RUNNYMEDE
Intelligence for a multi-ethnic Britain

Integration for All

Why Race Equality Matters

This briefing sets out the evidence on integration, and suggests how government should better approach and design policy in this area. Three broad messages for integration policy are that, first, the responsibility for a cohesive society rests on all individuals and communities. Second, that integration applies to a wide range of institutions and relationships. The various 'domains' of integration include socioeconomic, political, cultural, spatial and interpersonal, and should be more clearly distinguished in policymaking so that interventions can be better designed and measured for their success. Third, we cannot build a cohesive society where inequality and discrimination continue to affect peoples' opportunities and how citizens interact with one another. We first summarize our more detailed recommendations below, before outlining the evidence on how to deliver integration for all.

Summary and recommendations

- Government should devise a comprehensive race equality strategy with a strong commitment to anti-racism and tackling discrimination. The best way to do this is to link the government's response to the Race Disparity Audit, which provides extensive evidence on racial inequalities in public services, to its integration strategy.
- Evidence shows that the largest barriers for black and minority ethnic (BME) people are in employment; trust and engagement with institutions, including political participation; and English language fluency. Government should prioritize interventions targeted at these issues.
- BME groups face a 10 percentage point employment gap. Tackling the persistent disadvantages faced by ethnic minority groups in employment (and in higher education) is essential for effective integration. Employers and government must work together to change practices and roll out policies that work.
- The Home Office-funded ESOL (English as a Second Language) regional mapping exercise should be expanded and extended to support the needs of different ethnic minority groups. Funding from central government should be targeted in line with need as part of a national strategy for English language.
- The government should close the voter registration gap between white British and BME voters. All ethnic minority groups are at least two times as likely not to be registered, with black African groups four times less likely. Given extensive racial inequalities of opportunity and rising diversity among young voters, these differential participation rates are an unhealthy sign for British democracy and a barrier to integration.
- Local or regional solutions are crucial to respond to different local integration needs. Building on the Race Disparity Audit, local authority-level data is essential to properly assess the needs of different groups and make targeted interventions. The Runnymede Trust's Race Equality Scorecard project shows that this is possible.
- The Equality Act 2010 must be properly implemented, with strengthening of the infrastructure to ensure compliance with the law. The equality duty should be strengthened so that policymakers do more than simply noting the unequal effects of policies, and must suggest mitigating measures to ensure existing racial inequalities are not further worsened by government policy.
- Many racial inequalities are linked to poverty or to socioeconomic inequalities in Britain. The socioeconomic duty in the Equality Act 2010 should come into force, which would benefit all working-class people. The Equality Act 2010 should also be amended to enable cases of multiple discrimination to be recognized.
- Tackling socioeconomic inequalities will also improve integration and social mixing (interpersonal integration). It is deprived areas rather than diverse areas that are generally less cohesive, and so integration policies should focus on areas of deprivation and poverty. This would also benefit those most in need and build solidarity across and within multi-ethnic working-class communities.
- Another way to improve integration is to strengthen and extend the Equality and Human Rights Commission's 'good relations duty', which requires those subject to the equality duty (namely public bodies) to promote good relations between people of different protected characteristics (including, therefore, between ethnic minority and white British people).
- The government must also consider more carefully how its existing policies are undermining integration. For example, consecutive government Budgets are hitting the poorest BME women hardest, while stop and search and counter-terrorism policies reinforce negative stereotypes, especially about young black and Muslim men.
- This briefing outlines the evidence and Runnymede Trust's recommendations for integration generally. There are particular integration needs for refugees and asylum-seekers that require separate, additional funding and support (see, for example, Refugee Action, 2017)

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1. Introduction

Migration and settlement have always been features of British society. They have brought with them positive change but also challenges. Migrants and their descendants have made significant and lasting contributions to our economy and our culture. They have given us our language and national dishes, won awards and accolades, brought economic innovation, and filled job and skill shortages in our public services.

Migrants and their British-born children and grandchildren have also faced hostility, resentment and discrimination. This prevents them from taking part in political, social and economic life on an equal footing. Significant strides have been made since the arrival of *Empire Windrush* in 1948. Black and minority ethnic (BME) communities and anti-racism campaigners have worked to improve access to jobs and to obtain anti-discrimination legislation and political representation. But racism, discrimination and inequalities still remain.

'Integration' itself is a controversial term, especially among civil society organizations. The concern is that integration frames ethnic minorities, including those born in Britain, as a problem, or as not properly belonging here. Instead, the question should be how to ensure everyone living in the UK has equal life chances. This requires tackling racial discrimination across British institutions.

Everyone in the UK deserves an equal chance to succeed. Unfortunately, opportunities are not fairly distributed across the country or across BME groups. Deprivation and poverty are major barriers to integration which impact different ethnic groups in diverse ways (Jivraj and Khan, 2013). Inequalities for ethnic minorities are widespread and persistent in education, employment, health and housing (Finney and Lymperopoulou, 2014).

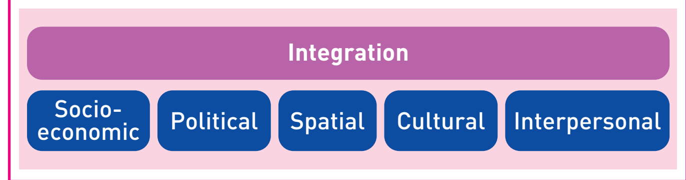
Integration needs to be reframed to focus on the key objective shared by public sector and civil society actors: that of building a society where everyone is treated fairly and has an equal chance to succeed, with mutual respect for all.

There is a large body of evidence about the most relevant barriers for ethnic minority communities and most effective integration policy interventions (e.g. Haque, 2010). To create a cohesive and fair society, integration interventions should address inequality, deprivation and discrimination, focus on institutions such as workplaces and schools, and develop these and other spaces for social mixing. This will help us achieve our common goal: that everyone can live well together.

2. What is integration?

Integration is a complex process, with researchers highlighting it as 'multidimensional' (Ager and Strang, 2008). In this briefing we identify five domains of integration: socioeconomic, political, spatial, cultural and interpersonal. We are all responsible for creating a successful and harmonious society; new arrivals, established minority communities, the host society and its institutions must work together to overcome difference and discrimination.

Figure 1. Domains of integration



A somewhat dated but succinct Home Office definition of integration provides a comprehensive descriptor of an integrated society:

> An individual or group is integrated within a society when they:
> - achieve public outcomes within employment, housing, education, health etc. which are equivalent to those achieved within the wider host communities, and
> - are in active relationship with members of their ethnic or national community, wider host communities and relevant services and functions of the state, in a manner consistent with shared notions of nationhood and citizenship in that society. (Home Office, 2004)

This definition highlights how equal treatment and opportunities are necessary to build a cohesive society. We cannot hope to understand why people don't interact or live together as long as some groups have worse opportunities and experiences than others, and yet are asked to engage on terms defined by more advantaged groups.

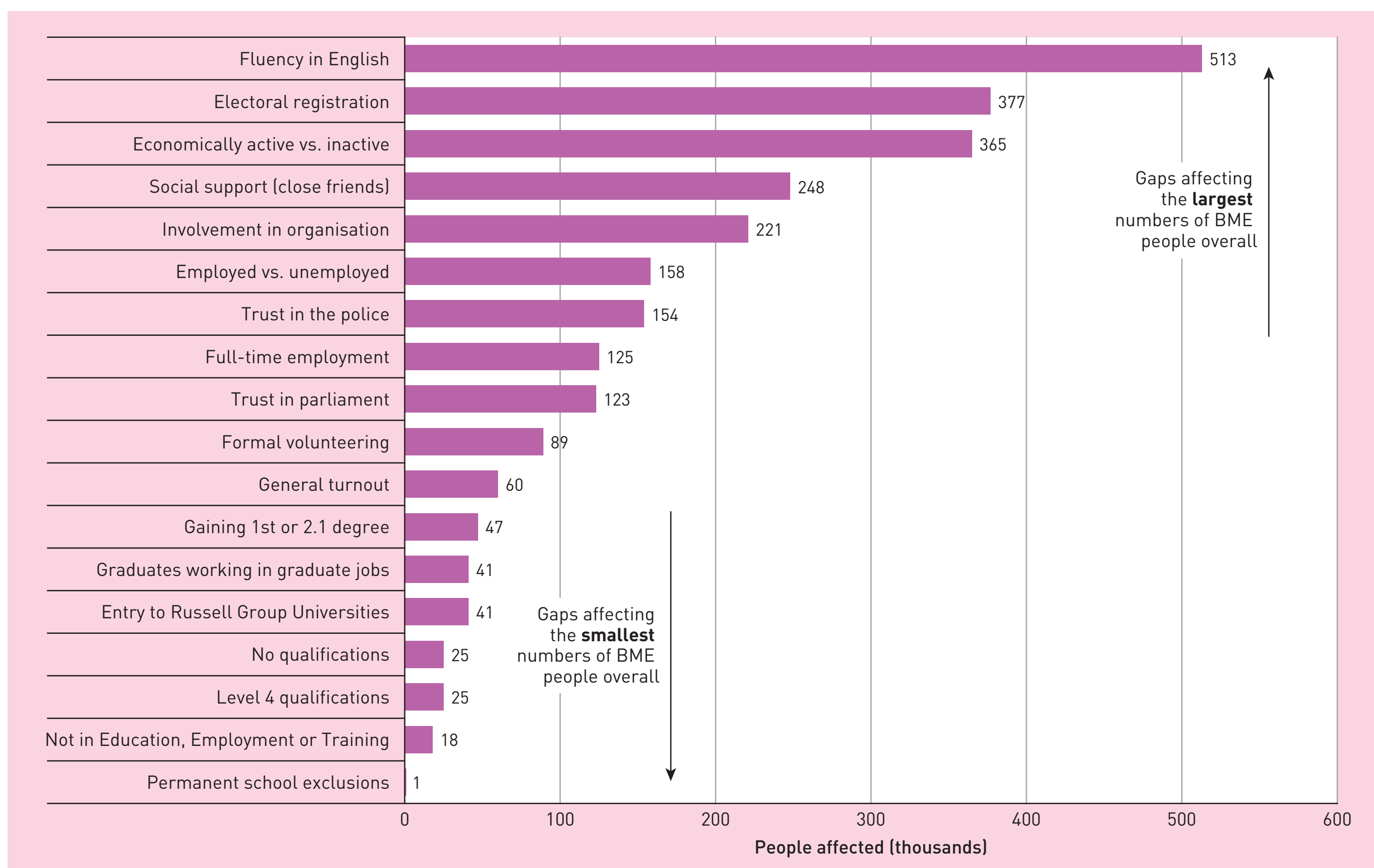
Government integration strategies should therefore encourage equal treatment by our institutions, and opportunities in school and at work. Equally, government should support programmes and strategies that encourage social mixing (interpersonal integration). Schools, universities and workplaces are important sites for this – a vital opportunity to not simply *meet* people different from ourselves, but work together towards commons aims and objectives on a more regular or even day-to-day basis. Local organizations, including charities, are also often better placed to encourage interpersonal mixing and so should be supported too. Measuring the outcomes of different groups in each of these areas – taking a multidimensional approach – is essential to guarantee integration policy is effective.

Measuring integration

Across the various domains of integration, academics (Heath and Borkowska, 2017) have recently calculated which ethnic inequalities suggest the largest integration 'gaps', where the number of ethnic minority people disadvantaged differs most from the number of white British people disadvantaged. The three largest were in fluency in English (a gap of 513,000 people), electoral registration (377,000) and economic inactivity (365,000), with other employment-related and political participation-related gaps also featuring highly (see Figure 2). These may be viewed as socioeconomic, political and cultural domains of integration, though interpersonal domains also feature on the list of biggest integration gaps.

While these headline findings are very useful, different groups experience different barriers to taking part in certain aspects

Figure 2. Integration gaps: size of BME-white British difference on various social indicators (thousands of people)



Source: Heath and Borkowska, 2017

of our society. Research shows that UK-born BME people tend to be better culturally, politically and socioeconomically integrated than those born abroad. While UK-born black African and black Caribbean communities are more likely to have a diverse group of friends, they are also more likely to be economically and politically excluded. They are also more likely to question the fairness of British institutions (Lessard-Phillips, 2017). As a result, a 'one size fits all' approach to integration will not be effective. Policies that target all groups equally are less likely to reduce inequalities and run the risk of replicating them.

3. Employment

Employment is essential to successful integration, yet it is currently the site of one of the biggest 'integration gaps' in Britain. It is also where the most important and effective policy levers exist, and government should urgently adopt specific interventions to address ethnic inequalities in the workforce, as part of a wider focus on the socioeconomic domain of integration.

Despite improvements in education, inequality persists in the job market. BME workers are more likely to be overqualified for their role, to be in low-paid work and to live in poverty than white British workers (Brynin and Longhi, 2015). A recent BBC trial found that a job applicant with an 'English-sounding' name received three times as many interviews as the applicant with a Muslim-sounding name. This is in line with previous government-sponsored research which found that equally qualified candidates with African- or Asian-sounding names need to send twice as many CVs as their 'English-sounding' counterparts just to get an interview (Wood et al., 2009).

There remains a 10 percentage point employment gap between the white British and the BME population (Gov.uk, n.d.). According to government figures, BME youth unemployment grew year on year between 2010 and 2015 by 49 per cent (Taylor, 2015). Furthermore, black graduates earn on average 23 per cent less than their white peers. Black and Asian workers are also more likely to be in insecure, part-time employment and agency work (TUC, 2015).

Labour market disadvantage is pervasive across the country, with black, Asian and mixed-ethnicity groups aged over 25 facing disadvantage in the labour market in 75 per cent of all local authorities (Finney and Lymperopoulou, 2014). Ending discrimination and unconscious bias in the workplace is necessary to securing a fair deal for ethnic minority workers. In addition, government should implement the recommendations in the McGregor-Smith Review (2017), the Taylor Review (2017) and the Parker Review (2016). Economic opportunity and empowerment – including progression at work – is crucial to ensuring successful integration for established communities and new arrivals.

Other labour market policies that Runnymede Trust and others have previously recommended include:

- creating employment targets for those groups most systematically disadvantaged
- ensuring compliance with the Equality Act, particularly the Public Sector Equality Duty
- manager appraisals and pay rises to be linked to success in supporting BME employees
- reviewing and dismantling barriers to the take-up of apprenticeships by BME groups; working with schools, colleges and the voluntary and community sector to develop mentoring and advice and guidance programmes for BME young people and parents
- identifying key information gaps, for example on ethnic pay gaps and the specific issues facing smaller or more recently arrived communities, and developing plans to fill them
- auditing BME recruitment, retention and progression rates, disciplinary and complaint procedures, and pay gaps
- providing work placements and mentoring programmes for underrepresented groups; providing race equality training for all staff; developing strategies for increasing BME employment in relation to development of key growth sectors and strategies for meeting skill shortages
- publicizing the business case for diversity of employment and publicizing good practice; forming a pool of representatives available to increase the diversity of recruitment panels (Elahi, 2017).

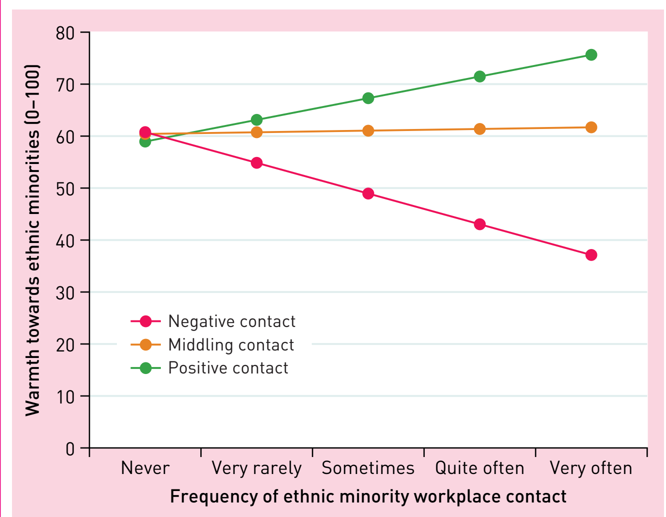
Research by the Social Mobility Commission found that young Muslims in the UK had high aspirations for managerial positions but face discrimination in the workplace. Only one in five of the Muslim population aged 16–74 is in full-time employment, compared with more than one in three of the overall population (Stevenson et al., 2017). Government should differentiate between the needs of older generations and newly arrived migrants – who may benefit from improved English language provision, confidence-building programmes and support to access services – and younger BME people who do not face these barriers.

Geography has a large and differential impact on the life chances of BME people, including in the labour market. For example, Manchester and Stafford have relatively equal employment rates for all groups, while the black African group faces higher levels of unemployment in Liverpool and London (Catney and Sabater, 2015). This highlights the need for solutions that are locally tailored, often by working with community organizations who are best placed to reach those BME people least engaged with the labour market and existing services or institutions.

Social mixing in the workplace

Workplaces are also an important space for social mixing. In other words, jobs contribute to integration not only in the socioeconomic domain, but also in the interpersonal one: we have to learn to cooperate and get along with a variety of people within institutions, especially the workplace. Research shows that positive interactions with ethnic minorities at work improves attitudes towards minority groups. Negative contact with ethnic minorities at work has the opposite effect, although the impact is much less severe than having a negative experience in one's neighbourhoods (Laurence et al., 2017).

Figure 3. How does positive and negative workplace social mixing affect views of ethnic minorities?



Source: Laurence et al., 2017

4. Political participation

For our democracy to be healthy and legitimate, equal political participation is vital. Voting is the symbol of citizenship and engagement with the state. Citizens cannot be fully integrated without a say on how our government is run and our institutions are shaped. Yet all BME groups are at least two times less likely to be registered to vote, with black Africans four times less likely (28 per cent unregistered, compared with 7 per cent of white British people); this represents the second-largest 'integration gap' in Britain (Khan, 2015).

Government should ensure that robust voter registration policies are in place. The proposed constituency boundary changes run the risk of disproportionately disenfranchising BME voters (Runnymede Trust, 2011). Drawn only to include registered voters, the proposal will increase constituency sizes where BME people are more likely to live, diluting their voting power. In addition, the younger age profile of BME people, accounting for 20 per cent of 18–21-year-olds, means they are more likely to have recently changed address, which the Ethnic Minority British Election Study (EMBES) showed was a key driver of non-registration (Heath and Khan, 2012).

A lack of awareness among Commonwealth citizens of their right to vote is another major cause of non-registration (Khan, 2015). Outreach efforts should focus on raising awareness of voting rights for Commonwealth and Pakistani citizens living in the UK. Government should be more focused on the unintended consequences of current and proposed electoral polices and on mitigating any disproportionate impact. Local authorities need better support to increase voter registration rates, particularly for under-registered (including BME) groups.

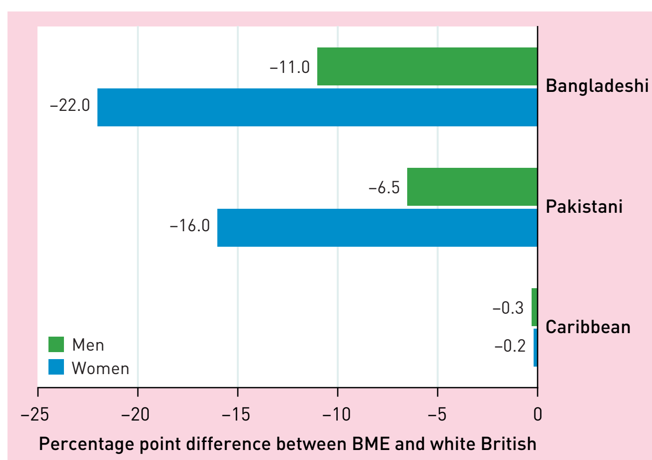
5. English language

The importance of English language proficiency to successful integration is widely acknowledged (e.g. Casey, 2016; APPG on Social integration, 2016), and is perhaps the single greatest 'integration gap' in terms of individuals affected. English language is often viewed as an aspect of cultural integration but it is also a socioeconomic domain, as it facilitates integration into the job market and education. Speaking English also aids access to services and enables social mixing. Unsurprisingly, migrants themselves are typically the strongest advocates for English language training, both to help them navigate education and health services for their family and to get better jobs. Adequate funding for English classes is therefore essential, and they should be targeted at and accessible to the groups that need them.

Integration gaps: Fluency in English

As Figures 4 and 5 indicate, not all BME communities are in need of English language classes. There are also substantial differences between different age groups, and between new arrivals and settled communities. As a result, English language classes must reflect and serve local needs. A recent report found that lack of childcare facilities and the cost of travel prevented BME women on lower incomes from attending classes (WBG/Runnymede Trust, 2017). Between 2008 and 2015, English as a Second Language (ESOL) funding from government fell by 50 per cent (Martin, 2016). Funding was made available for 'women in isolated communities' but research by Refugee Action noted that waiting lists of over six months are commonplace (Refugee Action, 2017).

Figure 4. English fluency: Percentage point difference between BME and white British, by gender



Source: Heath and Borkowska, 2017

Figure 5. Bangladeshi women's English language proficiency, by age

Age	English is main language	English is not main language and can speak English very well or well
3–15	67%	30%
16–24	63%	30%
25–44	35%	40%
45–64	10%	34%
65 or over	7%	10%

Source: ONS 2011

To be effective, provision should be flexible, and account for childcare needs and shift-work to ensure it is accessible. A mix of community-based classes delivered by third sector organizations and structured courses at colleges should be funded to meet the needs of different communities. Facilitating relationships with other services – libraries, children's centres, Jobcentres, faith venues and workplaces – to offer classes can make them more accessible (Good Things Foundation, 2017).

The Home Office-funded ESOL regional mapping exercise should be expanded to include other migrant groups and settled communities with language needs. Part of the Syrian Resettlement Programme, this involved 12 regional coordinators mapping language demand and support. Where the provision was not adequate, they supported the development of further classes. This scheme should not only be expanded but it should also be extended beyond the six-month timeframe, to allow coordinators to create and implement local ESOL action plans (NRDC, 2011; NATECLA, 2016). Funding from central government should be targeted in line with need as part of a national strategy for English language.

6. Spatial integration

Residential clustering or 'segregation' has received much discussion and attention. The Casey Review foreword and press release referred to 'worrying levels' of segregation (Casey, 2016). But this is counter to the evidence cited in the report (Catney, 2017). All ethnic minority groups live in local authorities where on average they make up less than 10 per cent of residents (Catney, 2015). In contrast, the white British population is the only group that lives in relative isolation from others, on average living in local authorities where 85 per cent of residents are white British.

Not only are the public and policymakers confused about the reality of which groups are most 'segregated' in Britain, but this emotive term is often linked to racial residential patterns in the United States, which are of a completely different scale. No London ward – with populations of around 7500 people – contains any non-white group larger than 48 per cent of ward population. By way of comparison, South Chicago, with a population of 750,000 (100 times the size of a London ward), is 3 per cent white; 83 per cent of the 1 million people in Detroit are African American; and the town of South Laredo, Texas, with 250,000 people, is 96 per cent Hispanic (Khan, 2017).

In fact, residential *integration* has increased in Britain between 1991 and 2011 for the majority of groups (Catney, 2013). Large cities such as Leicester, Birmingham, Manchester and Bradford have seen a decrease in segregation for most ethnic groups. At ward level, ethnic groups do live in greater concentrations. Even so, there are only 16 wards out of 8500 where one ethnic minority group makes up more than 50 per cent of the population. Government should look at how low incomes, housing inequality and fear of racism interact to limit residential choices for BME people and are a barrier to living well together for everyone.

Deprivation drives division between groups

Deprivation drives divisions and produces tensions within our communities. Communities with higher levels of deprivation are more likely to say that people in the area do not get on well together (CoDE, 2013). BME groups are more likely to live in deprived areas and more likely to be in poverty. This evidence shows why tackling spatial, geographic or even class inequality must be part of any effective integration strategy. We agree with the Social Integration Commission (2014) that integration should address age and social class as well as race, ethnicity and migration, and would further emphasize the importance of tackling inequalities to achieving this wider sense of integration.

Investing in areas of deprivation will not only reduce inequalities between areas, it will also reduce inequalities between people (including people of different ethnic and migrant backgrounds).

The benefits of regeneration schemes are not being shared equally in deprived areas. We call on government to increase support for anti-poverty and anti-deprivation initiatives and genuinely affordable homes. This is an example of how and why 'integration' issues apply more widely to all groups in society: inequality makes it harder for disadvantaged groups of all ethnicities to access opportunities and to live well together.

In order for integration policies to be successful they should focus on entire geographical communities and not always on any one group or community. Focusing policies on just one community runs the risk of excluding other groups from the community cohesion debate, as well as placing a disproportionate responsibility on the target community to address wider social issues. It also doesn't adequately address racial and other inequalities that many communities continue to experience, and may inadvertently make those communities feel their concerns are an afterthought. We agree with the Casey Review (2016) and the government that we need to improve opportunities and interactions within and across individuals and communities in Britain, but central to this is tackling inequality, prejudice and discrimination (Runnymede, 2016).

7. Other integration measures and domains

British values

The need for shared cultural values continues to dominate the integration conversation. The Cantle report (2001), the more recent Casey Review (2016) and the APPG on Social Integration interim report (2016) have given prominence to 'British values' as a necessary thread to bind and unite us. We agree that everyone in Britain should (as a minimum) exercise tolerance to others, support equality and respect the rule of law. Conversely, integration does *not* require or recommend that people wear the same clothes, marry outside their ethnic group or eat the same food on a Sunday; the cultural domain of integration is better identified in terms of British or universal values that don't by definition exclude some ethnic groups.

Surveys consistently show that ethnic minorities feel strongly affiliated to Britain, and there is little evidence that they are otherwise lacking in support for British values or identity. For example, Richards and Heath (2017) find that socioeconomic status is a strong predictor of support for tolerance, equality and the rule of law. Once differences in income and education are adjusted for, all ethnic groups express a similar level of support for these British values.

As part of our British values, we must also challenge the persistence of racist attitudes and beliefs across Britain. Recent Runnymede Trust and NatCen research found that the proportion of respondents to the British Social Attitudes survey that self-describe as 'very' or 'a little' prejudiced towards people of other races has never fallen below 25 per cent since 1983. Attitudes to abortion and homosexuality have become more liberal, but racial prejudice has not shifted in the same way. Data from the European Social Survey found that almost one in five British people agree that 'some races or ethnic groups are born less intelligent'; 44 per cent said that some are naturally harder-working.

These attitudes have real-life consequences in school and the workplace – racist views are not limited to what people think in their heads, nor are they only consequential only in terms of racist violence on the streets. The Trade Unions Congress (TUC, 2017) and Business in the Community (BITC, 2015) have documented that racist bullying and harassment at work is commonplace across the country. BME employees are less likely to be identified as having high potential or to be promoted (McGregor-Smith, 2017).

There are also wider questions about how far institutions, and indeed government policies, increase rather than decrease discriminatory attitudes. Research has shown that those who fall victim to institutional racism are half as likely to feel connected to Britain (CoDE, 2013). A black man is still five times more likely to be stopped and searched by police than a white man in England and Wales (EHRC, 2015), while black children are also much more likely to be excluded from school. The 'Prevent' strategy has led some Muslims to feel they are being treated unfairly, stereotyped and socially excluded (Karlsen and Nazroo, 2015; Elahi and Khan, 2017). These factors have consequences not simply for those directly affected, but for those witnessing ethnic profiling, whether peers, teachers, parents, coaches, judges, employers or prison officers.

A cohesive society united around common values requires that we are all committed to combatting racist views and ensuring our institutions work for everyone. Government must show greater leadership in making British values of equality and non-discrimination a reality by devising a comprehensive race equality strategy with a strong commitment to anti-racism and ending discrimination.

Education

Education is an important socioeconomic domain of integration. Ethnic minority pupils have seen improved results in education since 1991 (Lymperopoulou and Parameshwaran, 2014; Strand, 2015). However, the headline findings conceal complex differences between groups and areas.

Those ethnic minorities born before the 1980s will not share in the spoils of improved GCSE results: attainment gaps only closed significantly for most groups in the early 2000s (Strand, 2015; DfE data). A new pattern has since emerged, with pupils from Gypsy, Roma and Irish Traveller backgrounds and black Caribbean and white boys on free school meals having the lowest attainment at GCSE in 2015 and 2016. Less noted is that the girls of the same ethnic backgrounds perform almost as poorly at GCSE. On the other hand, Bangladeshi pupils' attainment at GCSE has greatly improved – now surpassing the national average (EHRC, 2016) – while Chinese pupils are the highest-attaining ethnic group.

Although all ethnic minorities have seen an increase in degree-holders, this disguises further inequality. Only 6 per cent of black school leavers attend a Russell Group university, compared to 11 per cent of white school leavers. At university all BME groups are less likely to get a first class degree, while following graduation BME groups also have worse outcomes in the labour market, even when controlling for degree qualification, and especially in terms of unemployment (Lessard-Phillips et al., 2015).

There are also significant variations in employment outcomes at a local level. So while central government must create a national integration strategy, this should be tailored to be responsive to local needs. Leicester presents a good example of how local strategies can raise attainment. After a sizeable increase in the number of Somali pupils, Leicester schools responded with specific measures including positive engagement between schools and Somali parents and the use of mentors and teaching assistants from ethnic minority backgrounds. This led to significant progress in GCSE results (OSF, 2014).

Workshops with local stakeholders in Bristol cited a lack of diverse teaching staff and poor engagement with parents as underpinning inequality in education (Runnymede/CoDE, 2017). In addition, the national curriculum was noted as unrepresentative of the lives and experiences of BME young people. This was thought to have a negative impact on educational outcomes, particularly at secondary level.

Beyond grades and engagement, the lack of attention given to imperial history in the curriculum has wider consequences. The longstanding presence of BME people in Britain and the sacrifices of colonial subjects during the two World Wars are not widely known histories. This past has the potential to bring us together as a country, by bringing to life shared experiences of a long-existing multi-ethnic Britain.

Equally, we should not gloss over the painful and less discussed aspects of our history that are often missing from our school books, our classrooms and national discourse. By reflecting on how we didn't always live up to our values in the past, we become more aware of the challenges in living up to the best of our British values today. As we seek a new role in a post-Brexit world, understanding our heritage becomes even more important.

We cannot create a truly unified society until we acknowledge the origins of the stereotyping, inequality and discrimination we are still tackling today. The history of British colonialism and migration should be a central part of the curriculum, with resources such as Our Migration Story (www.ourmigrationstory.org.uk) supporting teachers and students in studying migration to Britain.

Discrimination and stereotyping in schools must also be tackled to improve the performance of ethnic minority pupils. Gypsy, Roma and Irish Traveller pupils have the highest permanent exclusion rate, while black Caribbean and mixed white/black Caribbean children in England are three times more likely to be permanently excluded than are white British pupils (EHRC, 2015). 'Illegal' or informal exclusions of pupils are estimated to further disproportionately impact these groups. One reason for these outcomes is that unconscious bias and racist stereotypes affect teachers' perceptions of children's behaviour and the punishments they are given (Shaw et al., 2016; Okonofua and Eberhardt, 2015). Support and training for teachers – as for all public servants – is needed to challenge unconscious perceptions.

Conclusion: A United Kingdom

Government has an important role in facilitating integration and ensuring we all live well together. Charities are carrying out excellent work that brings different communities together. But ethnic minority groups are not living as well as the white majority. They continue to be experience inequalities at work, in the criminal justice system and in schools. They are more likely to be living in poverty, in overcrowded housing and in deprived areas. Government can and should act urgently to eliminate these persistent inequalities. A lack of representation in mainstream political and cultural institutions coupled with economic disadvantage and discrimination are not the ingredients for a just, equal and cohesive society. If British values are to unite us, then government must guarantee equal opportunities and fair treatment for all of us.

This briefing has outlined the evidence on the barriers but also the most fertile grounds for solutions to ensure Britain becomes a more confident and fair society. We can collectively find the common ground of shared citizenship that can bring people together, but only if we eliminate racial inequalities, which is central to promoting a sense of belonging. A comprehensive integration policy that incorporates our recommendations will help us all to make this a reality.

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