

Consultation Response Form

This is the response form for the consultation on the green paper, *Integrated Communities Strategy*. If you are responding by email or in writing, please reply using this questionnaire pro-forma, which should be read alongside the consultation document. The comment boxes will expand as you type. Required fields are indicated with an asterisk (*).

Full details of the proposals being consulted on can be found at <https://www.gov.uk/government/consultations/integrated-communities-strategy-green-paper>.

The consultation will begin on Wednesday 14th March 2018 and will end on 5th June 2018. All responses should be received by no later than 23:45 on 5th June 2018.

To prevent losing your responses, you may wish to draft your response to the questions in a Microsoft Word document, before copying and pasting into the form.

Navigating the form

There are 14 top-level questions in this form. You **do not** have to answer every question.

Submitting additional information

At the end of the form information is provided on how you can submit additional information or evidence to support your consultation response.

Thank you for taking the time to complete this form. Your responses will inform how we take the proposals forward.

Your details

Are the views expressed on this consultation your own personal views or an official response from an organisation you represent?*

Please select an item from the drop down menu

Choose an item.

Please provide the name of your organisation:

Birmingham City Council

If you are responding on behalf of an organisation, please select the option which best describes your organisation.*

Please select an item from the drop down menu

Choose an item.

If you selected 'Other', please state the type of organisation:

Click here to enter text.

General Overview

The questions in this section relate to the Introduction – Building Integrated Communities.

Question 1

We define integrated communities as communities where people - whatever their background - live, work, learn and socialise together, based on shared rights, responsibilities and opportunities. Do you agree with our definition?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

Yes. We agree with the definition. Social integration and cohesion is an integral part of Birmingham city councils approach to promoting cohesive communities.

Question 2

We believe that the varied nature and scale of integration challenges means that tailored local plans and interventions are needed to tackle the issues specific to particular places. Do you agree?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

Yes. We agree that tailored localised plans and interventions are an effective way to build more cohesive and integrated communities. It is becoming ever more important that we take a proactive approach to understanding and planning for complex and evolving social and spatial diversities. Local knowledge and

statutory and voluntary sector partnerships are central to this approach and should include discussions on how we fund services that promote integration rather than those that perpetuate divisions within society.

The City Council has worked over many years with residents and community organisations on place based interventions, including citywide neighbourhood management programmes to foster good relationships across and between communities. However, reduction in public sector resources has meant that such programmes have had to be scaled down. We are increasingly drawing on knowledge and capacity of our partners in the public and private sectors to explore joint locally based approaches that address the drivers of social and economic segregation. We continue to look at innovative approaches to respond to the changing needs of our diverse communities.

The council has developed a Community Cohesion Strategy green paper in partnership with our strategic partners and communities to harness our collective efforts to promote community cohesion. We have set out eight principles to guide our policy and practice on progressing cohesive communities, these principles closely align with the ambitions of the government's Green Paper. We will be consulting on our strategy during summer 2018.

In addition, the council is developing a policy framework on Localism which has a clear focus on evidence led local ward plans, responsive to the needs of local residents and communities. We are clear that residents and communities must also be able to participate in setting local priorities and to take action themselves, recognising the rights and responsibilities of everyone in the city and the value of collective action for the common good. Despite the resource constraints, we are determined to explore new ways of bringing about a more localised city and make the most of all our assets, financial, physical and human.

Our Localism policy framework will build on the neighbourhood agreement approach already in place by developing a neighbourhood based approach targeting priority and vulnerable council housing estates. This will include developing a refreshed engagement strategy one that adopts the recommendations of the Dame Hakitt post Grenfell enquiry in regards to the voice of the tenant. Our approach will go beyond co-regulation requirements, including the allocation of lead Housing managers responsible for contributing to the new Ward planning process.

Question 3

Do you have any examples of successful approaches to encourage integration that you wish to highlight, particularly approaches which have been subject to evaluation?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

The impact of austerity measures has seen significant reductions in council resources, which has meant that we are continually balancing our budget, fulfilling our statutory commitments and making difficult decisions on how we effectively respond to the changing demands of our growing and diverse population.

Despite the resource challenges, we continue to support activities that promote cohesion. Our libraries are a good example of how we continue to adapt mutual communal spaces to facilitate greater integration. Due to the limited capacity of our library staff, we have introduced a volunteer policy to support community hubs across the City. We have already supported a number of community volunteers to set up a range of activities that help address social isolation and build cohesion, including: reading groups, events with speakers, coffee mornings, family history/ancestry groups, art groups, and various local Friends of Groups. These organised and self-organised social groups and social settings facilitate new friendships and foster good relations between communities. Similarly, we support community led events, such as an annual Roots, Rock, and Reggae event bringing together people from different backgrounds. Such cultural gatherings make an important contribution to recognising and celebrating different cultures, but also brings different communities together to experience new cultures and help dispel myths and fears of 'others'. As a consequence of changing patterns of migration, Birmingham's demographic landscape is becoming increasingly ethnically and socially 'super diverse' and we are receiving growing requests from different communities to hold cultural events that celebrate and share their cultural heritage with other communities.

Our central Library, the Library of Birmingham, includes a number of exhibition and event spaces with a primary function to facilitate a wide range of different forms of meaningful social mixing, including: debates and discussions, exhibitions, engagement and cultural learning activities. Since opening in 2013, the Library has worked with more than 20 community groups on exhibitions and related engagement activities. Exhibitions have, for example, been curated by groups from Jamaican, Bangladeshi, Polish, Jewish, Chinese, Indian and Pakistani communities and featured subjects including sports, music, poetry, public art, photography, architecture, literature and local heritage. Exhibitions often include popular engagement activities such as discussions, dance performances, crafting activities, readings, music and theatre – all designed to encourage as many people as possible to meaningfully connect with culture and each other.

We support government proposals on conversation clubs, not only to improve English language speaking, but also to help support individuals socialise more

widely. Libraries could develop as venues for new conversation clubs although use of some spaces is chargeable.

Youth Promise Plus:

The Council's employment services team has worked with partners to develop a project working with NEET young people. Birmingham and Solihull Youth Promise Plus is an ESF/YEI funded employment pathway project which has engaged with over 13,000 (as of June 2018) NEETs aged 15-29. The project is supporting some of the most disadvantaged young people into a positive EET destination using a strong partnership approach which reaches into the heart of communities.

Unemployment levels are above national averages for Birmingham residents from BAME groups. The BAME unemployment rate for the area is 15.0% compared to an unemployment rate of 4.6% for white residents; a BME unemployment gap of over 10 percentage points. (Source: ONS/APS April 2018).

There are significant concentrations of unemployment in particular local areas mainly located in inner city Birmingham. In May 2017, Lozells & East Handsworth in Birmingham has the highest unemployment proportion at 10.1% over 5 times the national rate of 2.0%.

(Source ONS/NOMIS)

A positive project outcome is a result of the intensive and holistic delivery elements of the programme, in addition to targeted employer activity has proved effective in supporting BAME young people towards a positive EET destination.

Also, the project has shown a high level of engagement from ethnic minority groups. Our engagement rates do indicate economic inactivity is higher in women than in men as stated in the report. However the project data reports that Asian or Asian British Pakistani are the most engaged of all BAME women.

Participants are allocated a named intervention worker providing appropriate and consistent support. Where required the intervention worker has the capacity and resources to deal with barriers by accessing specialist provision offering intensive support for participants with a disability and/or situational barriers such as being at risk of homelessness or offending. On the participant journey this support aims to 'stabilise' the participant enabling progress towards agreed EET objectives. This approach is in line with the government belief in "diagnosing an individual customer's barriers to employment and providing a tailored approach".

This project is delivered from various locations across five localities. Key locality delivery is provided through Jobcentre Plus with project staff co-located with JCP colleagues who make the initial referrals. Working with JCP, we have appropriate levels of intensive mentors working with work coaches at the 14 job centres in the project area, and at many community organisations, as well as being the first project in the area to locate NEET support workers at key frontline sites to reach the young people most in need, such as at the West Midlands Police Integrated Offender Management Teams, and at the local mental health provision bases run by Forward Thinking Birmingham.

Our commissioned independent evaluator Carney Green has produced a mid-term report (covering the period to October 2017) and consulted with project Partners and contractors at management and operational levels, as well as participants and other stakeholders, they found:

“Engagement with participants to date has revealed numerous positive impacts as a result of their involvement with the YPP Project. These include: an increase in work related skills; a belief that they are more likely to enter employment; and softer impacts such as greater aspirations and motivation, and increased confidence. The YPP individual action plans were seen to be relevant to the young people, enabling them to see how their aspirations could be achieved through manageable steps, helping to increase their motivation and likely ongoing engagement with YPP.”

Case study: Unity in Diversity

We have many examples of good practice in schools including Football for Peace and Trailblazers. We are currently developing a partnership with the British Council in Indonesia, which has a great story to share with amazing cultural and religious diversity and a constitution based on tolerance and pluralism. Its cultural richness is a fortune in itself that has been part of the identity of Indonesian people, as it also stated in the national slogan, 'unity in diversity'. Open mindedness and tolerance are the elements that glue the community and build its resilience. Birmingham is British Council's main partner in establishing an international school links between Indonesia and the UK in the theme of 'Diversity'. The programme aims to promote tolerance and international collaboration among young people of different backgrounds. It is our expectation that through linking schools in Indonesia and the UK we will facilitate learning between the two schools communities on how diversity will be beneficial for individuals taking part in this project as well as extended school communities. It will enable us to extend the work we are already undertaking on attitudes to women and girls in Birmingham schools and will offer alternative world views for children and young people in Birmingham on the progressive role of women in religious life. By its nature, the programme will engage school across the city to work in partnership with schools in Indonesia which will not only develop a global approach, but will facilitate social mixing at a local level with diverse school populations coming together for a common goal.

In a recent Home Office Prevent Peer Review, our innovative education offer was deemed as 'at the vanguard of education practice nationally'.

Chapter 1: Strengthening Leadership

The questions in this section relate to Chapter 1: Strengthening Leadership.

Question 4

The Green Paper proposes that we need to build the capacity of our leaders to promote and achieve integration outcomes. Do you agree?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

Yes. We welcome proposals to promote integration through partnerships across national and local government, faith, voluntary and community and business sectors.

We recognise that as council, we have a leading role in creating the conditions in which individuals, families and communities can live cohesively. We have been given a democratic mandate from Birmingham communities to provide leadership and accountability on promoting cohesion. As such, the council has brought together public and private sector partners and communities to develop a Community Cohesion Strategy Green Paper, which makes proposals for balanced leadership between council, city, community and individuals - driving our approach on building a cohesive city.

We agree that leadership positions across public, private and community sectors do not represent the diversity of our population. And some voices are seldom heard, including women, young people and ethnic minorities. We welcome the governments call on public authorities to include and equality objective outlining specific activity to promote integration. We have made a commitment to mainstream community cohesion, by embedding it in our everyday policy and practice. Equally, our policy on Localism will endeavor to reflect all voices in shaping local plans.

We also welcome the opportunity to exchange learning, research and ideas with other local authority areas as part of the new Cohesion and Integration Network.

Moreover, we are encouraged that the government is leading by example: for all Whitehall Departments including DfE, to review policies that exacerbate segregation and those that best drive integration.

There are examples where government departments could work better. For example: community libraries are delivering an assisted digital service on behalf

of DWP in nine community libraries. It is clear that some claimants require more support than can be provided through the agreed appointment schedule - the statement "(encouraging) partner organisations - including community groups, customer stakeholder groups, advice services and charities - to provide joined-up help and advice" is weak, the statement should state that "the DWP will work with and provide support to community groups, customer stakeholder groups, advice services and charities to provide joined-up help and advice".

Chapter 2: Supporting New Migrants and Resident Communities

The questions in this section relate to Chapter 2: Supporting New Migrants and Resident Communities.

Question 5

The Green Paper proposes measures to support recent migrants so that they have the information they need to integrate into society and understand British values and their rights and responsibilities. Do you agree with this approach?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

We agree with the government's proposals to support recent migrants with the information they need to integrate into society and for them to understand their rights and responsibilities. We believe for this to be successful there needs to be an early support offer that builds integration objectives into the way in which services guide and support migrants including:

- Increased opportunities for ESOL
- Support for voluntary sector engaging with new migrants
- support for community development to provide opportunities for meeting and sharing
- schools as hubs for engagement (extended schools model)
- better integration support for refugees and asylum seekers, particularly using schools, youth centres, libraries, and children centres as a universal point of access for families
- robust approach to rights of women and girls

Social integration should not be the sole responsibility of migrants to integrate into British society. Established and settle communities should also offer a sense of welcome and be incentivised to help migrants settle in their local area, community and schools. As a City of Sanctuary, Birmingham is committed to creating a culture of welcome and support to people who arrive into Birmingham as migrants, asylum seeker or refugees. Similarly, the Council's Localism agenda, will support newly arrived migrant/people feel welcomed and able to fully participate in civic life.

Question 6

The Controlling Migration Fund was constructed to deal with the short-term migration pressures and associated costs that local authorities can encounter. Do you think it adequately achieves this objective?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

While the Controlling Migration Fund is a welcome resource to support the pressures of migration on places, it needs to be promoted sufficiently well to ensure that stakeholders in and across Local Authority areas are aware of it and its relevance to the changes to public services which have been seen across neighbourhoods, communities and public services. As a result it has noticeably been a useful resource to those services and organisations already engaged in the migration agenda, but has otherwise lost some of its potential impact. In some areas, the rate of population changes resulting from natural movements of migrants into urban areas, as well as the housing of asylum seekers and refugees through various schemes and processes has been too rapid to be able to organise a sufficiently coherent and effective approach to the complex issues which arise from such changes. This is across the range of Local Authority, Policing, Education, Health and Voluntary Sector services. To this effect more could be done at a national policy level, in support of the CMF to help facilitate greater understanding of the impacts of migration on public services and communities.

In Birmingham, we have successfully secured resources to focus housing related issues in the private rented sector, resulting from some of the pressures on housing caused by migration. This includes funding for activity to tackle irresponsible and criminal landlords; support local communities and support migrant households to integrate into society and help develop a sense of belonging. This project will operate for 3 years and during this time it is anticipated that the Council will be able to sustain the work to improve standards in the private rented sector (PRS) and safeguard vulnerable people by:

- Introducing Selective Licensing for PRS properties in target areas. The income from the licence fee will ensure the continuation of enforcement project working on improving standards in the PRS
- Developing further the landlord accreditation scheme in the city to promote responsible renting
- Ensuring improved capacity in the Third Sector to support PRS tenants and

migrants at risk

- Working more closely with GP and health service providers in local areas
- Developing new approaches informed by the Evaluation Report and recommendations

Despite this, there is far more that could be done going forward across public and voluntary sector services to better understand and address the impacts of migration. Therefore we welcome the government's offer to 'make sure local authorities get the help they need to support people as they arrive', but hope that the CMF offer can extend beyond funding into facilitating and enabling approaches delivered by local authorities, but also include range of public and voluntary sector stakeholders impacted by migration.

Chapter 3: Education and Young People

The questions in this section relate to Chapter 3: Education and Young People.

Question 7

The Green Paper proposes measures to ensure that all children and young people are prepared for life in modern Britain and have the opportunity for meaningful social mixing with those from different backgrounds. Do you agree with this approach?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

Yes.

We agree schools are best placed to deliver on this objective with a local track record but DfE policy defines this area. Social mixing should not become cultural voyeurism and a 'new norm' needs to be established with young people, that supersedes the language of faith, culture and context and we would suggest that our work with Unicef on the United Nations Convention on the Rights of the Child (UNCRC) offers just that.

Schools and integration

Within the shadow of the Trojan Horse affair in Birmingham, we worked with our schools to understand and implement Fundamental British Values within the Prevent Duty curriculum. National and local discussions have often been critical of the term 'Fundamental British Values', citing a legacy of colonialism and empire so we needed to refocus the approach and found that the language of the United Nations Convention on the rights of the Child gave us a policy framework where a multiplicity of perspectives could co-exist. The UNCRC makes provision for dissenting voices by validating the right to faith, culture, language etc, rights which were deemed as repressed by communities.

Our aim is to create that safe space for discussion, where concerns or grievances could be openly discussed in a safe space within schools, contained by the craft of teaching (Prevent Duty, paragraph 64).

Our approach promotes the Unicef Rights Respecting Schools Award (RRSA) which is based on principles of equality, dignity, respect, non-discrimination and participation, and is congruent with the objectives of the Green Paper. The RRSA seeks to put the UNCRC at the heart of a school's ethos and culture to improve wellbeing and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day. Through co-operative and appreciative inquiry, this approach is not only having an impact on individuals but on how children and young people understand their roles as global citizens. The Articles of the UNCRC have been invaluable in engaging children, parents, practitioners and communities in shared values which make provision for difference, but offer a common language; a 'new norm'. It has helped us to shape discussions around taboo issues such as cultural and religious conservatism, values and gender inequality, which the strategy aims to address. Not only this, it has reinvigorated leaders and practitioners and reconnected them to early aspirations of teaching and social work.

Articles 1- 45 have underpinned our approach to education in the city and have inspired our Curriculum Statement (appendix) that sets out our aspirations for children and young people and supports the objectives of the green paper.

Article 29 states that 'education must develop every child's personality, talents and abilities' and encourage the child's respect for human rights, their parents, their own and other cultures.

Article 14, freedom of thought, belief and religion has been vital in validating the right to faith where communities have accused developing policy of eroding religious values. This is further endorsed by the Birmingham SACRE shared syllabus on religious education, supported by all the major faiths in the city.

Article 30, children from minority or indigenous groups have the right to use the language, customs and religion of their family and this has helped us to engage parents and organisations in our approach to developing safeguarding, equality and integration in out of school settings (see pilot proposal below)

We now have 220 schools in Birmingham undertaking the award, the largest cohort in the country and although we have not yet been able to fund specific research on the impact of the award to building resilience, our schools progress significantly faster in Birmingham than in other areas of the country (Unicef data). We would suggest that Unicef RRSA is fundamental to promoting integration where children, schools and communities focus on the shared values of protecting and developing children to their full potential, rather than on difference between groups. It also underpins a robust approach to safeguarding, particularly abuse linked to faith or belief, honour/gender based violence, FGM and sexual exploitation.

Schools in Birmingham, including our 27 nursery schools are engaged in promoting integration as an objective, congruent with 'Unlocking Talent, Fulfilling Potential' (2017), the government's national plan to support children and young people to fulfil their potential and improve social mobility.

We have also developed an Equality, Cohesion and Integration strategy and toolkit and training for schools in meeting the PSED. This is largely based on the DfE guidance 'Equality Act 2010; advice for schools, 2014' with local case studies, but we would ask the government to consider updating this advice to ensure it is in line with current thinking around integration once the responses to the green paper and subsequent actions are underway.

Elective Home Education

We have developed an integrative approach to EHE which seeks to engage the most overlooked and potentially vulnerable families through a process of positive engagement which includes regular forums, an online education resource and a developing Unicef Rights Respecting EHE network. Our approach was endorsed by Lord Lucas (Con) House of Lords Hansard Home Education Bill 24 Nov 2017:

'As for home education for attendance order avoidance, the existing powers deal with that perfectly well. Clearly, if a parent is doing that and the school confirms it, the existing powers can be used to get that kid back into school. There is no difficulty whatever with the existing legislation. If we really want to improve things for home education, there is no need to be punitive.

We could look, for example, at Birmingham, which is perhaps not the local authority we would immediately turn to for good practice, but in this area it is doing really well. It is concentrating on drawing home-educated children into its orbit. All the services it offers to children in school are now offered to home-educating parents. It is willing to listen and works in partnership. The result is that

most of the home-educated children in Birmingham are known to the local authority and seen regularly in settings to which the authority has access. The worries that people have expressed disappear, just by the authority being helpful. We could do so much more in that area. The money that we would have to spend on the sort of structures in this Bill could provide literacy and numeracy support."

School Admissions

The School Admissions Code, 2014 should be updated to make changes to support cohesion and integration. There is an opportunity to strengthen the interface between academies and local authorities and to steer admission authorities to more explicitly consider how their admission arrangements support integration.

Preparing young people for modern life

We agree that all young people are supported to prepare them for life in modern Britain. Some young people, particularly the most disadvantaged and vulnerable, need additional help to develop the personal and social skills and qualities they need to participate and attain in learning, avoid negative and risky behaviours, and be ready for adult life and work. Some also need early help to address specific issues and prevent them causing harm. These are some of the factors that prevent young people from integrating into society.

Birmingham's Youth Service provides young people with enjoyable, educational and challenging experiences and opportunities in a safe environment together with information, support and guidance in order to enable them to achieve and develop their skills, abilities, self-esteem, values and identity in their transition to adult life. The Youth Service intervenes proactively in the challenges faced by young people to prevent matters arising around safety, employment, health and exclusion.

- The Youth Service is an open access service available to all young people, its 16 centres are based in areas of greatest need within the city. Within this open access service it delivers targeted work to respond to local need. E.g. employment, drugs, preventing violent extremism, knife crime, teenage pregnancy to different groups of young people.
- The Youth Service offers a broad range of opportunities, experiences and activities relevant to the needs of young people. The work takes place in a variety of venues and environments recognising the diversity and opportunities within the City.

It is important to note that youth work is about building young people's resilience by giving them the skills and attitude to cope with challenging situations and also giving them a sense of self-worth and belonging. If young people have this they are better equipped to recognise and remove themselves from violent

relationships.

Despite reductions in funding for youth work, Birmingham is committed to finding solutions to provide safe spaces for young people to access services and support such as:

- Information, Advice and Support to young people by a qualified youth worker
- A safe place for them to meet friends
- A positive relationship with a "trusted adult" (the youth worker) which is built on honesty, respect and is non-judgemental.
- Targeted programmes – examples include PVE, youth violence, sexual health, health, activities and employment
- Opportunities for young people to get involved in activities, examples include drama, sports, events, youth forums, residential experiences.
- Volunteering opportunities to improve self-esteem and confidence to find employment.

From our conversations with young people on what is important to them when trying to navigate the challenges and access to opportunities to improve their life chances, they told us:

- Youth workers had helped them make a positive contributions to their communities, through supporting their involvement in decision making and shaping local services, volunteering and reducing anti-social behaviour
- Having access to youth centres and other safe spaces meant they were off the streets and therefore not involved in anti-social behaviour, substance misuse and crime (either the victim or perpetrator) because they participated or involved in enjoyable and positive activities delivered by the Youth Service
- Young people from different cultures and faiths participate in joint activities together leading to a better understanding of each other, encouraging social mixing and social integration across a range of social backgrounds.
- Youth Workers enable young people to develop a good understanding of the impact of their behaviour through challenging them and engaging them in meaningful discussion
- The Youth Service safeguards their welfare and provides them with a safe place in which to explore their values, beliefs, ideas and issues
- Youth workers were seen as role models and mentors to those young people who have an absence of parent or relative guiding them through to adulthood.

Youth work provision delivered by the council and voluntary and community sector is crucial to the life chances of the most marginalised and vulnerable young people. Newly arrived young people can become isolated and vulnerable to risky behaviour if they are not aware of how to adjust and access opportunities to help them integrate into life in Britain.

Question 8

The Green Paper sets out proposals to support parents with their choice of out-of-school education settings. Do you agree with this approach?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

Out of school settings

This area has long been a concern for the council and we have developed an approach over time to address the issues arising from out of school settings and have submitted a funding request to DfE to enable us to consolidate our learning and to address the risks associated with an unregulated sector.

Under our statutory safeguarding responsibilities, we are very aware of the risks that children may be exposed to harmful practices and may be at increased risk of emotional or physical abuse, intolerance and hostility to 'the other'. Over the past five years, we have developed a partnership approach, engaging with out of school settings where there has been a disclosure by a child which has informed our priorities include:

- Residential based supplementary settings
- Faith based settings, tuition centres and unregistered 'schools'
- Pursuing the identity of adults in settings and of un-named child victims (where children report the abuse of others but don't know their names)
- Police response and the social work assessment process
- Complex matrix of faith, culture, superstition, special educational needs
- Sub-systems inherent in a cultural context and honour based avoidance of reporting

Our proposal for a pilot:

- Funding for a team of five practitioners to establish the work stream, building upon existing successful practice with support from a strategic partnership (Education, Ofsted, Charities Commission, LADO, Children's Social Care, Fire Service, Planning Dept, University of Birmingham and schools) to continually develop our database of unregistered settings and to develop best practice through positive engagement with schools as civic leaders in this area
- Training for head teachers and safeguarding leads on faith/culture/superstition and how to address challenging conversations with parents and settings, taking into account social identity theory
- Cert Ed (or equivalent) in partnership with the University of Birmingham for supplementary tutors including modules in pedagogy & child development, safeguarding, UNCRC, premises management, financial implications, Equality Act 2010, special educational needs, health and safety, optional modules on faith, music, sport, 11+ with assessment including a 2000 word report, checklists and reflective journal.
- Dissemination of the Faith Associates toolkit developed with Birmingham University and LADO, currently offered to faith settings
- Extend existing partnerships faith institutions to raise awareness
- Quality mark for settings on a sliding scale of universal, targeted and specialist work
- Advice note (currently with Legal Services) on considerations of those providing tutoring in residential settings including the right to work, health and safety, HMRC and tax implications, planning, fire regulations and safeguarding
- Parent Charter to ensure that parents understand safeguarding in

supplementary settings and are equipped to make positive choices for their children.

We know from direct and anecdotal evidence that there is a mistrust of Ofsted's approach to equality and integration, including the recent media activity around Ofsted's approach to questioning young girls about wearing the hijab, and would ask the government to consider local authorities as potential regulators of this sector.

Chapter 4: Boosting English Language

The questions in this section relate to Chapter 4: Boosting English Language.

Question 9

(a)

The Green Paper proposes a number of measures to improve the offer for people to learn English. Do you agree with this approach?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

We are encouraged by the recognition of marginalised ethnic minorities, in particular, minority women, who are disproportionately affected by lower levels of English proficiency. We welcome proposals for more localised approaches of ESOL provision that is flexible and accessible to local needs and individual circumstances. In Birmingham the scale of the challenge is significant where we have 47,0005 people known to be living in Birmingham unable to speak English. We have over 35% of children with English not their first language compared to 17.3% national average.

To this end we welcome the government's proposal for an ESOL Strategy for England and we look forward to commenting on the strategy.

While we feel conversation clubs are a helpful way to practice English speaking in an informal setting run by volunteers, these clubs should support formal ESOL provision delivered by a qualified trainer.

We believe the Syrian Vulnerable Persons Resettlement Programme should be available to all people who need additional support in settling into their new life.

ESOL provision has to be a key commitment supported by investment as we cannot meet the current demand for ESOL which is crucial to accessing health and support services and for parents engaging in their children's learning (Ending Child Poverty, Field 2010), adult safeguarding (FGM) and employment opportunities.

(b)

Do you have any other suggestions on how we can improve the offer for people to learn English?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

We suggest that JCPs to increase referrals at entry 2 and below and to provide for those at entry 3 and above. There is a tendency for learners to stop when they reach a minimum level to gain employment. However that employment is often at low level and does not make use of the skills recent arrivals have already acquired. ESOL for those at work would help access to better paid and more fulfilling work.

Conversation clubs would function best when linked to learning or a relevant activity so the same vocabulary is reinforced.

To effectively prepare recently arrivals and settled migrants into employment we need to create packages to take recent arrivals to employment-ready with ESOL, IT, employability and citizenship wrapped together.

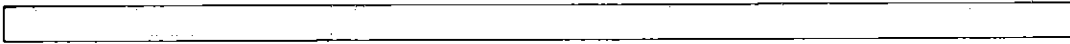
Work with TV channels etc – the Dutch cannot avoid learning English via films - they are transmitted in English with Dutch subtitles.

Make citizenship activities and tests relevant to normal British life.

Learning providers and NCS have a new duty to provide careers advice and guidance to adults and citing relevant organisations together in community hubs would support this duty.

The strategy of moving disadvantaged groups into areas which are already deprived in the West Midlands increases marginalisation.

In addition, consideration need to be given to different professions and different contexts would require different language skills, including, the requirement to pass IELTS on 7.5 proves to be an obstacle for highly qualified medical overseas doctors who live in Birmingham and acquired the conversational skills but struggle with the academic English requirement.



Chapter 5: Places and Community

The questions in this section relate to Chapter 5: Places and Community.

Question 10

The Green Paper proposes measures to ensure that people, particularly those living in residentially segregated communities, have opportunities to come together with people from different backgrounds and play a part in civic life. Do you agree with this approach?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

We agree with proposals to create opportunities for people and communities to participate in civic life. That is why our community cohesion strategy promotes empowered and engaged communities working together to co-design and co-produce local solutions. Our Strategy makes proposals to connect places, people and communities to exchange ideas, discuss differences and drive innovation that will bring positive change to their communities and neighborhoods.

The Council Localism Green paper makes proposals for local people and communities to play a greater role in civic life to build social capital between and across communities. We want local people to work together with local Councillors to influence decisions that affect their neighbourhoods and communities.

We are pleased that the government's Integrating Communities Green Paper recognises the structural and social inequalities that determine spatial and social segregation. In Birmingham there is a strong association between deprivation and spatial segregation, with neighbourhoods with higher concentrations of ethnic minority groups experiencing greater levels of disadvantage in comparison with members of the same ethnic group residing in other wards.

In Birmingham, as our population increase we are seeing an overall decrease in spatial segregation between white and non-white ethnic groups during 2001-2011 (8.9% reduction in Index of Dissimilarity value ward). While, some of our schools have over 80% of pupils from one ethnic background. We welcome proposals for all Whitehall departments to look at policies that exacerbate segregation, including education and schools policy.

To help make integration work, the process must start at the point at which the individual or family arrives. Packages of support similar to that provided as part of the Syrian resettlement programme should be offered to all migrants to help them settle and integrate into their local communities.

To engage some of our marginalised individuals and communities in civic life requires community development and capacity building support. Grass roots voluntary and community organisations are best placed to provide this support. However, due to scarce funding opportunities to deliver capacity building activities a number of excellent local groups have either closed or scaled down their work.

Chapter 6: Increasing Economic Opportunity

The questions in this section relate to Chapter 6: Increasing Economic Opportunity.

Question 11

The Green Paper proposes measures to provide tailored support to people, especially those who may not currently be active in the labour market, to build their confidence and skills to take up employment. Do you agree with this approach?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

Yes. Economic insecurity is a key driver that threatens cohesion and integration. We agree that tailored support is a route into secure and decent jobs that will help provide sustainable employment and improve integration.

New arrivals are not necessarily passive recipients of support needed to help them integrate into British society. National understanding and language needs to recognise that many migrants have skills, knowledge, experience, qualifications that could assist and contribute to the social and economic life. For example, the section on economic integration appears to have low expectations about the jobs new arrivals might be able to access with little or no mention about those that are able to access well paid jobs in key sectors.

For many people with foreign qualifications the labour market remains out of reach. In our experience we have found that approaches to access the labour market need to be tailored. National support programmes providing standard training or generic language qualification are not always effective.

For many people with foreign qualifications the labour market remains out of reach. A key barrier is the requirement of a specific language qualification (i.e. IELTS 7.5 which required by the NHS and is different from the ESOL provision).

In addition, many people with foreign qualifications require their qualification to be recognised against British standards before they can successfully gain employment. This can prove too costly or in certain instances impossible, as foreign qualifications don't always match available vacancies.

USE-IT is a project based on the work developed with Sandwell and West Birmingham NHS Trust to support individuals with foreign medical qualifications who are unable to apply for NHS vacancies because their qualification places them in between two medical professions. The project places individuals within the NHS work environment to undertake work shadowing and in- job training. These learning and training 'on the job' opportunities have led to employment within the NHS. Implementing the project required a **culture change** of professionals within the local NHS Trusts.

In addition, USE-IT partnership took the approach of co-designing and co-creating activities in communities to build capacity for employment and self-employment. Significant effort and work has taken place in Birmingham (via organisations like Initiative for Social Entrepreneurs and Co-op Futures) to empower and equip people with the right skills enabling them to set up social enterprises and community enterprises. In order for these actions to be successful, enterprises cannot be created simply to offer people temporary work places – they need to include sustainability. Otherwise, it creates a short-term solution and later down the line increases funding dependency. USE-IT pledged to link enterprises with real market opportunities.

Chapter 7: Rights and Freedoms

The questions in this section relate to Chapter 7: Rights and Freedoms.

Question 12

The Green Paper proposes measures to encourage integration and resist divisive views or actions. Do you agree with this approach?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

Yes, we agree proposals.

Question 13

The Green Paper proposes measures to address practices which can impact on the rights of women. Do you agree with this approach?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

Yes. Our Community Cohesion Strategy broadly aligns with the Government's proposals to promote the rights of women. There are a number of factors that hold women and girls back: low pay and skills, poverty, poor health, racial discrimination and homelessness are some of the factors that disproportionately impact women. These factors threaten the social stability of individuals, families and communities. Furthermore, gender based violence such as domestic abuse, Female Genital Mutilation, Forced Marriages and other harmful practices are first and foremost, a violation of human rights and illegal; leaving lasting emotional and

physical scars that exacerbates the inequality of life chances. The Council has published a

We are a forward thinking council and our education service has already established a working group to address early attitudes to women and girls as a result of issues raised by our primary schools. The head teacher at Anderton Park School, Sarah Hewitt-Clarkson has developed a pioneering technique to highlight the impact of misogyny through every day thinking, expression and language. This is all brought together through the context of ecological human theory, looking at the impact of civil society, organisations, institutions and communities on group and individual identity and thinking on gender and equality. The role of youth work is well documented both in terms of its generic curriculum offer but also bespoke targeted projects. Youth workers have a major role to play in raising awareness for young people and in particular for newly arrived communities on gender equality and human rights.

Part of the package of proposals need to include ESOL provision for all women and girls as means to understand and exercise their rights and responsibility.

Funded advice and guidance and wrap-around support for women and girls experiencing violence and abuse.

Chapter 8: Measuring Success

The questions in this section relate to Chapter 8: Measuring Success

Question 14

The Green Paper proposes core integration measures for national and local government to focus on. Do you agree these are the right measures?

Please select an item from the drop down menu

Choose an item.

Please enter any additional comments below:

Yes. We would also suggest, as well as understanding social mixing across communities, we need to understand social mixing within the labour market and professional settings. Equally, as policy makers we need to understand the barriers that hinder social mixing to ensure we're putting in place the right support to facilitate social integration.

We welcome proposals for an integration measurement framework to help measure progress at a national and local level. The framework will be a helpful tool for the Birmingham as we progress our Community Cohesion Strategy. We look forward to working with MHCLG to help design a local framework to measure progress on our Community Cohesion Strategy.

Submitting additional information

You can submit your additional information to the following email address:

IntegrationStrategy@communities.gsi.gov.uk

You may wish to compress your document into a zip file before sending, or consider using a file transfer link if it is a large document.

If you send your additional information via email, please make sure the subject says "Consultation response: additional information from [insert your name/organisation]".

Personal data

The data protection legislation is changing and a new Data Protection Act will come into force in May 2018. It will give you greater powers to protect your own privacy, and place greater responsibility on those processing your data for any purpose. The following is to explain your rights and give you the information you will be entitled to under the new Act.

Note that this section only refers to your personal data (your name address and anything that could be used to identify you personally) not the content of your response to the consultation.

1. The identity of the data controller and contact details of our Data Protection Officer

The Ministry of Housing, Communities and Local Government (MHCLG) is the data controller. The Data Protection Officer can be contacted at dataprotection@communities.gsi.gov.uk

2. Why we are collecting your personal data

Your personal data is being collected as an essential part of the consultation process, so that we can contact you regarding your response and for statistical purposes. We may also use it to contact you about related matters.

3. Our legal basis for processing your personal data

Part 2 of the draft Data Protection Bill (subject to change before it becomes an Act) states that, as a government department, MHCLG may process personal data as necessary for the effective performance of a task carried out in the public interest. i.e. a consultation.

4. With whom we will be sharing your personal data

Responses submitted using this template will be stored securely on the Ministry of Housing, Communities and Local Government's secure IT system.

5. For how long we will keep your personal data, or criteria used to determine the retention period.

Please refer to the records retention policy on our website.

<https://www.gov.uk/government/publications/departmental-records-retention-and-disposals-policy>

6. Your rights, e.g. access, rectification, erasure

The data we are collecting is your personal data, and you have considerable say over what happens to it. You have the right:

- a. to see what data we have about you
- b. to ask us to stop using your data, but keep it on record
- c. to have all or some of your data deleted or corrected
- d. to lodge a complaint with the independent Information Commissioner (ICO) if you think we are not handling your data fairly or in accordance with the law. You can contact the ICO at <https://ico.org.uk/>, or telephone 0303 123 1113.

7. Your personal data will not be used for any automated decision making.