAR groups are very successful at making positive change by standing up against unacceptable treatment of refugees and

asylum seekers both locally and as part of national campaigns, often in collaboration with other organisations. As an example of local campaigning, Glasgow and Edinburgh STAR have lobbied their universities to offer bursary places for asylum seekers to study there.

STAR IS A NETWORK

STAR has a national team that supports student groups by

- hosting a national conference every year in November
- providing free training on working with refugees, for example at our annual Committee Training for new group leaders
- distributing free resources to help promote STAR and positive images of refugees
- maintaining a website to keep the network informed provide resources
- coordinating national campaigns to enable the groups to take action together, focusing on our annual Action Day in the spring
- sharing ideas around the network

FIND OUT MORE

www.star-network.org.uk

Contact James Fisher, Network Coordinator at students@star-network.org.uk



SUPPORTING ASYLUM SEEKERS

BY BECCY SAWBRIDGE

So many of us have become desensitised to the human aspect of what is an incredibly cruel system. Sometimes the smallest act of kindness makes the greatest difference.



As a newly elected rep on Black Students' Campaign Committee a few years ago, I became involved in supporting the case of a young Indian woman called Hussaini, whose claim for leave to stay had recently been denied by the home office.

She was an ESOL student at South Kent College who had also applied to do a nursing course at Canterbury College. She also volunteered for a local group who visited those held in the Dover Immigration Centre.

For over a year the 'Kent Campaign to Defend Asylum Seekers' alongside of many local students and individuals in the community battled to keep her from being detained and deported.

We collected and delivered petitions, manned stalls, staged public demos and took up every opportunity to highlight her case including gaining the support of local papers, television, radio, local MP and the mayors of Dover and Canterbury to highlight the case.

We exhausted every avenue available to us until on a routine 'monthly sign-in' one Tuesday morning she was captured and sent to Yarlswood. By the following Saturday she was on a plane to India and on landing was met by friends who took her to a secret safe location that had been organised with Amnesty International.

One day a little before she was taken from us, Hussaini and I went to a meeting at Canterbury College about her course. That day she was tired and had the weight of the world on her shoulders. She was desperately unhappy that she had to rely on charity to pay for her accommodation, food and really pleased that I had brought some fruit and biscuits. It was a small thing but just to see a brief smile on her face as we ate and talked was enough to lift her mood for a short time.

“When we know how cruel the system is even the smallest thing we can do makes a HUGE difference”

When I think back to that struggle I am reminded that Pav (our Black Students' Officer at the time) told me that when she was deported he was aware of three other FE students who were deported that week.

When we know how cruel the system is even the smallest thing we can do makes a HUGE difference.

■ For more information on supporting asylum seekers contact:

NAAR
info@naar.org.uk

STAR
students@star-network.org.uk

NUS Black Students' Officer
Kanja Sesay
kanja.sesay@nus.org.uk

What is Islamophobia?

A report from the Runnymede Trust defined Islamophobia as ‘dread, hatred and hostility towards Islam and Muslims’ perpetuated by a series of ‘closed views that imply and attribute negative and derogatory stereotypes and beliefs to Muslims’. Islamophobia can manifest itself in a number of ways:

- widespread negative depiction of Muslims and Islam in the media
- attacks, abuse and violence against Muslims on the street
- desecration of mosques and cemeteries
- discrimination in employment
- lack of provision, recognition and respect for Muslim sensitivities in public institutions.

Islamophobia is on the rise across Europe. Countries across Europe have banned or are discussing banning the Muslim veil. In Britain the racist thugs of the English Defence League are organising anti-Muslim demonstrations and attacking mosques and other religious centres.

ISLAMOPHOBIA ON CAMPUS

Since the 7 July 2005 bombing, and 2007 attacks on Glasgow Airport, there has been a substantial rise in Islamophobia, leading to Muslim students feeling alienated on their campuses. Statistics from the Muslim Safety Forum in August 2005, reported attacks in London alone increased by a staggering 500 per cent. The Federation of Student Islamic Societies (FOSIS) national survey showed 72 per cent of Muslim women experienced verbal abuse and threatening behaviour, relating directly to their visible Muslim presence. Women wearing the hijab are particularly targeted with explicit racism.

Islamophobia also results in increased racism against non-Muslim students who are assumed to be Muslim.

The lack of provision for Muslim students has added to their feeling of exclusion from campus life. Two central requirements currently lacking in the education sector are prayer facilities and Muslim chaplains or counselling facilities to support Muslims. With the rise in Islamophobia, the NUS Black Students’ Campaign has challenged the hostilities directed against Muslim students, and provided a voice for concerns to the government.

It is important that the Muslim community is not scapegoated and demonised. Recognising and catering for the needs of Muslim students and taking steps to address all Black students’ concerns will mean that we can begin to fulfil the potential of our multicultural society and challenge those who claim that there is a ‘clash of civilisations’.

TACKLING ISLAMOPHOBIA

- You can order leaflets on Islamophobia directly from FOSIS or the NUS Black Students’ Officer.
- Make contact with Muslim students on your campus. The Islamic society is often a good contact point. Discuss issues with them and work together to address concerns. If you’re unsure where to start, contact FOSIS and they can advise you.
- If your union organises multicultural or anti-discrimination weeks and you want exhibition materials about Islam and Muslims to display, you can obtain such resources from FOSIS.
- Many misconceptions exist about Muslim women. You could contact your Islamic Society on campus for information on how to include Muslim women in any campaigns you run.

For further information contact FOSIS.
Email: info@fosis.org.uk
Web site: www.fosis.org.uk

THE 1990 TRUST — ROOTS RESEARCH CENTRE

INTRODUCTION

The 1990 Trust is a national charity proud to be one of the UK's leading race equality organisations. Founded in 1990 the Trust has been engaged in hundreds of initiatives for social, economic and political rights of Black and other ethnic minority communities.

It has also incubated organisations, like Operation Black Vote, which are now thriving, independent organisations. Since 2007, the Trust has incubated another new and vibrant organisation, Equanomics-UK. The Trust has partnered with Equanomics-UK in two major civil rights tours throughout the UK with the Rev Jesse Jackson and for round-tables concerning the current debate around institutional racism. Equanomics-UK, too has become an independent organisation.

The most recent 1990 Trust initiative is to develop a 1990 Trust 'Roots Research Centre' — the name to reflect that research will be a community driven social action research body. We very much want to work with students and universities on developing evidence based policy influence. Please contact us if you are interested in volunteering and getting involved. 1990Trustadmin@googlemail.com

The vision for the 1990 Trust Roots Research Centre is that it is recognised as the leading and most incisive research and policy NGO, and that the work done leads to significant change making race equality a reality for future generations in a United Britain.

1990 TRUST

Beginnings

Britain in the 1970s and 80s was perhaps the most turbulent time for race relations, when communities pushed for hard won civil and political rights to be realised, and institutions grappled with changing demographics and challenges to the status quo. By 1989 the Black voluntary sector was in decline and many people had tried to define racism "out of existence" saying it was only natural for people to fear strangers and therefore 'normalising'



xenophobia. From this turbulence the 1990 Trust emerged, first as the National Black Caucus which drew inspiration from Black Power movements and anti-racist organisations within trade unions.

The Trust developed a network of African and Asian organisations and individuals, much of which is still in place to this day, to enable a reality check on racism and be a policy-influencing, grassroots, advocacy body. The Trust remains one of Britain's leading voices to argue that structural disadvantage is the issue and promoting community empowerment is the key to achieving race equality.

The Trust's work has significantly increased the awareness among Black communities of the importance of seeking dialogue with civic partners, resulting in major involvement in domestic and European legislative frameworks and UN level debates.

Recent and on-going work

UK race equality analysis and information

The Trust has empowered Black communities through the provision of information, policy briefings and establishment of issue based networks around the Abolition of the Trans-Atlantic Slave Trade Act bicentenary, the European Year of Equal Opportunities, the demise of the CRE and establishment of the EHRC, as well as the Equalities and Discrimination Law Review, the Commission on Cohesion & Integration, the Reach report and the Home Affairs Committee report on Young Black people in the Criminal Justice System.

Development of Equanomics UK and anti-poverty programmes

The Trust has partnered Equanomics UK which is a new movement for race equality via an approach based on economic analysis.

Islamophobia and Muslim communities

The Trust has supported Muslim communities and organisations and conducted a survey with 1,500 young Muslims with very different findings than those portrayed in the popular news.

For more information contact:
1990Trustadmin@googlemail.com

SOCIETY OF BLACK LAWYERS

The Society of Black Lawyers (SBL) is the oldest organisation of African, Caribbean and Asian lawyers in the United Kingdom. Founded in 1969 by Rudy Narayan and Sibghat Kadri QC, the Society is an advocacy organisation, which exists to:

- promote equality and diversity within the legal profession; and
- campaign to ensure access to justice and legal services for ethnic minority and disadvantaged communities.

Over the last 35 years, the SBL has been at the forefront of the fight for race equality and is widely regarded as the legal arm of the civil rights movement. Key SBL achievements include:

- producing the first directory of African, Caribbean and Asian lawyers;
 - organising the first ever Anglo-USA conference on race hate crimes (2000);
 - organising the first conference for Black law students — Legal Futures 2010.
- providing oral and written submissions to the MacPherson Inquiry into the police investigation of the racist murder of Stephen Lawrence. It was as a direct result of the Society's submissions to the Inquiry that the then Lord Chancellor asked the Law Commission to review the rules on Double Jeopardy;
- supporting the creation of the National Black Crown Prosecution Association (NBCPA);
 - establishing the National Association of Black Law Students (NABLS);
 - acting as legal observers during the first democratic elections in South Africa;
 - organised the first national speaking tour of the late Johnnie L. Cochrane Jr. (the attorney who represented O.J. Simpson) and Milton Grimes (the attorney who represented Rodney King);
 - Spearheading the campaign which led to the introduction of section 95 of the

Criminal Justice Act 1991. This section placed a positive duty on the Home Secretary to publish statistics race within the criminal justice system.

STUDENT CENTRE

Supporting the needs and aspirations of law students is an important part of the SBL's work and vision. We recognise that the needs and concerns of students centre on questions of access to the legal profession:

- academic support;
- opportunities to meet and interact with practitioners;
- work experience placements and internships;
- advice on securing training contracts and pupillages;
- career advice, counselling and planning.

Becoming a student member of the Society of Black Lawyers represents a positive step towards addressing the needs of law students. As a student member, you will have access to the following online facilities with our Law Student Centre:

- Student Advisory Service (SAS)
- Law Student Support Group
- Public Interest Law & Policy — online volunteering opportunities
- Careers and legal skills development workshops and seminars

To join and for more information:

e: info@blacklawyer.org

w: www.blacklawyer.org



Society of Black Lawyers
The pursuit of equality in justice

NATIONAL BLACK STUDENTS' ALLIANCE

The National Black Students' Alliance (NBSA) is a non-party political network of African, Arab, Asian, and Caribbean students whose sole purpose is to defend the interest of Black students in education and wider society.

The NBSA is the student wing of the National Black Alliance (NBA), which is made up of prominent Black community activists, including lawyers, trade unionists and campaigners who are committed to demanding equality for the Black community regionally, nationally and internationally.

The organisation and leadership which the NBSA has brought to the student movement has been instrumental in setting up and winning the decade-long campaign to create a full-time NUS Black Students' Officer. Along the way, NBSA has forged powerful alliances with faith community groups, such as Jewish and Muslim students, and other anti-racists, to ensure that this position was created and defended, in order that its benefits could be realised by more Black students.

The NBSA has also been central to leading opposition against Islamophobia both within the NUS and beyond. NBSA members have campaigned solidly in defence of the Muslim community, particularly since the tragic events of 11 September and 7 July. Now, more than ever, unity against the scapegoating of Muslims for these attacks is crucial in the student movement.

It was also the many ordinary, young Black student members of the NBSA that pioneered ground-breaking campaigns for fairer and stronger Black representation within NUS, and for a Black Students' Officer In Every Union, not to mention the creation of this NUS Black Students' handbook, so that all Black students could benefit from proper support and resources.

These hard-fought-for gains have been necessary to tackle the disadvantage that the Black student community faces: we are more likely to be victims of racist attacks; face higher stop and search; face greater graduate unemployment; be more likely to drop out because of high student fees; have higher levels of financial hardship; and face overt racism whilst in education e.g. where anonymous marking isn't in place.

Internationally, too, the NBSA takes a strong lead in student affairs. Black people are facing the consequences of greater climate chaos and exploitation by new age imperialists: famine, illegal wars and torturous conflicts the world over have lead to the deaths of millions by starvation in Africa, and a continuous onslaught against the peoples of Iraq, Afghanistan and Palestine. The legacy of slavery and colonialism continues to prevent the vast majority of the world's population from accessing even the basic necessities of water and education whilst the abundant natural resources of Africa, Asia, the Caribbean and Latin America are exploited against the better interests of the people in those continents.

Black students in the NBSA are striving to underline the principle that the student movement has to be a key partner of a wider, international movement for social justice.

At our core we hold the belief that the Black community is best placed to fight against the injustices faced by our communities everywhere.

If you would like to know more, or want to engage in our progressive campaigns for a just world without racism,
email: nbsanews@googlemail.com



STUDENT BROAD LEFT

The Student Broad Left is a network of left activists campaigning for a progressive student movement. We believe to win its demands, the student movement must be part of a much broader alliance involving the trade unions, labour movement, all oppressed groups and all other national and international movements for social justice.

WHAT WE STAND FOR

- Support for free, state funded further and higher education. For living maintenance grants and total opposition to all fees and charges for education. For the maximum student mobilisation in opposition to such attacks on education and for the broadest unity with trade unions and the wider labour movement.
- An alternative economic policy to fund an expansion of education, based upon reversing the transfer of wealth from the poorest to the richest sections of society, including: a progressive taxation system; increases in corporation tax and the reduction of military spending to the West European average.
- For a leading role of the black community in anti-racism campaigning and unity between all groups that are victims of fascism. For anti-racism to be a central priority for NUS.
- For a democratic NUS. Opposition to any moves to undermine annual conference as the sovereign decision-making body.
- Oppose every manifestation of exploitation and oppression. Fight racism, sexism, homophobia, disability discrimination and all forms of bigotry. For a woman's right to choose.
- Support for self-organisation and increased representation for oppressed groups in society. Defend the autonomy of the NUS Liberation campaigns which

should be properly resourced.

- Opposition to the US war drive: For the broadest possible anti-war movement
- opposition to the IMF-inspired free-market policies and for the cancellation of 'debt' of the poorest countries. Support for anti-imperialist struggles and the socially progressive and democratic movements. Oppose the US blockade of Cuba and the occupation of Iraq and Palestine and for peace based on justice and the full implementation of international law.
- Justice for Ireland: for equality, civil rights and a just peace. For the full implementation of the Good Friday Agreement.
- Defence of civil liberties: opposition to 'anti-terror' legislation. For the right to strike and protest.

For news, events and updates or to join :
e: info@studentbroadleft.org
w: www.studentbroadleft.org.uk

PROGRESSIVE STUDENTS

The National Black Students' Alliance and Student Broad Left have joined forces to host national 'Progressive Students' initiatives to organise the fight back against the reactionary policies of the Con-Dem government. Our recent conference was attended by over 100 students from 30 colleges across the country. It was addressed by high profile speakers such as Ken Livingstone, Salma Yaqoob, Deputy Leader of the Greens Adrian Ramsay, Emily Thornberry MP and other leading trade unionists, students and campaigners.

Email info@progressivestudents.co.uk for info about future initiatives.

● ***student broad left***

STUDENT ASSEMBLY AGAINST RACISM

The Student Assembly Against Racism (SAAR) actively campaigns for a society free from racism. No one should be silent about racist prejudice and every student has an important role to play in its defeat. Young people are often at the sharp end of racism from violent attacks, soaring Islamophobia racist 'stop and search' policing, under-marking and racism in education, disproportionate school exclusions and under-representation in students' unions.

SAAR aims to build the most powerful alliance uniting Black, Jewish, Muslim and all student anti-racists, with trade unions, the Black communities, campaigns and others.

Islamophobia is rising across Europe and Britain is far from immune from this trend. The protests of the English Defence League in towns and cities across Britain have targeted Muslims with racist slogans such as "We love the Pakistan floods" and "Close down the east London mosque."

Support for the fascist BNP, which calls for an 'all-white Britain', has steadily increased over the past ten years. As we saw in the 2009 European elections, the growing climate of racism in British society has allowed fascist parties like the BNP to make significant electoral breakthroughs. In the 2010 General Election the BNP secured a record 1 million votes. The failure of mainstream political parties and the media to effectively challenge this growing racist climate, and instead make concessions to racism, by targeting Black communities, especially Muslims, and asylum seekers has made such breakthroughs easier.

The fascist BNP is also trying to establish itself on our campuses. Through implementing 'no platform for fascists'

policies that prevent the BNP using students' unions to whip up racism, ensuring students are aware of this racist threat and use their vote to prevent these parties winning seats in elections, student campaigning can make a crucial difference in stopping and reversing the growth of the neo-Nazi BNP.

To challenge the racist climate, SAAR, working with the NUS Black Students' Campaign is organising 'One Campus Many Cultures', a series of events which celebrate multiculturalism and diversity. Film, dance, poetry, speaker meetings, fashion shows and much more are planned. SAAR can help you put on such events in your union.

We can provide you with:

Organizing One Campus Many Cultures public meetings on campus, including providing speakers up-to-date information and campaigning materials including regular electronic bulletins and newsletters

invites to regular SAAR organising events across the country to help with campaigning on campus

links with other national anti-racist organisations — including One Society Many Cultures and Unite Against Fascism — to ensure students are active in the key national campaigns.

If you want to find out more about SAAR, order campaign materials or get active on campus, then email: contactsaar@hotmail.com

STUDENT ASSEMBLY
AGAINST
RACISM

RUNNING ACTIVE ANTI-RACISM CAMPAIGNS

BY KANJA SESAY, NUS ANTI-RACISM CAMPAIGN CONVENOR

Anti-racism campaigning can be challenging, but if done properly can change lives and the society we live in. No two anti-racism campaigners will do the same job, as different students' unions will face different challenges depending on the local community and their particular circumstances. Racism manifests itself in many different forms and it is important that unions are pro-active in fighting it in all its guises. There are two forms of anti-racism campaigns: pro-active and reactive.

PRO-ACTIVE CAMPAIGNS

Pro-active campaigning is the key to solid anti-racist work and is suitable to every union. The aim is to educate people about students of different ethnic, religious and cultural groups that exist in our multicultural society. As different groups work together and discover their similarities and differences, they build relationships that extend into wider society. Anti-racism is as much about building bridges between each other as fighting the endemic racism on the streets.

There are different ways to put this type of campaigning into practice:

- Panel debates and guest speakers;
- Joint society events, like fashion shows and food fairs;
- Articles on different communities in union publications and on display boards;
- Displays of equal opportunity and anti-discrimination policy in prominent places;
- Getting sports clubs and societies to sign up to an equal opportunities statement;
- Using groups like the Student Assembly Against Racism (SAAR) and the Anne Frank Trust to raise awareness.

IMPLEMENTING A 'NO-PLATFORM' POLICY

Students should be able to study and live free from the threat of violence and hatred caused by groups like the BNP. It is strongly recommended that a 'no-platform policy' is implemented in your union.

RE-ACTIVE CAMPAIGNS

Reactive campaigning should not be necessary. However, racism and fascism exist on our campuses. This type of campaigning should have a definitive aim, and you should guide activities towards this. It may be useful to contact the NUS, SAAR, UAF, NBSA and national faith groups or other unions in your area to join you in running these campaigns. A united campaigning voice can pool resources and co-ordinate events to their maximum potential.

PRACTICAL GUIDE TO COMBATING RACISM ON CAMPUS

1. MONITORING ACTIVITY ON CAMPUS

It is important for all students and union officers to have a role in acting as the eyes and ears on campus. Awareness is the key. Very few people may see a racist incident, graffiti or notice a racist event being advertised. It is important to inform others. Do not assume that someone else will deal with it.

2. RELATIONS WITH YOUR CLUBS AND SOCIETIES

Sometimes clubs and societies active within students' unions may find themselves the targets of racists and fascists. It is important that unions take initiatives to establish good relations with their societies. Set up regular meetings for societies to voice concerns or report

RUNNING ACTIVE ANTI-RACISM CAMPAIGNS

any incidents. Find out which clubs and societies are at risk. Faith groups, Black and LGBT groups are often particularly vulnerable.

3. EFFECTIVE CAMPAIGNING

Effective campaigning comes from knowing which situations require what response. You must realise that you have limited time to achieve maximum results. A widespread demonstration against a known racist may be the best way to appeal to large numbers of people, but this takes a lot of forward planning, and you may not have the time. It may prove effective to notify the local media. If the event is on college grounds, are the authorities aware? Will they support you? The more people who support you, the more likely you are to succeed. A successful campaign needs to be co-ordinated with everyone taking responsibility for at least one area. Everyone must meet regularly to ensure the campaign remains focused.

CASE STUDY: “SAY NO TO NAZIS ON CAMPUS”

In 2007, students at Bath University mounted a successful campaign to stop a student meeting with the fascist BNP leader Nick Griffin on campus. Students worked with the lecturers' trade union UCU, NUS, Unite Against Fascism and others to oppose the invitation by the leader of the BNP's youth wing, who is a student at Bath. Following a motion passed by the students' union and plans for a protest against the event, the university vice-chancellor intervened to cancel the meeting.

“No one should be silent about racist prejudice and every student has an important role to play in its defeat”

4. LIAISON WITH OTHER GROUPS

The importance of building alliances is crucial to effective campaigns. However, you should be clear about what you are asking for and how it can be fulfilled. A wide range of people demonstrates that a campaign is a cohesive, well-organised grouping that has a common set of aims and purposes, with broad support. An example is Unite Against Fascism, which brings together different faith, community, trade union and political groups, to appeal to the widest audience in its message against the BNP.

5. WORKING WITH THE MEDIA

The media is a tool that can increase the level of pressure on the target of your campaign. For a newspaper to run a story they need to speak to one person who is aware of all the issues and has authority to speak on behalf of the campaign.

Often, the best way to attract attention is through a press release. This must not be more than one page and should explain: **WHO** you are, **WHAT** the newsworthy angle of the story is, **WHERE** and **WHEN** the event will happen, **WHY** it is relevant to their audience and **HOW** you can be contacted.

**To reach the NUS Anti-Racism/ Anti-Fascism Campaign,
email: kanja.sesay@nus.org.uk
or call: 07919 323935.**

STOP AND SEARCH

Stop and search derives from the laws which applies to those suspected of involvement in criminal activity like carrying weapons, drugs, and stolen goods among others. This legislation is widely (mis-) used by the police. Section 44 of the Terrorism Act 2000 also permits the police to stop and search anyone in a specific area, although these powers should only be used when there is evidence of a specific terrorist threat. The result of anti-terrorist stop and search is that Black communities are more likely to be stopped. Consequently, Black communities are over-policed as citizens and under-policed as victims. This is highlighted by figures showing that the number of stops increased between 2006–07 by 34 per cent to 1.87million. Asian people are 18 times more likely, and African-Caribbean people 27 times more likely, to be stopped than white people, despite there being little difference in offending rates between all these communities. These facts can only increase the distrust between Black communities and the police.

Students need to know their rights, especially if they're unhappy with their treatment by the police, and remember that being stopped does not mean that you are under arrest, or that you have done anything wrong.

WHO CAN STOP YOU?

Only a police officer, with an identity card, or a Police Community Support Officer (PCSO) in uniform can stop and search you.

WHAT CAN HAPPEN?

A police officer can:

- Stop and talk to you at any time, the process is not voluntary, and reasonable force can be used.

- Stop and search you in a public place — or anywhere — if they believe you have committed a serious crime.
- If they believe there may be serious violence then they can search everyone in an area without needing a good reason to search each person.
- Stop a vehicle at any time and ask to see the driver's licence, MOT or insurance documents.
- Search your car, even if you aren't there, if they have reason to suspect your car contains stolen goods, drugs or something to commit a crime. If this occurs, the police must leave a notice saying what they have done.
- Look in your bag and pockets and ask you to take off your coat or jacket and your gloves in a public place.
- Avoid making a record if you are stopped but not searched.

A police officer must:

- Be polite and treat you with respect.
- Have a good reason for stopping and searching you and should tell you what this is.
- Only search you if they suspect you are carrying drugs; weapons; stolen property; or items which could be used to commit a crime.
- Have good reason to think your car contains stolen goods, drugs, or weapons to search your vehicle if you are not present.
- Not stop you just because of your age, race, ethnic background, nationality, religion or faith, the language you speak or because you have committed a crime in the past.
- Tell you what law they are using and your rights; their name; the station they work at; why they chose you; what they are looking for; your right to be given a record of the search straight away.
- Show you their identity card if they are not in uniform.

STOP AND SEARCH

- Take you out of public view if they ask you to take off more than your outer garments or anything you wear for religious reasons, such as a face veil or turban. In this case, the officer who searches you must be the same sex as you.
- Give you a written record of your search straightaway unless they are called away to an emergency. If for some reason the police officer is unable to give you the full form they will give you a receipt instead. You can get a copy from their police station within 12 months. Keep the form or receipt, as this is your only record of the event.
- If you are searched, the police must write down your name or description; your ethnic background; why they searched you; when and where they searched you; what they were looking for and what, if anything, they found; if they are taking any action; the name and number of the officer who searched you. If you refuse to give your ethnicity, the officers will guess it, which is less accurate.

You do not have to:

- Give your name, address and date of birth unless you are being reported for an offence.

WHAT YOU CAN DO IF YOU ARE UNHAPPY

You have a right to complain if you have not been treated fairly, feel victimised or discriminated against or if you:

- Feel that the police officer who searched you was rude or used excessive force.
- Believe you were unfairly targeted to be searched.
- Witnessed somebody else being mistreated by the police.
- Have a friend or relative who was mistreated.
- If the search causes damage to your car, you can ask for compensation, but only if

the police didn't find anything to connect you to a crime.

To complain or get advice, contact your local police station; police authority (www.apa.police.uk/apa); independent Police Complaints Commission (www.ipcc.gov.uk/); Citizen's Advice Bureau; race equality council; or a solicitor.

If English is not your first language and you do not understand why you have been stopped, reasonable steps should be taken by the police to provide you with information in your own language.

TERRORISM-RELATED STOPS

Section 44 of the Terrorism Act 2000 allows the police to stop and search anyone in a specific area. The power to stop and search under anti-terrorism powers should only be used when there is evidence of a specific terrorist threat. The reality of anti-terrorist stop and search policies is that Black people are far more likely to be stopped. For example, the number of African, Arab, Asian and Caribbean looking people that were stopped and searched in London streets after the 7 July bombings increased 12-fold.

Unlike other acts of stop and search, if a police officer undertakes a terrorism related stop they **do not**:

- need to explain why they've stopped you
- need reasonable cause to suspect you before they search you
- need to give their name or station where they work. However, in this case, they must give a warrant card or identification number.

RECENT DEVELOPMENTS

The new government are aiming to pass new legislation that will give greater powers for stop and search and legalise racial profiling.

Injustice

A film about human rights abuses in the UK
(98 minutes/documentary/2001)

WINNER BEST DOCUMENTARY
— BFM London Film Festival 2002

WINNER BEST DOCUMENTARY
(HUMAN RIGHTS)
— One World Film Festival 2003

WINNER NATIONAL SOCIAL
JUSTICE AWARD 2003



FAMILIES FEATURED

The families featured in the film are still fighting for justice and need your support. They have even formed their own organisation: the United Families & Friends Campaign because deaths in police custody are increasing — **in 2002–03 there were 104 deaths, which means that two people died every week in police custody.**

Injustice is the story of the struggles for justice by the families of Black people that have died at the hands of police officers. Between 1969 and 1999 more than 1,000 people died in police custody in England. Not one police officer has been convicted for any of these deaths. *Injustice* shows how a number of people met violent deaths at the hands of the police and how the families of the dead came together to fight for the truth.

“A rousing hymn to united struggle“
– *Time Out* Critics’ Choice

FILM BACKGROUND

Injustice took seven years to produce. Since its release the police tried to censor the film by threatening legal action against cinemas and the film makers who refused to stop screening the film and instead took it on a national tour. *Injustice* has been described as the most politically controversial UK film of recent years and has gained an international reputation screening at over 70 film festivals around the world. Despite this success UK television has banned the film.

“One of the most powerful films ever made in this country” – *The Guardian*
“The film that refuses to die”
– *The Observer*

WHAT YOU CAN DO:

- A number of colleges and universities across the country have organised screenings of the film with speakers invited. Do the same by emailing: info@injusticefilm.co.uk or calling: 07770 432 439
- Support the families directly through demonstrations, campaigns and activities
- The NUS Black Students’ Officer is supporting the campaign in a number of ways:
 - Regional screenings
 - Conference screenings
 - Promoting the campaign on the NUS web site

To find out what you can do, contact Kanja Sesay by email: kanja.sesay@nus.org.uk or mobile: 07919 323925.

EQUALITY IN EDUCATION

BY KANJA SESAY, NUS BLACK STUDENTS' OFFICER

Education is the key to increasing life chances for Black students. However the disadvantage and the systematic exclusion and marginalisation of the Black perspective in education are symptomatic of the barriers that restrict many gifted Black students in their struggle to reach their goals. The NUS Black Students' Campaign is working to redress this. There is a need for all students' unions to take up these issues in their own institutions.

ACADEMIC SUPPORT

Black students frequently encounter social and academic challenges in education. The Aim Higher report found a lack in government and university policy and strategy for Black students. Students' unions must push for strong support services and race equality measures.

ANONYMOUS MARKING

When colleges and universities do not have anonymous marking in place, research shows that Black students receive up to 12 per cent lower marks. This discrimination is unacceptable and could easily be corrected if students' unions lobby their institutions for anonymous marking in exams and coursework. Student complaints and exam appeal procedures should also be made available in accessible language for students concerned about discrimination. See page on anonymous marking for more information on running campaigns.

BLACK CURRICULUM

The pre-16 education curriculum which ignores the contributions of influential Black figures and experiences throughout history continues into college and

university. Little wonder then so many Black students have to grapple with their sense of identity. The educational experience lowers the self-esteem of Black students through its Euro-centric curriculum, this must change to reflect the diversity of Black people in Britain to engage Black students and challenge the prejudice in wider society.

DISABILITIES — MENTAL HEALTH PROBLEMS

Black students are eight times more likely to experience mental health problems in education and 16 per cent more likely to be held under the Mental Health Act. However, they are less likely to get support as few welfare providers recognise or understand their needs. Social stigma also leaves Black students outside the formal support structures in colleges, while prayer room facilities which some Black students use as a coping mechanism are often unavailable.

DROP-OUT RATES AND EXCLUSION

Drop-out rates in education are 3–4 per cent of the student population each year, alarmingly however, the figure among Black students is between 15–20 per cent. Research explains the causes as: inaccessible academic and welfare support, unsupportive college environments, and low self-esteem. Unions need to have strategies to tackle these needs and reverse the drop-out crisis. Universities also have a duty to monitor retention and reasons for leaving under the Race Relations Amendment Act.

EDUCATION FUNDING

The government intends to increase tuition fees from £3,145 per year to a maximum of £9,000 per year. Such a change will have a devastating impact on all students

EQUALITY IN EDUCATION

who already face an average student debt of £23,000. Further increases in debt will have a disproportionate impact on Black students, who take longer to pay back their debts because of institutional racism in the workplace. Poorer students are put off university because of the levels of debt. Black students are disproportionately poor — 75 per cent of Britain's Black community live in 88 of Britain's poorest wards. Black students must be involved in the fight against fees and the lifting of the cap. For further information and analysis of the current campaign to defend students against higher fees, see the article by the Free Education Campaign.

FURTHER EDUCATION

In the FE sector, where 60 per cent of Black people study, many inequalities exist. Starved of funding, under-developed and without basic resources, the needs of Black FE students are often neglected. The government's decision to abolish the Educational Maintenance Allowance is a serious attack on poorer students who relied on this support to afford learning post-16. Clubs and societies are limited, support networks are dependent on the college itself, and academic growth is restricted by staff-student ratios. The result is many Black students making difficult choices that can restrict future opportunities.

INTERNATIONAL STUDENTS

Up to 70 per cent of international students are thought to be from the Black community. The excessive tuition fees and visa charges imposed on these students is exploitative given the often inadequate academic, cultural and language resources and support that are provided to them. International students also experience difficulties in accessing core

services like bank accounts which add to the financial burden many are facing.

MENTORS AND GOVERNORS

Just 30 per cent of Black children get five GCSEs or above, and primary education is seen as a starting point for this low achievement. The absence of a Black perspective and role-models in school, coupled with teachers' low expectations are often given as reasons for poor attainment. Becoming a school governor or mentor can help improve educational standards and the development of children. The role is an excellent way to nurture young Black talent.

REFUGEES & ASYLUM SEEKERS

Government legislation and the media have poisoned perceptions of refugees and asylum seekers fleeing persecution and war. Hostilities are increasing and we are locking up people in need of sanctuary. Some are students in our colleges, yet their needs are overlooked and involvement stifled by 'invisibility'. Even though they are prone to hardships, some institutions are attempting to charge them international fees worth thousands of pounds.

RELIGIOUS AND CULTURAL FESTIVALS

Colleges, universities and exam boards are often inconsiderate when planning exam dates and coursework deadlines, as they often clash with major faith or cultural events. Forcing students to choose between meeting religious and educational commitments does not foster inclusivity and generates undue pressure, with adverse consequences on students' achievements. See the NUS religious festivals calendar for more information.

THE RACE RELATIONS (AMENDMENT) ACT

RACISM IN EDUCATION — THE LAW IS ON YOUR SIDE

What the Race Relations (Amendment) Act (2000) means for colleges and universities

The Race Relations (Amendment) Act (also referred to as the 'RRAA') represents a milestone for campaigners on race equality in Britain because it requires all public institutions — which include colleges, universities and their students' unions — to take action to promote race equality.

The law imposes a three-strand general duty on institutions to:

- Eliminate unlawful discrimination;
- Promote equality of opportunity, and
- Promote good race relations between persons of different racial groups.

This general duty is a positive duty which means that institutions are legally required to pre-empt unlawful discrimination before it takes place. This means not simply dealing with racism when it does occur but preventing it happening in the first place.

In addition to this, colleges and universities have to fulfil certain specific duties which help them to meet the general duty. These include:

- Having a race equality policy;
- Monitoring the admission and progress of students, and staff recruitment and career progression by racial group;
- Assessing the impact of all institutional policies for their impact on different racial groups;
- Publishing the results of monitoring and assessments on race equality, and the race equality policy itself.

If institutions fail to meet these duties

a complaint can be made to the Equality and Human Rights Commission who can issue a compliance order against them and force them to deliver on these duties.

The RRAA offers an opportunity for significant progress to be made in race equality so it is vital that all staff and students in colleges and universities understand it. Staff and students are encouraged to take part in consultations on impacts of institutional policies (one of the specific duties) and form Black groups to aid the consultation process.

Colleges and universities must ensure they have necessary resources to meet the requirements of the law (not having adequate resources is not an excuse for failing to try to comply) and actively engage with the spirit of the legislation by:

- Welcoming and promoting a diverse staff and student body;
- Having regular consultation with Black groups;
- Providing clear leadership for promoting race equality so people know what is expected;
- Taking clearly laid out and swift action against those who do not abide by the race equality policy.

To help you ensure that your institution is meeting its requirements under the RRAA, the NUS Black Students' Campaign and UNISON have produced a toolkit for use on campus. Email kanja.sesay@nus.org.uk

for copies or download it from the NUS web site.



ANONYMOUS MARKING

Equality and fairness must lie at the heart of every aspect of the student experience, from admissions right through to assessment. Anonymous marking benefits everyone. Not only does it protect students having their work marked with bias, on factors other than academic merit, but it also helps safeguard staff from unfounded accusations of discrimination.

Following a campaign initiated by the NUS Black Students' Campaign to implement anonymous marking at Leeds University, statistics show that the marks of women and Black students increased by 12 per cent. We are calling on more students' unions to lobby their institutions to implement anonymous marking.

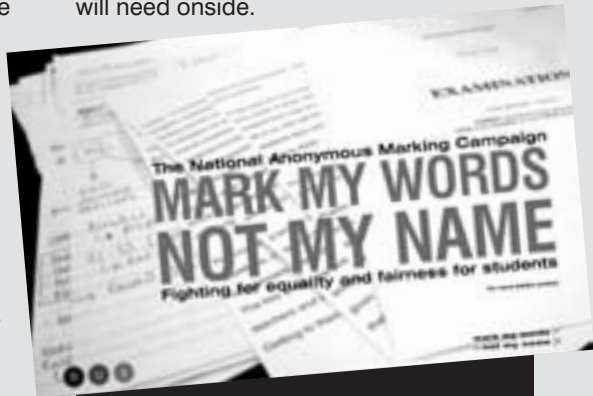
Unfairly marked exam scripts and coursework can potentially lead to students dropping out and putting their future academic achievements at risk. Anonymous marking must therefore be supported with accessible information to the complaints and exam appeal procedures because all students have the right to achieve their potential without it being put at risk because of the prejudice of others.

WHAT YOU CAN DO

Many universities have now adopted anonymous marking, and this is continuing across the country. In successful campaigns to implement anonymous marking it has been essential to have the union behind you. Get a motion passed through your democratic structures to show that this is a priority campaign. There is a model motion on the NUS web site.

Student representatives are the eyes and ears of the students' union. Be they course reps, society officials, part-time executives or union councillors, they have a role to play in any campaign for

change on your campus. In the case of anonymous marking, student reps will need to be aware of the issues. They should understand the benefits of anonymous marking and can help you deliver this information to students on their courses. These are the people who will be affected by any changes to marking procedures and are the very people you will need onside.



Five steps to get your anonymous marking campaign underway:

1. Find out where the gaps are; which courses, departments or schools and faculties have anonymous marking in place and which don't.
2. Build awareness around why anonymous marking is important.
3. Get students involved in the campaign.
4. Identify the right person to contact in the college/university, e.g. the chair of the academic board / senate, the vice chancellor or principal.
5. Arrange to meet them and find out if there is a strategy in place to introduce anonymous marking across the board.

FREE EDUCATION CAMPAIGN

Politicians who benefited from a free university education are now planning to kick away the ladder of opportunity for generations to come.

The coalition government plans to increase tuition fees from £3290 to £9000 per year.

Student debt already tops £23,000. Increasing the burden on students and their families further is completely absurd.

Before the general election all Liberal Democrat MPs signed the National Union of Students' pledge to vote against any increase in tuition fees. Now Vince Cable and Nick Clegg are claiming there is no alternative because of the state of the public finances.

There are progressive alternatives to funding higher education which would tackle student debt and help Britain create the highly skilled economic it needs. Higher education could play a central role both in reviving the economy now and in promoting long-term prosperity and growth in the future.

As Nobel prize-winning economist and former head of the World Bank Professor Joseph E Stiglitz has pointed out "[we need] investments in technology, education and infrastructure... such spending will stimulate the economy and create jobs in the short run and promote growth and debt reduction in the long run."

A briefing by the Free Education Campaign produced earlier this year pointed out that the previous government's figures reveal the immediate economic benefits that investing in higher education reaps.

The £23 billion spent each year on higher education, funded from both the public and private sectors, produces an economic return of £60bn, arising from a variety of sources including jobs, exports, innovation and so on.

That means for every pound invested in higher education, the economy expands by £2.60.

Treasury models indicate that half of this — around £1.30 — comes back in tax revenue, giving the government extra income on each pound to pay off the national debt or invest in other public services.

Yet alongside the attack on increasing student tuition fees, the government has slashed university teaching budgets by 40%.

This failure to invest is going to exacerbate the serious problem of Britain falling behind other countries with regards to the number of graduates it is producing.

The UK is already plummeting down the graduate league table and is now below the OECD average for graduation rates. In 2000 it was a world leader, 9 percentage points above average.

Failing to invest will also deny thousands the opportunity to go to university, regardless of their ability. There is a real danger of creating a "lost generation" of young people, left behind without the necessary skills which will blight their future for decades.

The caricature conjured up by some that higher education is about academics sitting loftily in their ivory towers is far removed from the real role higher education plays — invigorating the British economy.

It needs to be invested in. The rewards will include tackling the national debt in the short term — and ensuring Britain has a highly skilled, high-growth economy in the long term.

MPs will soon vote on whether or not to increase tuition — we need a massive, united campaign to stop them seriously harming the future of higher education.

■ Visit our blog at:
www.freeeducationcampaign.blogspot.com for further information.

FINANCIAL ASSISTANCE

BY ANIL 'JOSHUA' SACHDEO, NUS BLACK STUDENTS' COMMITTEE

With the introduction of fees and the eradication of grants, Black students face serious barriers to education, with 77% of Black people living in the 88 worst boroughs.



There are schemes to help in the form of bursaries, loans, funds and grants. However, as with many things Black students do not always have access to information about the support available to them. Below is a compilation of the most common forms of financial assistance that are available to you whilst studying and some links to further information.

STUDENT LOANS

Thinking of entering Higher Education? There is financial support from the government to help you cover the costs. If you're studying full-time, the main sources of help are the student loans, grants from the government and bursaries from your university or college.

Student loans from the government are available for all eligible students who can get help with tuition fees and living costs. You'll be able to take out two student loans per academic year. The first loan is for tuition fees — to cover the cost of your tuition fees in full. The second loan is for maintenance — to help with accommodation and other living costs (how much you get depends on your household income).

HARDSHIP LOANS

These are for students who are

experiencing serious financial problems such that your university or college are satisfied that you would be unable to carry on without financial assistance. To be eligible you must have applied for the maximum amount of student loan available to you. In some circumstances you can apply for the student loan and hardship loan at the same time.

You can apply between £100, and £500. Remember you will have to pay this back. You are able to make one application during your academic year to your student services department, one-month before the end of that academic year.

You must provide evidence of real need, and that there is no other resolve or support from alternative sources for example banking overdraft / work.

HARDSHIP FUND

Like hardship loans, it is there to help provide extra support to students you require further financial help due to unexpected circumstances.

You are only able to apply for a hardship fund, if you are experiencing serious financial problems and if your course qualifies, your university or college will be able to tell you this. Application should be made to your student services. You will usually have been expected to take out a hardship loan before being considered for a hardship fund.

You can apply between £500 and £3500. You are able to make one application during your academic year, one-month before the end of that academic year.

Traditionally hardship funds are usually given as a grant, so you do not have to repay this.

FINANCIAL ASSISTANCE

MAINTENANCE GRANT & SPECIAL SUPPORT GRANT

The maintenance grant and special support grant are there to help with accommodation and other living costs while you're on a full-time higher education course. These grants don't have to be repaid. Most eligible students get the maintenance grant; however, you could qualify for the special support grant if you receive income support or another means-tested benefit such as housing benefit.

If you qualify for help through the maintenance grant, some may be paid instead of the student loan for maintenance. If you get the special support grant, it doesn't affect how much you're entitled to through the student loan for maintenance.

The maximum you can get for either grant is £2,906 in academic year 2009/2010. The actual amount you receive depends on your household income and other factors — including when you started your course.

CAREER DEVELOPMENT LOANS (PARTICULARLY FOR POSTGRADUATE STUDY)

Career Development Loans (CDLs) have helped tens of thousands of people to give their careers a lift. Individuals from a wide range of educational and employment backgrounds; employed, self-employed and unemployed have benefited from the opportunity to help them invest in learning.

CDLs are a longstanding programme, available within Great Britain, intended to help remove the financial barrier to learning. Their aims are to increase the amount of vocational learning, encourage more individuals to take responsibility

for their own learning, and to encourage financial institutions to view learning as an investment worthy of a loan.

CDLs are available through an arrangement between the Learning and Skills Council (LSC) and three high street banks. You can borrow anything between £300 and £8,000 to help you fund up to two years of learning (or up to three years if the course includes one year of relevant practical work experience). You can apply for CDLs with Barclays, The Co-operative Bank and The Royal Bank of Scotland.

JOURNALISM SCHOLARSHIP FOR BLACK STUDENTS

George Viner Memorial Fund Trust

The charity — named after a former NUJ training officer — provides scholarships for Black and Asian journalism students.

For more information and to apply: www.georgeviner.org.uk

For more detailed information on student financial support there is the 'Student Support and Benefits Handbook' by David Malcolm, this should be available in your students union or college or university library.



For general information on education funding go to the direct.gov.uk website's education and learning section:

■ www.direct.gov.uk/en/EducationAndLearning

BLACK ACTIVISTS RISING AGAINST CUTS (BARAC)

ABOUT THE CAMPAIGN

We are a new coalition of black public and voluntary sector workers, trade unionists, community organisations, service users and concerned individuals whose aim is to create a critical mass of opposition to the government plans to cut vital services and sack thousands of public sector workers including many black workers across the country.

This campaign is determined to defend both jobs and services. In the face of the most draconian cuts to public sector spending since the 2nd World War, it is important that Black communities including public sector workers, trade unions, community third sector organisations and service users come together to defend black communities from complete economic and social devastation.

With African, Caribbean, Asian and ethnic minority communities constituting some of the poorest sections of British society, any disproportionate cuts to national, regional or local services will have devastating effects.

Our communities already suffer the highest rates of poverty and unemployment in the UK. Racism in the labour market has resulted in a large majority of those in employment, working in either the public or voluntary sectors. Both provide key services to vulnerable members of our communities.

The recent budget announcements will have a greatly magnified and disproportionate impact on black workers, black service users and black unemployed.

The cuts will lead to black workers being the target of redundancies and pay freezes which in reality will be a pay cut, widening the existing unacceptable pay gap between black and white workers.

Those who are left with jobs will face

more pressure to deliver with reduced facilities.

Service users will experience difficulties accessing reduced facilities/services from overburdened staff. In some instances vital services will be cut altogether further entrenching economic deprivation.

Black people experience racism in all aspects of life. Acute racism has led to occupational segregation and unacceptable high unemployment rates in black communities. The proposed public sector cuts will further entrench poverty and act as a catalyst leading to further socio-economic deprivation, social disorganisation and deeply alienated communities.

WHO WE ARE

This is a joint initiative organised by Zita Holbourne, a member of the Public and Commercial Services Union National Executive Committee and TUC Race Relations Committee and Lee Jasper, Political Advisor to the 1990 Trust.

The four main objectives of the campaign are:

- To campaign and defend jobs and services.
- To highlight the disproportionate and adverse impact of the huge reduction of public spending on deprived communities in particular black communities.
- To provide a campaigning platform to fight against cuts in jobs and services including on any adverse, disproportionate impact on black workers and communities.
- To work in partnership and build alliances with others facing and fighting similar attacks.

■ For more information and to get involved contact: Lee Jasper, lee-jasper@live.com, 07984181797; Zita Holbourne, zita@pcs.org.uk, 07711861660

BLACK MENTAL HEALTH

BMH UK aims to raise awareness about the inequalities in treatment and care of people from African-Caribbean communities, highlighted in the David Bennett Inquiry report, which looked into the treatment and tragic death of an African-Caribbean patient while in psychiatric care. Bennett's treatment typifies the Black patient experience and he is considered to be the Stephen Lawrence of the mental health world.

African-Caribbean populations make up over a third of all those detained in medium psychiatric settings, despite being less than three percent of the national population. Black people are subject to higher rates of sectioning, over-medication, misdiagnosis and forcible restraint despite similar rates of mental ill health as other ethnic groups.

BMH UK's focus is on equipping African-Caribbean communities to engage



with legislators, policy makers and service providers on equal terms with a view to seeing the removal of all innocent patients from the National DNA database and a reduction in the death rates and over-representation of people from these communities detained at the coercive end of psychiatric care.

To learn more, visit:
www.blackmentalhealth.org.uk

BMH UK FACT FILE

- African-Caribbeans make up 2.9% of the national population but 10% of mental health patients.
- African-Caribbeans are 40% of those detained in high secure forensic units (Ashworth, Rampton and Broadmoor).
- 20% of Black prisoners are transferred to high secure forensic units while on remand or awaiting trial (s.48 MH Act 1983).
- 10% of all African-Caribbeans in forensic units have never committed any crime.
- The average stay of a Black patient in forensic care is 9.5 years.
- African-Caribbeans are 30% of those detained in high secure psychiatric units.

- African-Caribbeans are 29% more likely to be forcibly restrained (this is how David Bennett died).
- African-Caribbeans are more likely to be misdiagnosed, over-medicated and considered dangerous.
- African-Caribbeans are 50% more likely to be placed in seclusion.
- Referral rates via the criminal justice system for Black people is double that of the host population.
- Referral rates via the police for Black people is double that of the host population.
- In London wards 37% of hospitals are running at 100% occupancy, often with more patients than beds.

Tactics against gangs must be evidence based

Research by Manchester University's School of Law has challenged official tactics used to curb knife and youth crime — the report says methods are fundamentally misinformed, frequently failing, and sometimes actively strengthen the gangs they target.

Having spoken to and won the trust of more than 100 gang members, associates and informers, they concluded that in general gangs are not tightly organised; do not specialise in dealing drugs; and their violence is not provoked primarily by turf wars. They also found no basis for the popular belief that most street gangs are Black. A gang's ethnic make-up tended simply to reflect its local area — Black, white or mixed — even though the media and police overwhelmingly focus on Black gangs.

It found that schools, health services and prisons are “grossly unprepared to collaborate or respond adequately to the problems brought about by gangs”.

And police mistakenly target individuals who, though gang members or associates, are not themselves engaged in criminal action — thus cutting them off as potential sources of help, driving them into gang membership, and confirming the status of gangs.

The project's fieldworker said: “In reality, gangs are loose, messy, changing friendship networks — less organised and less criminally active than widely believed — with unclear, shifting and unstable leadership.”

By failing to understand this basic structure, the researchers say, police mistakenly target and sometimes harass individuals who, though gang members,

are not breaking any law; the police also repeatedly follow, stop and search the gang members' family, friends and classmates. This alienated both the gang members and their associates who might otherwise have helped police.

According to the researchers' report: “An unintended consequence of this policy was the observed greater vulnerability of black young people to aggressive and intrusive policing strategies, resulting in perceptions of discrimination that are counter-productive.”

The NUS Black Students' Campaign believes that we can play a constructive role as positive role models for young people, and we are encouraging students to participate in local mentoring schemes. Contact the campaign for more information.

Coram

Works with vulnerable children, young people and families, providing practical help and support.

www.coram.org.uk

Tel: 020 7604 5960

coram

MENTORING PROJECT FOR BLACK STUDENTS — INVESTING IN OUR FUTURE

BY COLIN BOATENG

This year the Black Students campaign will be launching a scheme that links the many mentoring schemes around the country, to Black students in further and higher education.

WHY RUN A MENTORING SCHEME?

Mentoring schemes are very effective as they can bring out confidence in young people. This enables them to become more active, productive, brings out their full potential and true qualities. Mentoring programs are important primarily for the benefit of mentees and the mentors as it challenges individual progression for everyone involved.

Other advantages of this scheme include:

- Improved opportunities for young people
- It legitimises 'soft skills' and promotes more time for reflection
- It can invoke initiative and leadership skills.
- Young people are able to take a difficult issue to the mentor for a different perspective or expertise.

Black students in higher and further education are potentially instrumental role models for young people. Mentors are capable of demonstrating the importance of education in order for the mentees to realise their full potential. Furthermore, many of our active members are often the elected representatives/presidents of cultural societies, student unions and hold many other key positions. We believe can be both inspiring and empowering to the next generation. Last year, 50% of all elected student union officers in London were black students.

BENEFITS FOR YOUNG PEOPLE

Young people gain significant knowledge

beyond their own education and experience. They will be inspired by their mentors who are their role models and become more able to cope with critical circumstances. The mentees relationships benefit from the familiarity of occasions like black history month.

Other benefits are:

- Gain enormous confidence
- Showcase leadership
- Exposure to diverse perspectives and experiences
- Direct access to powerful resources within education
- Identification of skill gaps
- The foundation of lasting student networks
- Greater knowledge of career success Black role models

REAP ALL THE BENEFITS OF BEING A MENTOR

Mentoring requires a willingness to share, listen, and provide advice in a flexible relationship shaped by the needs of the mentee. Just as the NUS Black Students Campaign demands high-quality care and a commitment to help individuals, mentoring is a way for every professional to improve the field, one person at a time.

Other benefits to the mentor:

- The satisfaction of imparting wisdom and experience to others without a huge time commitment
- Ongoing attention to your own career development
- Exposure to diverse thoughts, styles, personalities, and cultures
- A way to give back to your communities
- A lasting career network

Look out for the NUS Black Students Campaigns Mentoring briefing 'Investing in our future' for information on how you can get involved.

SCHOOL GOVERNORS

Black volunteers needed: will you help?

The School Governors' One-Stop Shop is working with local authorities across the country to find volunteers ready to come forward and make a difference in their community.

Sarah Hancox, a Graduate Management Trainee and serving governor at Matley School in Peterborough, says: "Being a school governor allows me to be involved in my local community and have an input into the education system, which is very rewarding. It also gives me an opportunity to use skills I have learned at work and further develop other skills to bring back to the workplace. I would recommend becoming a school governor if you want to input something back to the education system. There are also great opportunities to meet new people, use existing skills and develop new ones, such as planning and organising, team-work, communications, finance, IT, HR and more."

School governors are the largest group of volunteers in Britain and carry out an important voluntary role in education. They help improve the quality of education for many children and thus give them the chance of a better future. They can also gain a sense of achievement as active members of the community.

It is important that school governing bodies reflect the diversity of the local

community. You don't have to be a parent. If you are over 18 and want to help children realise their potential, please volunteer.

Donna Henriques, a serving governor at Plashet School in Newham, says: "Being a governor is about being a critical and supportive friend to the school. People imagine that governors aren't people like them, but that's a misconception. Everyone has experience of education, so everyone can make a valuable contribution to a school."

The School Governors' One-Stop Shop is a charity that exists to find school governor volunteers for schools facing the greatest challenges.

For more information
call: 020 7354 9805
email: info@sgoss.org.uk
or visit:
www.sgoss.org.uk



AIM HIGHER

Aim Higher

RAISING THE ACHIEVEMENT OF BLACK PUPILS

The school community is an increasingly diverse one. Around one in eight pupils are from the Black community and by 2010 this is likely to be one in five. Over 650,000 pupils have a mother-tongue other than English with over 200 languages and dialects spoken in our schools.

Data from the Pupil Level Annual School Census in 2002 shows that Indian and Chinese heritage pupils tend to be the highest performing pupils of all groups. However, the achievement of African, Bangladeshi, Caribbean and Pakistani pupils remains unacceptably low. The gap between the lowest and highest achieving groups also widens, especially in secondary school, and girls achieve better than boys across all groups. The causes are complex but many schools have shown that this under-achievement is not inevitable and can be tackled effectively.

In 2003, the DfES launched Aim Higher: Raising the Achievement of Minority Pupils initiative. Aim Higher builds on the best practice developed in successful schools. At the heart of it is the expectation that the responsibility to ensure a high equality, high quality provision to drive up standards for all rests with every individual involved with education at school, LEA and national level.

Initial Aim Higher projects include support for schools with African-Caribbean pupils, teachers working with

bilingual pupils in primary schools and new guidance for schools also supports asylum seeker, refugee and traveller pupils, as well as isolated Black pupils.

“Aim Higher encourages a culturally relevant curriculum”

Aim Higher advocates a “whole school” mainstream approach to raising achievement through strong leadership; effective teaching and learning; high expectations; and intolerance of racism. Underpinning this is recognition and respect for cultural and language diversity, and involvement and partnership with parents and the community.

In line with the Qualification and Curriculum Authority’s Respect for All initiative, Aim Higher also encourages a

culturally relevant curriculum with teaching and learning materials that are relevant and stimulating to pupils in a diverse population. It is recognised that inclusion of the Black experience in schools has a positive impact on Black children’s self-esteem and sense of self, and by consequence their school achievement.

All Aim Higher initiatives encourage best practice to ensure a real and sustained difference to the achievement and life chances of Black pupils in all our schools.

For more details see the Department for Children, Schools and Families’ Ethnic Minority Achievement web site: www.standards.dfes.gov.uk/ethnicminorities



BLACK HISTORY MONTH

Remembering Black history

Black History Month is held every October in recognition of the historic contribution of Black people to society. Without a sense of history, many young Black people are left with little or no knowledge about the rich traditions from which they descend. The re-naming of enslaved and colonised people across the global south was an attempt to erase our histories and with it the pride of our achievements. With a greater understanding of what Black people have achieved, we can be empowered to realise our potential, challenge the inequalities we face and face down stereotypes.

The fact that Black people have always been at the forefront of human development continues to be ignored. Black History Month's significance cannot be overlooked: it is a time to pay respect to our predecessors who challenged injustice and struggled to make the world a better place — thanks to their sacrifices we are able to educate ourselves today. Making sure that Black History is integrated into education makes a difference. Awareness of our contribution to improving society breaks down barriers and prejudice. Stephen Lawrence was a young black man murdered by young white people. Young people make up the overwhelming majority of perpetrators and victims of racist attacks. The Lawrence Inquiry

“Black people have always been at the forefront of human development”

recommendations called for diversity in education because it recognised that learning about Black people's historic contribution to civilisation fundamentally challenges the prejudice that leads to racist violence amongst young people.

Black communities face increased racism in society. There has been an unprecedented increase in stop and search by the police and an increase in racist attacks. The developing world is besieged by poverty, a HIV/AIDS epidemic, conflict and rising debt. We cannot allow the issues of the global south to

be ignored. It is important that we leave our own legacy for future generations as our predecessors have done before us.

Black History Month gives us a platform to highlight all these issues affecting Black people here and around the world. We can complete our education and fill in the gaps that the education system continues to leave out. We all have a duty to find out where we have come from and in order to know where we are going.

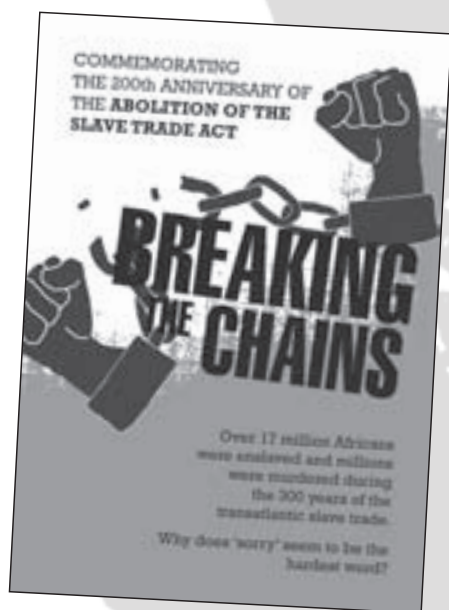
■ **Contact the NUS Black Students' Campaign for briefings, posters, materials and speakers for Black History Month. e: kanja.sesay@nus.org.uk w: www.nusconnect.org.uk/black**



ANTI-SLAVERY

Remembering slavery — fighting the legacy

Tackling the legacy of slavery and colonialism can mean many different things. For some it is reparations, for others raising awareness. For many it is both, as well as viewing the current economic system through the prism of slavery, racism, the oppression of peoples of colour and developing countries. 2007 marked the bi-centenary of abolition, yet research shows much of the developing world, particularly Africa, is getting poorer relative to the West, the prime minister describe Africa as a 'scar on our conscience of the world', yet the scar of slavery and its legacy remains unhealed.



Development, trade and aid debates take place free of uncomfortable questions about slavery and racism, removing the duty on the West to correct its wrongs. The shift from goodwill to duty is an essential one. Reparations as compensation for slavery is not about money in the pockets of individuals. The offer of '40 acres and a mule' has expired. When we are talking about reparations, there is a lot of repairing to do.

Reparations must underpin corrections in removing Western trade barriers, debt, aid, economic diversification and investment. Modern-day racism today, finds its roots in the justification for slavery.

Just as environmentalists have found ways of counting the cost, literally, of pollution and environmental destruction, so too can we calculate the costs of slavery. The potential scale of that bill was clearly the reason why Britain, Europe and America refused to recognise slavery as a crime against humanity at the 2001 UN Anti-Racism Conference in Durban, South Africa, using the farcical argument that it was legal at the time. It also explains why the West avoided recognising last year as the UNESCO year to commemorate slavery. But try as they might, these questions will not go away.

Business, churches and others who have benefitted will have to face up to their role in the worst atrocity the world has seen. The NUS Black Students' Campaign supports the call for three minutes' silence for the victims of slavery on 23rd August, the day commemorating international resistance against enslavement, National Slavery Memorial Day.

For more information, briefings and ideas, visit www.nusconnect.org.uk/black

The All-Afrikan People's Community Consultative Commission in Europe

PANAFRIINDABA facilitates Pan-Afrikan community empowerment, including the use of education, culture and media, to strengthen principled Afrikan unity in struggle for global justice. It works mainly through a wide diversity of its allied and/or partner organisations, campaigns and networks, including the EDIKANFO Pan-Afrikan Youth and Students Internationalist Link (EDIKANFO-PAYSIL) and the Planet Repairs Youth Positive Action Campaign (PRYPAC). Pan-Afrikan knowledge integration into global citizenship education in all disciplines, fields and spheres of human endeavour is central to its promotion of culturally appropriate mural and extra-mural lifelong learning for all.

The topmost priority task of PANAFRIINDABA now is winning recognition for, and ensuring the proper representation in all important governmental and non-governmental consultations, of the Pan-Afrikan community as a distinctly self-determining body politic of long historical presence among all the communities in Europe, as elsewhere throughout the diaspora and continent of Afrika. This includes highlighting student/scholar/activist contributions to the past and present continuing struggle against all forms of enslavement in order to advance total Pan-Afrikan liberation, Black empowerment and global justice for all. Accordingly, PANAFRIINDABA emphasises self-conscientisation, self-determination and self-empowerment in its promotion of grassroots initiatives of Pan-Afrikan

community regeneration for sustainable world development, particularly those aimed at challenging Afriphobia and other forms of global apartheid racism and securing respect for Afrikan human and peoples' rights within the reparations context of holistic planet repairs in furtherance of global justice for all.

PANAFRIINDABA consistently provides support to the NUS Black Students Campaign to enhance its strength as a Black empowering liberation connexion between students and the Pan-Afrikan community of resistance and its contingents of the global justice movement. It is currently helping in establishing the All-Afrika Student Union Link in Europe, with advocacy, media and capacity building expertise support for its Africlimatic Environmental Justice Programme and the Community Support Programme for Afrika-Related Education and Development.

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Orgdirectory@uhuruutando.org



PEOPLE AND PLANET

Concerned about human rights, poverty and the environment?

People & Planet groups are fighting to defend human rights, end global poverty and protect the environment. Getting involved in a People & Planet group on campus is an amazing way to make a difference to the most pressing issues facing our planet today.

OUR CURRENT CAMPAIGNS

TRADE AND CORPORATE POWER

Despite the enormous wealth of the global economy, more than half the world's people still live on less than two dollars a day. Unjust trade rules are keeping the poor locked in poverty. The size and influence of some corporations dwarfs many countries. Their power shapes all our lives — as workers, consumers or citizens. Yet corporations are driven by profit — not social needs or environmental sustainability.

People & Planet are currently campaigning — To address the exploitation in the clothing industry — For schools and colleges to commit to Fairtrade.

The Redress Fashion campaign focuses on what we can do as students to support the struggles of garment workers worldwide.

Following on from actions against Primark last year, we'll be targeting Topshop on the high street, demanding that it takes the basic step of joining the Ethical Trading Initiative.

On our campuses, we will be campaigning to ensure that our university and college merchandise is sweatshop-free.

CLIMATE CHANGE

Climate change is happening now, and its effects will be felt by all of us.

Wealthy nations like Britain produce 80% of the greenhouse gases driving climate change. The impacts are global, threatening the lives and livelihoods of millions. Most

at risk will be the world's most vulnerable people in developing countries. We are currently campaigning:

- For governmental funders and high street banks to change from funding for fossil fuel projects to renewable sources of energy
- As part of a huge UK climate change coalition to Stop Climate Chaos
- To reduce the huge environmental impact of schools, colleges and universities.

WHAT DO LOCAL GROUPS DO?

Groups meet regularly during term time to plan campaign initiatives including: stalls, publicity stunts, email campaigns, lobbying decision makers and organising events such as debates or club nights to raise awareness. Groups campaign on our national campaigns and other issues that they are passionate about. Our work, from changing laws on arms exports to introducing Fairtrade into union shops makes a difference. Our Green Electricity project resulted in universities and colleges across the UK shifting to green, renewable energy worth £31million, preventing 275,285 tons of carbon dioxide emissions annually (the equivalent of taking 60,000 cars off the road for good).

We provide support, training, volunteering, regular communications and a range of regional and national events to help you to change the world around you on your own terms. We're student-led and YOU choose what we campaign on.

For more information:

- sign up for regular email updates: <http://peopleandplanet.org/eupdates>
- get in touch with your local group or help setting one up: www.peopleandplanet.org or 01865 245678 or you can find us on face book.

people & planet

student action on world poverty and the environment

LET PALESTINIANS STUDY / VIVA PALESTINA

Let Palestinians Study Campaign

“Promoting the Right of Education for the Palestinian People”

The Let Palestinians Study Campaign was launched at the NUS Black Students' Conference in June 2008.

In 2007, Israel imposed a blockade on Gaza — closing its borders and denying over 1.6 million Palestinians their freedom of movement and kept most goods and supplies out of the Strip. The siege has meant students with scholarships to study at prestigious universities abroad have been unable take up their place at their respective institutions. Let Palestinians Study campaign aims to raise awareness of this situation, and pressure the British government to call on the Israeli authorities to guarantee Palestinian students access to education.

Nearly a year after Gaza was devastated by a 22-day Israeli military offensive, rebuilding has barely begun. The range of destruction is breathtaking. Schools, health clinics, houses and the basic infrastructure of both public services and government have been destroyed. Israel has refused to allow basic school supplies such as books and paper into Gaza and the siege has meant that reconstruction materials to rebuild schools, colleges and universities has been denied.

The denial of the right to education is just one aspect of Israel's ongoing siege of Gaza. Since Israel closed Gaza's borders thousands of Palestinians have been prevented from leaving Gaza on regular basis — even if they need essential medical treatment.

Let Palestinians Study will be active

throughout the year organising activities on campus to raise awareness of the students trapped in Gaza, and calling on the British government, and British universities to put pressure on the Israeli government to guarantee Palestinian students their right to education.

For further information, or to get involved in the campaign, visit www.letpalstudy.org.
uk or email khaled@letpalstudy.org.uk



Viva Palestina

Viva Palestina is a British charity established following Israel's war on Gaza in 2008/09.

The concept is simple. Israel's siege on Gaza denies the people access to basic supplies including food, medicine and essential goods and services. It is also a form of collective punishment, illegal under international law. Viva Palestina came into being to organise humanitarian aid convoys from Britain to the Gaza Strip to take vital supplies and most importantly raise awareness and increase pressure on Israel to end its siege.

Since 2009 Viva Palestina has organised 4 blockade busting international convoys to Gaza and also participated in the Freedom Flotilla to Gaza which was violently intercepted by Israel in international waters and upon which Israel killed 9 civilian, humanitarian activists.

Viva Palestina has had a sensational international impact – raising real awareness about the siege and bringing concrete solidarity to the Palestinians. More convoys are planned

For further information please visit www.vivapalestina.org

STUDENT PALESTINE SOLIDARITY CAMPAIGN

Justice for Palestine — End the siege on Gaza

Israel's brutal assault of Gaza in 2008/09 saw over 1,400 Palestinians killed — many of whom were children who died with horrific burns after the use of white phosphorous. More than 5,400 Palestinians were seriously injured and countless others are psychologically, physically and mentally traumatised.

And Israel's war on Gaza continues, with Israel intensifying the siege and blockade, which violates international law — denying Palestinians freedom of movement, food, medicine and essential materials for rebuilding the schools, college and university buildings, hospitals, water and sewage systems and homes destroyed by the Israeli army.

Educational institutions were particularly targeted. Nearly a third if all killed by the Israeli army were at school or university at the time of their death. Israel has even refused to allow basic supplies, such as paper, in Gaza.

Meanwhile, Israel continues to build its illegal settlements in the West Bank and East Jerusalem — building Israeli homes on land taken from the Palestinians in 1967. Amnesty International has called settlements “war crimes” under international law which are part of “a web of human rights abuses.” The building of Israel's Apartheid wall has annexed vast

“I am a black South African, and if I were to change the names, a description of what is happening in the Gaza Strip and the West Bank could describe events in South Africa.”

— Archbishop Desmond Tutu

swathes of Palestinian land, and together with the settler-only roads, checkpoints and closures, make daily life unbearable for Palestinians living under occupation.

WHAT STUDENTS CAN DO:

1. Set up a PSC Society on your campus — we can provide useful resources such as speakers, documentaries, campaigning materials and more.

2. Pass a motion to support Palestinians in your student union:

Student PSC's 'End the Siege on Gaza — Let Palestinians Study' model motion, which resolves to actively campaign for Israel's siege on Gaza to be lifted.

3. Become a delegate to NUS National Conference. Increasingly politicians, faith leaders, trade unionists, the NUS Black Students' Campaign and others have strongly condemned the siege on Gaza and Israel's aggression toward the Palestinians. The NUS has refused to join the growing movement in support of Palestinian human rights. The NUS National Conference takes place every March/April and is an opportunity to hold student leaders to account.



For more ideas or to request help organising campaigns or to join the PSC, visit www.palestinecampaign.org or email students@palestinecampaign.org



SAVE THE CONGO

“I am convinced now... that the lives of Congolese people no longer mean anything to anybody. Not to those who kill us like flies, our brothers who help kill us or those you call the international community... Even God does not listen to our prayers any more and abandons us.”
— Salvatore Bulamuzi, 1 April 2003

The Congolese people have for the past 10 years or so witnessed and endured the nastiest, bloodiest and deadliest wars, sexual atrocities, and humanitarian crisis since the last World War.

Thus far, more than 5.4 million have been killed, 100,000s of women and young girls brutally gang-raped, over 1.7 million displaced! Blood still running like water claiming as many as 45,000 lives each month and yet we rarely hear any thing about this!

Save the Congo is an international, not-for-profit and non-political (Congolese) youth led and run advocacy movement whose aim is the restoration of peace and the betterment of the Congolese people. Formed in 2008, we have grown significantly, forging links with MPs, Senators and human rights and development organisations across the Atlantic to fight the wrongs overwhelming the Congo.

Our current activities include raising awareness, lobbying MPs and heads of

state, fundraising, summer and winter lectures and providing support to organisations, SU, ACS and other student societies in the form of advice, resources and equipment to campaign for the restoration of peace in the Congo.



“Casualties in the Congo amount to a tsunami every month, year in and year out, for the last six years.”

— Jan Egeland, UN Humanitarian Chief in DRC, 2003–6

We know that we have the power to reshape Congo’s landscape — create a future where Congo and the Great Lakes region can live in justice and in peace with itself.

Students can play an important role — through your students’ union, society or by yourself. You can take action and support those in demanding justice for Congolese women.

Save the Congo can help you organise campaigns on your campus, by providing campaigning materials, speakers, and advice on campaigning.

To join Save the Congo, or to request help organising campaigns, visit www.savethecongo.co.uk or email students@savethecongo.co.uk

For more information please contact:
Save the Congo
19 Hoxton Square
London
N1 6NT
Tel.: 020 7183 7108
Fax: 020 7183 7112



VENEZUELA SOLIDARITY CAMPAIGN

Venezuela under threat: Defending over 10 years of democracy and social progress

Young people and students have been inspired by the progressive social changes in recent years in Venezuela, that show another world is possible.

Since Hugo Chávez was first elected President in 1998, Venezuela has undergone enormous change. Venezuela's rich oil wealth is, for the first time, being directed to the 80 per cent of Venezuelans who for decades before have lived in deep poverty. Free healthcare has been extended to 17 million people, with millions now able to see a doctor for free for the first time in their lives.

In education, the achievements are even more remarkable. Illiteracy, which previously affected two million adults, has now been eradicated. Free education is now a constitutional right, up to and including at university level.

An agenda of social inclusion means that all Venezuelans are now involved in shaping the country's future. Black, indigenous, and mixed-race Venezuelans — who make up the majority — are at the heart of leading and benefiting from this. Chávez himself is the first President to reflect Venezuela's racial diversity. Similarly, the Women's Development Bank is an example of ongoing efforts to tackle women's exclusion.

Venezuelans have endorsed this change in 15 out of 16 national elections or referendums since 1998 which have

been won by Chávez or his coalition of allies.

Nevertheless, all of this has been threatened by the former ruling elite in Venezuela and their US allies, who have launched a campaign internationally to isolate Venezuela. This has included increased misrepresentation of the Venezuelan political situation in the international media. The now departed Bush administration was also widely believed to be involved in the failed attempt to undemocratically remove Chávez through a military coup in 2009. Moreover, the recent illegal coup in Honduras, the attempted coup in Ecuador and the increased US military presence in Colombia has shown that threats to progressive governments and democracy in Latin America remain very real.

As attempts to destabilise the region intensify, now is the time to show your support for the Chávez-led government and defend the Venezuelan people's right to determine their own affairs.

The Venezuela Solidarity Campaign (VSC) exists to show solidarity with the progressive social change, to rebut untrue and negative media stories, and to oppose any threat to Venezuelan's right to determine their own future free from foreign interference. Our student wing, Student Friends of Venezuela, can provide you with regular updates, contact and exchange with Venezuelans, DVDs and speakers for meetings, and much more.



■ www.venezuelasolidarity.org.uk

STOP THE WAR COALITION

The war in Afghanistan has entered its tenth year, making it longer than World Wars One and Two combined. Both Prime Minister David Cameron and Labour leader Ed Miliband support continuing the war, at least till 2015. Thousands more Afghan civilians and NATO soldiers will be killed in a pointless and unwinnable war, when over 70% of the British public want all British troops withdrawn now.



Despite the fact that British troops have been withdrawn, the war on Iraq continues, not just through the presence and activities of US occupation forces and foreign mercenaries, but also through a series of punitive tolls that are used against Iraq in order to ensure compliance with US wishes.

The US is already extending plans for further wars, as part of its project to control natural resources, in particular oil, and to overturn governments that stand in its way. Threats of military action against Iran have intensified in recent months.

The war on terror abroad has brought a war on civil liberties at home. Islamophobia is on the rise, protests are restricted and police are searching more people than ever using draconian anti-terror laws. Stop the War campaigns against these attacks on our liberties.

There is growing opposition to US wars and occupations. The NUS Black Students' Campaign has been at the forefront of the student anti-war movement working with others including Stop the War and CND.

■ For information about events, campaigns and news visit the Stop the War Coalition website at www.stopwar.org.uk.

CAMPAIGN FOR NUCLEAR DISARMAMENT

Meanwhile the British government is pushing ahead with plans to build new nuclear weapons to replace the ageing Trident system. Replacing Trident could waste up to £76 billion of taxpayers' money which could otherwise be

spent on universities, schools and hospitals. The £2 billion spent annually on maintaining Trident is the same figure it would cost the government to abolish tuition fees.

CND campaigns non-violently to rid the world of nuclear weapons and other weapons of mass destruction and to create genuine security for future generations. CND opposes all nuclear and other weapons of mass destruction: their development, manufacture, testing, deployment and use or threatened use by any country.

Its aims are to:

- Change government policies to bring about the elimination of British nuclear weapons as a major contribution to global abolition.
- Stimulate wide public debate on the need for alternatives both to the nuclear cycle and to military attempts to resolve conflict.
- Empower people to engage actively in the political process and to work for a nuclear-free and peaceful future.
- Co-operate with other groups in the UK and internationally to ensure the development of greater mutual security

As a British campaign, it concentrates first and foremost on British nuclear weapons but it also works with anti-nuclear groups in other countries to eliminate the global threat. CND is also present at the United Nations and other international disarmament conferences.

It is vital that we build the broadest possible anti-war campaigns in our colleges and universities involving all those who want peace, justice and an end to occupation.

If you would like to start a Stop the War group in your college or university get in touch: w: www.stopwar.org.uk. e: office@stopwar.org.uk, students@stopwar.org.uk. t: 020 7801 2768.

If you would like to know more about CND, or start a CND group in your college or university get in touch: w: www.cnduk.org. e: enquiries@cnduk.org, t: 020 7700 2393.



WAR ON WANT

“The hidden hand of the market will never work without a hidden fist — McDonald’s can’t flourish without McDonnell Douglas, designer of the US Air Force’s F-15.” — Thomas Friedman, *New York Times*

War on Want recognises that poverty is political. We know that decisions made by politicians in rich countries can mean life or death for people in the developing world. And more often than not, siding with big business has meant continued poverty, conflict and injustice for the world’s poor.

And not everyone is disadvantaged by war and financial collapse. Many multinational corporations are not as squeaky clean as their vast advertising campaigns suggest. Much of big business thrives on exploitation and conflict, stampeding over human rights and social justice in the quest for profit and growth.

We know that we have the power to reshape the global landscape — to ensure that people across the world can live in justice and peace. The only sustainable way to tackle poverty is to look at the roots of why people are poor in the first place, and make decision makers accountable for the realities they create. Most poverty is about politics, not natural disasters. We all need to use the power at our disposal to change the way the world works.

War on Want is part of a global movement fighting for a fairer world. We fight poverty in developing countries in partnership and solidarity with people affected by globalisation. We campaign for workers’ rights and against the causes of global poverty, inequality and injustice. We work with some of the bravest and most inspiring groups in the world. In

rural communities, in factories and sweatshops, in conflict zones and on the margins of society, we work with people fighting for justice on the ground. From trade rules rigged in favour of rich countries and their multinational companies to private armies making a killing out of war, War on Want campaigns in the UK and internationally for real lasting change.

War on Want launched its Youth Action Network in 2004 to engage students and young people in the UK in the fight for global justice. In 2010/11 we will be tackling the issues of supermarket power and sweatshop exploitation, the arms trade and conflict, trade justice, the financial crisis, as well as fighting the human rights abuses and injustices faced by Palestinians and Afghans living under occupation.

You can make a difference. Through your student union, society or just by yourself, you can take action and support those in developing countries who are struggling for their rights.

So don’t stand for exploitation and injustice, for war and conflict. Stand for people, for equality, for human rights. Stand with us.

www.waronwant.org
www.waronwant.org/act-now



ActionAid is an international anti-poverty agency whose aim is to fight poverty worldwide. Formed in 1972, for over 30 years we have been growing and expanding to where we are today — working with 13 million of the world's poorest and most disadvantaged people in 42 countries worldwide.

In all of our country programmes we work with local partners to make the most of their knowledge and experience. We work to fight poverty and injustice worldwide, helping them fight for and gain their rights to food, shelter, work, education, healthcare and a voice in the decisions that affect their lives.

AIDS, fuelled by poverty, is devastating some of the poorest countries around the world and reversing decades of development progress. AIDS is crucial to development — we cannot achieve the Millennium Development Goals unless the rates of death and illness linked to HIV and AIDS are tackled. But AIDS should also be the spur for us to address broader causes, inequality in access to healthcare and treatment, inequality between women and men and the lack of donor support for countries.



With access to Anti Retroviral Therapy (ART), people with HIV can now live healthily for many years. But for most people in Africa, where the vast majority of HIV positive people live, this is still an unaffordable luxury. Since 2003, ActionAid UK has campaigned for an increase in the number of people accessing HIV treatment in poor countries. In 2005, under UK leadership, all G8 countries signed up to this target. We've continued watching the UK government and other world leaders closely to ensure they turn this historic promise into reality. Without decisive action, millions of lives hang in the balance as the 2010 target risks running out of steam.

HIV is closely related to inequality between women and men in developing countries. Women become infected with HIV at a much younger age than men and their lack of rights to live independently, be educated, own property, be free from violence and abuse all contribute to the high rates of HIV. ActionAid is working with women's rights groups around the world to try to change this.

Similarly time is running out for the Millennium Development Goals, the ambitious targets for 2015 agreed by all the world's governments. Three of the goals are directly related to health and ActionAid has helped start a European campaign Action for Global Health to ensure that European governments play their role. Unbelievably, international development aid from Europe has been falling recently, despite the promises made at the G8 meeting in 2005.

Visit: www.actionaid.org.uk to find out more or go to: www.actionaidspace.org to find out about our youth campaigning arm and the fight to say "Bollocks to Poverty".

ALL-AFRICA STUDENTS' UNION

In July 1972, a group of African students met at the University of Science and Technology in Kumasi (now KNUST), Ghana, to discuss the issue of unifying all African students in order to better coordinate their efforts for the socio-economic and political advancement of Africa. This initiative resulted in the formation of the All Africa Students' Union (AASU).

The subsequent congress was held at Dar-es-Salaam, Tanzania, in 1973 with the last one in Tripoli, Libya, in 2000.

AFFILIATION AND PARTNERSHIPS

AASU is affiliated to the International Union of Students (IUS). We have consultative status with UNESCO and ECOSOC and are properly represented on most United Nations working committees. AASU is accredited with the UNCCD and enjoys a cordial working relationship with the UN system (UNEP, UNDP). AASU works closely with numerous African governments and is working to attain observer status with the African Union (AU) and enhance its relations with the UNHCR.

OBJECTIVES

Among other things, we promote unity inside and outside of Africa, based on equal access to education, university autonomy, respect for academic freedoms, reform and democratisation of education in Africa. We also foster the development of African students by promoting institutional and cultural exchange programmes (and extra-curricular activities) such as sport and student tourism. We also actively engage in all forms of struggles against racism, colonialism and neo-colonialism.

ACHIEVEMENTS

AASU has contributed significantly to the fight for independence in most African

countries and also campaigned vigorously against the brutal system of apartheid in South Africa.

Presently, AASU is part of the UNESCO Senior Experts Committee on HIV/AIDS and member of the committee that drafted the World Programme of Action for Youth.

In 2001, AASU was given the World Youth Award by the UN for working towards youth development and empowerment.

MEMBERSHIP

AASU has 54 national members in all 54 African countries.

ORGANISATIONAL STRUCTURE

AASU has a Congress, Exec Committee and Secretariat.

The Exec meets annually and has members of the Secretariat and reps of each African sub-region. The head office is in Accra, Ghana.

FUNDING

AASU is funded through membership contributions, subventions from the Ghana government and money from fund-raising activities.

PARTNERSHIP

AASU is proud to have established links with the NUS Black Students' Campaign, addressing its national conference for the first time this year, and looks forward to developing partnership work in the year ahead.

www.aasu.org.gh



Why do we want an African Academy?

We are a key group of committed parents, students, teachers and community leaders who have decided to establish the African Academy school in response to the long standing educational and social crisis facing urban Black youth in London and other major cities in Britain.



The very first African Academy was established in Clapham, south London between 1799 and 1805 for freed slaves from Sierra Leone. The Academy was founded by leading members of the abolitionist movement.

We now wish to set up a school for a new generation of global citizens and future leaders from London's inner cities who will be educated for excellence. We aim to demonstrate that children from challenging backgrounds can in the right environment achieve educational excellence.

We are working together with parents, students, the local community and other key stakeholders, to harness the will and the skill to design and run the Academy with a unique African centred ethos and global outlook.

The teaching and learning will be to a high international standard delivered by teachers and mentors who positively reflect the cultural heritage of Africa and the diverse Diaspora communities in Britain.

We recognise the importance of African culture, language, identity, spirituality and history as critically important aspects

developing future generations of leaders.

WHAT DOES THE AFRICAN ACADEMY HOPE TO ACHIEVE?

The vision of the African Academy is to unite communities and cultures for peace and a sustainable future in a globalised world. We aim to do this by aligning educational excellence with a pastoral vision of active community engagement.

Our mission is to educate and mentor young women and men to be effective and progressive global citizens, proud of their cultural heritage and socially conscious entrepreneurs of the 21st century.

The African Academy aims to be a beacon of excellence and entrepreneurship for 11-19 year olds, offering an African centred ethos and international curriculum preparing all students for global citizenship. Building on the legacy and achievements of supplementary schools serving Black and minority ethnic communities and in accordance with national and international legal frameworks promoting race equality and cultural education.

HOW CAN YOU HELP US?

If you have the skills and motivation to help establish the African Academy and make it a resounding success, we would like to hear from you. We would love to hear from you and would encourage you to adopt the African Academy as your fundraising priority. For more information contact: plamour2004@yahoo.co.uk



■ <http://theafricanacademy.blogspot.com/>

BLACK PERSPECTIVES

Introduction: Black perspectives

This section offers the personal perspectives and accounts of a number of Black students from around the UK. Their experiences, coupled with details from national representative groups that aid Black students, reflect the enormous diversity that exists among the community.

However, it is recognised that no two people's experiences are ever the same, and there is no suggestion that the perspectives offered are a universal experience of what life in Britain is like — they are but one reality. Other people's experiences are theirs and are equally valid.



A Hindu student

So far, the entirety of my time as a Hindu-student has been spent in an area dominated by a Western culture. I never saw this as a negative aspect of the student lifestyle, though now I see I never quite felt the openness to embrace my culture and share it with others. It should be noted that it was not due to hostility, but mere lack of enthusiasm for cultural expression. I also encountered the problem of not knowing how to respond when faced with the question 'Where are you from?' I found trouble distinguishing whether they were referring to my religion, my background or simply where I lived in the area. And when I did respond, there was more confusion as some still found it difficult to differentiate between my background, religion and nationality. This simply allowed me the opportunity to discuss with them, which was nice though

I often wondered what those who I didn't speak to thought about my background.

To me though, I was just another student. Don't get me wrong, I had the occasional question asked by an intrigued classmate asking for example what our wedding ceremonies entail, or spiritual meaning of 'that red dot' worn on women's foreheads — but until I encountered students from more multi-culturally diverse areas of the country, I didn't fully acknowledge the significance of being Hindu student. It made me different. It allowed me to provide context and understanding to people who may not have encountered the religion before. I'm not saying I represented Hinduism as a whole, but my religion did allow me to provide an alternative perspective. This has become something I'm proud of and encourage others to pursue, be they in a culturally diverse area or not.

RIMA AMIN

National Hindu Students' Forum

UNIVERSITY IS AN OPPORTUNITY; AN OPPORTUNITY TO EXPERIENCE NEW THINGS, TO DISCOVER OURSELVES, AND TO SHAPE OUR FUTURE LIVES. THERE ARE MANY DOORS TO OPEN; MAKE SURE YOU OPEN ALL THE ONES YOU CAN.

National Hindu Students' Forum (UK) was formed in 1991 by students who wished to create a movement that enabled a better understanding of Hindu Dharma, or the Hindu way of life, amongst Hindus and non-Hindus alike.

The principles of Hinduism, correctly known as 'Sanatana Dharma', are ageless and applicable to those in today's society regardless of race, colour, faith or age. NHSF aims to build a strong British community by encouraging Hindu and non-Hindu students to fulfill their role within society, by being active, by opening doors, by challenging themselves.

Hindu Dharma is unique. And so those who follow it are unique. It is this heritage that is the reason behind the academic and social success of Hindu youth today. Our Dharma instills within us a holistic attitude in which we respect and accept all others, while our culture encourages to give as much as we can to become good people. However, it can be difficult for us to find and maintain a balance between following this ancient Eastern philosophy and integrating with the modern Western lifestyle; NHSF provides the chance for us to feel equipped and be able to find this balance.

There are many instances where 'the good guys come last' and NHSF seeks to ensure that the voice of Hindu students

is heard by those in society, media and government, NHSF aspires to empower Hindu students to harness their true potential.

There are local Hindu Societies, affiliated to the national network, in over 50 educational institutes across the country. Each autonomously runs a range of educational, cultural, social and sporting activities including lectures, discussion groups, study sessions, festival celebrations, cultural nights, charity dinners; Mandir visits... an endless list! At the national level NHSF organises its annual Sports competition and the annual 'Sewa week' (charity week). We also have ongoing publications such as 'HUM', the termly student magazine, as well as information leaflets and campaign pamphlets.

Getting involved with the Hindu student activity is easy through local events or by getting in touch with us. Anyone can be a passive member but you can get a lot more satisfaction by becoming a part of the local committee or national team and organising some of the most popular activities on campus!

www.nhsf.org.uk



BLACK PERSPECTIVES

National African-Caribbean Student society (NACSS)

African-Caribbean student societies provide an important function supporting Black students in Britain. They are a platform for many Black students to demonstrate their diverse talents: from managing highly successful social events to administering networks of dedicated members.

The work of NACSS is often taken for granted so we should congratulate our students' great achievements in their institutions. Together, African-Caribbean societies can optimise their potential. As one united body we can maximise our impact from being centred around the social scene to further links in the African-Caribbean and wider British community. As one national body we can promote

everything our community has to offer and play a part in tackling the problems we face.

NACSS can pool resources from across the academic community to share ideas, make our events national and work together to develop our community. We can use our knowledge to support young Black students in secondary and further education. By developing an NACSS Alumni network successful graduates can stay in contact with former colleagues, networking, giving guidance and enabling undergraduates to get into the workplace.

We are planning a general meeting by the end of the year. NACSS will be a representative organisation so we are urging all African-Caribbean students who want to get involved to join our meetings.

For more information, email acsnational@gmail.com

An African student

Before arriving at university I was already aware that it was multicultural. However it seemed that only white students were getting involved in decision-making processes in the union.

I am an adaptable person, so I was not afraid. The Western culture I was about to witness would indeed have an influence on my traditional culture. However even though I knew I would have to adapt on some aspects of the culture I ensured it would not be a constraint to expressing who I am, where I come from and my cultural values.

Recognising that I was part of a minority on campus, it was intimidating especially always having to confront people's patronising and arrogant views about Africa and Namibia, my country. If we don't stand up then there will be no change, and decisions will be made that are of no use to us, and in turn, will marginalise us when it really matters.

However I refused to be afraid about articulating my culture. I am an African and a proud outspoken African, who is always ready to stand up and be counted with issues that arise on campus.

KAUNAPAWA AKWAAKE

A Latin American student

As a Latino, everywhere you go, you take special spices and vibes with you... We are hot-blooded people who love dancing, the sunshine, and we are very emotional and expressive too! So, life in Britain is not always easy for us... In Latin America the sun shines intensely for more than 12 hours every day and throughout the year!

However, gaining awareness of this issue helps greatly: Once you know the lack of sunshine and the darkness may hit you hard, you can prepare psychologically and give yourself courage and comfort — seeing darkness, regular rain and cold as challenges to your mental strength and dress sense.

We end up missing the musical background that is constant to our lives in Latin America. Music is always being played out loud: shops, buses, street corners. Our music and its lyrics beat the skin of our soul drums hard and constantly. It expresses our feelings! We miss the way in which things are always expressed strongly. We miss the general loudness.

Studying in Britain is often far from easy, but I believe that coming here is without a doubt a very important experience for a Latino! Not only do we learn to appreciate our cultural riches more, but we also get to meet people from all over the world.

We learn how to run things in an environment very different to our own. But most importantly though, I think that coming to Britain opens your eyes to why the way the world is run and by whom.

For me, living here has been an invaluable experience and I hope more brothers & sisters can get the chance to come study here!

ALEX CASTRO

A female student

Being a student in the UK can tend to be a challenging experience in itself, but being a Black female student is both a burden and a gift.

Originally from Pakistan, I grew up in the Middle-East and Africa, before moving to London 10 years ago. Now at university in Kent, surrounded by a diverse student body, I find that the key to gaining respect from my peers is by taking pride in my own heritage.

At university I've noticed students' detachment from their roots, an understandable attempt to fit in. And as females it is more obvious. Whether it's bleaching our skin for a fairer complexion or burning our thick hair straight, we blindly imitate stars on the cover of magazines, completely disregarding their different Western race. Until the media serves a fair representation of ethnic beauty, it's our duty as educated Black females to empower the next generation in taking pride in their own striking and unique features, and not conforming to the mainstream perception of beauty.

On a deeper level, I've experienced the trap of balancing my own cultural values, passed down from my family; to the Western mentality I was taught at school. Through visiting home on a yearly basis I am constantly reminded of what it means to be Pakistani, from the modest dress code to the weight placed on family values. Our national identity is based on certain morals, which at times can tend to clash with my current environment, especially when socialising with the opposite sex. However, when viewing this experience as a privilege we, as Black students in the UK, have an extraordinary advantage in understanding a variety of cultures and mastering a skill in integrating into different societies, one which no university education can teach.

MARIAM IQBAL

BLACK PERSPECTIVES

FOSIS

**“Hold fast to the rope of Allah,
all of you together,
and do not disunite”**

— Surah Al-Imran, 3:103

FOSIS, the Federation of Student Islamic Societies, is the premier representative body for Muslim students in the UK and Ireland.

The youth-led organisation was established in 1962 after a meeting held in Birmingham by students from London, Liverpool, Leeds, Birmingham, Dublin and Wolverhampton who had come to the realisation that there was a need to co-ordinate the work of Islamic societies in fragile times.

FOSIS strives hard to uphold the maxim: “And hold fast to the rope of Allah, all of you together, and be not disunited” (Qu’ran, Surah Al-Imran, 3:103). Organised and run by Muslim students — men and women — FOSIS has represented over 90,000 students in colleges and universities across the country in many ways. Recent work has encompassed:

- Preparing freshers’ packs for Muslim students with information and literature.
- Organising speakers’ tours across campuses by inviting national and international speakers.
- Campaigning on student issues like education funding and student debt, and international solidarity issues such as Palestine, through a range of seminars,

conferences and campaign materials.

- Representing Muslim students concerns in the political arena, to bodies like the NUS, and to a host of other organisations and the government.
- Interacting with other faith groups in order to build bridges and create dialogue.
- Organising an annual conference which is held over a three-day period in June.
- Educate the student body about the positive contributions Muslims have made to education and society.
- Spreading the message of Islam across campuses, through one-to-one dialogue and organised events that foster a better understanding of Islam, and Muslim values and practice.

“FOSIS ensures that the rights of all students, not just Muslim ones, are upheld”

In the current challenging time for Muslim students, FOSIS has taken on greater responsibility to ensure that the rights of all students, not just Muslim ones, are upheld, and also that their needs are better understood.

FOSIS works to equip the hearts and minds of Muslim students across the UK and Ireland about their duties and what they can offer and above all to ensure that as a Muslim student they have the chance to express themselves in a clear and coherent manner.

For more information please contact:
FOSIS,

38 Mapesbury Road,
London, NW2 4JD
Tel: 020 8452 4493,
Fax: 020 8208 4161
Email: info@fosis.org.uk
Website: www.fosis.org.uk



A Welsh south-east Asian student

It is not easy being in the UK as a minority; luckily Britain is a multi-cultural society. Britain has developed a society containing different groups of people including Muslims, Asians, Sikhs and Islamic people. They are scattered across Britain and they face the same difficulty when they arrive, e.g. not being able to speak the language or blending in with their culture. Luckily I was born and raised in Britain, so I had the opportunity to blend in and become part of society. When I started school I wasn't the only Black student there but I was certainly the only Chinese person there. Throughout my life in education I remained the only Chinese student in school, but other students didn't care about the colour of my skin or the language I spoke at home, in fact they were more than interested in my culture and the language I was capable of speaking and wanted to know more. I was more than lucky to have a group of close friends to support me and stick with me through thick and thin.

I moved to Wales when I was eight. Although it was different from London (my birth place) because it wasn't as busy, there were fewer ethnic minority students in my area and it was compulsory to learn Welsh as part of your studies. Being a student in Wales has opened up many new opportunities such as university grants. The Welsh government offers to pay for part of your tuition fees and if you get specific grades then some universities would pay you up to £3,000 for your tuition fees as a reward. Studying in Wales has given me such great opportunity and it is a truly great place to study in.

KAWAI IP

A Scottish student

I was born and bred in Glasgow and have always seen myself as a Scottish Sikh, even if by donning a turban I may not seem Scottish at first glance. Being Sikh and Scottish have always been intrinsic aspects of my identity. This has presented various challenges for me, not only whilst growing up, but also at university. The student population in most universities is extremely diverse which appealed to me, as I have always been keen to learn about new cultures. I started university at 16 so I had a lot to learn from the very first day! My class of 150 had only two Asian students and I was the youngest student on the course. I realised straightaway there was a lack of awareness of different cultural and religious backgrounds.

After a lecture I realised various religious and cultural sentiments had been ignored and unfairly represented. I tried to voice my concerns to the department with no success. This led me to set up the first Scottish Sikh Society, of which I was the President. I was able to contact various departments outlining best practice when teaching about different religions and cultures. Through my capacity as President, I was invited to speak at the Scottish Parliament representing Scottish students of faith.

I have always been aware that there was a huge lack of representation for Black students at university and in Students' Associations, but the only way to overcome this is to be the change. Volunteering at the union was rewarding and led me to successfully win the student elections in the position of Vice President Equality & Diversity! Thinking ahead... as long as we encourage and advocate equality in all aspects of life, together we can make a difference!

CHARANDEEP SINGH

BLACK PERSPECTIVES

A Mixed Heritage student

I grew up in a large, and diverse family in South-West Essex with people from varying backgrounds, from Hackney to Hereford, to Glasgow, and the small Caribbean island of Dominica. The area is predominantly White and working-class with some of the most deprived areas in the East of England.

Growing up, my family actively encouraged anti-racism and not just a tolerance but also an acceptance of people from different backgrounds.

The son of a young single-mother living on a council estate with two mixed-heritage children could have of went terribly wrong, if it was not for her determination to make sure that we both succeeded in education. The journey has been long and arduous, but as I enter my final year of my degree and my sister goes forward in college, I am proud to say that the stereotype has been proven wrong and that there is a huge level of Black attainment. However we must come together to break down the barriers, which stop others from unlocking their potential.

There is a long way to go and too often poverty and institutional racism combine to blight the educational chances of many young people. While effort has went in to challenging racism in the education I am sure that many who are reading this will have of experienced racism in either a direct or a more subtle way, from schoolyard teasing about looks and hairstyles, to casual racism about migrants and the 'glory days' of the British Empire and lower teacher expectations of us. A vibrant and active movement is needed to ensure that everyone can succeed in modern Britain.

"A vibrant and active movement is needed to ensure that everyone can succeed in modern Britain"

As the concept of multiculturalism comes under attack by politicians and the press I want to end with this comment. I feel most at home in a meeting with a range of people from all the continents equally contributing; resembling the UN. That gives me a lot of hope for the future, as we prove that in practice multiculturalism does work and that people from different backgrounds can work alongside and prosper together.

AARON KIELY

A Caribbean student

As a Caribbean student I have always strived to raise awareness of the many islands. Despite the Caribbean consisting of 41 different Islands, it still surprises people that Jamaica is not the only Island.

When I first started university I knew I wanted to work in media, or theatre. I had a real passion for radio and the performing arts and having spent three years at theatre college, I felt ready for the next level.

It was the first week of university and I was very optimistic. I knew there was going to be challenges more than I had faced. I was part of a tutor group of thirty and we were all invited to a 'meet and greet', an afternoon to meet our lecturers and peers. I remember having a conversation with my course leader when she asked me what theatre productions I had been in and roles I had played. I said I

had undertaken many roles which ranged from the work of Shakespeare to Oscar Wilde. She replied, 'doing such roles must have been difficult for you with that accent'. Many things were going around my head, but I couldn't respond to what was said. I have never been considered to have an accent and if I did have one, why must it have been challenging for me? She wasn't asking me a question but rather making an assumption based on the way I spoke.

"She replied, 'doing such roles must have been difficult for you with that accent'"

I remember going home that night feeling discouraged. I had just spent the last three years in a college where the same opportunities were given to all students regardless of how you spoke or where you came from. From that day I approached everything with my eyes wide open.

My first year was very challenging, however it made me stronger. The next two years saw me grow so much, fighting and raising awareness of the discrimination that Black students face in Higher Education. The African Caribbean Society was the only ally to insure Black students were aware of the challenges they may face.

The ACS was the most active affiliated society to the Students' Union, positively representing the view of both African and Caribbean students. Throughout my three years as a student I struggled, but what made it worth it was the change of culture and understanding of African Caribbean people.

BETASHA CASE

A Christian student

I believe my sole purpose in life is to worship God and give him the upmost glory each and every day of my life. I also believe that with God on my side I can do all good things. Without God I am nothing.

I began university as a baby Christian, in other words just went to church and prayed simply because my parents did so. It was only when I started university, where I had to take care of myself that I really began to seek God for His guidance, protection, truth and to build a continual relationship with Him. That's what Christianity is about. It's not a mere religion, but faith, that is based on your relationship with God.

University was not a particular easy time for me. I did have trials and tribulations, especially, concerning, finances, emotions and racism, but it was God who pulled me through.

I was also privileged enough to join the Salem Campus Fellowship, where I became a leader. They were so welcoming and I felt as though we were a big family. They had a major role to play in me establishing and building up my relationship with God. Salem Campus fellowship provided a safe environment where I was able to fellowship, give God praises and glory through singing, dance and acting, with like-minded people. It was also a fellowship that was able to welcome and guide people who wanted to give their lives to Jesus Christ and become Christians.

I believe I am who I am because I have the Almighty Lord on my side and within me. And it is because of this I can say although my university life at times was challenging, it was God's Holy Spirit that got me through, and thus I can call myself a conqueror!

NAA-ANYIMA QUAYE

BLACK PERSPECTIVES

The NUS International Students' Campaign represents over 500,000 international students — many of them Black — studying in Britain.

Despite international students constituting up 10% of the total student population, and improving social and cultural life of campuses immeasurably, as well as making an estimated £10 billion contribution, to the British economy each year, we are too often under-represented in students' unions and therefore do not receive the support we need.

Many international students face particular hardship as a consequence of racism and xenophobia, as well as more specific issues that include having to navigate draconian immigration controls, visa restrictions, banking restrictions which leave international students without access to money, and often induces greater mental health problems and homesickness and isolation.

The work of the NUS International Students' Campaign in 2010–11 will cover:

1) EFFECTIVE REPRESENTATION AND INVOLVEMENT OF INTERNATIONAL STUDENTS IN THE MOVEMENT

International students are part of the population which are too often forgotten and so under-supported, under-represented and under-catered for. This year the International Students' Campaign aims to change booze binging and club night focussed unions into internationalised unions that actually represent and act to support each and every section of their membership. The Campaign aims to empower international student to take part in the democratic structures in students' union like standing for elections, being part of the course rep system or various committees and societies. The Campaign also believes in

the establishment of full-time international student officers in local unions and in the NUS nationally.

2) INTERNATIONAL STUDENT FINANCE

Unfortunately, the portrayal of international students as 'cash cows' is often too real for many students paying average tuition fees between £7,000 — £18,000 per annum (fees vary according to the course). These fees are constantly increasing without any real justification or consultation by institutions. This year the International Students' Campaign is demanding more transparency and openness, for a system of fixed fees in all universities, an increase in grants and scholarships, greater access to hardship funds, and better regulation of what fees universities are charging.

3) INTERNATIONAL STUDENT EXPERIENCE

The experience of international students in Britain varies according to how they are represented by their student union, how much they pay in fees, what services are provided to them, and how opportunities to volunteer and secure employment are presented.

Overall, the NUS International Students' Campaign aims to cover the full breadth of international students' experience in Britain.

To get further involved in the Campaign or for information on how to support international students on your campus, please email the NUS International Students' Officer Christina Yan Zhang: christina.zhang@nus.org.uk

For regular updates about our work visit: www.officeronline.co.uk/international or join the NUS International Students' Campaign group on Facebook.



internationalstudents/campaign

An LGBT student

I remember quite clearly when I first came out back in 2007 at London Pride, and the rollercoaster emotions that came with it. Seeing other Black lesbian and gay people was a tremendous relief for me, as previously I thought I was the only one. I wasn't choosing an easy path deciding to be Black AND gay. For a long time, I felt that I could not be both.

Oddly, I have always been really proud to be a lesbian, yet, all this time, I've tried to hide the fact that I was Black. Which is the easiest one to hide?

But here's the truth, you don't need to choose one identity over the other. It would be like choosing to walk with just one leg, instead of two. You aren't complete unless you're yourself 100%. So why is that so many LGBT Black Students find it so hard to come out?

Being part of two marginalised groups sometimes comes with twice the amount of discrimination, and pressures of wanting to fit in.

What matters is that you take the time to find out who you are. In a way, you have to come out twice, once to the LGBT community, and another to the Black Community. But within both of these communities, there is the help and support there, so make sure you get in touch with the NUS Black Students' Campaign and the NUS LGBT Students' Campaign, as they are there to work for you.

You have every reason to be proud of your identity, there's no fun in living your life in black and white, show your true colours.

"Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind." – Dr. Seuss

LOUISE GOUX-WIRTH

A disabled student

Every disabled student experiences their disabilities in many different ways. For me, having dyslexia it felt like student life was a tricky struggle I thought I could not deal with. This proved hard, dyslexia is a learning disability. This can manifest itself as a difficulty with phonological awareness, phonological decoding, orthographic coding, and auditory short-term memory. Although there is help available to disabled students', searching for this help proved harder than anticipated. I was required to follow different procedures, speak to certain people, make sure I have sent information to the right people, also having to repeat myself many times over to ascertain what I was in titled to as a disabled student. Fortunately the support of the Black Students' Campaign helped me to become certain of what I was entitled to. Along with giving me the information needed to help me throughout my studies.

I learnt to be comfortable with my disability. Having the confidence to not let your disability be an issue is key. We need to remember that it is against the law to discriminate anyone because of their disabilities. I went to seek free advice from professional people who specialises in my disability. Another tip I learnt is to keep a log of everything I have done and note what is important for me to do. I felt like student life was difficult to adjust into especially because I'm living on my own. Having faith and seeing the right people and students around me helped to adjust.

NIKEMA TAYLOR

BLACK PERSPECTIVES

A postgraduate student

The transition from undergrad to postgraduate study is often smoother and less stressful than first starting university. However it can still be equally daunting academically, as well as socially isolating. Whether you're staying on at the same institution or changing university or city completely, like me, it's likely that many of your close friends will be moving on. Moving from University of Nottingham to SOAS in London, I immediately approached the African Caribbean Society as a base to meet people. I'd met a couple of the members through the BSC and made extra effort to attend discussion groups and events. Although the excitement and enthusiasm of being a first year undergrad was noticeably absent in what was now my fourth year of university study (dampening by friend-making efforts slightly), I still met a number of approachable and interesting characters.

SOAS in particular provides a space for conscious and progressive Black minds to meet, and societies involved in anti-war campaigns or Palestinian Solidarity provided additional platforms for me to engage in progressive political discussion as well as action. A number of the radical political societies arranged a meeting, which gave me the chance to gather support for activist media and campaigns that I had been working on in Nottingham. The social life also helps link activism to music and art, with the SU bar providing a convenient space for poetry, world music, film, as well as informal political discussion. Studying a very politics-heavy course, I also quickly met coursemates who shared a similar political vision, enabling me to combine

these relationships with the activist networks and social opportunities already available at SOAS. In sum, postgraduate life began with linking my politics to my social life, in which spaces, societies and individuals on my course created an ideal environment for this blend of academia, art and activism to take shape.

ADAM ELLIOTT-COOPER

A mature student

I am a firm believer in education, I think everyone at any age whenever the opportunity presents itself should take that opportunity and educate themselves, whether it's a university course in mathematical engineering or a basket weaving course in an FE college, whether you want to learn to advance your career or you just want to learn a new life skill. Education opens doors into worlds you cannot not even dream of.

I know sometimes thinking of going back into education can feel daunting I felt it, it was scary not knowing if I would have a job to maintain myself or I would have to rely on local authority funding, but I have seen the positive aspects of taking that leap too many times, which is why I would advise it time and time again.

As mature students there are many more obstacles on our path but if you do your research you will find there is a lot of help available. There are universities that are designed around the work people with evening courses others with home learning courses; you just have to find the one for you. I am not saying it will be easy but it will be worth it.

MAHAM HASHMI

BLACK PERSPECTIVES

The SikhStudent organisation was set-up four years ago by current students and recent graduates looking to support the Sikh student community throughout the UK. The main objectives of SikhStudent include:

- Supporting students in striking a healthy balance between mental, physical and spiritual well being at college and university.
- Providing Sikh students with relevant information and resources, including advice on education and careers.
- Encouraging young Sikhs to explore their roots and self-identity.
- Inspiring Sikh students to become positive role models for youth in their community.
- Facilitating Sikhs in setting up projects/ activities that support the needs of the wider community.

Our current activities include support to university Sikh societies in the form of advice, resources and equipment, the SikhStudent.org website (launched later this year), the SikhStudent academic year wall-planner and resource CD-ROM. Our Summer and Winter Sikh Camps and the SikhStudent Careers fair are part of a rapidly growing Alumni network. We have lots more activities and projects planned for the coming year. We are always open to new ideas! If you would like to find out more about us please contact us at info@sikhstudent.org.

Today, Sikhs are diversifying into many different professions from doctors, accountants and lawyers to soldiers, actors and teachers. SikhStudent hopes to enhance the prospects of Sikhs in the workplace by offering guidance and assisting them to gain jobs, by actively advertising and promoting employers



who have positive ethnic minority programmes, CV workshops and putting potential workers in touch with those who are in similar fields. SikhStudent also hopes to offer work placements and gap years abroad to students, expanding the experiences and horizons of able people.

“Today, Sikhs are diversifying into many different professions from doctors, accountants and lawyers to soldiers, actors and teachers”

SikhStudent works closely with LINKS (Londons Integrated Network of Kaur and Singhs). LINKS is run by students for students and aims to provide on the ground support to young Sikhs and Sikh Societies in the London area. This could be through organising speaker events, marketing Chaa and Samosa parties, paint-balling events, arranging yoga classes, planning trips to Alton Towers or providing a support network for students at an individual level. LINKS is a young organisation and needs your support. Get involved!

Check out www.sikhstudent.org for all future and past events!



BLACK PERSPECTIVES

Faiths in FE forum

WHAT IS FAITHS IN FE?

The Faiths in FE Forum (FIFEF) works in partnership with the National Ecumenical Agency in FE (NEAFE). We are a body of further education professionals drawn from the main faith communities who are committed to promoting religious pluralism and helping colleges meet both:

- the needs of all students, of any faith or none, for spiritual and moral development, and
- the OFSTED and Childrens' Act requirements relating to duty of care and student support.

HOW DOES FAITHS IN FE WORK?

Many colleges already have good relationships with a range of local faith communities, but some find it hard to make contact with local leadership to develop productive partnerships or multi-faith chaplaincies in the college environment. Together with NEAFE, Faiths in FE Forum is working with:

- The Learning Skills Council (LSC) and Association of Colleges (AoC) — to input expertise from all faiths into training resources including the NEAFE/LSC FE Chaplaincy Handbook;
- Several colleges on developing multi-faith chaplaincies and recruiting faith representatives;
- DIUS and Qualifications and Curriculum Authority (QCA) — to design materials on spiritual and moral development in FE;
- Faith communities at local as well as national level to raise awareness of FE and college and student needs;
- Local LSCs and colleges to improve recruitment and retention from disadvantaged communities.

WHAT DO WE DO?

In partnership with NEAFE, FIFEF meets as a national group, with task groups on specific issues such as developing guidelines on multi-faith chaplaincy.

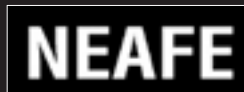
Together with NEAFE we:

- Meet regularly with DIUS, LSC and AoC on national education/faith issues;
- Support regional groups/networks to act as reference points for colleges;
- Are developing a database of existing and potential multi-faith chaplaincy teams;
- Provide colleges with an information line for confidential advice on specific faith-related issues;
- Through the NEAFE/FIFEF web site are developing a support structure and e-group for paid and volunteer chaplains of all faiths.

HOW WE HELP STUDENTS

Provision for students' faith needs is weak in many colleges. If your college has a chaplaincy, you can contact it to find out if it is a multi-faith chaplaincy, and if there is provision for the needs of students of all faiths and none. If you have any difficulties, or if the college does not have a fully-functioning chaplaincy, contact us.

To find out more, w: www.neafe.org
e: info@neafe.org



A Muslim student

To be a student is to be involved in a process aimed at embedding the values and ideas that underpin society. Aside from learning my specific subjects, I was sceptical about learning these ‘ways’ of behaving, as I didn’t think they were going to be ‘common’ values that incorporated my ideas for success in modern life.

“Shared values and ideas such as free thinking and open debate can help us to develop methods for articulating any concerns”

As a Muslim, this view of college and university at first appeared somewhat daunting. Our religion already provides us with a framework of values that we believe should guide our lives, so I was forced to wonder: ‘Why should we adopt the values and ideas of others?’ But this way of thinking is not helpful in a climate overshadowed by a supposed ‘clash of civilisations’. For it is true that as Muslims we have our own values — as does every religious or cultural community — but it is equally true that those being dispensed inside these institutions can be of much use to Muslims originating from Western countries. Shared values and ideas such as free thinking and open debate can help us to develop methods for articulating any concerns we have, whether it be British foreign policy or the need for an adequate prayer room.

**MUHAMMED NUR UL DEEN
WILLIAMS**

A Sikh student

Being a Black student has proven to be difficult in the current political climate, regardless of religion.

As a Sikh woman from Leicester my religion and ethnicity never seemed like a problem. At school the majority of students were from Black and minority ethnic backgrounds. I went to a college that had a varied mix of people, which was reflected in the Student Union Executive. I have always been interested in politics, so I immediately became active in my union. But at national political conferences and meetings, I often felt isolated for being a Sikh. I am proud to be a Sikh and so I refused to let people stop me from expressing my views.

I am now at university in London, and my ethnicity has become an issue for some people. What many people don’t realise is that the aftermath of 9/11 and 7/7 is having an effect on all Black communities, not just Muslims. I have had people move away from me on the tube. I have been asked to get off a London bus. And an American man that shared my first year flat refused to talk to me because of my ethnicity.

At university I have decided to start the Ethnic Minority Society. I believe all Black communities need to stand united to stop all of this discrimination from taking place. Whether you are Sikh, Hindu, Muslim or from any other BME background, we’re all facing the same racism. We need to stand together, because it’s easier to hear one united voice, rather than one person alone.

KARANJEET KAUR DHALU

BLACK PERSPECTIVES

UKCISA

If you feel your student union's confidential support is not what you want, you can turn to UKCISA.

UKCISA is an independent organisation that provides information and advice about the various aspects of support for international students. It works with providers of education to ensure a quality experience for international students, monitoring trends and developments, promoting good practice and lobbying government and other agencies for improvements to policy and legislation.



ADVICE AND INFORMATION FROM UKCISA

There is extensive information for international students on the UKCISA website (www.ukcisa.org.uk) on topics like immigration and employment law, financial aid and the regulations on fees and government loans.

If you can't find the information you need there, or via your institution's International Student Adviser, you can ring the UKCISA advice line on 020 7107 9922 (1pm–4pm, Mon–Fri).

OTHER LINKS OF INTEREST TO INTERNATIONAL STUDENTS INCLUDE:

Association of Commonwealth Universities:
www.acu.ac.uk

The British Council: www.britishcouncil.org

NUS International Students' Campaign:
<http://www.officeronline.co.uk/international/>

UKCISA UK Council
for International
Student Affairs

Staying to work

International students have opportunities to stay on and work in the UK through schemes like Tier 1 (Post Study Work). You should check for the most up to date information, either via the International Student Advisers or Careers Advisers in your institution, or the UKCISA website (www.ukcisa.org.uk), which contains links to relevant parts of government websites.

Even if you have permission to stay and work, you may still find it hard to find a job. Look at the employers file in your careers service, check their web site and speak to the company's recruitment department

directly. Willingness to consider you will depend on your specific skills and experience, how closely you match the requirements of the job in question and level of competition from other suitable UK applicants. Targeting multinational organisations with offices in your home country may be another strategy to try; emphasising your international and multicultural experiences can be useful. Some global employers recruit international students while they're still in the UK. Also seek advice from your Careers Service — they may have a database of employers willing to consider employing international students.

THERE IS PERHAPS GREATER RELIGIOUS DIVERSITY IN THE UK TODAY THAN IN ANY OTHER COUNTRY IN THE EUROPEAN UNION.

Christians make up the largest group, followed by Muslims, Hindus, Jews and Sikhs, and smaller groups of Baha'is, Buddhists, Jains and Zoroastrians, together with many other formal and informal religious expressions, non-religious and humanistic beliefs and philosophies.

Within most faith communities there is a unity of basic beliefs, but also considerable diversity of ethnic background and cultural traditions, as well as interpretation of their religious heritage. Because of the variety of backgrounds, it is important not to confuse 'ethnicity' with 'religious affiliation,' although, of course, there can be some overlap. All groupings have followers from different ethnic groups. Christians and Muslims are among the most diverse of Britain's faith communities, as they have been throughout history.

Baha'ism

The quintessential belief of the Baha'i faith is the oneness of the human race. Baha'is seek to promote unity in diversity and to eliminate prejudice of all kinds, be it cultural, racial or religious.

Other principles of the Baha'i faith include: the oneness of religion, equality of men and women, elimination of extremes in wealth and poverty, universal education, harmony between science and religion and a universal, auxiliary language.

“the earth is but one country
and mankind its citizens”
— baha'u'llah

Baha'is believe in the existence of the soul which comes into being at conception and exists after death. During life, the soul can develop spiritual qualities such as compassion, honesty and service to humanity to become closer to God. The concepts of 'heaven' and 'hell' are symbolic of nearness or remoteness from God. Baha'u'llah ('Glory of God'), founder of the Baha'i faith, was born in Persia in 1817.

There are seven Baha'i Temples on five continents, each architecturally unique but

all with nine sides. They are open to people of all religions and none. The nine-pointed star symbolises unity in diversity. Baha'is meet for prayer, meditation and readings in people's homes or Baha'i Centres.

Birth of the Bab (October 20th):

Celebrates the birth of the precursor of the founder of the Baha'i faith.

Birth of Baha'u'llah (November 12th): A day celebrated by Baha'is the world over.

Naw-ruz (March 21st 2011): The Baha'i New Year coincides with the Equinox.

The Feast of Ridvan (begins April 21st):

Baha'u'llah's declaration of his mission to his followers in 1844. This event took place in the garden of Ridvan ('Paradise' in Arabic). The first (April 21st), ninth (April 29th) and twelfth (May 2nd) days of Ridvan are celebrated.

Declaration of the Bab (May 23rd):

The Bab ('Gateway') was a forerunner of Baha'u'llah and herald of the new religion.

Ascension of Baha'u'llah (May 29th):

Baha'u'llah suffered forty years of exile — from Persia to Baghdad, Turkey and finally to Palestine, where he passed away in 1892.

Martyrdom of Bab (July 9th):

The Bab was martyred by a firing squad of 700 soldiers.

RELIGIONS

Buddhism

Buddhists wish to take advantage of being born a human being by developing energetically the qualities of kindness and awareness in order to achieve freedom from suffering, and to help others to do the same.

Siddhartha Gautama (c. 560 BC), later the Buddha (the Enlightened One), was born in Lumbini, Nepal. Buddhists study the words of the Buddha, meditate and accept guidance from Buddhist teachers. The Dalai Lama is the spiritual leader of the world's Buddhist community.

“Impermanent are all
created things. Strive on
with awareness”

— the Buddha's last words

There are many Buddhist traditions — Theravada, Pure Land and Zen — and many Buddhist cultures. Thus, special days are celebrated for varying reasons. The days are mostly full-moon days, so dates vary from year to year. Celebrations in some cases take place at the nearest weekend.

Kathina Ceremony (November 5th):

This is the end of the Rains Retreat and is marked by the presentation of Kathina (new robes) to the monks by the people. It is an exchange of gifts — with the monks offering spiritual guidance.

Bodhi Day (December 8th):

Remembered by Mahayana Buddhists as the day the Buddha achieved enlightenment whilst meditating under a Bodhi tree.

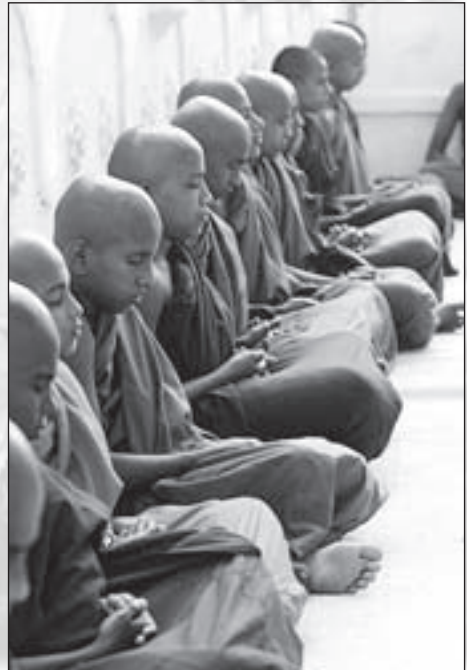
Parinirvana (February 8th 2011): A

commemoration, for Mahayana Buddhists, of the death of the Buddha. He died, aged 80, in a state of meditation and attained nirvana — a release from the cycle of death and rebirth.

Losar (February 25th): A three day celebration that marks the Tibetan new year.

Wesak (May 18th): This is the main annual Buddhist celebration, the day on which the Buddha was born, achieved enlightenment and attained Parinirvana.

Asalha Puja (Dharmachakra) (July 22th): Celebrated as the anniversary of the Buddha's first sermon, known as 'The Turning of the Wheel of Law'. The Buddha preached the need to follow a middle-way between self-indulgence and self-denial.



Christianity

Christians live according to the loving nature of God as revealed by Jesus' life and death, helped in this task by the Holy Spirit and by communicating with God through prayer.

Jesus Christ ('Anointed One') was born in Bethlehem. Christians study the Bible and meet for worship in churches, chapels, meeting houses or in peoples' homes. The cross symbolises Jesus' means of execution and reminds Christians of Jesus' redemptive love and triumph of death.

Christmas Day (December 25th):

Jesus' birthday. A day of thanksgiving services at church, exchange of gifts and special meal.

Epiphany (January 6th 2011): The last night of Christmas remembers the visit of the 'Magi' (wise men) to Jesus. They brought gold, frankincense and myrrh to symbolise the fact that he would be king and priest and die early.

Shrove Tuesday (March 8th): The day before Lent begins, a time to remember Jesus' sojourn in the wilderness. Lent is a period of abstinence, but in many countries Shrove Tuesday, known as 'Mardi Gras' (French for 'fat Tuesday'), is



a time for feasting before the fast.

Ash Wednesday (March 9th):

Begins the 40 days of Lent. In some churches, ash is used to mark a small cross on the forehead as a symbol of penitence.

Palm Sunday (April 17th):

A day to remember Jesus' arrival into Jerusalem welcomed by crowds waving palm leaves.



"I give you a new commandment: love one another, as I have loved you"

— Jesus to his disciples

Maundy Thursday (April 21st):

Commemorates the Last Supper Jesus took with his disciples. Christians celebrate by sharing bread and wine.

Good Friday (April 22nd): The day Jesus was executed on a cross. Said to be 'good' because Jesus showed love and obedience to God's will and forgiveness.

Easter Sunday (April 24th): celebration of the fact that after being crucified Jesus rose from the dead. In some ways this is the birth of the Christian faith rather than Christmas.

Whit Sunday (May 23rd): When Jesus' disciples were touched by the Holy Spirit and inspired to spread the message of Jesus.

RELIGIONS

Hinduism

Hindu belief entails learning through life, how to be reunited with God — of whom all living beings are eternally a part — and to learn this through study, devotion, prayer and service to others.

‘Hindu’ was the word historically used for people who lived by the River Sindhu in India. Hindus study ‘Vedas’ and epics such as ‘The Ramayana’. They worship at a shrine at home or in a Mandir (temple). The ‘Om’ symbol represents the primordial sound from which the universe came.

Ganesh Chaturthi (September 11th):

10-day festival in honour of Ganesh, the elephant-headed remover of obstacles. Clay images of the God are set up for the festival after which they are broken up in water.

“Who sees all beings
in his own self, and his own self
in all beings, loses all fear”
— the Upanishads

Navaratri (October 8th): Stories of Rama rescuing his wife Sita from the demon Ravana are told. Effigies of Ravana are burned to celebrate Rama’s victory over evil.

Diwali — ‘Rows of Lights’ (November 5th): This festival of light is held in honour of Lakshmi, Goddess of prosperity, and in celebration of the symbolic return home of Rama and Sita after their exile.

Makar Sankrant (January 21st 2011): Marks the commencement of the Sun’s journey to the Northern Hemisphere.



Maharshivaratri (March 3rd): In honour of the God Shiva, who is both destroyer and maker anew. The night is spent in prayer, fasting and meditation, with bells rung through the hours of darkness.

Holi (March 19th): Holi begins with a bonfire to celebrate the death of Holika, the winter demon. Festivities include throwing coloured powder, or spraying people with coloured water, so that all become equal in celebration.

Chaitra/Bikarami Samvat (April 4th): The first month of the Hindu calendar and the first month of Spring. The New Year is welcomed in with an exchange of greetings and sweets.

Rama Navami (April 12th): The birthday of Rama, seventh incarnation of the god Vishnu, is celebrated in the month of Chaitra. Temples are decorated and the ‘Ramayana’ story of Rama is recited.

Raksha Bandhan (August 13th): This is when sisters tie ‘rakhi’ — red and gold thread — round the wrists of their brothers. ‘Rakhi’ can also be given to close friends.

Janamashtami (August 22nd): Celebration of Krishna’s birth — eighth incarnation of Vishnu. His day is often kept with fasting till midnight.

Islam

Muslims, or those who accept one God (Allah) and Muhammad (Peace Be Upon Him) as the last messenger, come from all over the globe.

Living is an act of worship, so too is the pursuit of knowledge: scientific, humanitarian and revelatory. It is the will of Allah for us to leave ignorance and the superstition that we are accustomed to. The cyclical nature of time is another gift from Allah to humanity. Throughout the day, week and year, Muslims gather to re-acquaint themselves with each other and Allah.

“Praise be to Allah,
the lord of the worlds!
the compassionate,
the merciful”

Ramadan (August 12th): The whole of the ninth month of the Muslim year is spent in fasting between dawn and sunset every day.

Eid-UI-Fitr (September 10th): The ‘Day Which Returns Often’, marks the end of Ramadan. It is a joyous festival where people rise early to bath, put on new clothes and attend the mosque to pray and give alms. Later, meals are shared and gifts distributed.

Eid-UI Adha (November 17th): The ‘Feast of Sacrifice’ is a commemoration of the obedience shown by Abraham. It is remembered with reverence and

thanksgiving. Animals sacrificed for the feast provide food for the poor as well as being shared by friends and family.

Dhu Al-Hajjah (November 16th): Last month of the year, during which the Hajj happens. A pilgrimage to Mecca should be made at least once a lifetime as a connection between humanity today and humanity of days gone by.

Hijra (December 7th): The first day of the year is the anniversary of the Prophet Muhammad’s migration from Mecca, his birthplace, to Medina, where he built the first mosque and established the Islamic code of practice and social order.

Muharram (December 29th): The first month of the Muslim year, based on a lunar calendar.

Miraj-Un Nabi (July 29th 2011): The ‘Night of Ascent,’ when the Prophet was taken to heaven to meet prophets of the past and prayers for the community were said.

Ramadan (August 1st): The whole of the ninth month of the Muslim year is spent in fasting between dawn and sunset every day.



RELIGIONS



Jainism

Jains wish to purify the reborn soul from accumulated 'karma' (fate) to guard against gathering new 'karma' to escape the cycle of death and re-birth. They do this by living a life based on right faith, right knowledge and right conduct.

In 599 BC, Mahavira, the 24th Jina (spiritual victor) was born in India. Jains study scriptures called the 'Shruta', and worship at a Derasar (temple) or in a meditation hall. The Jain symbol is an open palm with the word 'Ahimsa' (non-violence) written on it.

"malice to none
but love and fraternity
to all"
— jain greeting

Paryushana (September 5th)

The most important Jain festival, it consists of eight (Swetambara) or ten (Digambara) days of intensive fasting and repentance. A time of reflection.

Diwali (November 5th)

Diwali, the festival of lights, is the most popular of all the festivals from South Asia. It is an occasion for celebrations by Hindus as well as Jains and Sikhs.

Mahavira Jayanti (April 16th)

The birth anniversary of Lord Mahavira, the 24th Tirthankar and the "founder" of modern Jainism.

Taoism

Taoists accept what is, without wanting to be different, and study the natural order of things. They work with this order rather than against it. The way lies in 'Tao' (natural law).

"in dwelling, be close to the land.
in meditation, go deep in the
heart. In dealing with others,
be gentle and kind. in speech,
be true. in ruling, be just."

Lao Tzu, who wrote the Tao Te Ching, was born in China. Taoists study the Tao Te Ching and religious ceremonies take place at a temple. An ancient Chinese symbol encapsulates Taoist philosophy: the black and white opposite forces of 'yin' and 'yang' that are inter-dependent, each containing a part of the other.



Judaism

Jews live according to God's law as revealed by Moses, the most important of which is to believe in one God and to learn to love God through study, prayer and by celebrating the yearly cycle of holy days.

Moses, who led the 'Children of Israel' out of slavery in Egypt, was himself born into slavery and brought up as a prince in Egypt. The Jewish scriptures are known as the Tanakh, and Jews meet for worship at a Synagogue. The six-sided star known as the 'Star of David' or 'Seal of Solomon' is their symbol. The traditional symbol of the Jewish nation is a seven-branched candelabrum called a menorah, which is famously depicted on the arch of Titus in Rome in a relief celebrating the conquest of Jerusalem.

"Hear, O Israel, the Lord our God, the Lord is one and you shall love the Lord your God with all your heart and with all your soul and with all your might"
— the Shema

Rosh Hashanah (September 9th, 10th and 11th): Beginning of the Jewish year when God symbolically judges Jewish people. It starts a 10-day festival ending with **Yom Kippur, Day of Atonement (September 18th and 19th):** A day to remember the previous year's sins and to seek forgiveness.

Succoth (September 23rd–29th): The seven-day Festival of Tabernacles commemorates the wandering of the Jews after deliverance from slavery in Egypt. Temporary shelters (Succoth) are built.
Shemini Atzeret and Simchat Torah

(September 30th and October 1st) (October 1st and 2nd).

Hannukah (December 2nd): An eight-day festival to commemorate the victory of the Maccabees by the re-lighting of the menorah — the light that signifies God's presence in the Temple in 168 BC.

Tu B'Shevat (January 20th 2011): The new year for trees. A time for children to plant new trees, traditionally a Cedar for a boy and a Cypress for a girl.

Purim (February 20th and 21st): Celebrates the deliverance of the Jews of Persia from the King's minister, Haman. This deliverance occurred partly because the King married Esther, a Jewess.

Pesach, Passover begins (April 19th and 20th): Commemorates the Jews' exodus from Egypt. An eight-day festival during which no leavened food is taken, as a reminder of the haste with which the Jewish people left.

Passover ends (April 26th and 27th): Shavuot, Pentecost (May 18th, 19th and 20th): Two-day festival in remembrance of the Israelites receiving the Torah — the revelation of God's will — at Mount Sinai.



RELIGIONS

Rastafarianism

Rastafarians worship 'Ras Tafari' (Emperor Haile Selassie I) as a manifestation of God (Jah) and believe in freedom from oppression, and that redemption can only be gained by repatriation to Africa.



These beliefs are sustained by self-discipline, meetings to study the Old Testament and the philosophy and teachings of Marcus Garvey.

“O thou God of Ethiopia, thou
God of divine modesty, thy spirit
come within our hearts to dwell
in the parts of righteousness.
that the hungry be fed, the sick
nourished, the aged protected
and the infant cared for”
— Rastafarian prayer

Marcus Garvey, a Pan-African, told his congregation to 'look to Africa where a Black King shall be crowned, for the day of deliverance is at hand.' Since that day he was heralded a prophet. Garvey's life work UNIA, the Universal Negro Improvement Association, and realisation of the Black Star Liners that were to repatriate Africans all over the world, was proof that he was indeed the prophet who was to return the lost tribe of Rastas that were sold into slavery.

All four types of Rastafarianism purport the dictum 'One God, One Destiny'. For some Rastas, taking the herb ganja is sacred and a dedication. It is considered necessary to wear your hair dreadlocked

as the Somali and Masai soldiers did and follow teachings of the Old Testament to be a true Rasta.

The red, green and gold are a universal symbol representing the blood of African martyrs, rich vegetation in Africa and the wealth of Africa.

Ethiopian New Year's Day (September 11th): Rastafarians look to Ethiopia as their spiritual home, so this is a day of celebration to start the year.

Crowning of Emperor Haile Selassie I (November 2nd): Rastafarians take their name from Ras Tafari (Prince Creator) crowned Emperor of Ethiopia in 1930. It is an all day celebration.

Ethiopian New Year (January 7th 2011): Christianity became the official religion of Ethiopia in 330 AD, and this is a day to acknowledge the life and works of Jesus.

Birthday of Emperor Haile Selassie (July 23rd): The day on which the Emperor was born. A holiday kept with Nyahbingi – drumming, hymns and prayer.

Marcus Garvey's Birthday (August 17th): The Jamaican prophet who foretold the crowning of a Black King in Africa.



Shintoism

Shinto belief entails venerating nature and establishing communion with the 'Kami' — its spirits and deities — through prayer and ritual, to live harmoniously, peacefully and fruitfully with the natural world.

While the origins of Shinto belief go back thousands of years, the most revered shrine of Amaterasu, the Kami of the Sun, was dedicated at this time. Shinto worship takes place through matsuri (observation of festivals) at a shrine. The way into a Shinto shrine is through a 'torii', a gateway between the ordinary and the sacred.

"In each and every
new leaf, I see
the 'kami' of spring"
— Shinto saying

Shichigosan (7-5-3 festival) (November 15th)

A festival to give thanks for children. Often celebrated on the nearest Sunday to the 15th to allow working parents to take part.

Niinamesei (November 23rd)

Labour Thanksgiving Day, a national holiday in Japan and originally a harvest festival.

Oshogatsu (or Shogatsu) (January 1st)

Shinto New Year, one of the most popular occasions for shrine visits.

Seijin Shiki (Adults' Day) (January 15th)

Japanese who have reached legal adulthood (20 in Japan) in the previous

year attend a shrine to give thanks.

Rissun (Setsubun) (February 3rd)

A Spring festival that marks the division between Winter and Spring and is celebrated with beans

Hina-matsuri — Festival of Dolls (March 3rd)

Celebrates daughters in the family

Shubun-sai — Equinox day (March 21st)

A day for visiting graves. Also associated with Buddhism in Japan.



RELIGIONS

Sikhism

Divali (October 28th):

For Sikhs a time to light up Gurdwaras as a reminder of the spiritual victory of Guru Hargobind who saved 52 Hindu kings from imprisonment.

Birthday of Guru Nanak (November 13th):

The first Guru who preached worship of one God and the equality of humanity. The distinctive Sikh communal free kitchen 'langar' where all could eat together, whatever their caste or status, was his idea.



“Real prayer needs no words, no gesture, no thoughts. a real prayer only comes from the lord”
— Baba Narinder Singh ji

Martyrdom of Guru Tegh Bahadur (November 24th):

Guru Tegh Bahadur, the ninth Guru was executed for his belief in the need for religious liberty and freedom of worship.

Vaisakhi (April 13th 2011):

Commemoration of the day when the tenth Guru (spiritual leader) Gobind Singh, founded the Khalsa (the Sikh brotherhood). It is on this day that Sikhs celebrate their foundation.

Martyrdom of Guru Arjan Dev (May 2nd):

Martyred for his faith, the fifth Guru compiled the Sikh holy scripture, Adi Granth, and completed the Golden Temple at Amritsar in India.

Zoroastrianism

Zoroastrians choose to aid Ahura Mazda the Absolute Creator who is responsible only for good to defeat evil and bring on

the final judgement and the establishment of Paradise.

The Prophet Zarathustra (Greek 'Zoroaster') was born in eastern Iran. Zoroastrians study the Avesta, which includes the Gathas (hymns of Zarathustra) and worship at home or Fire Temples. The Zoroastrian symbol represents a 'fravashi' (guardian spirit) which is the good or spiritual self that exists to aid each individual.

“good thoughts,
good words,
good deeds”

Death of the Prophet (December 26th):

The anniversary of the Prophet's death, when prayers are recited at the Fire Temple, prayer being the spiritual weapon in the struggle with evil.

Muktad (March 10th–20th 2011): The last 10 days of the Zoroastrian Shensai year during which the divine hymns of Zarathustra are recited.

No-Rooz, New Beginning (March 21st):

An important day of renewal, believed to have been founded by the Prophet Zarathustra who received his first Revelation on this day. It is a festival in honour of fire, symbol of truth, celebrated by exchanging gifts and by visiting the Fire Temple.

Birthday of the Prophet (March 26th):

Zoroastrians follow the teachings of the Prophet Zarathustra who preached worship of the Creator and that humankind is a partner in caring for His creation.

Gahambars: A series of seasonal celebrations in honour of the seven creations: the sky (April 30th); water (June 29th); earth (September 12th); plant kingdom (October 12th); animal kingdom (December 31st); humanity (March 9th); and fire (at No-Rooz).

Kwanzaa

An annual celebration of family, community and African culture and agriculture.

Kwanzaa, the African-American cultural holiday conceived and developed by Dr. Maulana Ron Karenga, was first celebrated on 26 December, 1966. Kwanzaa is traditionally celebrated from 26 December to 1 January, with each day focused on Nguzo Saba, or the seven principles.

Kwanzaa engages an ancient and living cultural tradition which reflects the best of African thought and practice in its reaffirmation of the dignity of the human person in community and culture. The wellbeing of family and community, the integrity of the environment and our kinship with it, and the rich resource and meaning of peoples' culture are all important.

Umoja 'Unity' (December 26th)

Kujichagu 'Self determination' (December 27th)

Ujima 'Collective work and responsibility' (December 28th)

Ujuama 'Cooperation' (December 29th)

Nia 'Purpose' (December 30th)

Kuumba 'Creativity' (December 31st)

Imaani 'Faith' (January 1st 2011)

Wicca/Paganism

The recognition of the divine in nature is at the heart of Pagan belief. Pagans are deeply aware of the natural world and see the power of the divine in the on-going cycle of life and death.

Pagans worship the divine in many different forms, through feminine as well as masculine imagery and also as without gender. The most important and widely recognised of these are the god and goddess whose annual cycle of procreation, giving birth and dying defines the Pagan year. Paganism strongly

emphasises equality of the sexes. Women play a prominent role in the modern Pagan movement, and goddess worship features in most Pagan ceremonies.

Autumn Equinox (September 23rd)

Samhain (October 31st)

Solstice (December 21st/23rd)

Ibbolc (February 2nd 2011)

Ostara (March 20th)

Beltane (May 1st)

Litha (roughly June 21st)

Lammas (August 1st)

Voudon/Voodoo

The word 'voudon' derives from vodu, meaning 'spirit' or 'deity'. Voudon is marked primarily by a belief in the Loa, the gods that form the voudon pantheon.

Devotees of Voudon believe that all things serve the Loa and so by definition are expressions and extensions of deity. Rituals are practised primarily to make offerings to, or 'feed', the Loa to entreat it for aid or fortune. The voudon spirits ('Loa') symbolise major elements of nature such as earth, water, air or fire, and also human sentiments such as love, bravery and justice.

Festivals and holy days vary from different tribes and places. This is a summary of festivals and approximate times:

Kabye, commemorating magic (November 1st)

Kamou, harvest celebration (January 2nd 2011)

Sintou, ancestral funeral dances (February 1st)

Laking, imitation sacrifice for men (May 3rd)

Avela, peer group initiation festival (July 1st)

Mami Ayiza, Festival of Bean (August 2nd)

Dipontre, Festival of Yam (August 2nd)

CLUBS AND SOCIETIES

Clubs and societies

For many Black students, their clubs and societies fulfil an important role in providing them with networks and support throughout their time at college and university.

However, students' unions often fail to recognise this and do not support and develop them accordingly. Too often we see beer and sports clubs get large sums of union funding, while smaller Black groups get little or nothing at all.

African-Caribbean societies and other Black clubs may be expected to have a constitution, committee and audited accounts to be recognised as a society, which can then offer: more funding opportunities, free room hire, use of the union minibus and photocopier, as well as other services. It is important to check with your students' union what the particular requirements are for your institution.

Below are a few tips on what your club or society may need to do to get union recognition:

A COMMITTEE

A committee is a group of people who enjoy their activity so much that they get themselves elected to run the club or society. The committee is there to facilitate the group and represent the members. In order to do this they have roles and responsibilities, some of which are outlined in the club's constitution. This often requires a chairperson, a secretary and a treasurer. Check to see what your institutions requirements are. Often you will need to have all of these posts.

MEMBERSHIP

All members of your society have to be registered with the union in many instances, or they will not be covered by

the insurance to take part in your activities. You should keep an up-to-date list of all your members.

FUNDING

Your primary source of funding may be the membership fee you charge people to join. You should produce membership cards to identify your members. Other sources of funding include your students' union, which will have a fund that you can apply to. Contact the unions treasurer to find out more. The treasurer will also be able to assist you in drawing up a budget for your club's activities.

Once your society is up and running, you need to ensure that people remain interested, and that you get new members.

KEEPING PEOPLE INTERESTED

We've all done it — gone wild at the clubs and societies fair and signed up to many groups. Three weeks later and you're seriously reconsidering your commitment to the Bellydancing Society because it clashes with the Basketball Club and the membership fee refund would pay for a latte or two!

This is exactly what goes through the minds of many members who signed up at the start. To keep a hold of them it's important to know what motivates your members.

When planning your group's activities you should consider these motivations, as well as checking with your members and



CLUBS AND SOCIETIES

finding out what they're looking for.

PUBLICITY

Getting your message across clearly is important. Ideas include:

Banners — making banners from old sheets can be fun and quite cheap – remember to use waterproof paint if the banners are going outside.

T-shirts – specially designed t-shirts can be a great way of publicising your group.

Stalls – a popular way of publicising activities or campaigns is to have a stall in the union building. This allows you to talk to other people about what you are doing,

Posters and flyers – these can be a way to get your message across but often there are so many posters around the union that people don't bother reading them, so you need to use them sparingly: is the poster the best way to get your message across? Be focused: use pictures and keep messages short and snappy, and be effective: get posters designed to make them stand out, include date, time, venue, price and contact details.

Web site and email – check with your union officers if you can put a link on the students' union web site. Also, don't forget to email all your contacts and coursemates.

PLANNING EVENTS

There are a range of possibilities from hosting a conference, inviting a guest speaker to putting on a film show or club night. No matter how big or small your event you can increase the chances of success with some thorough planning and organising.

OBJECTIVES

Once you've decided what sort of event you want to hold and who it is for, you should have a goal: a general idea of what it is you want to achieve. What you then need are some objectives: things you need to do to achieve your goal. Each objective should be S.M.A.R.T.

- **Specific** e.g. We must sell enough tickets to raise £500
- **Measurable** e.g. We will sell 150 tickets at £5 each
- **Achievable** e.g. We have funds to pay for design and printing
- **Realistic** e.g. We sold 120 tickets for the same event last year
- **Timed** e.g. Tickets must be printed by June 26

If your committee has set the objectives together, you will have similar expectations — and everybody will be working towards the same end, so the task can be focused with minimum conflict.

OPERATIONAL PLANS

When your event is ready to roll, you will need an operational plan for the day itself. This plan should include things like: a named leader/manager, first aid point, emergency procedures, equipment checklist, contact numbers, contingency plan, register of who is taking part, security, setting up timetable, agenda of events, radios and a plan for clearing up.

This advice is taken from the 'Running Effective Clubs and Societies Pack' produced by the National Black Students' Alliance and Sheffield University International and ACS Societies. For a copy of the full version, please email Kanja on: kanja.sesay@nus.org.uk

CAREERS

Black students and the workforce

Research indicates that Black students face real difficulties in the job market and are at least three times as likely to be unemployed as their white counterparts.

Black students are well represented in higher education with approximately 20% taking a first degree, compared to being 9% of the working population. The disparities in labour market performance are clearly not attributable to different levels of education and skills. Contributing factors to the lack of success of Black applicants include a lack of role models within certain professions making it difficult to get a 'foot in the door' and a lack of relevant work experience, which can sometimes lead to a lack of confidence when it comes to applying for jobs.

SO WHAT CAN YOU DO TO IMPROVE YOUR CHANCES?

The good news is that many organisations are now actively looking to recruit Black staff. In the past this approach often reflected a need for companies to demonstrate that they were meeting the demands of anti-discriminatory legislation. Now it is being driven by recognition that recruiting a diverse workforce is a business imperative if companies are to reflect the communities they serve both in the UK and in the global market. Businesses know that they need to recruit more Black graduates into management if they are to maintain their competitive edge.

Many universities and graduate recruiters have developed innovative programmes and initiatives designed to enhance the employability of Black students. For example, mentoring programmes, company insight days, job

fairs and work experience projects.

Black students and graduates need to be pro-active in their job search. Visiting your college or university careers service is a good first step to take. Here you can source excellent advice from a careers adviser as well as beginning to research jobs and companies. The careers service will also be able to advise you on any specific programmes or initiatives targeted at Black students.

Be aware of the range of evidence that potential employers look for from graduates particularly competencies such as team working, leadership, initiative and business awareness and make sure you develop it. Get an objective view of your strengths and weaknesses. You may be underselling yourself, and most weaknesses can be rectified to some extent.

Employers are keen to increase applications from Black students and are happy to offer advice. Capitalising on these personal contacts can give Black students and graduates a competitive edge in an increasingly tough recruitment market.

For more information visit:

www.blackandasiangrad.ac.uk and come along to the careers fair organised by Black and Asian Grad and supported by the NUS Black Students' Campaign.



Vital information: a winning CV

At the heart of every good CV is a demonstration of self-awareness and research. These allow the writer to target the CV at a specific occupational area, employer and post. By researching you can find out what an employer wants and vastly improve your chances of success.

For advertised posts you can get job and person specs. For other applications you may have to do the work yourself using employer literature, profiles and by talking to people already working in the job/profession.

Self-awareness is about the process of relating what experience you have to the demands of the employer or occupational area. You need to recognise how your skills and experience will transfer effectively to your target career as employers won't make the connections for you. It's up to you to demonstrate your most important attributes and to make them relevant to the post.

CONTENT

You choose the material that goes on your CV so you should select the areas to market yourself most effectively. However, the CVs for most students will contain the following selections:

- **personal details** — Only what is needed. Avoid the unnecessary or anything seen as negative.
- **profile/objectives** — A clear concise summary of your best selling points.
- **education** — Give most important

qualifications, usually your highest and most recent.

- **employment/work experience** — Concentrate on showing relevant and transferable skills.
- **other skills** — Any skills or qualifications that don't fit elsewhere on the CV.
- **interests** — Avoid any that put employers off, concentrate on activities that show skills.
- **referees** — If space is short they can go on another sheet, but say if they're available.

LAYOUT

The layout of a CV can help or hinder the reader to focus on the important information it contains. Bullet points can help keep information concise and guide the eye around the page. Use the best technique for the points you are making.

- Keep to two pages of A4.
- Put your main selling points on the first page — these can be qualifications, relevant experience or key skills.
- Give highest priority to the best and most relevant examples of your ability to do the job.
- Be positive, direct and concise.
- Be selective — space is short; give only the information that counts.

SENDING CVS ONLINE

It is increasingly common to use online CVs or to send CVs by email. Be aware that different browsers can affect formatting — so your designed CV may be changed. CVs for online applications often follow an application form format.



CAREERS

What employers want

Recruitment adverts aim to give as good an idea as possible of what sort of people a company is looking for. They often have the standard qualifications required, they may suggest the calibre of candidate they are after with phrases like ‘proven achiever’, or they may suggest that they want vibrant individuals, by using images of beautiful people in the bloom of their youth looking very active. But some requirements are not always made explicit.

The Association of Graduate Recruiters conducted a survey which outlined a number of employability skills seen as most important by recruiters and the specific skills in which demand is not being met. Here, we give an analysis of those skills and personal qualities recruiters ranked as most important.

MOTIVATION AND ENTHUSIASM

The desire for motivated staff is nothing new. It refers to employers’ notion that they like to recruit people who have chosen to work for them. Recruiters know that in reality no graduate makes just one job application, but nevertheless they expect to see reasons why you have chosen them. Through all levels of the selection process, they expect that you have an understanding of what the business is about and that you must be able to demonstrate this through your enthusiasm.

TEAM-WORKING

The importance placed on team-working is a reflection on what is happening in the workplace. More and more, you are expected to work in teams; it may be multi-disciplinary with people drawn from a range of different skills bases and parts

of the organisation, or it may be a very specific team. The ability to be able to mould yourself to be a part of the team when you join an organisation is a very important requirement.

ORAL COMMUNICATION

Communication, in particular oral communication, is always high on recruiters’ wish lists. This goes part and parcel with teams working and relates to the growing importance of the customer. All businesses have customers, whether internal or external, and being able to talk to people is considered to be of vital importance in any job, especially a graduate job.

ON-GOING DEVELOPMENT

Interestingly the ability to manage your own development and career received a significantly high response in the AGR survey. This is a reflection of the pace of change in the world of work and the fact that jobs for life don’t really exist anymore. In previous years, generic IT and language skills have been in heavy demand, but



here the AGR study found that supply outstripped demand.

Employers don't expect you to be an expert in everything. They are, however, looking for a reasonable level of skill to be further developed. This doesn't mean to say all the jobs are being snapped up. In the same report, almost half the employers who responded didn't fill all their vacancies. What the survey means is that recruiters' expectations have risen. The question is how to ensure that when you are applying for the jobs, you have the set of skills and attributes that employers are looking for.

When you have these skills you must have the confidence to demonstrate them. Using the example of team-working, there are many moments from university life that you could call on, like studying in project teams, part-time work, societies you joined or sports teams you played in.

You have to evaluate yourself, reflect on

your experience and ask: do I have these skills? Are they well developed? If not, what more can I do?

FLEXIBILITY AND ADAPTABILITY

This is both a quality and a skill. The reason this is regarded so highly is due to the pace of change in organisations and that not everyone finds it easy to cope with this. Also, we are in the era of the multi-skilled worker and employers want people who are happy and comfortable doing different things when required. Organisations need to be able to change direction quickly and employers want graduates to be up to the challenge.

INITIATIVE AND PRO-ACTIVITY

This is an increasing demand as employers are acknowledging that graduates are expected to think for themselves and perhaps find different ways of working and thinking creatively.

Calling all FE officers ...

This year the NUS FE campaign will be focusing on votes at 16, campaigning for free ESOL classes, the Call Campaign for Adult Education and 'Fix it Back it' – EMA & Adult Learning grants.

For more information about the FE campaign, advise on how to increase student representation in your college, information how you get more involved in campaigns locally and nationally, details of upcoming events, and for campaign packs, toolkits and briefings visit www.officeronline.co.uk/fe or contact Shane Chowen, NUS Vice President Further Education, at shane.chowen@nus.org.uk for further information

CAREERS

Hands up for work experience

Running DJing workshops for excluded young people, creating a fitness programme for disadvantaged children, facilitating IT tutorial for the elderly, setting up a community recycling project, managing a £20,000 budget, attending a nine-week mentor training course, organising an ACS or Asian Society ball, teaching English to refugees...

These are just some of the projects that thousands of student volunteers across the UK are setting up and running in over 200 university and college volunteering groups. Volunteering in the 21st century has become a pioneering form of work experience, allowing students to develop skills and experiences they would not get from the normal 'McJobs'.

Research by Reed Executive has shown that three-quarters of employers prefer to recruit candidates with volunteering experience on their CV. Students can help themselves by thinking creatively about their futures and what volunteering projects they might like to get involved with to give them that quality experience.

Students and employers are beginning to realise that it's the first step for all budding careers. Academically too, volunteering is being recognised with more universities beginning to accredit volunteering modules, such as the University of Leeds and Sheffield Hallam University.

Students though are still slow to recognise the wealth of experience their volunteering has given them and may say 'I'm just a volunteer', an attitude compounded by the absence of volunteering on many application forms

and within interview processes.

Facing ever-increasing numbers of graduates entering the job market, employers are having difficulties sorting the high-calibre graduates from the rest. The graduates of today acknowledge that they need to be more than just the sum of their paper qualifications and there is an increasing mismatch between the skills employers expect and the skills that graduates actually have.

A graduate needs to stand out from the crowd, be resourceful and an initiator. A team player, one must possess a get-up-and-go attitude... that's what counts. And volunteering provides all of this. Virtually every paid job can be mirrored by a voluntary opportunity.

"The skills that you can pick up while volunteering can translate very well onto your CV. It can really help make you more employable," says former student volunteer Stewart Morris who now works as an auditor for PricewaterhouseCoopers.

For more information contact:

Student Volunteering UK

Tel: 0845 305 6979

www.studentvol.org.uk

Voluntary Services Overseas (VSO)

317 Putney Bridge Road,

London, SW15 2PN

Tel: 020 8780 7500

www.vso.org.uk

United Nations Association International Service (UNAIS)

Suite 3a, Hunter House, 57 Goodramgate,
York, YO1 2LS

Tel: 01904 647 799

www.internationalservice.org.uk

EDUCATION/CAREER

ACETS (African-Caribbean Education & Training Services)

Provides support and training to African, African-Caribbean and other disadvantaged people.
www.acets.org

Asian Jobsite

On-line recruitment site for Asians.
www.asianjobsite.co.uk

Black and Asian Grad

Caroline Hutchison
Careers and Employability Division
The University of Manchester
Crawford House, Precinct Centre, Oxford Road
Manchester M13 9QS
Email: info@blackandasiangrad.ac.uk
www.blackandasiangrad.ac.uk

Black Britain (The Colourful Network)

General information web site with special careers section including job search.
PO Box 194, London SW11 5WQ
Tel: 0870 076 5656, Fax: 0870 076 5757
Email: Helper@thecolourful.net
www.iamcolourful.com/weekday

Black Success

For people of African heritage to help you to overcome your work difficulties and achieve your goals.
www.blacksuccess1.com

Brightside Trust

Provides educational opportunities and skills for young people.
1st Floor, Downstream Building
1 London Bridge, London, SE1 9BG
Tel: 020 7785 3984
Email: info@thebrightsidetrust.org
www.thebrightsidetrust.org

BTEG (The Black Training & Enterprise Group)

Works to ensure employment, training and enterprise opportunities for Black communities.
www.bteg.co.uk

Diversity Solutions Ltd

Consultation and support around tackling racism in education.
www.diversity-solutions.com

HOST

Hospitality scheme for international students.
www.hostuk.org

Jobbuster.com

Provides of careers, recruitment and training opportunities and connects Britain's largest organisations with Britain's ethnic communities.
www.jobbuster.com

Lift

Lift is a fundraising and networking community programme.
www.liftcommunity.org.uk

Minority students

Networking, news and welfare information on a wide variety of issues for Black Students.
www.minoritystudents.co.uk

Respect Trust

A national charity promoting race equality and a positive agenda in defence of multiculturalism.
Email: info@respecttrust.org.uk

www.respecttrust.org.uk

School Governors' One-Stop Shop
Unit 11, Shepperton House,
83-93 Shepperton Road, N1 3DF
Tel: 020 7354 9805
Email: info@sgoss.org.uk
www.sgoss.org.uk/home

The Stephen Lawrence Charitable Trust

The Stephen Lawrence Centre,
39 Brookmill Road, London, SE8 4HU
Tel: 020 8100 2800, Fax: 020 7785 3821
information@stephenlawrence.org.uk
www.stephenlawrence.org.uk

UKCISA

The Council for International Education,
9-17 St Albans Place, London, N1 ONX
Tel: 020 7288 4330
www.ukcisa.org.uk

Windsor Fellowship Programme

Sponsorship, development and internship programmes for young Black students.
www.windsor-fellowship.org

Work Group Against Racism in Children's Resources

www.wgarcr.org.uk

REPRESENTATION

1990 Trust

News and information on Black community interests.
1990Trustadmin@googlemail.com
www.the1990trust.org.uk

DIRECTORY

All African Students' Union

Africa-wide Students' union which calls conferences, lectures and is formally working with UNESCO and other UN bodies to represent African students.

www.aasu.org.gh

Black Cultural Studies web site

www.blackculturalstudies.org

Black History Information

www.blackhistory.com

British Black Heritage

View images of the British Heritage of Black people and acquire information.

www.blackheritagetodayuk.co.uk

Moving Here

200 Years of immigration to England.

www.movinghere.org.uk

National Black Police Association

www.nationalbpa.com

National Black Students' Alliance

Email: nbsanews@googlemail.com

NUS Black Students' Campaign

NUS, 2nd floor, Centro 3, Mandela Street, London NW1 ODU

Tel: 0871 221 8221, Fax: 0871 221 8222

Email: blackstudents@nus.org.uk

www.officeronline.co.uk/black

NUS International Students' Campaign

www.officeronline.co.uk/international

CAMPAIGNING

Amnesty International

A worldwide voluntary movement of people who campaign for human rights.

www.amnesty.org.uk

BEN (Black Environment Network)

Promotes equality of opportunity with respect to ethnic communities in the preservation, protection and development of the environment.

www.ben-network.org

CARF (Campaign Against Racism and Fascism)

Designers, lawyers, journalists, students, race relations workers all of whom share a commitment to fighting racism.

www.carf.org.uk

ENGAGE

Works to engage British Muslims in the media and politics.

www.iengage.org.uk

Equality and Human Rights Commission

Champions equality for all.

Email: info@equalityhumanrights.com

www.equalityhumanrights.com

European Network Against Racism

Latest news around the European Union on anti-racism and discrimination legislation.

www.enar-eu.org

Home Office

Home Office, Direct Communications Unit,

2 Marsham Street, London, SW1P 4DF

Tel: 020 7035 4848, Fax: 020 7273 2065

www.homeoffice.gov.uk

Campaign for Freedom of Information

Non-profit organisation working to improve public access to official information.

www.cfoi.org.uk

Liberty

UK's leading human rights and civil liberties organisation.

www.liberty-human-rights.org.uk

Millions for Reparations

United States-based reparations site.

www.millionsforreparations.org

NO2ID

Box 412, 78 Marylebone High Street, London, W15AP

Tel: 07005 800 651

www.no2id.net

Operation Black Vote

18a Victoria Park Square, London, E2 9PB

Tel: 020 8983 5430

www.obv.org.uk

Stonewall

Equality and justice for Lesbians, Gay men and Bisexuals.

Tower Building, York Road, London SE1 7NX

Tel: 0800 050 2020

Email: info@stonewall.org.uk

www.stonewall.org.uk

Student Assembly Against Racism

Email: contactsaar@hotmail.com

www.naar.org.uk/saar

War on Want

Campaigns against global poverty, inequality and injustice.

www.waronwant.org

FAITH

Assembly for the Protection of Hijab

www.prohijab.net

British Muslim Initiative

www.bminitiative.net

British Organisation of Sikh Students

B.O.S.S., PO Box 4350,
Handsworth, Birmingham, B20 2FB

Email: info@boss-uk.org

www.boss-uk.org

The Church of England

www.cofe.anglican.org

Churches' Commission for Racial Justice (CCRJ)

www.ctbi.org.uk

Federation of Student Islamic Societies

FOSIS, 38 Mapesbury Road, London, NW2 4JD

Tel: 020 8452 4493

Email: info@fosis.org.uk

www.fosis.org.uk

Jewish Council for Racial Equality

33 Seymour Place, London, W1H 6AT

Tel: 020 8455 0896

www.jcore.org.uk

Muslim Council of Britain

For greater consultation, co-operation, and co-ordination on Muslim affairs.

PO Box 57330, London E1 2WJ

Tel: +44 (0) 845 26 26 786

Email: admin@mcb.org.uk

www.mcb.org.uk

National Hindu Students' Forum

PO Box 46016, London, W9 1WS

Tel: 07092 377 304

Email: info@nhsf.org.uk

www.nhsf.org.uk

Union of Jewish Students

2nd floor, 4 Greenland Place

Camden Town, London, NW1 0AP

Tel: 0207 424 3299

Email: ujs@ujs.org.uk

www.ujs.org.uk

Muslim Youth Helpline

Confidential and non-judgemental support service for young Muslims on personal and social issues.

Mon-Fri 6pm-midnight and on weekends.

Tel: 0808 808 2008 (free from landlines)

Email: help@myh.org.uk

www.myh.org.uk

WOMEN

Abantu for Development

Increasing African women's role in political and economic structures of African countries.

1 Winchester House, 11 Cranmer Road,
London, SW9 6EJ

Tel: 0207 8200 066

www.abantu.org

Ashiana Project

For South Asian, Turkish and Iranian women escaping abuse.

PO Box 816, London, E11 1QY

Tel: 020 8539 9656

www.ashiana.org.uk

Boadicea — Disabled Women's Newsletter

c/o GLAD, 336 Brixton Road, London, SW9 7AA

Tel: 020 7346 5800 ext 43

E-mail: info@glad.org.uk

www.glad.org.uk

Campaign Against Domestic Violence

PO Box 2371, London, E1 5NQ

Tel: 020 8520 5881

www.cadv.org.uk

Childcare Plus

Unit F27, Waterfront Studios,

1 Dock Road, London, E16 1AH

Tel: 020 7476 8585

Email: info@startingupchildcare.co.uk

www.startingupchildcare.co.uk

The Fawcett Society

1-3 Berry Street, London, EC1V 0AA

Tel: 020 7253 2598

Email: info@fawcettsociety.org.uk

www.fawcettsociety.org.uk

Hindu Women's Network

68 Willersby Rd, Moseley,

Birmingham, B13 0AY

Tel: 0121 243 1356

The National Black Women's Network

Suite 501, International House,

223 Regent Street, London, W1R 8QD

Tel: 020 7544 1010

Email: info@nbwn.org

www.nbwn.org

Newham Asian Women's Project

661 Barking Road, London, E13 9EX

Tel: 020 8472 0528

www.nawp.org

DIRECTORY

Refugee Women's Association

18 Ashwin Street, London, E8 3DL
Tel: 020 7923 2412
www.refugeewomen.org.uk

Southall Black Sisters

21 Avenue Road, Southall
Middlesex, UB1 3BL
Tel: 020 8571 9595
www.southallblacksisters.org.uk

Suzy Lamplugh Trust

Personal safety services, attack alarms, courses to deal with aggressive behaviour.
Tel: 020 7091 0014
www.suzylamplugh.org

TRADE UNIONS

ASLEF

Associated Society of Locomotive Engineers and Firemen.
9 Arkwright Road, London, NW3 6AB
Tel: 020 7317 8600, Fax: 020 7794 6406
Email: info@aslef.org.uk
www.aslef.org.uk

ATL

Association of Teachers and Lecturers.
7 Northumberland Street, London, WC2N 5RD
Tel: 020 7930 6441, Fax: 020 7930 1359
Email: info@atl.org.uk
www.askatl.org.uk

CWU

Communication Workers' Union.
150 The Broadway, Wimbledon,
London, SW19 1RX
Tel: 020 8971 7200, Fax: 020 8971 7300
Email: info@cwu.org
www.cwu.org

Equity

Guild House, Upper St Martin's Lane,
London, WC2H 9EG
Tel: 020 7379 6000, Fax: 020 7379 7001
Email: info@equity.org.uk
www.equity.org.uk

GMB

Britain's general union.
22/24 Worple Road,
London, SW19 4DD
Tel: 020 8947 3131, Fax: 020 8944 6552
www.gmb.org.uk

NASUWT

National Association of Schoolmasters/Union of Women Teachers.
Hillscourt Education Centre,
Rose Hill, Rednal, Birmingham, B45 8RS
Tel: 0121 453 6150, Fax: 0121 457 6208/9
Email: nasuwt@mail.nasuwt.org.uk
www.teachersunion.org.uk

UCU

The University & College Union.
27 Britannia Street, London WC1X 9JP
Tel: 020 7837 3636, Fax: 020 7837 4403
Email: hq@ucu.org.uk
www.ucu.org.uk

NUJ

National Union of Journalists.
Headland House, 308 Gray's Inn Road,
London, WC1X 8DP
Tel: 020 7278 7916, Fax: 020 7837 8143
www.nuj.org.uk

NUS

National Union of Students.
NUS, 2nd floor, Centro 3, Mandela Street,
London NW1 ODU
Tel: 0207 380 6600
www.nus.org.uk

NUT

National Union of Teachers.
Hamilton House, Mabledon Place,
London, WC1H 9BD
Tel: 020 7388 6191, Fax: 020 7387 8458
www.teachers.org.uk

PCS

Public and Commercial Services Union.
160 Falcon Road, London, SW11 2LN
Tel: 020 7924 2727, Fax: 020 7924 1847
www.pcs.org.uk

TGWU

Transport and General Workers' Union.
Transport House, 128 Theobald's Road,
Holborn, London, WC1X 8TN
Tel: 020 7611 2500, Fax: 020 7611 2555
Email: tgwu@tgwu.org.uk
www.tgwu.org.uk

Trades Union Congress

Congress House, Great Russell Street,
London, WC1B 3LS
Tel: 020 7636 4030
www.tuc.org.uk

UNISON

The public service workers' union.
1 Mabledon Place, London, WC1H 9AJ
Tel: 0845 355 0845
www.unison.org.uk

Unite the union

35 King Street, Covent Garden,
London, WC2E 8JG
Tel: 020 8462 7755, Fax: 020 8315 4723
www.amicustheunion.org

WELFARE

Black Lesbian and Gay Centre

5 Westminster Bridge Road, London, SE1
Tel: 020 8693 3885 (12noon-midnight)
Email: blgc@btinternet.com

Black Liners

Counselling and support for Black Sufferers of HIV/
AIDS, and education group.
Tel: 020 7738 5274

Black Mental Health UK

Empowerment for African-Caribbean communities
to reduce the inequalities in the treatment and care
of African Caribbean people, we support these
communities on how to influence the strategic
development, policy design and implementation of
services.
www.blackmentalhealth.org.uk

BME Spark

A website providing information for professionals
involved in the provision of services for BME
communities.
www.bmespark.org.uk

Citizens Advice Bureau

Provides free, confidential advice on money,
benefits, immigration and discrimination.
www.citizensadvice.org.uk

Department of Health

Providing health and social care policy, guidance
and publications.
www.dh.gov.uk

Equality Scotland

Multi-lingual website to provide BME older people
and their families with access to information.
www.equalityscotland.com

INQUEST

Free legal advice service to bereaved family and
friends on the inquest system.
www.inquest.org.uk

Southside Partnership Fanon Care

Provides a range services to support African and
Caribbean people with mental health needs.
www.southsidepartnership.org.uk

Lesbian and Gay Coalition Against Racism

Email: lagcarinfo@googlemail.com
www.naar.org.uk/lagcar

Min Quan

28 Museum Street,
London, WC1A 1LH
Tel: 020 7636 6000
Email: enquiries@minquan.co.uk
www.minquan.co.uk

Monitoring Group

28 Museum Street, London, WC1A 1LH
Tel: 020 8843 2333 Fax: 020 8 813 9734
Email: admin@monitoring-group.co.uk
www.monitoring-group.co.uk

National Debtline

Tel: 0808 808 4000
www.nationaldebtline.co.uk

National Lesbian & Gay Switchboard

24-hr advice and counselling services; has
information on social and political groups.
Tel: 020 7837 7324
www.llgs.org.uk

NHS Direct

Non-emergency health advice.
Tel: 0845 46 47
www.nhsdirect.nhs.uk

Policy Research Institute on Ageing and Ethnicity

www.priae.org

Release

Provides a range of advice and information on
drugs and the law.
www.release.org.uk

The Samaritans

Confidential call-in service.
Tel: 08457 90 90 90
E-mail: uk@samaritan.org
www.samaritans.org

Taxi UK-wide

Freephone: 0800 654321

Terrence Higgins Trust

Information on HIV and AIDS, safer sex, online
booklets, and the national helpline.
Helpline on 0845 1221 200
Email us at: info@ttht.org.uk
www.ttht.org.uk

DIRECTORY

MEDIA

Asian Times Online

www.asiantimesonline.co.uk

Bangladesh Weekly

www.bangladeshweekly.co.uk

Black Britain

www.blackbritain.com

Caribbean Newspapers

See news at a glance from every country in the Caribbean.

www.caribbeannewspapers.com

Club Asian Radio

www.clubasiaonline.com

Daily Mirror

1 Canada Square, Canary Wharf,
London, E14 5AP

Tel: 020 7293 3000, Fax: 020 7293 3409

www.mirror.co.uk

The Daily Telegraph

Telegraph Enquiries, Victory House,
Meeting House Lane, Chatham, Kent, ME4 4TT

Tel: 0800 316 6977, Fax: 020 7513 2506

www.telegraph.co.uk

Eastern Eye

www.easterneyeonline.co.uk

Ethnic Media Group

The UK's premier, specialist publisher for Britain's
Black and Asian communities.

www.ethnicmedia.co.uk

The Guardian

119 Farringdon Road, London, EC1R 3ER

Tel: 020 7278 2332, Fax: 020 7837 2114

www.guardian.co.uk

India Weekly

www.indiaweekly.co.uk

The Independent

Independent House, 191 Marsh Wall,
London, E14 9RS

Tel: 020 7005 2000, Fax: 020 7005 2999

www.independent.co.uk

Institute of Race Relations

2-6 Leeke Street,
London, WC1X 9HS

Tel: 020 7837 0041 / 020 7833 2010

www.irr.org.uk

Islam Channel

www.islamchannel.tv

Morning Star

William Rust House,

52 Beachy Road, London, E3 2NS

Tel: 020 8510 0815, Fax: 020 8986 5694

Email: reporter1@peoples-press.com

www.morningstaronline.co.uk

Pan African TV

A free audio/video library for Our People to go to
if they want to hear Our leaders, lecturers, and
activists.

www.panafrican.tv

Pride Magazine

For the aspirational woman of colour.

www.pridemagazine.com

RAM (Refugees, Asylum-seekers & the Mass Media Project)

Promoting best practice in media representation of
refugee and asylum issues.

www.ramproject.org.uk

Red Hot Curry

Britain's leading South Asian Lifestyle and
shopping portal.

www.redhotcurry.com

The Times

1 Pennington Street, London, E98

Tel: 020 7782 5000, Fax: 020 7488 3242

www.thetimes.co.uk

Virtual Migrants

Digital media and art connecting with race,
migration and globalisation.

www.virtualmigrants.com

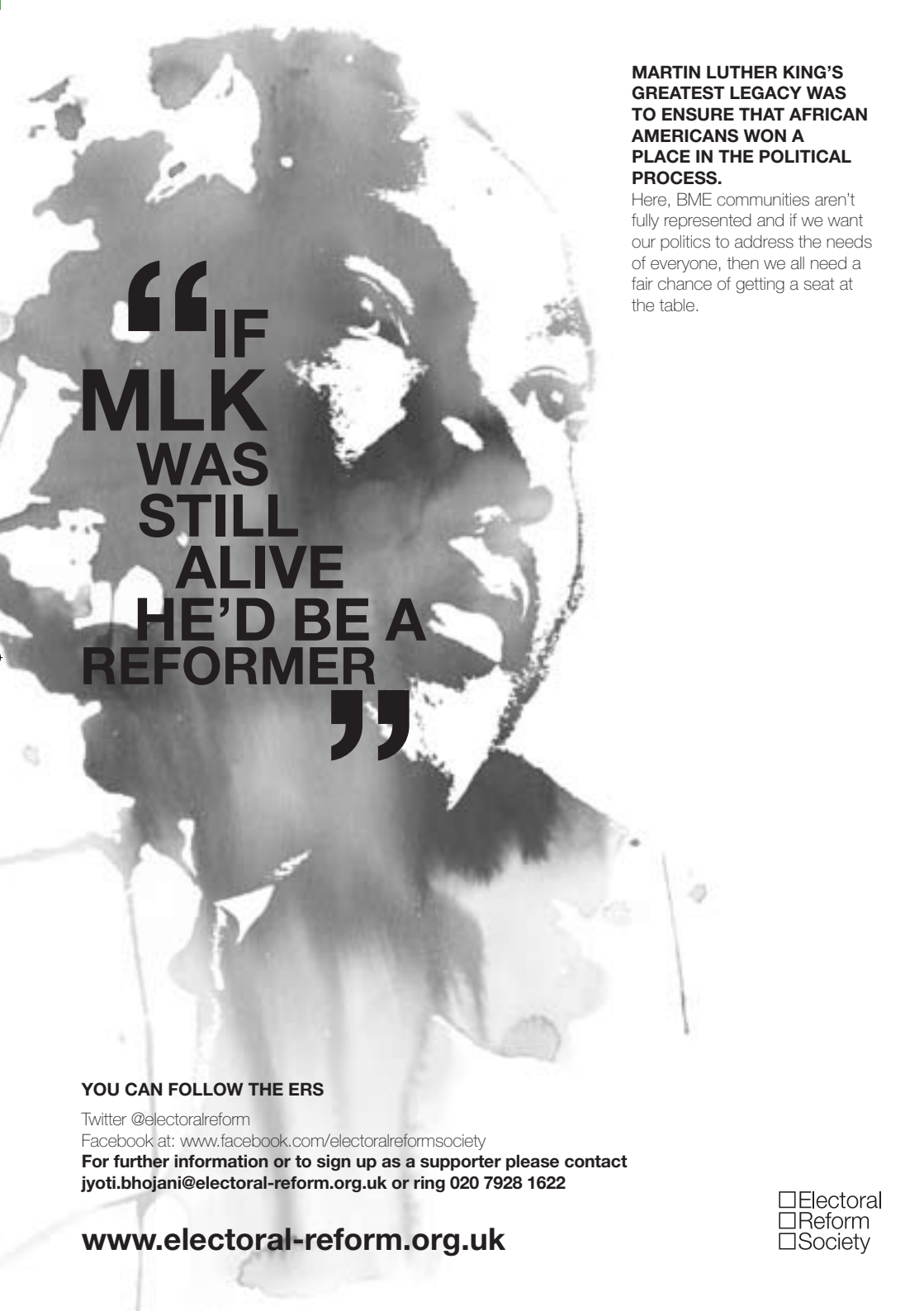
The Voice

Black Newspaper.

www.voice-online.co.uk

Voice of Africa Radio

www.voiceofafricaradio.com



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WAS
STILL
ALIVE
HE'D BE A
REFORMER
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