

Consultation: Integrated Communities Strategy Green Paper Additional Information

Responding to specific points:

Integrated Communities Strategy Green Paper p. 11

60% of minority ethnic pupils were in schools where minority ethnic pupils are in the majority.

My response

It is problematic placing the responsibility for segregation on ethnic minorities. It is curious that with majority white schools there is no label of segregation yet according to 2002 University of Luton report 'Minority Ethnic Pupils in Mainly White Schools' its conclusion was (emphasis added):

At present mainly white schools do not adequately prepare their pupils for adult life in a society that is culturally and ethnically diverse. That is unlikely to change unless greater priority is given to that goal in national education policies and curriculum development. In working towards this end it is important that diversity within the minority ethnic population is respected. "One size fits all" solutions would create additional problems for the minority ethnic pupils and parents who participated in this study. In the current situation many children "play white" and many teachers minimise the significance and the value of cultural and ethnic diversity. Moving forward from that situation will require that teachers in mainly white schools are supported towards a fuller understanding of the range of backgrounds and perspectives that are represented in the more and more dispersed minority ethnic population of England in the 21st century. (p.7)

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Residential segregation: There are town and city neighbourhoods where ethnic minority communities are increasing in concentration with growing isolation from White British communities.

My response

This does not acknowledge or explain the phenomenon of "white flight" that is responsible for residential segregation (Phillips, 2006). I am not sure why we are blaming people for moving into white areas in so doing creating diverse neighbourhoods only for white residents to move out. It needs to be pointed out in the strongest terms that blaming immigrants for the effects of white self-segregation is unfair (and actually "un-British, see section on "British" values).

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work with local admission authorities in the Integration Areas to help ensure the intake of schools are more representative of the wider area;

My response

Will this also be applied to majority white schools?

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work with Ofsted to ensure that there is strong coverage of schools' promotion of fundamental British values and integration within its new inspection arrangements;

My response

What are British values? Will the full history of multicultural empire and colonial contributions form part of what British values are? Wouldn't it be better to talk about International Human Rights (UNDHR) and the UK's part in this, especially its contribution to the European Convention on Human Rights (ECHR, that it actually helped to write). This is particularly important for OFSTED inspections of classroom pedagogy and curricula. The notion of "fundamental British values" needs far more definition and greater balance of different views (in other words "fairness", which is supposedly a "British" value) before it can be inspected.

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ensure a high standard of safeguarding in all education settings;

My response

How will this be funded? NRCSE (National Resource Centre for Supplementary Education) has already developed a Quality Mark for the supplementary school sector (see <https://www.supplementaryeducation.org.uk/new-nrcse-quality-mark/>). Local Authorities need funding to be able to roll this out to their registered supplementary schools. Also funding is needed for supplementary teacher training to help with mainstream school partnership-building for integration.

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facilitate a new network of community-based conversation clubs.

My response

We already have supplementary schools that are doing that work and have historically needed more support for their integrative community activities (Ramalingam & Griffith, 2015).

Voluntary and faith organisations should:

- Continue and enhance work in partnership with others to create strong, integrated communities, as well as calling out practices and behaviours which impede integration.

My response

This seems to ignore the work supplementary schools have been doing for decades in these areas with little or no state or Local Authority support. We are very much in danger of reinventing the wheel with this green paper, which puts it at risk of it being a mere token gesture (Nwulu, 2015).

Works Cited

- Cline, T., Abreu, G., Fihosy, C., Gray, H., Lambert, H., & Neale, J. (2002). *Minority Ethnic Pupils in Mainly White Schools*, DfE Research Report No. 365. Luton: University of Luton. Available at <http://webarchive.nationalarchives.gov.uk/20130404090334/https://www.education.gov.uk/publications/eOrderingDownload/RR365.pdf>.
- Nwulu, S. (2015). *Beyond the school gates: Developing the roles and connections of supplementary schools*. London: RSA.
- Phillips, D. (2006). Parallel lives? Challenging discourses of British Muslim self-segregation. *Environment and Planning D: Society and Space*, 24(1), 25 – 40.
- Ramalingam, V., & Griffith, P. (2015). *SATURDAYS FOR SUCCESS: HOW SUPPLEMENTARY EDUCATION CAN SUPPORT PUPILS FROM ALL BACKGROUNDS TO FLOURISH*. London: Institute for Public Policy Research.