



# INCLUSIVE PRACTICE:

# KEY QUESTIONS.

## **For Graduates of the Unit:**

1. How does the Inclusive Practice Unit influence your current teaching practices?
2. Has your participation on the unit affected any of your personal or professional relationships?

## **For Everyone:**

3. What does Inclusive Practice mean to you?
4. What are some of the steps you take to develop cultural competence?
5. What are the barriers or challenges in embedding social justice pedagogy in Art & Design?
6. What are the benefits of Inclusive Practice for ALL students?
7. Has your interest/work affected any of your personal or professional relationships?
8. How do student led campaigns to decolonise inform teaching practice and or the learning experience?
9. How do statistics inform approaches to teaching, practice and or learning?

# MICRO KEY TERMS.

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<b>Anti-Racism</b>	The policy or practice of opposing racism and promoting racial equality.
<b>Critical Race Theory</b>	A theoretical framework in the social sciences focused upon the application of critical theory, a critical examination of society and culture, to the intersection of race, law, and power. CRT proposes that white supremacy and racial power are maintained over time, and that the law may play a role in this process and investigated the possibility of transforming the relationship between law and racial power.
<b>Cultural Capital</b>	In the field of sociology, cultural capital comprises the social assets of a person that promote social mobility in a stratified society. Hence, cultural capital is the accumulation of knowledge, behaviours, and skills that one can tap into to demonstrate one's cultural competence, and thus one's social status or standing in society.
<b>Cultural Competence</b>	Cultural Competence defines the ability for healthcare professionals to demonstrate cultural competence toward patients with diverse values, beliefs, and feelings. ; Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures. Cultural competence encompasses. being aware of one's own world view. developing positive attitudes towards cultural differences. gaining knowledge of different cultural practices and world views
<b>Gaslighting</b>	Gaslighting, or to gaslight, is a form of systematic psychological manipulation in which a person seeks to sow seeds of doubt in a targeted individual or in members of a targeted group, making them question their own memory, perception, and sanity. Gaslighting involves attempts to destabilise and delegitimise the victim's primary belief system.
<b>Higher Education</b>	In the UK, Higher Education - also termed 'HE' - categorises the third-level or tertiary education leading to award of an academic degree (BA and higher) which is an optional final stage of formal learning that occurs after completion of secondary education.
<b>Inclusive practice</b>	Inclusive practice is an approach to teaching that recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.
<b>Intersectionality</b>	Intersectionality was coined in 1989 by Kimberlé Crenshaw, a civil and legal scholar in her paper for the University of Chicago Legal Forum; the term therefore is more often used to define the 'interconnected the interconnected nature of social categorisations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.'
<b>Social Justice</b>	Justice in terms of the distribution of wealth, opportunities, and privileges within a society

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# VIRTUAL LEARNING GLOSSARY.

## Disclaimer

In light of the COVID-19 disruption, we have developed a list of key terms specifically related to online study as we feel that such glossaries are extremely useful to explain the terminology used in the online teaching.

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<b>Asynchronous</b>	Asynchronous defines a task that is-not happening in real-time or 'out of sync'. Asynchronous means that you can execute multiple outcomes/responses things at a time and you don't have to finish executing the current thing in order to move on to the next one.
<b>Comfort Break</b>	A short break for people to go to the toilet or get a refreshment between exercises.
<b>Digital Exclusion</b>	Digital Exclusion defines a lack of access to, and use of, ICT resources. A significant proportion of the population is digitally excluded because they lack internet access and/or have low levels of digital literacy. The depth of digital exclusion for people with disabilities is generally much greater than for the wider population.
<b>Digital Learning Platform</b>	The set of tools that support digital learning that are offered at UAL. These include Blackboard Collaborate Ultra, Moodle (Virtual Learning Environment), Myblog.arts, OAT, Turnitin and Workflow)
<b>Digital Literacy</b>	Digital literacy refers to an individual's ability to find, evaluate, and compose clear information through writing and other media on various digital platforms. Digital literacy is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs using technology.
<b>Flaming</b>	Inflammatory or offensive comments. 'Flaming' refers to verbal disagreements that occur between users in contexts such as message boards. They are often a result of strongly held opinions and emotions. Flaming happens when people have a passionate fight in public online forums, chat rooms, social media, or video sites, so that others can witness it.

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**Ground Rules**      Setting a few online class or ‘ground’ rules about communication will reap major benefits when using group communication platforms. Establish turn-taking and participation protocols, such as using the ‘raise hand’ feature, the chatbox, or identifying your name before commenting. Ask students to turn on their video/microphone only when they want to ask a question to reduce background noise or limiting the number of participants on screen at the same time can improve video quality for example. These strategies allow students with hearing difficulties to focus on one speaker or interaction at a time

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**Infographic**      Infographics are graphic visual representations of information, data, or knowledge intended to present information quickly and clearly. They can improve cognition by utilising graphics to enhance the human visual system’s ability to see patterns and trends.

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**Multisensory Approach**      A multisensory learning approach is a term many schools use to describe teaching methods that involve engaging more than one sense at a time. Involving the use of visual, auditory and kinesthetic-tactile pathways, a multisensory approach can enhance memory and ability to learn.

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**Netiquette**      Shorthand for network-etiquette, Netiquette defines a set of rules for acceptable online behaviour. It is thus the practice of exercising polite and considerate behaviour in online contexts, inclusive of inline ethics when web browsing; assumed to be true or necessary, but often just common sense. Netiquette is important as online communication is non-verbal.

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**No Detriment (Grade)**      UAL’s Academic Board has approved the introduction of a No Detriment Grade regulation for the summer term of 2020. This will mean that a predicted grade based on a student’s past performance and expected achievement will be calculated and presented to the exam board alongside the actual grade from the marked work. The exam boards will then award whichever is the better grade automatically, where students have passed the unit. Students will therefore not suffer from any underperformance in their assessments due to coronavirus and can only improve on their past performance this term.

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**Synchronous**      Asynchronous defines a task that is happening in real-time. An synchronous means that you have to execute in order to move on to the next one.

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**Virtual Learning Environment (VLE)**      The Virtual Learning Environment (VLE) is a system for supporting digital learning. It is used to deliver learning materials, online activities and resources to students.

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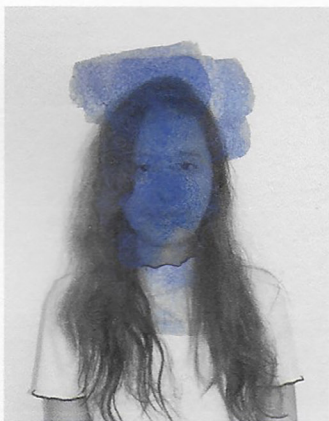
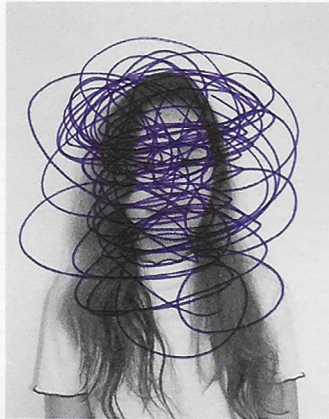
**Zoombombing**      “Zoombombing” (by ‘Zoombombers’) is a reference to the popular video conferencing platform Zoom in which virtual meetings are disrupted by graphic or threatening messages, incidents targeting virtual classrooms and/or the hijacking of video conferences and online classrooms.

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FURTHER  
RESOURCES.



# IMAGE CAPTIONS.

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<b>Image 1</b>	Untitled (2019) Courtesy of Shades of Noir
<b>Image 2</b>	Bird images (2020) Courtesy of Favour Jonathan Description: Whilst thinking about the Inclusive Practice Unit, I created this drawing showing different birds from land and sea, all different colours and shapes coming together in reflection of different people grouping together within the Unit and learning different ways of teaching inclusively.
<b>Image 3</b>	Portrait of Jane Elliot Courtesy of Twitter, available from <a href="https://twitter.com/BlibriJane">https://twitter.com/BlibriJane</a>
<b>Image 4</b>	Model Photograph Courtesy of Montana Williamson
<b>Image 5</b>	‘It all depends on who is telling the story and how you frame it...’ (u.d.) Courtesy of Melodie Holliday
<b>Image 6</b>	Streams of Work (Diagram, 2020) Courtesy of Shades of Noir
<b>Image 7</b>	Portrait of Dr Gurnam Singh Courtesy of the University of Chester, available from <a href="https://www.chester.ac.uk/past-events/launch-2014">https://www.chester.ac.uk/past-events/launch-2014</a>
<b>Image 8</b>	Portrait of Dr Clare Warner Courtesy of Dr Clare Warner
<b>Image 9</b>	Groupgradpic (u.d.) Courtesy of O’Honey Studio
<b>Image 10</b>	Untitled (2019) Courtesy of Shades of Noir
<b>Image 11</b>	Untitled (2019) Courtesy of Shades of Noir

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<b>Image 12</b>	History of the Unit [Diagram] Courtesy of Shades of Noir
<b>Image 13</b>	Portrait of Ellen Sims Courtesy of Ellen Sims
<b>Image 14</b>	Portrait of Hilaire Graham Courtesy of LinkedIn, available from <a href="http://www.linkedin.com/in/hilaire-graham-24bb3822/?originalSubdomain=au">www.linkedin.com/in/hilaire-graham-24bb3822/?originalSubdomain=au</a>
<b>Image 15</b>	Siobhan Clay Courtesy of Siobhan Clay
<b>Image 16</b>	Portrait of Melodie Holliday Courtesy of Shades of Noir
<b>Image 17</b>	Portrait of Mary Evans Courtesy of Mary Evans
<b>Image 18</b>	Portrait of Jhinuk Sarkar Courtesy of Jhinuk Sarkar
<b>Image 19</b>	Portrait of Jaime Peschiera Courtesy of Jaime Peschiera
<b>Image 20</b>	Portrait of Carole Morrison Courtesy of Shades of Noir
<b>Image 21</b>	Portrait of Montana Williamson Courtesy of Shades of Noir
<b>Image 22</b>	Photograph of Aisha Richards and Terry Finnigan Courtesy of Shades of Noir
<b>Image 23</b>	Graduation Group Picture Courtesy of Shades of Noir
<b>Image 24</b>	Iris Ching Man Yau Courtesy of Shades of Noir
<b>Image 25</b>	Artefact from 'Iris's Silk Route' (2019) Courtesy of Shades of Noir
<b>Image 26</b>	Artefact from 'Iris's Silk Route' (2019) Courtesy of Shades of Noir
<b>Image 27</b>	Sharon Bertram Courtesy of Shades of Noir



<b>Image 28</b>	<b>Source:</b> Retention and Attainment of UAL Students by Subject 2017/18 Report Date: February 2019 - University Central Planning Unit
<b>Image 29</b>	Carole Morrison Courtesy of Shades of Noir
<b>Image 30</b>	Untitled (u.d.) Illustration Courtesy of Sukhwinder Kaur Sagoo-Reddy
<b>Image 31</b>	Portrait of Bridgette Chan Courtesy of Bridgette Chan
<b>Image 32</b>	[Diagram] Pedagogy of Social Justice Education Tree Branches Social identity, theory and intersectionality (Aaron Hahn Tapper, 2013)
<b>Image 33</b>	Portrait of Angie Illman Courtesy of Angie Illman
<b>Image 34</b>	Portrait of Professor Vicky Gunn Courtesy of Professor Vicky Gunn
<b>Image 35</b>	Stacey Leigh-Ross Courtesy of Shades of Noir
<b>Image 36</b>	Untitled (2020) Illustration by Shannyce Adamson Description: This image is inspired by the collection of marginalised voices coming together like a mosaic to form the bigger picture shaping social justice through our individual experiences to collectively form a better learning experience for those who come after us. Each of us a unique fragment, each equally important. Just as we all have a unique fingerprint pattern that identifies only us, so are our lived experiences, insights and intersectionalities. Each of our personal experiences is unique and provide a window into the black experience of higher education.
<b>Image 37</b>	Illustrations Courtesy of Shades of Noir
<b>Image 38</b>	Teaching Within (TW) Timeline Courtesy of Shades of Noir
<b>Image 39</b>	Big Invisible Fridge (take care), Performance, 2019. Photograph: Paul Gregory
<b>Image 40</b>	Better Late Than Whenever, Performance, 2018 Photograph: Gustav Broms

<b>Image 41</b>	Not Today (the refusal), Performance To Camera, 2019
<b>Image 42</b>	Portrait of Dr Kwame Baah Courtesy of Dr Kwame Baah
<b>Image 43</b>	Portrait of Samia Malik Courtesy of Shades of Noir
<b>Image 44</b>	Untitled (2020) T-Shirt Illustration, courtesy of anonymous Trigger Warning participant
<b>Image 45</b>	Untitled (2020) 4-square Illustration, courtesy of anonymous Trigger Warning participant
<b>Image 46</b>	Illustration, courtesy of anonymous Trigger Warning participant
<b>Image 47</b>	Illustration, courtesy of anonymous Trigger Warning participant
<b>Image 48</b>	Illustration, courtesy of anonymous Trigger Warning participant
<b>Image 49</b>	Still Frame from ‘Tell Us About It’ Video for Shades of Noir, 2019-2020. With Tabitha Austin and Georgia Clemson. Filmed and Edited By Inês Alves. © Shades of Noir 2017.
<b>Image 50</b>	Untitled (2020) Illustration by Hope Cunningham Description: “You have to be twice as good as them to get half of what they have” plastered over the school photo of a young girl. The quote comes from an episode of the hit American tv series Scandal and is poignant in that this is a message I’m sure many people of colour have heard throughout their lives, especially in the realm of education. At times, it may feel as though the odds are stacked against us, resulting in a warped sense of self that can follow you throughout your life. This is why the practice of inclusive teaching and learning is so vital.
<b>Image 51</b>	Truth Bell (u.d.) Courtesy of Daniel Holliday
<b>Image 52</b>	Identity (2020) Illustration by Naima Sutton Description: This illustration was inspired by a quote included in ‘Darth Punk’ by Ciaran Okikiola Maguire. The quote says ‘identity is an issue you can’t opt out of which really struck me as it draws attention to the privilege of those who want to exclude subjects of race and diversity from conversations around education. The illustration is a comment on both the colonialist need to homogenise culture and the way PoC produce different identities to navigate hostile educational spaces.
<b>Image 53</b>	Portrait of Angela Drisdale-Godron Courtesy of Shades of Noir

<b>Image 54</b>	Portrait of Angela Drisdale-Godron Courtesy of Shades of Noir
<b>Image 55</b>	Portrait of Gregory Messiah Courtesy of Gregory Messiah
<b>Image 56</b>	Portrait of Darren Farrell Courtesy of Darren Farrell
<b>Image 57</b>	Portrait of Darren Farrell Courtesy of Darren Farrell
<b>Image 58</b>	Image of Artefacts (u.d.) Courtesy of Elena Arzani
<b>Image 59</b>	Portrait of Theaster Gates Courtesy of Theaster Gates
<b>Image 60</b>	Terms of Reference (ToR) Publications Courtesy of Shades of Noir
<b>Image 61</b>	Portrait of Mikael Calandra Achode, Annabel Crowley and Rebecca Ubuntu Courtesy of Favour Jonathan
<b>Image 62</b>	T'esifa [2019] Courtesy of Mikael Calandra Achode
<b>Image 63</b>	Untitled (u.d.) Courtesy of Mikael Calandra Achode
<b>Image 64</b>	Portrait of Stephen Reid Courtesy of Shades of Noir
<b>Image 65</b>	Acknowledgement of The Past, Awareness of The Present and Imagine The Future (2020) Courtesy of Shannyce Adamson Description: When thinking of inclusive practice in teaching and education, I believe that it's important to acknowledge the past, the histories no matter how oppressive, offensive or uncomfortable they may be. This, in turn, will naturally enhance our awareness of the present, sharpening our collective sensitivity to broken systems or areas of improvement as we begin to imagine a more inclusive and just future that is beneficially for all. That is what these illustrations encapsulate, the collectiveness, coaction and complexity of it all. Things may not necessarily be black and white but that does not mean we cannot work together for a fairer future.
<b>Image 66</b>	Portrait of Stephen Reid Courtesy of Shades of Noir

<b>Image 67</b>	Portrait of Stephen Reid Courtesy of Shades of Noir
<b>Image 68</b>	Portrait of Sicgmone Kludje Courtesy of Sicgmone Kludje
<b>Image 69</b>	Portrait of Aisha Richards Courtesy of Shades of Noir
<b>Image 70</b>	Portrait of Terry Finnigan Courtesy of Shades of Noir
<b>Image 71</b>	The Weave (2020) Courtesy of Kana Higashino
<b>Image 72</b>	Portrait of Hilary Wan Courtesy of Shades of Noir
<b>Image 73</b>	Academic Development Fund (ADF) Event (2019) Courtesy of Shades of Noir
<b>Image 74</b>	Romero Bryan Catwalk Courtesy of Romero Bryan
<b>Image 75</b>	Portrait of Soofiya Andry Courtesy of the Artist
<b>Image 76</b>	Illustration for gal-dem Courtesy of Soofiya Andry
<b>Image 77</b>	A mural celebrating activist and publisher Jackie Forster on Portobello Road for LDN WMN Courtesy of Soofiya Andry
<b>Image 78</b>	How am I Feeling? Where do I Belong? (2020) Courtesy of Suprina Gurung Description: Am I fine? Is this where I belong? Not a day went by as I questioned these to myself. I blamed my choices – maybe my ideas, made up of my identity and culture, were not good enough, maybe I was not good enough. I let my self-doubt hinder me further, nobody would understand me here I had thought. But once an educator made me realise my worth, I began to question others; I began to question the lack of diversity around me. It was never my fault, it was the lack of understanding on inclusivity in the course and the lack of diverse references I was exposed to. No more would I try to fit in. The piece is inspired by my own experience, where I felt disconnected during my studies.

# KEY TERMS.

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<b>Autoethnography</b>	Autoethnography is typically defined as an approach to research that puts the self at the centre of cultural analysis. Chang (2008) asserts that autoethnography 'transcends mere narration of self to engage in cultural analysis and interpretation [...] mere self-exposure without profound cultural analysis and interpretation leaves this writing at the level of descriptive autobiography or memoir' (pp. 43-51). Chang categorises autoethnography into three forms, those that are descriptive/self-affirmative, analytical/interpretive and confessional/self-critical (p. 39)
<b>Academic</b>	Relating to education and scholarship, an academic is a a teacher or scholar in a university or other institute of higher education.
<b>Academic Activists</b>	Also known as a 'scholactivist' who intentionally embrace the reality of their work which can lead to social change, purposefully engineering research-action efforts of which there is not a single approach (World University Press). A teacher or academic that engages in bridging the gap between the often asymmetric dichotomy of institutional spaces as 'Ivory Towers' versus the agendas of racialised, working-class communities (Huerta, 2018). The activist-academic however occupy a very specific kind of reality, often constrained by structural realities, mirroring the contradictions of educational institutions as simultaneously politically passive and a hotbed of power and politics (Mirza, 2015; Nyachae, 2015).
<b>Academic specialist</b>	someone whose training, education, or experience makes them an expert in a particular subject. Educated people and experts: expert, authority, specialist... [only before noun] relating to learning or knowledge in a particular part of a subject or profession. specialist knowledge/training.
<b>Agency</b>	Agency (sociology) In social science, agency is the capacity of individuals to act independently and to make their own free choices. By contrast, structure is those factors of influence (such as social class, religion, gender, ethnicity, ability, customs, etc.) that determine or limit an agent and their decisions.
<b>Ally</b>	A person of one social identity group who stands up in support of members of another group; typically a member of a dominant group standing beside member(s) of a group being discriminated against or treated unjustly.
<b>Anti blackness</b>	Showing discrimination against Black people
<b>Anti-Racism</b>	The policy or practice of opposing racism and promoting racial equality.
<b>Attainment</b>	A thing achieved, especially a skill or educational achievement.

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<b>BAME</b>	Acronym for: Black And Minority Ethnic
<b>Bias</b>	Inclination or prejudice for or against one person or group, especially in a way considered to be unfair.
<b>Black Feminism</b>	The belief that sexism, class oppression, gender identity and racism are impossible to separate. These concepts relate to each other through intersectionality
<b>Blackfishing</b>	The general point of blackfishing is for a female of European descent to appear of African, Arab, or Hispanic ancestry; “Blackfishing” is a recently-coined term used to describe someone accused of pretending to be black on social media by using makeup, hair products and in some cases, surgery to drastically change their appearance.
<b>BME</b>	Acronym for: Black Minority Ethnic
<b>Body politics</b>	The term refers to the practices and policies through which powers of society regulate the human body, as well as the struggle over the degree of individual and social control of the body. The powers at play in body politics include institutional power expressed in government and laws, disciplinary power exacted in economic production, discretionary power exercised in consumption, and personal power negotiated in intimate relations
<b>Change maker</b>	A term coined by the social entrepreneurship organization, Ashoka, meaning one who desires change in the world and, by gathering knowledge and resources, makes that change happen.
<b>Code-switching</b>	The practice of alternating between two or more languages or varieties of language in conversation.
<b>Community</b>	Groups of people who live in the same area, or that have particular characteristics and attributes in common.
<b>Conscious bias</b>	Conscious bias is to be aware, intentional and responsive. Significant improvements have been made in identifying and addressing conscious bias in the workplace with laws and policies now in place to prevent explicit prejudices based on race, age, gender, gender identity, physical abilities, religion, sexual orientation and many other characteristics.
<b>Critical Pedagogy</b>	is a teaching approach inspired by critical theory and other radical philosophies, which attempts to help students question and challenge posited "domination," and to undermine the beliefs and practices that are alleged to dominate. Critical pedagogy is a philosophy of education and social movement that has developed and applied concepts from critical theory and related traditions to the field of education and the study of culture.



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**Critical teaching** Teaching critically means that teachers and students are actively involved in constructing, questioning, and deepening the curriculum, probing its relevance and connection to the daily lives of students and their families. For both teacher and student, it means thinking critically and learning to learn.

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**Critical Race Theory** A theoretical framework in the social sciences focused upon the application of critical theory, a critical examination of society and culture, to the intersection of race, law, and power. CRT proposes that white supremacy and racial power are maintained over time, and that the law may play a role in this process and investigated the possibility of transforming the relationship between law and racial power.

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**Cultural Competence** the ability for healthcare professionals to demonstrate cultural competence toward patients with diverse values, beliefs, and feelings. ; Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures. Cultural competence encompasses. being aware of one's own world view. developing positive attitudes towards cultural differences. gaining knowledge of different cultural practices and world views

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**Critical Consciousness** Critical consciousness, conscientization, or conscientização in Portuguese, is a popular education and social concept developed by Brazilian pedagogue and educational theorist Paulo Freire, grounded in post-Marxist critical theory Paulo Freire defines critical consciousness as the ability to "intervene in reality in order to change it." Critical consciousness proceeds through the identification of "generative themes", which Freire identifies as "iconic representations that have a powerful emotional impact in the daily lives of learners."

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**Cultural Capital** In the field of sociology, cultural capital comprises the social assets of a person that promote social mobility in a stratified society. Hence, cultural capital is the accumulation of knowledge, behaviors, and skills that one can tap into to demonstrate one's cultural competence, and thus one's social status or standing in society.

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**Decolonising** Decolonization or Decolonisation is the undoing of colonialism, the latter being the process whereby a nation establishes and maintains its domination over overseas territories. The clarion call however for the decolonisation of the curriculum is a diverse one, not always based on similar concepts and ideologies when used by different individuals or groups. In some versions, the decolonisation of the curriculum is based on a broad understanding of curriculum which makes it necessarily bound up with a proposed decolonisation of the university – in other words, a fundamental change in the nature and identity of such institutions and a dismantling of the apparatus that is perceived to support and continue a colonial legacy, while in other versions 'curriculum' appears to be understood mainly as what is taught, requiring an Africanisation or indigenisation of the syllabus to become more relevant to a changing student population

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**Demographic** Factors and statistical data of a population.

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**Democratic** relating to or supporting democracy or its principles.

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<b>Discrimination</b>	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex
<b>Dyslexia</b>	The British Dyslexia Association definition describes dyslexia as "a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling" and is characterized by 'difficulties in phonological awareness, verbal memory and verbal processing speed'
<b>EDI policy</b>	Acronym for Equity, Diversity and Inclusion; The Equality Act 2010 legally protects staff and students from discrimination which lays out our strategic objectives on EDI and how institutions intend to implement the Policy relating to our Public Sector Duties, and guidelines
<b>Equal Opportunities</b>	An individual's right to be treated fairly without discrimination, no matter what their sex, race or age is.
<b>Equality</b>	A state in which all individuals or social groups are treated fairly, equally and no less favourably; be it by virtue of their race, gender, disability, religion or belief, sexual orientation or age. Equality stands for inclusion and is against discrimination.
<b>Ethnicity</b>	the fact or state of belonging to a social group that has a common national or cultural tradition or defining a group of people who identify with each other on the basis of shared historical, social, cultural experiences, ancestry which distinguish them from other groups.
<b>Gaslight / Gaslighting</b>	Gaslighting, or to gaslight, is a form of systematic psychological manipulation in which a person seeks to sow seeds of doubt in a targeted individual or in members of a targeted group, making them question their own memory, perception, and sanity. Gaslighting involves attempts to destabilise and delegitimize the victim's primary belief system.
<b>Human</b>	relating to or characteristic of humankind.
<b>Humanity</b>	defining human beings collectively.
<b>Inclusive</b>	Not excluding any section of society or any party involved in something.
<b>Inclusive education</b>	Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.
<b>Inclusive practice</b>	Inclusive practice is an approach to teaching that recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment.

<b>Inclusive teaching</b>	Inclusive teaching therefore refers to the creation of a learning environment which provides all students, regardless of their background, with the opportunity to fulfill their own learning potential and support other students who may wish to learn from them.
<b>Inequality</b>	Difference in size, degree, circumstances, etc.; lack of equality.
<b>Institutional racism</b>	Racial discrimination that has become established as normal behaviour within an institution or organization. Institutional racism leads to inequality
<b>Interfaith</b>	Interfaith dialogue refers to cooperative, constructive, and positive interaction between people of different religious traditions (i.e., "faiths") and/or spiritual or humanistic beliefs, at both the individual and institutional levels.
<b>Internalised Racism</b>	Internalised racism is loosely defined as the internalisation by people of racist attitudes towards members of their own ethnic group, including themselves.
<b>Liberation</b>	the action of setting someone free from imprisonment, slavery, or oppression; release.
<b>Lived experience</b>	Denoting personal knowledge about the world gained through direct, first-hand involvement in everyday, in qualitative phenomenological research, lived experience refers to a representation of the experiences and choices of a given person, and the knowledge that they gain from these experiences and choices
<b>Marginalise</b>	To relegate to the fringes, out of the mainstream; make seem unimportant: to place in a position of marginal importance, influence, or power
<b>Microaggressions</b>	A subtle but offensive comment or action directed at a minority or other nondominant group that is often unintentional or unconsciously reinforces a stereotype
<b>Misappropriation</b>	the action of misappropriating something or to appropriate wrongly, more formally it is also termed as 'cultural appropriation' when a different culture adopts cultural traditions of another culture.
<b>Midwife</b>	A person trained to assist in childbirth.
<b>Minority</b>	a small group of people within a community or country, differing from the main population in race, religion, language, or political persuasion or the smaller number or part, especially a number or part representing less than half of the whole.
<b>Mobility</b>	the ability to move or be moved freely and easily, for example between different levels in society or employment.
<b>Mutual respect</b>	Mutual respect is understanding that we all don't share the same beliefs and values. Mutual respect is defined as a proper regard for the dignity of a person or position.

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<b>Neurodiverse</b>	displaying or characterized by autistic or other neurologically atypical patterns of thought or behaviour; not neurotypical. Neurodiversity refers to variations in the human brain regarding sociability, learning, attention, mood, and other mental functions. Neurodiversity is a portmanteau of 'neurological' and 'diversity' that was popularized in the late 1990s by Australian sociologist Judy Singer and American journalist Harvey Blume. The term emerged as a challenge to prevailing views that certain neurodevelopmental disorders are inherently pathological and instead adopts the social model of disability, in which societal barriers are the main contributing factor that disables people. The subsequent neurodiversity paradigm has been controversial among autism advocates, with opponents saying that its conceptualization of the autism spectrum doesn't reflect the realities of individuals who have high support needs
<b>Nuance</b>	a subtle difference in or shade of meaning, expression, or sound.
<b>Pain</b>	cause mental or physical pain to, characterised as a highly unpleasant physical sensation caused by illness or injury or some other stimuli
<b>Pedagogy</b>	The method and practice of teaching, especially as an academic subject or theoretical concept.
<b>Police (ones-self)</b>	Also referred to as Self-policing, it defines the act or action of supervising the activities or policies of one's own group in order to prevent or detect and address violations of rules and regulations without outside enforcement
<b>Post Colonial</b>	A theory or academic discipline exploring concepts and themes relating to the cultural legacy of colonialism. Critics of this discipline often consider the prefix 'post' to be inaccurate as it suggests 'a moving beyond' the colonial moment and its impact.
<b>Postcolonialism</b>	A theoretical approach in various disciplines that is concerned with the lasting impact of colonization in former colonies.
<b>Prejudice</b>	Hatred towards someone based on their identity. Example: An oppressed person of colour can be prejudiced against privileged races but cannot be racist.
<b>Privilege</b>	A special right, advantage, or immunity granted or available only to a particular person or group.
<b>Pro-Black</b>	A lifestyle that encourages the economic growth and development of the black people as a whole with a purpose of increasing the wealth and population of black people around the world.
<b>Protected characteristic</b>	The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are now called 'protected characteristics'

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<b>Race</b>	Refers to groups of people who have differences and similarities in biological traits deemed by society to be socially significant, meaning that people treat other people differently because of them
<b>Racism</b>	Acts of prejudice, bigotry, and/or discrimination of individuals of one race against members of other races. These acts do not count as racism if they are coming from members of a marginalised race, i.e. black people, as they do not have the social, political or economic power to make their actions oppressive and effective. Racism also refers to institutional, systemic, linguistic and economic structures that perpetuate the idea of racial superiority and inferiority, allowing for a wide range of effects, e.g. skin-bleaching, overrepresentation of PoC in prisons, underrepresentation of PoC in media, the poverty of Africa and its Diaspora community.
<b>Reflection</b>	describes (psychology) the process of serious thought or consideration of ones own belief or ideas.
<b>Reflexivity</b>	(= reasons for acting) In epistemology, and more specifically, the sociology of knowledge, reflexivity refers to circular relationships between cause and effect, especially as embedded in human belief structures.
<b>Reverse racism</b>	defined prejudice, discrimination, or antagonism on the basis of race directed against a member of a dominant or privileged racial group.
<b>Safe Space</b>	a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.
<b>Scaffolding teaching</b>	Instructional scaffolding is the support given to a student by an instructor throughout the learning process, In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.
<b>Self Reflection</b>	Human self-reflection is the capacity of humans to exercise introspection and the willingness to learn more about their fundamental nature, purpose and essence. The earliest historical records demonstrate the great interest which humanity has had in itself.
<b>Social Justice</b>	justice in terms of the distribution of wealth, opportunities, and privileges within a society.
<b>Social justice advocate</b>	Social justice advocacy is informed by experiences of poverty and exclusion by: Providing individual/personal advocacy supports aimed at realising right and entitlements. Its purpose is to influence public policy outcomes, with and/ on behalf of a vulnerable group or community or indeed the wider public good.

<b>Social Justice pedagogy</b>	The notion of social justice pedagogy has become pertinent in education, especially in urban communities that have a history of being oppressed through schooling. To practice social justice teaching and learning practices is to truly see students for who they are and where they come from, where the teacher's role is to equip students with the knowledge, behavior, and skills needed to transform society into a place where social justice can exist.
<b>Stereotypes</b>	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
<b>Stigma</b>	Stigma is discrimination, based upon societies fear and ignorance about an illness or a problem. It causes peoples to be marginalized and mistreated, and therefore leads to social isolation, health inequalities and many forms of discrimination. It is derived from the term used to describe the marks burnt onto Roman slaves.
<b>Structural Racism</b>	In comparison to institutional racism, structural racism speaks of a broader spaces made by group of people, from dozens, hundreds, or thousands that all have the same biases and personal prejudices joining together to make up one organisation and acting accordingly.
<b>Systemic Racism</b>	Systemic racism accounts for individual, institutional, and structural forms of racism.
<b>Trauma</b>	Defining a deeply distressing or disturbing experience.
<b>Trauma Porn</b>	A form of hyper-consumption in the media of black/brown death and pain; trauma porn is or at least it can be defined as 'any type of media – be it written, photographed or filmed – which exploits traumatic moments of adversity to generate buzz, notoriety or social media attention' which is particularly rampant when it is Black bodies and/ or people of color who are the ones being displayed as victims.
<b>Unconscious bias</b>	Unconscious bias (or implicit bias) is often defined as prejudice or unsupported judgments in favor of or against one thing, person, or group as compared to another, in a way that is usually considered unfair. ... As a result of unconscious biases, certain people benefit and other people are penalized.
<b>Wilful ignorance</b>	More informally, is the practice of the practice or act of intentional and blatant avoidance, disregard or disagreement with facts, empirical evidence and well-founded arguments because they oppose or contradict your own existing personal beliefs.
<b>White Fragility</b>	The term “white fragility,” was coined by Dr. Robin DiAngelo, a multicultural education professor at Westfield State University, who described the term as, “-a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves.



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**White liberalism** White liberalism describes a growing radicalisation in the political ideology of White Conservatives within American politics. Often associated with the performance of far-right behaviours which pertain to racist or prejudicial thinking, abstract attitudes and concerning the restoration of bias policies, over the past decade they have emerged as a racially homogeneous political type in the country - overwhelmingly white, rich, and educated - who seek to 'seek to correct (reinstate) the historic marginalization of groups based on their race, gender, sexuality, wealth, and other forms of privilege.

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**White liberalism** White liberalism - a racial hegemonic formation - draws a stark line between White people on the left and right side of the political spectrum (Vyvija, 2019), where non-white peoples figure as objects for white concern and as templates on which white "tolerance" is acted out, but are never granted the same social privileges as whites (Davis, 2007) - More information available via (1) Vyvija citation: [scholar.colorado.edu/cgi/viewcontent.cgi?article=3058&context=honr\\_theses](http://scholar.colorado.edu/cgi/viewcontent.cgi?article=3058&context=honr_theses) / Davis citation - [openjournals.library.sydney.edu.au/index.php/JASAL/article/download/9710/9598](http://openjournals.library.sydney.edu.au/index.php/JASAL/article/download/9710/9598)

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**White Privilege** White privilege (or white skin privilege) is a term for societal privileges that benefit people identified as white in some countries, beyond what is commonly experienced by non-white people under the same social, political, or economic circumstances.

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**White Supremacy** White supremacy is an ideology centered upon the promotion of the belief, that white people are superior. It is argued by critical race theorist that all white people have a level of white supremacy values because of the media, education and politics have embedded whiteness as superior in society

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**Whiteness** Seated in the history of the ideology of 'race,' 'whiteness' as the foundation of racial categories and racism and defined as a set of characteristics and experiences that are attached to the white race and white skin. In the U.S. and European contexts, whiteness marks ones as normal and the default. While people in other racial categories are perceived as and treated as 'other'. Whiteness comes with a wide variety of privileges.

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**Whiteness studies** An interdisciplinary arena of inquiry that has developed beginning in the United States, particularly since the late 20th century, and is focused on what proponents describe as the cultural, historical and sociological aspects of people identified as white, and the social construction of "whiteness" as an ideology tied to social status.

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# KEY ORGANISATIONS.

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## **Advance HE**

[www.advance-he.ac.uk/](http://www.advance-he.ac.uk/)

The HEA believes excellence is achieved by people. Removing the barriers, so all can succeed; driving positive change, to make higher education better for all. Their charitable objective is to support strategic change and continuous improvement through the development of individuals and organisations of higher education.

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## **Athena SWAN Charter**

[www.ecu.ac.uk/equality-charters/athena-swan/](http://www.ecu.ac.uk/equality-charters/athena-swan/)

Recognising advancement of gender equality: representation, progression and success for all. Advance HE's Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research.

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## **Black British Academics (BBA)**

[blackbritishacademics.co.uk/](http://blackbritishacademics.co.uk/)

Black British Academics is a global network of scholars established in 2013, committed to enhancing racial equity in higher education and the wider society. Their work is project-oriented, consultancy-based, transformational and developed around a social justice agenda.

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## **Black British Studies**

[www.jiscmail.ac.uk/cgi-bin/webadmin?AO=BRITISHBLACKSTUDIES](http://www.jiscmail.ac.uk/cgi-bin/webadmin?AO=BRITISHBLACKSTUDIES)  
[britishblackstudies@jiscmail.ac.uk](mailto:britishblackstudies@jiscmail.ac.uk)

Email discussion lists for the UK Education and Research communities. It aims to create an interactive community of British Black Studies. The list aims to be a forum for discussion of Black Studies in Britain. The list is for information relating to British Black Studies. A forum for postgraduate and career opportunities in Black Studies. JiscMail provide email discussion lists which enable academics, support staff and researchers to collaborate.

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## **Black Female Professors Forum (BFPPF)**

[blackfemaleprofessorsforum.org/](http://blackfemaleprofessorsforum.org/)

The goal of the Black Female Professors Forum (BFPPF) is to generate positive narratives to underpin successful pathways and trajectories for Black women in education. We hope to empower and engage Black women at every level in academia through collaboration, communication and consultation with like-minded partners and regulatory authorities. We will do this by tackling the virus of institutional racism in higher education. We seek to challenge and change any stigma surrounding Black academics and students.



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**Black Sister Network**

[blackbritishacademics.co.uk/networks-2/black-sister-network/](http://blackbritishacademics.co.uk/networks-2/black-sister-network/)

The Black Sisters Network is a global network of scholars established in 2013, committed to enhancing racial equity in higher education and the wider society. Our work is project-oriented, consultancy-based, transformational and developed around a social justice agenda.

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**HEA Academy**

<https://www.advance-he.ac.uk/>

The Higher Education Academy (HEA) is a British professional membership scheme promoting excellence in higher education. The HEA advocates evidence-based teaching methods and awards fellowships as a method of professional recognition for university teachers.

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**JISCMail**

[www.jiscmail.ac.uk/](http://www.jiscmail.ac.uk/)

JiscMail is the national academic mailing list service, provided by Jisc. Their aim is to support the advancement of world-class education and research by facilitating free-flowing open discussions, knowledge exchange and collaboration. JiscMail helps people working in education and research sectors to discuss, debate, collaborate and communicate with peers, experts and partners using mailing lists. Their mailing lists are themed around taught subjects, research areas, special interest groups and collaborative project activities.

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**Race Equality Charter (ECU)**

[www.ecu.ac.uk/equality-charters/race-equality-charter/](http://www.ecu.ac.uk/equality-charters/race-equality-charter/)

Improving the representation, progression and success of minority ethnic staff and students within higher education.

ECU's Race Equality Charter (REC) provides a framework through which institutions work to identify and self-reflect on institutional and cultural barriers standing in the way of minority ethnic staff and students. Member institutions develop initiatives and solutions for action, and can apply for a Bronze or Silver REC award, depending on their level of progress.

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**Research Excellence Framework (REF)**

[www.ref.ac.uk/](http://www.ref.ac.uk/)

The Research Excellence Framework is the successor to the Research Assessment Exercise. Its stated aims are to provide accountability for public investment in research, establish 'reputational yardsticks', and thereby to achieve an efficient allocation of resources. It is an impact evaluation which assesses the quality research of British higher education institutions. It was first used in 2014 to assess the period 2008–2013. REF is undertaken by the four UK higher education funding bodies: Research England, the Scottish Funding Council (SFC), the Higher Education Funding Council for Wales (HEFCW), and the Department for the Economy, Northern Ireland (DfE)

# DIGITAL RESOURCES.

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**Websites:****Description**

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**Safe Space Crits**  
- [shadesofnoir.org.uk/  
safe-space-crits/](http://shadesofnoir.org.uk/safe-space-crits/)

Safe space crits use critical analysis and the careful consideration of issues of oppression to provide both deep knowledge and a direction for the application of that knowledge in students artistic practice. Safe space crits are an additional resource offered to students from marginalised backgrounds. Hades of Noir Safe Space Crits, a small group setting in which you can present work exploring a range of issues. The sessions are facilitated and run by experienced creative teaching practitioners who have lived experience, historical understanding of marginalisation and a commitment to social justice pedagogy. Safe space crits use critical analysis and the careful consideration of issues of oppression to provide both deep knowledge and a direction for the application of that knowledge in students artistic practice. Safe space crits are an additional resource offered to students from marginalised backgrounds. Spaces are limited to a maximum of 12 students and booking through the form provided is essential. Please note that if sessions are fully booked please put your name on the waiting list. You will be contacted as soon as space is available.

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**Arts Student Union**  
[www.arts-su.com/  
your-union/advice](http://www.arts-su.com/your-union/advice)

The Arts Student Union 'Advice Service' offers independent, confidential advice on a range of issues, including bullying, harassment and sexual violence. Students' Union Advisers can assist you to resolve concerns through the formal complaints routes, or through informal means. Advisers can accompany you to meetings and can advise you on how university procedures work.

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### **Tell Someone: Report and Support**

Form Link: [www.arts.ac.uk/students/student-diversity/tell-someone-report-and-support/tell-someone](http://www.arts.ac.uk/students/student-diversity/tell-someone-report-and-support/tell-someone)

UAL is committed to promoting a safe and inclusive environment for all students. We take all reports of bullying, harassment and sexual violence seriously. The Tell Someone form enables you to record a concern and be put in touch with a member of staff to discuss next steps. We can let you know about the support available, discuss formal and informal ways of resolving an issue, and signpost you to further information. We will listen to you, and be guided by you in terms of considering next steps. You also have the option of making an anonymous report. Take a look at the information below for further guidance. Access the form here: What is ‘Tell Someone’?

‘Tell Someone’ offers a point of contact for students to report incidents and access support in relation to bullying, harassment or sexual violence. When you contact us through Tell Someone you are not committing to any specific course of action. The online form and email address is monitored by a small group of staff who have been trained in responding to and supporting students who have experienced bullying, harassment or sexual violence.

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### **Student Welfare (Services)**

- [www.arts.ac.uk/students/student-services/student-advice-service/out-of-hours-support/uwl-student-welfare](http://www.arts.ac.uk/students/student-services/student-advice-service/out-of-hours-support/uwl-student-welfare)

UAL offer support to students for personal, emotional and health concerns. They can also help with spiritual, religious and faith related matters. Call or visit the UAL Student Centre or one of our help desks. This includes: Student Services, Counselling and Health Advice Team and the UAL Student Centre

# FURTHER RESOURCES.

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## Organisations

Description.

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### **Afrogroov**

[www.musicinafrica.net/  
directory/afrogroov](http://www.musicinafrica.net/directory/afrogroov)

Afrogroov is a production and curation music network based in Rwanda. The organisation was founded by Rwandan Dj Eric Kirenga and connects creative people, ideas and concepts to sparks new conversations about Afro culture in the 21st century by hosting various music events.

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### **African Writers Abroad**

[www.  
africanwritersabroad.org/](http://www.africanwritersabroad.org/)

PLATFORM and African Writers Abroad proudly present 19 poets and 29 poems in a new volume crackling with acute observation and arresting calls to justice. Platform combines art, activism, education and research in one organisation to create unique projects driven by the need for social and ecological justice.

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### **The Bernie Grant Arts Centre**

[Berniegrantcentre.co.uk](http://Berniegrantcentre.co.uk)

The Bernie Grant Arts Centre is a unique venue in Tottenham, north London, inspired by the vision of the late Bernie Grant MP. Bernie Grant firmly believed that the arts have the power to transform lives, combat inequality, and help us build a fairer and more equal society. Their founding mission is to reduce the bias in the arts world that has contributed to significant under-representation of black and minority ethnic heritage, those growing up in disadvantaged circumstances, and those without the connections to encourage, support and build career success.

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### **Black British Women Writers**

[www.vub.be/  
TALK/BBWW/](http://www.vub.be/TALK/BBWW/)

The Black British Women Writers website seeks to stimulate the discussion of the literary art of women writers of African and African-Caribbean descent living in Britain. It introduces these authors, the criticism their work has generated – already over 400 bibliographical references at the moment of the website's launch – and some of the scholars who have produced this criticism; it also provides information about relevant past and future activities, in particular academic events centred on the promotion and exploration of Black British Women's Writing as a field.

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### **Black Cultural Archives (BCA)**

[blackculturalarchives.org/](http://blackculturalarchives.org/)

Black Cultural Archives is the only national heritage centre dedicated to collecting, preserving and celebrating the histories of African and Caribbean people in Britain.

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**Black Art & Modernism (BAM)**

[www.  
blackartistsmodernism.  
co.uk](http://www.blackartistsmodernism.co.uk)

Black Artists & Modernism (BAM for short) is a three-year research project funded by the Arts and Humanities Research Council (AHRC) as a collaboration between University of the Arts London and Middlesex University.

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**Black Blossom**

[www.  
blackblossomsexhibition.  
tumblr.com](http://www.blackblossomsexhibition.tumblr.com)  
[www.facebook.com/  
BlackBlossoms%20/](http://www.facebook.com/BlackBlossoms%20/)

Founded in 2015 by Bee Tajudeen, Black Blossoms is an organisation which aims to amplify the voices of Black women in the creative industries.

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**Brick Lane Circle**

[www.bricklanecircle.org/](http://www.bricklanecircle.org/)

Brick Lane Circle are a voluntary organisation (company limited by guarantee, founded in 2006) set up to help: transform the intellectual landscape of the Bangladeshis in the UK and take the community to a new level of confidence and critical engagement with everything relevant for the community's progress and development; discover and promote the shared common roots of Britain's diverse population through research, knowledge sharing and learning about each other's history, country of origin and experiences in the UK.

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**Chocolate Films**

[www.  
chocolatevideoproduction.  
co.uk/](http://www.chocolatevideoproduction.co.uk/)

Chocolate Films is a leading video production agency for directly commissioned content. Trusted by clients across the arts, heritage, corporate, medical, education, charity and public sectors since 2001

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**COLORLINES**

[www.colorlines.com/](http://www.colorlines.com/)

COLORLINES is a daily news site where race matters, featuring award-winning in-depth reporting, news analysis, opinion and curation. COLORLINES is published by Race Forward, a national organization that advances racial justice through research, media and practice.

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**Demand the Impossible!**

[www.  
demandtheimpossible.  
org.uk/](http://www.demandtheimpossible.org.uk/)

Demand the Impossible is an evening course for young people about political ideas and activism, starting October 2016. Demand the Impossible aims to help young people develop a critical understanding of power in society and gain the confidence and skills to get politically active.

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**George Padmore Institute**

[www.georgepadmore  
institute.org/](http://www.georgepadmoreinstitute.org/)

The George Padmore Institute is an archive, educational resource and research centre housing materials relating to the black community of Caribbean, African and Asian descent in Britain and continental Europe. Founded in 1991, they are based in North London where we often hold educational and cultural activities including talks and readings. They also publish relevant materials and are making our archives accessible to the general public.

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**Hi8us South**  
[www.hi8us.co.uk/](http://www.hi8us.co.uk/)

Hi8us South is a leader in developing innovative media and arts productions with and for young people. Since 2011 Hi8us has been operating as two separate and independent companies: Hi8us Midlands and Hi8us South, which has allowed us to focus our resources more effectively on the communities we aim to serve.

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**International Curators Forum**  
[www.internationalcuratorsforum.org/](http://www.internationalcuratorsforum.org/)

International Curators Forum (ICF) was founded in 2007 to publicly promote the work of cultural practitioners, and to encourage and develop artistic and curatorial practice and discourse about contemporary visual art across all forms. The practices that ICF promotes span painting, sculpture, photography, film, live performance art and curation. ICF does this through commissioning new works, programming and presenting these and other artworks in exhibitions, projects and events.

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**Institute of International Visual Art (INIVA)**  
[iniva.org/](http://iniva.org/)

Iniva (Institute of International Visual Arts) is an evolving, radical visual arts organisation dedicated to developing an artistic programme that reflects on the social and political impact of globalisation. With the Stuart Hall Library acting as a critical and creative hub for their work, they collaborate with artists, curators, researchers and cultural producers to challenge conventional notions of diversity and difference and engage a wide audience, particularly young people, in discourse and debate on issues surrounding the politics of race, class and gender.

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**Liquorice Fish**  
[www.liquoricefish.co.uk/](http://www.liquoricefish.co.uk/)

A unique seasoned family blend of graphic art, design, publishing, editing, poetry, creative writing, workshop facilitation and copy-writing originating in 2002.

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**New Beacon Books**  
[www.newbeaconbooks.com/](http://www.newbeaconbooks.com/)

New Beacon Books was founded in 1966 by John La Rose and his partner Sarah White and was the UK's first black publisher, specialist bookshop and international book distributor. For over 50 years New Beacon Books has made available to Britain and its communities poetry, literature, non-fiction, history and children's books from Africa, Caribbean, Asia, African American, Europe, South America and Britain.

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**NuWave Pictures**  
[www.nuwavepictures.co.uk/](http://www.nuwavepictures.co.uk/)

Nuwave pictures is a production company that offers viewers an innovative and exciting cinematic experience through short films, feature films, documentaries and television programs.

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**Parcoe**  
[parcoe.com](http://parcoe.com)

Pan-Afrikan Reparations Coalition in Europe - a grassroots alliance of organisations, groups & campaigns working to amplify voices of Afrikan communities.

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**Rainbow Project**  
[www.rainbow-project.org/](http://www.rainbow-project.org/)

The Rainbow Project is a health organisation that works to improve the physical, mental & emotional health and well-being of lesbian, gay, bisexual and/or transgender people in Northern Ireland.

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**SHAKE!**

[www.voicesthatsbake.org/](http://www.voicesthatsbake.org/)

SHAKE! participants engage in dynamic workshops and skill-shares (creative writing & performance, film making, music production, zines, art and activism) & follow-up mentoring to pursue creative campaigning & events production.

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**Stephen Lawrence  
Charitable Trust**

[www.stephenlawrence.org.uk/](http://www.stephenlawrence.org.uk/)

The Trust is a national educational charity committed to the social inclusion; community cohesion and the alleviation of poverty. The Trust works with young people from disadvantaged backgrounds aged 13 to 30 to inspire and enable them to succeed in the career of their choice, and also influence others to create a fairer society in which everyone, regardless of their background, can flourish.

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**Southall Black  
Sisters**

[southallblacksisters.org.uk/](http://southallblacksisters.org.uk/)

Southall Black Sisters are a group of black and minority women with years of experience of struggling for women's human rights in the UK. Although based locally, our work has a national reach. Southall Black Sisters, a not-for-profit, secular and inclusive organisation, was established in 1979 to meet the needs of Black (Asian and African-Caribbean) women. Our aims are to highlight and challenge all forms gender-related violence against women, empower them to gain more control over their lives; live without fear of violence and assert their human rights to justice, equality and freedom.

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**Transnational  
Art, Identity and  
Nation (TrAIN)**

[www.arts.ac.uk/research/research-centres/train](http://www.arts.ac.uk/research/research-centres/train)

The Research Centre for Transnational Art, Identity and Nation is a forum for historical, theoretical and practice-based research in architecture, art, communication, craft and design. The centre involves internationally recognised scholars and practitioners at 3 Colleges of the University of the Arts London: Camberwell College of Arts, Chelsea College of Arts and Central Saint Martins. It also includes a community of postgraduate students, pursuing historical, theoretical and practice-based research degrees at both MA and PhD level. Members of the Centre contribute to TrAIN's activities by completing group and individual research projects and through the supervision of relevant postgraduate study. Issues and debates arising from research activities are disseminated by TrAIN conferences, exhibitions and publications.

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**The Voice**

[www.voice-online.co.uk/](http://www.voice-online.co.uk/)

Britain's Favourite Black Newspaper. The Voice was founded in 1982 by Val McCalla and is the only British national Afro-Caribbean weekly newspaper operating in the United Kingdom. The paper is based in London and is published every Thursday.

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**UpRise**

[uprise.org.uk/](http://uprise.org.uk/)

UpRise is a pro-equality / anti-discrimination movement bringing the community together using the arts and good old fashioned conversation.

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**Verse In Dialog**  
[verseindialog.com/](http://verseindialog.com/)

Verse In Dialog is cultural production house of creative ventures and initiatives with a social conscience, championing “arts that serve”. ViD is an ideas and project development CIC that holistically supports artists in a their practice, as well as delivering quality arts and awareness-raising projects.

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**Podcasts**

Description.

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**The Nod**  
[gimletmedia.com/shows/the-nod](http://gimletmedia.com/shows/the-nod)

Brittany Luse and Eric Eddings gleefully explore all the beautiful, complicated dimensions of Black life.

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**Still Processing**  
[www.nytimes.com/column/still-processing-podcast](http://www.nytimes.com/column/still-processing-podcast)

Still Processing is a New York Times culture podcast hosted by Jenna Wortham, who works for the New York Times Magazine, and Wesley Morris, the paper’s critic at large.

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**About Race**  
[www.aboutracepodcast.com](http://www.aboutracepodcast.com)

From the author behind the bestselling [\*Why I’m No Longer Talking to White People About Race\*](#) comes a podcast that takes the conversation a step further. Featuring key voices from the last few decades of anti-racist activism, About Race with Reni Eddo-Lodge looks at the recent history that lead to the politics of today.

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**Food 4 Thot**  
[Food4thotpodcast.com](http://Food4thotpodcast.com)

A NEW podcast discussing SEX, relationships, race, IDENTITY, what we like to read, & WHO we like to read.

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**Nancy**  
[wnycstudios.org/podcasts/nancy](http://wnycstudios.org/podcasts/nancy)

NANCY with Tobin Low and Kathy Tu  
Stories and conversations about the queer experience today. Prepare to laugh and cry and laugh again.

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**The Cooler**  
[npr.org/podcasts/448115865/the-cooler?t=1567589736118](http://npr.org/podcasts/448115865/the-cooler?t=1567589736118)

A weekly podcast from KQED Pop that tackles popular culture in a smart, fun and personal way.

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**Another Round**  
[podcasts.apple.com/us/podcast/another-round/id977676980](http://podcasts.apple.com/us/podcast/another-round/id977676980)

Heben Nigatu and Tracy Clayton cover everything from race, gender and pop culture to squirrels, mangoes, and bad jokes, all in one boozy show.

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**Soo Many  
White Guys**

[wnycstudios.org/  
podcasts/whiteguys](http://wnycstudios.org/podcasts/whiteguys)

Intimate, funny conversations with all kinds of artists who (mostly) aren't white dudes. Hosted by Phoebe Robinson.

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**Well Blactually**

[player.fm/series/  
well-blactually](http://player.fm/series/well-blactually)

A monthly podcast from two Black British girls trying to make it in a white man's world. Listen to Gena and Natalie speak -blactually- about music, pop culture, dating, and everything in between.

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**The Reith Lectures,  
Kwame Anthony  
Appiah  
Mistaken Identities,  
Creed.  
BBC Radio 4**

[www.bbc.co.uk/  
programmes/b07z43ds](http://www.bbc.co.uk/programmes/b07z43ds)

Philosopher and cultural theorist Kwame Anthony Appiah argues that we overestimate the importance of scripture and underestimate practice when thinking about religion.

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**Disabled Visibility  
Project**

[disabilityvisibilityproject.  
com/podcast-2/](http://disabilityvisibilityproject.com/podcast-2/)

Posts about Podcast written by Alice Wong.  
Disabled Teachers, ep 64  
[disabilityvisibilityproject.com/2019/11/18/ep-64-disabled-teachers/](http://disabilityvisibilityproject.com/2019/11/18/ep-64-disabled-teachers/)  
Black Mental Health, ep 65  
[disabilityvisibilityproject.com/2019/12/01/ep-65-black-mental-health/](http://disabilityvisibilityproject.com/2019/12/01/ep-65-black-mental-health/)

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**Video**

Description.

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**JP Saxe**

[www.youtube.com/  
watch?v=0Y4cOqvLSKA](http://www.youtube.com/watch?v=0Y4cOqvLSKA)

If The World Was Ending (ASL Video) ft. Julia Michaels  
Directed by Anonymous. (Accessed: Jan 2020).

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**Long Lost Lover**

[www.youtube.be/  
gmgbLvm-neQ](http://www.youtube.be/gmgbLvm-neQ)

BSL with closed captions. Silent, with captions that can be turned on in YouTube player.

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**Long Lost Lover**

[vimeo.com/246089479](http://vimeo.com/246089479)

BSL with audio-description, voice-over and closed captions.  
Audio described by Sandra Alland, with reading of poem by K. Yvonne Strain. Captions can be turned on in Vimeo player.

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**Sun Kim and  
Christine (2015)**

[www.ted.com/talks/  
christine\\_sun\\_kim\\_the  
enchanting\\_music\\_of  
sign\\_language?language  
=en#t-190124](http://www.ted.com/talks/christine_sun_kim_the_enchanting_music_of_sign_language?language=en#t-190124)

The enchanting music of sign language (Christine Sun Kim | TED Fellows Retreat 2015).

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**Why is my  
Curriculum White?**

[www.youtube.com/  
watch?v=Dscx4h2l-Pk](http://www.youtube.com/watch?v=Dscx4h2l-Pk)

The NUS proposed a set of recommendations, including the notion that, ‘institutions must strive to minimise Euro-centric bias in curriculum design, content and delivery and to establish mechanisms to ensure this happens.’

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**Hashtags**

Descriptions.

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**#edchat**

Created by educators Tom Whitby, Steven Anderson, and Shelly Terrell #edchat offers a great platform for discussion among teachers and other professionals related to education. During these chats, teachers from around the world come together to discuss weekly topics. Some of the recent discussions have included changing students from content consumers to creators, the purpose of education, and education fads vs. trends that last.

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**#edtech**

Education and technology are intertwined, and there’s no getting around it these days. Technology is doing amazing things for teachers, and if you want to keep up with what’s happening, it’s a good idea to tune into the #edtech hashtag. You’ll learn about education technology resources, new web tools for students, and how other educators are putting technology to work in the classroom and beyond.

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**#education**

Everything from classroom management to learning from homeschoolers is covered under the hashtags in education. This resource moves fast, with lots of users participating. You’ll find so much helpful information, this is a great place to start if you’re just dipping your toes into hashtagst

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**#lrnchat**

lrnchat is all about learning and teaching. The community offers an ongoing discussion, but scheduled chats occur each Thursday.

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**#edapp**

Through this hashtag you’ll be able to find apps for learning, including mobile and web apps.

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<b>#classroom</b>	Through this hashtag educators share their resources for improving classroom learning, along with news, debates, and more that can all help you become a better teacher in the classroom.
<b>#teaching</b>	This hashtag offers a roundup of everything that's relevant to instruction and allows teachers to see the multitude of ways that teachers are educating students.
<b>#playoutdoors</b>	This hashtag is full of awesome insight for getting your students moving through outdoor learning activities and more.
<b>#edreform</b>	Through this hashtag you can find out about ideas for reform, what's being done, and what's really wrong in education today.
<b>#gloaled</b>	Through this hashtag educators can learn that learning isn't just happening in your classroom, it's going on all around the world; here you can benefit from worldwide learning through the resources and knowledge shared.
<b>#cpchat</b>	Created for teacher training and leading, this hashtag offers a great opportunity for questions, answers, and more in educational leadership.
<b>#ntchat</b>	This hashtag is made just for newbies. Find resources, inspiration, and news for becoming a better teacher, even if you're just starting out.
<b>#mlearning</b>	Through this hashtag follow the progress of mobile learning, sharing new and exciting ways that teachers are using mobile devices like iPads, mobile phones, and Kindles for learning anywhere, anytime.
<b>#elearning</b>	Through this hashtag teachers can follow this hashtag to find out how others are putting elearning to work in education.
<b>#artsed</b>	Through this hashtag you can get more government insight, news, resources, and great ideas for making students stronger in STEM subjects.
<b>#stem</b>	A lifestyle that encourages the economic growth and development of the black people as a whole with a purpose of increasing the wealth and population of black people around the world.

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<b>#DisabilityTooWhite</b>	Through this hashtag users can find information and resources surrounding whiteness in the disability movement.
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<b>#AboutRacewithReni</b>	Through this hashtag users can pose questions to the author and reflect upon topics she discusses in her podcast of the same name
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<b>#ICTAccessibility</b>	Making ICTs accessible is key to attaining our goal of <b>#digitalinclusion</b> for all.
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<b>#inclusivity</b>	A hashtag dedicated dedicated to workplace and education inclusion and accessible for all
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<b>#AchievementGap</b>	Through this hashtag learn more about the statistics, demographic, documentation and news surrounding the racial achievement Gap in education.
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<b>#BlackAcademic</b>	News, comments and experiences of Black Academics frames public opinion formation
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<b>#EdEquity</b>	The EDEquity hastag will provide a comprehensive and focused support plan, designed to create and foster strategies to increase student achievement.
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<b>#Educolor</b>	Through this hashtag users can learn more about the experiences and achievements of communities of colour in education.
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<b>#ArtsEd (Art)</b>	Through this hashtag users can learn more about the experiences and achievements of communities of colour in arts education specifically.
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<b>#EdPolicy</b>	Through this hashtag users can learn more about about news related to previous and ongoing education policy.
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<b>#EdReform</b>	Through this hashtag users can read news and opinions related to ongoing educational reform.
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<b>#HigherEd</b>	Through this hashtag users can read news and opinions related to higher education specifically.
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<b>#eLearning</b>	A hashtag dedicated to eLearning and resources to help support student learning.
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**#UKEdChat** A hashtag dedicated to online, virtual and eLearning and resources to help support student learning.

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**#Diversity** A hashtag dedicated to diversity commentary across sectors, all over the globe.

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**#inclusionmatters** A hashtag exploring ‘why inclusion matters?’

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**#inclusionrevolution** A hashtag of news, conversation and experiences situated within the ingoing inclusion revolution.

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**#inclusionforall** A hashtag of news, conversation and experiences situated related more generally to inclusion.

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**#inclusionand diversity** A hashtag of news, conversation and experiences related to inclusion and diversity.

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