



Ethnic disparities and inequality in the UK: call for evidence

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1. What do you consider to be the main causes of racial and ethnic disparities in the UK, and why?

The main causes of racial and ethnic disparities in the UK is the lack of adherence to (i.e. legislative enforcement of) the 2010 Equality Act. There are no real mechanisms for monitoring disparities in public bodies that come with teeth. There are no targets that can be measured for decreasing racial disparities (across ANY metrics) and as a result, there are no sanctions in place for missing them. In short, there is a lack of political will for legislation to be enforced in this area, despite the legislation itself being comprehensive.

2. What could be done to improve representation, retention and progression opportunities for people of different ethnic backgrounds in public sector workforces (for example, in education, healthcare or policing)?

In Higher Education, for example, the Race Equality Charter Mark could be linked to financial sanctions, if institutions failed to meet the required standards. As it stands, it is only voluntary and not mandatory and at this point, does not have the prospect of gaining teeth if its sister framework, the Athena Swan (for gender equality) could be so easily de-linked from its funding sanctions. This is an example of question 1.



3. How could the educational performance of school children across different ethnic and socio-economic status groups be improved?

Specific targets, interventions and monitoring for attainment. Interventions could include specific partnerships with supplementary schools that are community education hubs that use cultural heritage as motivational assets. This could have been so easily achieved by the National Tutoring Programme, specific funding for catch-up. This opportunity was wilfully ignored despite representations to the Education Endowment Fund to this effect. See here for more details: <https://meap.org.uk/meap-community-education-centre-joins-ground-breaking-national-consortium/> Also see question 10.

4. How should the school curriculum adapt in response to the ethnic diversity of the country?

A full interdisciplinary curriculum that draws on the historical and contemporary achievements of all ethnic groups all year round in an embedded cross curricula manner. At foundation stage (primary) this can already be done if teachers were adequately trained to be confident in this area. At secondary level an overhaul of GCSE and A-Level curricula would need to happen in order to achieve this. Children also need to be taught about social injustices such as racism and racial discrimination, so that they can learn not repeat the mistakes of previous generations. Banning anti-racism work in schools will not allow schools to adapt to the ethnic diversity of the country when a substantial part of this "diversity" is labouring under discrimination.

8. What could be done to enhance community relations and perceptions of the police?

By Cressida Dick admitting that there is institutional racism in The Met and setting out a clear plan for tackling it.



10. Can you suggest other ways in which racial and ethnic disparities in the UK could be addressed? In particular, is there evidence of where specific initiatives or interventions have resulted in positive outcomes? Are there any measures which have been counterproductive and why?

Supplementary schools are community-led and community-based organisations that provide various community services to communities that have fallen between the cracks in terms of representation and culturally sensitive service delivery.

See here for more details about the crucial role of supplementary schools in communities: <https://critracemmu.wordpress.com/2018/05/22/manchester-supplementary-school-network-mssn-policy-brief-integrated-communities-strategy-green-paper/>

Supplementary schools are excellent community hubs that promote community cohesion and better intercultural understanding by being places where cultural heritages and their contribution to the cultural fabric of the UK are celebrated.

See here for examples:

<https://meap.org.uk/manchester-supplementary-school-network-mssn-achievement-celebrations-june-15th-2019/>

<https://meap.org.uk/celebrating-50-years-of-the-supplementary-school-movement-in-manchester-29-4-17/>

<https://meap.org.uk/local-authorities-commissioners/>

In terms of community education, supplementary schools have also managed to raise the attainment of especially Caribbean boys.

<https://www.thersa.org/globalassets/pdfs/reports/supplementary-schools-report-sept-2015.pdf>

https://www.ippr.org/files/publications/pdf/saturdays-for-success_Sep2015.pdf

<https://dera.ioe.ac.uk/810/1/DCSF-RR210.pdf>

<https://meap.org.uk/after-school-provision/>

<https://www.supplementaryeducation.org.uk/supplementary-education-the-nrc/>