



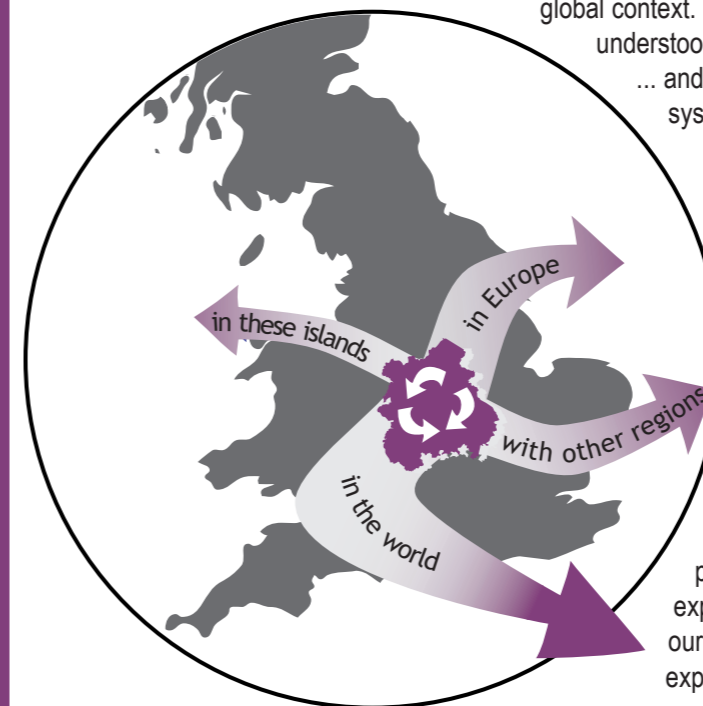
# the context

This article introduces the Commission. It starts with Anita Bhalla and Tim Brighouse thinking about context, a list of Commission members and other acknowledgements ... and an overview of 'key opportunities'.

It then offers reflections by Prof. Lynn Davies [as Chair]. A number of short extracts from members also give a flavour of the commission's interests.

## Whose citizenship? - the context

Young people in the West Midlands are growing up in an increasingly global context. Much of our local citizenship can only be understood if it is seen in that context ... and the natural, economic, social and political systems that link us with other places.



Part of what defines a place is its relationship with other places. Citizenship is therefore also about an awareness of such relationships on a local scale, in the region - in the country - in these islands - in Europe - in the world.

The creation of the West Midlands region, for example, might emphasise planning about transport, economic strategy and environmental management. But it also raises questions about identity, democracy and participation. Citizenship embraces different experiences and the many factors which influence our identities such as ethnicity, gender and 'life experiences'.

Citizenship is also about the effect we have on other places and people. It is about our rights and responsibilities, for example, as consumers. But it is also about our part in national policies, for example: international development, foreign policy and international trade.

**Such ideas need to be made accessible to young people if we are to address the challenge of citizenship.**

## Globalisation & 'our boxes'

Even before the events of September 11th the global dimension to our lives could not be ignored. We live in a world where instant communication and instant responses have already radically transformed social, cultural, political and economic relations. Antony Giddens, the Cambridge social theorist, sees globalisation as a continuity of modernity. He writes, *"Globalisation can thus be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa."*

Rather than driving states apart, the aftermath of September 11th seems to have pulled many together, creating alliances that some years ago would have been unthinkable. Russia and the West have found new strategic common ground, and there appears to have been a dramatic shift in the US approach to foreign policy. As TIME magazine noted on the 15th October ... *"an Administration that just a month or two ago believed in going it alone, has thrown open its arms to embrace the pleasures of multilateralism."*

We need to take a whole new approach to cultural heterogeneity. The global reach of multinational media means that contemporary multiculturalism is now wider, deeper, more defiant than ever before. Furthermore it occurs in the context of an increasing economic and political globalisation. However globalisation is a paradoxical phenomenon. On the one hand it pushes people up into a kind of world citizenship, into the sharing of universal ideas, institutions, moral and social practices and forms of existence. On the other, it pulls them back into their regions, arouses fears about the loss of identity, and stimulates the rediscovery or reinvention of indigenous traditions to legitimise a strong sense of difference.

Cultural heterogeneity is now far more complex and multi-layered than it has ever been perceived to be in the past. The resurgence of national and regional sentiments has caused us to think about communities that are largely politically and territorially defined. Within these national and regional units of identification, we are witnessing the emergence of other kinds of social groupings - organised often along the lines of age, disability, gender and class, as well as ethnicity, religion, language, civil status and even musical styles and dress codes.

So, on the one hand, there is the argument that global processes are transforming cultural identity, minimising its significance, causing it to be regarded by some as unstable, arbitrary, transient. On the other hand, these same global processes have also resulted in the insistence that identities do matter, that they are not simply imagined, that there are real histories behind them, and that, when the occasion demands, people are prepared to defend them with guns and barbed wire.

**Against this backdrop it is particularly important for us to give people, particularly the young, the tools to put their local concerns not only into a regional and national perspective but also into a global one.**

Many of us identify ourselves by the boxes we put ourselves into or the boxes other people impose on us. We have to release young people from those boxes and give them opportunities to break down the artificial barriers that restrict their expression. They need to be freed to explore a new sense of belonging and of civil society locally, nationally and globally.

**Anita Bhalla**

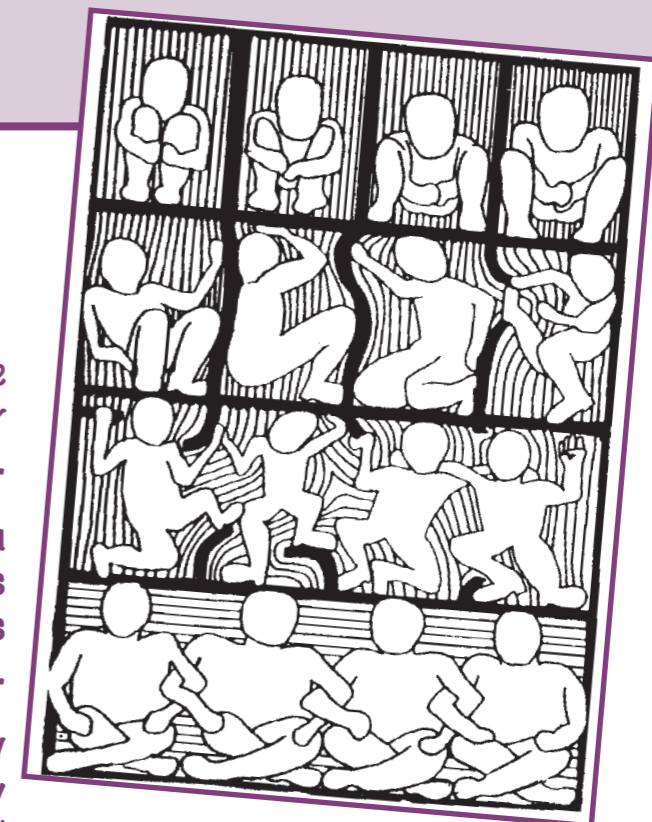
*"The right issue at the right time and in the right place" – is a description that comes to mind for this report.*

*After September 11th suddenly everybody in the developed world began to feel like people in the undeveloped world – that life is fragile and that there is no guarantee of personal or collective security. We all learnt that day that if dependency is bad, so too is independence and that somehow or other we have to have the reach to grasp the advantages offered by interdependence.*

*This report, conceived long before September 11th, illustrates the importance of global and international issues; and that 'sustainability', 'development education', 'human rights', 'multi-cultural' and 'equality' all have this element of interdependence within them. Yet those who burn about one or the other of these issues often work in isolation themselves.*

*In the West Midlands we know all that because we are a microcosm of the world.*

**Tim Brighouse**



*"Many of us identify ourselves by the boxes we put ourselves into or the boxes other people impose on us.*

*We have to release young people from those boxes and give them opportunities to break down the artificial barriers that restrict their expression.*

*They need to be freed to explore a new sense of belonging and of civil society locally, nationally and globally."*

# West Midland Commission on Global Citizenship

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Director of Centre for International Education and Research

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## The commission's work was supported by a partnership between:



Teachers in development education

&

Centre for International Education  
& Research

School of Education, University of Birmingham



From ~ West Midlands Commission on Global Citizenship Report

# acknowledgements

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**All members of the commission group - see inside front cover.** And for texts: Lynn Davies, Clive Harber, Roland Clark, Jeff Serf, John Rhymer, John Hopkin, Gilroy Brown, Sukhvinder Stubbs, Elaine Miskell, Ben Ballin and Scott Sinclair.

We would also like to thank all those teachers and young people who have contributed to sharing ideas [section 3]. Texts in that section written by Ben Ballin, Elaine Miskell, Scott Sinclair & John Hopkin.

## Thanks for contributions to many people, and in particular:

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- The Barrow Cadbury Trust
- UNICEF UK
- Christian Aid
- University of Birmingham

From ~ West Midlands Commission on Global Citizenship Report

## Key Opportunities for action

- ❑ *What is going on already?*
- ❑ *Where is there potential?*
- ❑ *What are the opportunities?*

Key areas of opportunity are highlighted. They reflect the makeup, experience and interest of the Commission group. They are not comprehensive.

These opportunities are not the responsibility of any one group, indeed it is important that many interested parties take them up. They are however, it was felt, increasingly important in the context of building and sustaining of democratic citizenship which takes account of current local realities and their increasingly global context.

Creating opportunities will be core to taking the agenda forward. [See section 4]

- ❑ **The West Midlands in a global context.** There is much to be done to increase awareness of the nature of interdependence, the implications of a globalised society.
- ❑ **Community of Communities.** The West Midlands as a region is a new concept, it is an opportunity to start afresh, to build a sense of place which is inclusive and makes a strength of the many identities which it brings together.
- ❑ **Opportunities for Young People.** This is at the heart of the matter. There is a need for more work on the implications of meeting the educational needs of young people who are growing up in an increasingly global context. As part of this there is also a need to create new opportunities for young people to shape such opportunities.
- ❑ **Teacher networking in the West Midlands.** There is much to be done to build networks to enable creative work and in particular for us all to gain from the variety of experiences in different parts of the Region.

- ❑ **Taking a lead.** There is need to share ideas about the longer term and the implications for leadership at all levels.
- ❑ **Professional education.** There is a need for opportunities for those designing professional courses. How best to respond to the challenges of global citizenship and the implications for professional development.
- ❑ **Curriculum Development.** There is a need to provide opportunities for teachers to be directly involved in the development of resources and learning activities to meet the challenges of global citizenship. Resources need to address contemporary understandings of citizenship.
- ❑ **The School** [College or other institutions]. There is a need for creative work about the opportunities for citizenship provided by the institution itself. As part of this schools also have a distinctive role to play in sharing ideas with their communities.
- ❑ **Building Common Agendas.** There are many issues of social concern that we all need to engage. They each make a contribution to understanding citizenship but there is also a need for new work about offering coherence to students.
- ❑ **Research.** There is a need for research to back up thinking about all of these dimensions. There is in particular a need for work focusing on young people's perspectives.


# the commission

The West Midlands Commission on Global Citizenship was set up as a consequence of a partnership between Tide~DEC and the Centre for International Education and Research, School of Education, University of Birmingham. The Commission brought together 21 people representing a spectrum of experiences and from different parts of the recently created West Midlands region. [See inside cover].

The Commission also provided a focus for teacher groups working on curriculum projects and contributing to the overall process. [See section 3]

The Commission process was introduced in a leaflet featuring the aims [see below]. It also raised some key questions:

- ❑ *How do young people see their citizenship? ~ How do we build on this?*
- ❑ *How aware are we about the nature of the links we have with other places? .. and their implications?*
- ❑ *How do we draw on the wide range of work already going on and ensure it plays its part in building our sense of citizenship?*
- ❑ *How do we make use of the experiences and issues of Citizenship in other parts of the world to bring insights into our own citizenship?*



### The Commission Aims:

- ❑ to provide a focus for creativity about global citizenship;
- ❑ to explore awareness about identities in the West Midlands;
- ❑ to stimulate debate in West Midland educational institutions about education for global citizenship;
- ❑ to engage other organisations in the West Midlands [eg business, civil society, media, state organisations] in thinking about their contribution to education for global citizenship;
- ❑ to facilitate creative work about practical policy frameworks in partnership with schools and other educational institutions;
- ❑ to identify research needs in the field of global citizenship;
- ❑ to publish and disseminate aspects of this work.



# Reflections from the chair

## the commission

### Purposes

One of the first challenges of the Commission revolved around the difficulties – but also excitements – of definition: what was ‘global citizenship’? Come to that, what was a Commission? Would we, after two years, decommission?

It became possible, after much discussion amongst members [and a card sorting exercise] to arrive at some agreed definition of global citizenship [see page 14]; yet this still left the question for me, and I think others, of the problem of distance, of having a real feel for the global. Perhaps September 11th has brought that closer; but it doesn't necessarily make one feel more empowered globally. Is it really the responsibility of everyone to take on global issues? How exactly? We were working to a brief which focused on young people, but they may be even further than adults from the sense of agency which can come from local and national political participation, from party membership, or even from threatening to resign from one's political party when its international policies become too unacceptable. Simply understanding that we live in an increasingly interdependent global context can make you feel more powerless, an even smaller microbe in a very large environment.

We can alternatively see global citizenship education as an ‘entitlement’, but this implies some sort of use value, like literacy or ICT skills. Local or national citizenship education can have obvious benefits, as in learning about one's consumer or legal rights, or how to participate in a local campaign; but it may be more difficult to convince young people and teachers of the personal value in learning about the rather abstract notion of global citizenship.

The context in which we were working was not just the new citizenship curriculum in schools but also the concerns of youth organisations and networks as well as further and higher education. The wide-ranging composition of the Commission continuously acted as an important reminder of this. On the Commission we became interested in what learners, teachers and others actually needed from global citizenship - hence the research proposal - see page 58.

### The Region

One of the key concerns was that of ‘identity’ – the multiple identities and multiple loyalties that we all have - amongst which a regional identity may or may not be prominent. Was ‘the West Midlands’ going to have salience? On reflection, it has turned out to have a viable potential. This would not be because we see ourselves as ‘West Midlanders’, but because the region can become a powerful forum. It is bigger than a city, but is still a manageable entity. People can travel, and teleconferencing and email are still no substitute for face-to-face meetings. As we were thinking about the participation of young people, one early task was to survey the Young People's Parliaments in the various parts of the region, and while this exercise revealed a number of initiatives, they were not co-ordinated. At least three of the areas said they would like to work more closely together. At one stage, too, the Commission looked at some European research which found many more avenues for pupil consultation by government than can be found in UK - including regional forums of pupil unions or of school councils. The coordinated voice of young people in a region as big as the West Midlands would be a powerful mechanism.

The region then starts to solve the problem of impact. We have seen from Northern Ireland and from Israel/Palestine, that in situations of uneasy truce or fragile peace, it takes only a couple of individuals to fan the flames and create disproportionate disturbances overnight. Unfortunately, the converse, that a couple of individuals can create a disproportionate peace, does not seem to be true. For this, very broad and strong bandings of people are needed who are comfortable with notions of multiple identity, and who have enough in common to work together. They also need to recognize difference to value and cope with diversity. The West Midlands is about the same size as two multicultural but relatively stable countries that I know – the Gambia and Mauritius – and could well provide a model for the ‘community of communities’ which Parekh envisioned. My own theory about why such countries are stable is a combination of democratic political systems, non-segregated schooling, much social mixing between groups and the ability to make a joke about one's culture. Democracy, combined learning, social interaction and ferocious humour certainly characterised the work of the Commission; whether this is the formula for an innovative West Midlands and a peaceful community would be another interesting research proposal.

**“ ... in situations of uneasy truce or fragile peace, it takes only a couple of individuals to fan the flames and create disproportionate disturbances overnight.**

**Unfortunately, the converse, that a couple of individuals can create a disproportionate peace, does not seem to be true.”**

## Process & achievements

The process of the working of the Commission itself was a mixture of meetings, discussions, exercises, consultations and seminars; from these were generated various investigations, research bids, responses to events [such as September 11th], responses to key documents [such as the Parekh report, see page 19] and the ideas for new activities [such as the *South Africa Teacher Education Project*, see page 26].

The idea of a coalition for Essential Learning evolved from the work of the Commission. A partnership with DfID's Enabling Effective Support initiative and in particular the appointment of Harm-Jan Fricke and Ann McCollum to co-ordinate a consultation process in the West Midlands made it possible for us to take these ideas much further. The West Midlands Coalition is now a real possibility [see page 60]. It should provide a framework for much new activity.

Our agreement on an ideal of *democratic citizenship*, rather than just citizenship [as in Hitler's Germany] was, in hindsight, reflected very much in the actual working of the group.

Clearly, not all the original possibilities discussed in the early days could be developed. We struggled with the spread of the region, and did not have the range of regional consultation meetings that were envisaged; the seminars all happened in Birmingham. Yet in hindsight, that was perhaps inevitable and not so problematic. A ‘Commission’ cannot artificially plant activities; all it can do is highlight existing initiatives, bring people together and stimulate organisations and individuals who want to develop ideas, projects and research. And there have been a number of such initiatives – notably those teacher groups whose curriculum programmes in citizenship, development and drama are outlined in this report. The *Let's Talk* project which directly uses the voice of young people has been given much publicity through the Commission and has certainly inspired others. Members have been supported in their own projects and research ideas. We have taken opportunities from a broad agenda, and it has always been the intention that others can now take up different opportunities.



## Leadership

The ideal of a democratic, process-oriented approach to developing action, together with the issue of regional power, prompts the question of who drives any regional initiative or regional coordination. One of the seminars led by Tim Brighouse tackled this question of leadership, and it became clear that broad coalitions and power-sharing were the key, rather than locating global citizenship in any one organisation or individual. Such concerns are not competitive, nor do they need to be clearly differentiated or owned: many of the Tide's projects fed smoothly into the Commission's concerns and vice versa, as did the work of higher education institutions and indeed business enterprise.

What has happened has been the creation of a much more long lasting set of relationships and networks which can act symbiotically. As David Blunkett acknowledged in a speech in December 2001, responding to the reports on the disturbances in Bradford, Burnley and Oldham, these are not issues for government alone: *"They demand a wide public debate on what citizenship and community belonging should mean in this country"*.

They are also clearly not issues for education alone. Schools and NGOs can take a lead on global citizenship education, but this has to be in conjunction with local and regional community interests. The support for the ideals of the Commission from business interests have demonstrated very clearly the joint visions of a better world that can exist. In a privatising age when business can be seen just as a means of alternative financing of education, the Commission has been able to show that coalitions of business and education are not just about finance but can be about attempts at social transformation.

## Widening the debate

One of our aims was to extend the debate around global citizenship and who should be involved. The seminar 'Corporate Citizenship and Sustainable Development' opened up visions in unexpected ways. Peter Jones of BIFFA [Waste Services] provided a fascinating review of the 'back end of the company' - ie pollution - and shared his thinking about

corporate responsibility. It was instructive not just to hear of the volume of waste generated by us all, but of the effect on national economies, and about mechanisms for a 'Green Tax' of businesses and households which would have the effect of rethinking the packaging of the products that we buy.

Together with contributions from Peter Lambert of *Business in the Community* and Derek Allder of *Severn Trent Water*, participants explored how aware people in 'education' are of how the world of business sees environmental issues, and how aware corporate organisations are of the educational issues involved. Questions arise around where schools buy their products and who they contract for work, as well as what they do with waste and how they use energy and water. Inspired ideas emerged - there is much to do to follow them up - see for example the section on sustainable development [page 40]

The Commission was intended only to have a two year life, and should not continue after that. The aim was to create a climate or framework for things to happen, rather than creating a new organisation. Clearly, its real impact can be felt only in the future. As I return to the original aims, I think most have been realised. In its critical discussions on the meaning and implications of global citizenship, the Commission has stimulated debate in a number of different arenas and explored awareness of identity; in its links between school and civil society it has certainly involved organisations other than education; it has facilitated a great deal of creative work; it has identified research needs; and now it is publishing and disseminating some results.

My own vision for the future includes a permanent West Midlands Citizenship Forum of young people, teachers, media, arts and business interests which would both lobby and be consulted by national and local government. This is, perhaps, a long way off. Meanwhile, I endorse the 'Key opportunities for action' [see page 6] which have emerged, and look forward to the innovative work which will ensue. The definition of global citizenship will never be final: we need to keep redefining it in the context of events and actions, ours and others'.

**Lynn Davies**

*"There can never be just one view of being a citizen of the West Midlands. Different interpretations exist whether people are rich or poor, secular or religious, urban or rural, black or white. With just these 4 variables alone, there are 16 possibilities without the complexity that really exists. Identities – how people see themselves ~ depends on the weight given to history, geography, socio-economic status, cultural ties and physical appearance. It is about people's attitudes and values that shape their perceptions of themselves and others."*

*Work with young people to explore these issues has to involve discussion and debate because many of the ideas are 'fuzzy'. It involves discussion about what works and what's right. As such, exploring the moral and cultural dimension is a core purpose of education."*

**Chris Durbin**

*"It seems that the concept of citizenship has become popular. It is now a legitimate part of the school curriculum and central to debates on national identity. While such discourse is most welcome, it is important to consider the community infrastructure essential in promoting and supporting citizenship. At the local level, organisations such as the trade unions and voluntary organisations, often termed civil society, bind and shape our communities. They provide a route for active participation and often give voice to the most marginalised. Yet, they are too easily taken for granted."*

*In many places, the voluntary sector is struggling to survive and changes in working patterns are undermining the traditional union role. We rely on policy makers and public bodies to encourage a thriving civil society so that opportunities for citizenship are maximised even for the most disadvantaged and alienated."*

**Sukhvinder Stubbs**

[Sukhvinder is now Director of The Barrow Cadbury Trust]

The Building Citizenship seminar led by Tim Brighouse generated a profusion of ideas about how to promote global citizenship in the West Midlands.

We list them in case they spark activity:

- An international events day or week
- An entitlement for all children for an audible voice [such as Young Peoples' Parliament]
- A Global City Learning Centre
- The views of young people in reports
- Involvement of parents in forums
- Involving pupils in assessment and delivery of citizenship
- Cross-city and city-rural partnerships of schools, to work to a theme [eg heritage, class, disability]
- An International Camp Site
- A replication of the "Let's Talk" project within the West Midlands
- Research on the impact of global citizenship on standards' and on individuals
- The production of a pack on 'extended leave'
- Residential centres overseas which WM pupils could visit
- Internationalising the WM ... in its image and in its education
- Learning exchange frameworks
- A map of entitlements, the actions for global citizenship and what is going on in the WM
- [Subtle] relationship building through enterprise and partnership through organisations
- Home exchanges within the WM ... across different cultures
- Drawing up a list of entitlements for GC and discussing them with students



## Education for Sustainable Development (ESD) ~ contributing to citizenship

Two members highlight the need for joined up thinking with ESD plans.

Global Citizenship in schools can make powerful connections between Citizenship and ESD. For ESD to move beyond purely environmental concerns we need to make links with social and economic issues. For children these links can often be made more explicit and obvious through a study of issues in other countries. They can then reflect more objectively on their own community. The phrase "think globally, act locally" is oft used but is meaningless unless the links between what we do in our own lives and neighbourhoods and the effects on people in other lands are explored.

There is a continuum between being a participating and active member of a school community and being a global citizen. Making links between local, regional and national communities provides a route to appreciating the interdependence of the global community. Education for Sustainability is a sterile education if it does not lead to an emotional commitment and a sense of personal responsibility not only for one's immediate environment but also for global life support systems and equality and justice for all the peoples of the world. The West Midlands with its rich multicultural history and inheritance has much to offer its schools. Links between its urban and rural schools and with schools in other lands can provide powerful resources for global citizenship and the education of our children.

**John Rymer**

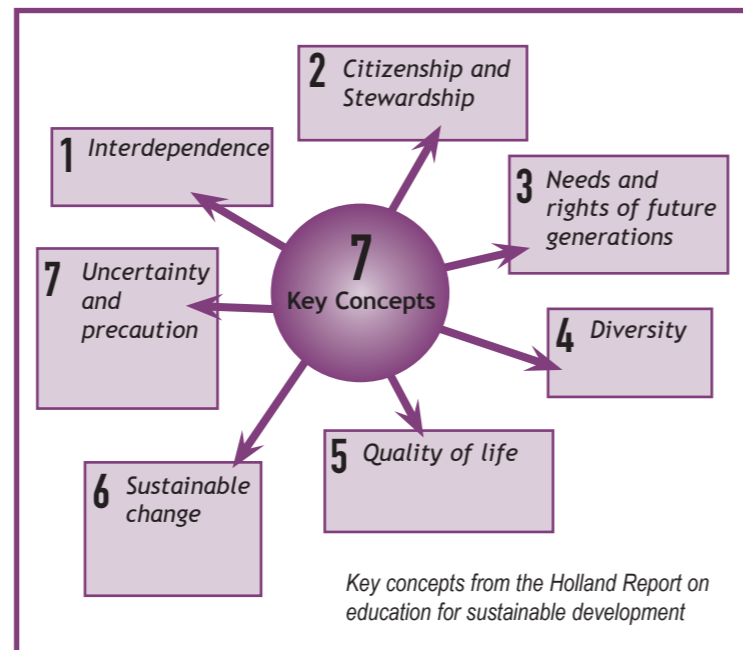
Sustainable development education is the process of enabling to develop the vision, commitment, awareness, knowledge and skills to achieve sustainable development as citizens. It is a major underpinning theme of the governments desire to improve the 'Quality of Life for all'. Skills are often emphasised, they are important but only one aspect. Skills without the other elements lack either the focus or the impact to achieve sustainability.

The Sustainable Education Panel which is a joint DFES/DEFRA committee identified key principles [see diagram].

In seeking to bring about a sea of change in thinking, it is essential that a longer time scales are adopted than has been the case in most recent government initiatives. If young peoples imagination is to be harnessed as active citizens sustainable development has to be recognised as a crucial ingredient in the actuality of citizenship. This needs to be reflected in the curriculum in schools, colleges and universities.

**Rosemary Gray**

Rosemary is also a member of the Sustainable Education Panel



The Commission has been really important for me in as much as it has helped keep my feet firmly on the ground and constantly reminded me that citizenship has to connect what goes on in schools with the real world. It is also about ensuring that what pupils do is explicitly linked to real life activity out of school. It worries me when pupils cannot make the link between voting as part of a school election, and what that council models, with electoral processes and government, national and local, in their own communities. The implications for effective teaching and learning strategies in schools are therefore as significant as the provision of the experience of participating itself.

Bernard Crick in the Report of the Advisory Group on Education for Citizenship and the Teaching of Democracy stated ~

**"We aim at no less than a change in the political culture of this country both nationally and locally: for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life...."** Clearly the impact of this has to be seen in a global context.

With school populations having multiple citizenship identities, reflecting diverse cultures, creeds and ethnicity, we ignore or even dismiss World events at our peril. Pupils often have very strong feelings and concerns about events which need exploring, valuing their perceptions, challenging stereotypes and promoting understanding. The Commission has provided a platform for the challenge this presents for education itself.

**John Lloyd**

John is also a Citizenship Consultant to DfES.

One of the basic functions of education is to prepare the individual for life in society – to provide knowledge, skills and attitudes appropriate for engagement, survival and achievement in [adult] life. However, schools, which are microcosms of society, have the opportunity to create experiences which enables young children to think about how what they do affects themselves, others and the world in which they live.

The best practice promotes activities that develop positive self identity and understanding and respect for others and an enjoyment of being part of an exciting and diverse community. Global Citizenship is the most effective vehicle to ensure that young children confidently accept their roles, rights and responsibilities now in preparation for their futures as adults who will change the world for the better.

**Gilroy Brown**



Card and poster making activities provided a focus for the Commission group to explore ~ **What is global citizenship?**

This led to a wide ranging discussion about the dynamic of global citizenship, a review of numerous definitions and the development of our own working definition [see page 14].

# Global Citizenship

~ a definition emerged which we agreed on:

Through international laws and conventions, events and processes, we are all now moving towards being 'global citizens'. We all have international rights and responsibilities. This derives from increasing global interdependence and a growing recognition of shared humanity in a context of social and cultural diversity.

The good global citizen will be actively committed to core values and behaviours of peace, justice, basic human entitlements and sustainable development.

Global citizenship is important to us in the West Midlands both because of its identity as a dynamic region involved in global trade and because of the multiple cultural identities and loyalties of its citizens.

This means it is crucial that we look outward, developing a disposition towards connecting with the wider world, as well as contributing to economic, social, environmental and political decision-making in our region which could have an impact elsewhere.

**but then later we were still debating it.**

*Is global citizenship not just more informed local citizenship?*

**After terrorism - teachers are doing a great job**  
**"In schools up and down the country, staff are reassuring pupils and heading off prejudice" -- says Tim Brighouse**

Tuesday October 9, 2001 The Guardian

We owe so much to staff in our schools. Daily they are providing examples of courageous leadership for our bewildered youngsters in the present terrifying crisis.

Consider. Last week I visited a school in the centre of Birmingham. International in character, the pupils and staff gather to it as a part of shared hope from all races, every religion and a variety of strife-torn countries. The head is Irish. At assembly he held aloft an old newspaper cutting showing two white youths and their Sikh, bloodied victim. The head's persuasive voice held the pupils spellbound with its deep, soft, mellifluous growl. "I am white, I am a Christian and as you know I am proud," he began, "and so are they white and, presumably, Christian" - his finger jabbed at the young white figures in the newspaper. "I have to live with white people - English, Irish, German, French and many others - of whom I am ashamed, as I am of these two young men. I am white Irish and I am proud. Yet I am ashamed of these Christians who rape, who murder, who thief. I have to live with it. But I tell you I am proud. And I am ashamed about all the terrorists - ashamed of, in Oklahoma, bomber Timothy McVeigh; ashamed of the terrorists in America last week who cruelly killed those, whether black, white, or mixed-race who came to America from all our European countries, from Pakistan, from Afghanistan and from all the countries in the Middle East, but were trapped in the disaster that shocked us all. And those victims were Christians, Muslims, Sikhs and Hindus."

The riveting talk went on to explore the existence of the dangerous extremists who sometimes gather at the fundamentalist ends of different races, different nationalities and different religions. He ended with a message for his Muslim pupils. "So let the Muslims in our school community continue to be proud - proud of your religion, of your culture, above all of your own present and future achievements. We know you are ashamed of those who besmirched your name and your pride. Walk tall - all of us here respect you."

Professor Tim Brighouse is Chief Education Officer for Birmingham