Why we reject the report authored by the Commission on Race and Ethnic Disparities

University entrance: the report notes that the largest proportion of White university students attend elite universities. In contrast, the smallest proportion of black university students attend $\lceil \tilde{a}c \rceil^* \rceil \tilde{a}c \rceil^* \rceil \tilde{a}c \rceil \tilde{a}c$

Main take-away: @ '^] [c • cæc • c@æc ãc ‰ ` } å } [^çãa^} &^ [~e^ • c^ { ã& [i ã • cãc cã } æ | æ&ã { ± lt claims that insufficient student motivation, single parent households and poverty are alternative explanations for racial disparities. And it further states that greater attention should à^] æãa (*^[*|æð @ã&åã] æããa • æð å ‰ @ãc ` } å^|æð @ãc c^{ } c.

2. How does the report aim to address racial disparities in education?

The report focuses primarily on whole- \bullet & $\mathbb{Q}[|\tilde{a},c^{\dagger}|\tilde{c}^{\dagger}]$ \bullet , $\mathbb{A}^*\tilde{a}^*$ \bullet $\mathbb{A}^*\tilde{a$

Create alternatives to negative calls for decolonisation: the report puts forward t@ # æ ¾ * [~T [å^|] B|ãæ qc æ @ * |^• [`|& æ æ & •] [] • ^ q] ^* æ æ ^ & e | - [| ± ^ & [] § ā ¾ * qc @ curriculum. Neither the banning of White authors or token expressions of Black achievement will help to broaden young minds. We have argued against bringing down statues, instead, we want all children to reclaim their British heritage. We want to create a teaching resource that looks at c@ ¾ / ^ & [~c@ WS,] æ æ | å | å * c@ E {] ā ^] ^ | ¼ å .+Q• æ • cæ % @ & % | * æ } ^ , story about the Caribbean experience which speaks to the slave period not only being about profit and suffering but how culturally African people transformed themselves into a re-modelled A + 3& A | B | ãæ | / B | ãæ | .+

Area-targeted school funding: the report does not recommend any changes t[%@ , [:\ [~ levelling-'] ~\ 2

University outreach in schools: the report recommends that the Office for Students issue •d[}*^! * aaa} &^[} maskall* [*d^ask@] ![*!ast { ^• ab; a] |askall* * } ascall* ascall* •ascall* •asc

Apprenticeships: the report 2020 mb 20

3. Why do we reject the report?

Shoddy use of evidence: a <u>number of experts and organisations quoted in the report have objected</u> to their inclusion on the grounds that the evidence base for the claims made in the report is very weak, and that their research findings have been intentionally misconstrued or falsely reported. We agree. For example, the report repeatedly claims that privately-run academies outperform government-run schools, without providing evidence for these claims. It further claims that academies should be used as the model for school-based interventions targeting racial disparities, without considering the evidence of <u>higher rates of exclusion</u> of black and impoverished students from these academies.

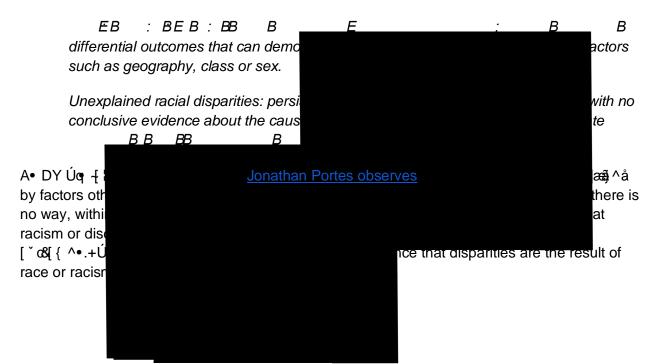
Ùã đạ | ^, c@ | ^] [| c & | æð • c@æ % ã [| ãã • , @ @æ, ^ à ^ ^ } long established in a country,

However, the report also notes the strong statistical relationship between race and class in terms of income levels, job type, unemployment prospects, social housing, and free school meals. As such, the report contradicts itself.

Related to this, insofar as the report disaggregates racial categories by income and gender, it appears to take an intersectional approach. But instead of considering how different vectors of inequality interact with each other, the report seems to assume that the presence of one set of vectors (class and geographical inequalities) precludes the explanatory role of others (race and ethnicity).

Discredited conceptualisation of race: related to this, the report seems to assume that race is a) ^¢[*^}[~ catama|^, @3&@a @||^ a^c\|{ a,^a a^]^[]|^e,] @}[c]^ a) a c@|^_{|^ immune to socio-economic factors. While phenotype often plays an important role in constructions of race, the well-documented malleability of race, and its expression of economic and social power has given rise to a consensus scholarly view that race is an endogenous variable, and therefore subject to bidirectional causation with factors such as class and social status. In other words, racial disparities in education do not only stem from individual discrimination, by which an individual treats people with the same characteristics unequally (for example, when employers reject Black candidates with the same education qualifications at much higher rates than White candidates). Racial disparities also stem from social mechanisms, such as constraints on accessing services or assets, which are in turn informed by race (for example, laws penalising nomadic cultures make it difficult for Irish Travellers to access housing, education and employment). Both channels feed into each other, thereby hindering linear causal narratives. As Prof Kalwant Bhopal has argued, o@ \^] [\cmathred{cmathred} \cdot \delta \ \ \delta \ \ \delta \ \d this has meant that the report misconstrues and misunderstands racism as a form of personal animus based purely on skin colour, rather than an interlocking system of discriminatory policies and practices.

Ex ante exclusion of racism as an explanatory factor: the report divides racial disparities into two categories:



Closing comments

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We therefore reject the report on empirical, conceptual and ethical grounds. It offers a distorted and harmful perspective of racism in the UK. Its mistrust of democratic protest is antithetical to the way we see the world and the way that we work. And its lack of belief in you, as students and as young people, is in direct opposition to the central hope of education - that students will one day overcome the failings of their teachers.