



# The Global Dimension in Community Cohesion

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# Living in a changing world

- In 1965 75 million people lived outside the home country, now 180 m
- 600,000 Britons live in Spain, more in other countries (200,000) in NZ; 3m with second homes
- 25m tourists to the UK, 70m from UK to global destinations
- Globalisation in many forms: internet, international students, brands etc



# How far does community stretch?

FROM

School Community

to

Community in which the school is located

to

UK Community

to

The Global Community



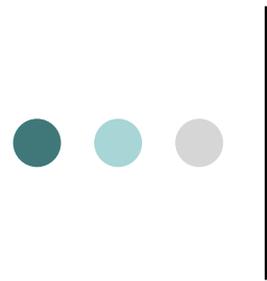
# What social dimensions of community?

- Religious and non religious
- Ethnicity and culture
- Socio-economic



# Current concerns

- 7/7 and the fear of terrorism
- Trevor Phillips: 'Sleepwalking to segregation'
- Challenge to the benefits of multi culturalism
- Changing patterns of immigration-immigration as a major political issue – fears around the BNP and local council elections
- Fears around teenage gang killings, teenage pregnancy, binge drinking and community relationship
- Concerns about the achievement gap of pupils on free school meals including white underachievement.
- Immigration, identity, diversity issues of considerable media concern.



# Perspectives of some students

- 'They see Africa as poor, Asia as flooded and England as snobby whites and poor blacks'

'I'm black I live in London-that's my home. My parents are from the Caribbean but I'm really African. I'm a Christian, but I'm E7 -that's where I hang they're my people. That's who I am.'

'I do feel sometimes that there is no white history. There's either black history month or they do Muslims and Sikhs.'

'You're bored with it, you're just British.'



# Who Do We Think We Are?

- Community cohesion should start in the local community and move outwards. (local archives)
- Challenge for school is to relate local to national to global with notion of ever widening communities that can live together with respect and peace (exploring national identity and global citizenship)
- Mission and vision for the school: to what extent is the school preparing pupils to live in a multi cultural society in a globalised world? Where do the Head and the Senior leadership stand?



## 4<sup>th</sup> strand of citizenship: Living together in the UK

- To what extent can the global agenda be linked to the 4<sup>th</sup> strand

Eg: the relationship to the history of immigration

Work on the relationship between the Empire and Commonwealth and immigration

Work on looking at the EU, the implications of European identity and the relationship with migrant workers

Networks of interconnections



# Other curriculum links

- The relationship between the local and global: trade, human rights, climate change and sustainability
- Seeing beyond media images of the 3<sup>rd</sup> world and creating links in which school cooperate on an equal footing ( How do we see black people in England in relation to how we see them in Africa?)
- Creating wider networks of links in which schools in Britain link and share their international links



# Challenges

- Embedding global education as part of community cohesion through the curriculum, not an add on for a few (What has developed through changes at Keystage 3?)
- Building relationships with link schools on an equal footing
- Dealing with controversial issues
- Developing CPD for teachers
- Creating links between schools with different intakes and different perspectives
- Sharing best practice