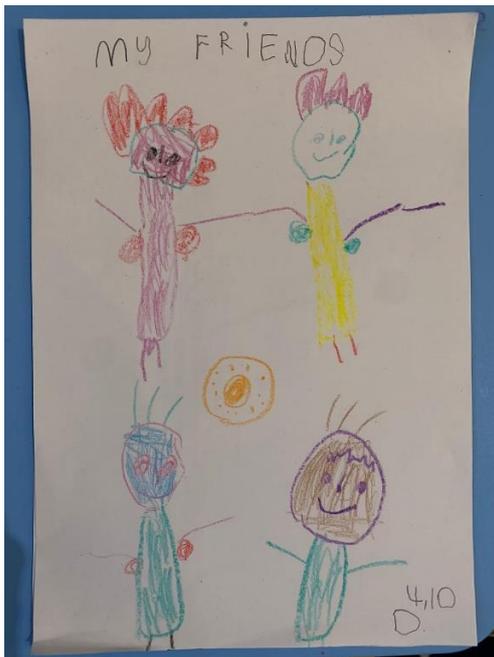




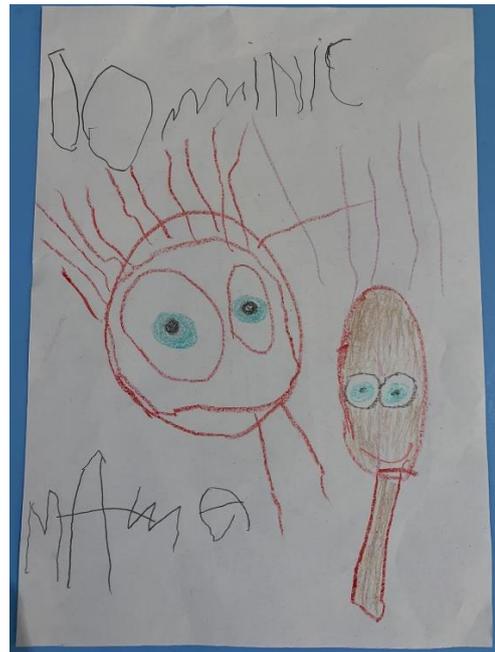
Unity Diversity Respect

**The Anti-Racist Alliance Trust submission  
to the Government-appointed  
Commission on Race and Ethnic Disparities  
in response to the Commission's call for evidence on  
ethnic disparities and inequality in the UK**

November 2020



***"My Friends" D. (f) (4 yrs old)***



***"Me and Mama" D. (m) (3 yrs old)***

**We strive to promote good race relations  
through education and training, and  
we endeavour to provide high-quality support to people  
who are subject to racial discrimination.**

[www.ara.org.uk](http://www.ara.org.uk)

@aratrustUK

## **Who we are**

The Anti-Racist Alliance Trust (*aratrust*), a charitable company, was set up in 2000 by Harrow Anti-Racist Alliance, a voluntary organisation, which was inaugurated by about 100 people overwhelmingly of minority-ethnic heritage in 1993. *Aratrust* is a Black-led multi-ethnic organisation which has maintained and extended this diversity amongst its Board Members, Supporters, children's and youth groups, and volunteering, advice and health beneficiaries.

*Aratrust* worked collaboratively in partnership with other Harrow minority-ethnic voluntary groups to set up CARRAMEA, the Consortium of Anti-Racist, Refugee and Minority-Ethnic Associations, which took over Harrow Council's Community Premises in 2013 to stop its closure during the austerity cuts to local government revenue. *Aratrust* volunteers are at the heart of the new Carramea Community Resource Centre and guarantee its survival and continued development. The Centre is open 7 days a week. It has over 20 registered minority-ethnic community groups and footfall of about 3,000 per month in normal times. 92% of Centre-users are from minority-ethnic backgrounds and 82% are female. It remains a strong, mutually beneficial and supportive collaboration.

## **Aratrust's Mission**

*Aratrust*, was formed to take effective action against racism. Racism is both morally repugnant and a threat to our society as it divides people and all too often leads to physical conflict.

In its most extreme forms, Trans-Atlantic Slavery, the Holocaust and Apartheid, racism is unequivocally condemned by the great majority of people.

However, despite people's repudiation of such extreme forms of racism, it is deeply embedded in all levels of our society in Britain, especially in its subtle, all-pervasive, institutionalised form which was recognised in The Stephen Lawrence Inquiry Report. At a national level, racism holds back both the economic progress and the general development of the whole of our society. Racial discrimination often prevents the most suitable people being offered jobs or promotion, limits our cultural development, and excludes people from our society.

At an individual level, racism can create untold misery day after day for years, leading to ill health and the loss of employment, and it can also erupt violently, ending in lives being lost. All too often the perpetrators of racial discrimination, harassment and violence are not brought to justice. *Aratrust* will challenge both forms of racism by educating the public through meetings, seminars, anti-racist training, and publications; by supporting people subject to racism; and by offering people subject to racism opportunities for training and work-experience.

*Aratrust* provides the following services for the benefit of the public and particularly for people subject to racism:

- education to promote good race relations and social cohesion
- support for people and communities subject to racial discrimination
- training to improve employment opportunities
- educational opportunities for young people, particularly in the arts

### **Our methodology for the review's submission**

We sent a text message followed by an email to our Members and Supporters inviting responses. We held two Zoom consultations, one with our older Youth groups and a second with parents of our emerging pre-school group.

We include below experiences, observations, opinions and recommendations received from people of various ethnic backgrounds and age groups.

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

Long-held discriminatory attitudes, behaviours and practices, descending mainly from attempts to justify colonialism and slavery, are sadly still embedded at all levels and in all aspects of our society including all levels of government, public services, the state, the media, culture, ideology, entertainment, health, education, the armed forces and employment.

Because of its pervasiveness, history and interconnectedness, this systemic racism can have serious adverse influences on many aspects of the daily lives of millions of people of a minority-ethnic heritage living in the UK today.

Ethnic minority communities consider that there is no accountability in the system when they are faced with systemic discriminatory barriers or even overt racial hostility and prejudice. The power imbalance is too great and it will take a seismic shift to redress it.

Unemployment, along with racism in employment leading to enduring stress on a daily basis and ill health, in particular, can create a sequential web of adverse consequences affecting income, well-being, housing, the nurturing of children, relationships, friendships and mental health.

### **Recommendations**

Systemic racism has to be recognised, challenged and systematically eradicated by all levels of government and civil society in consultation with minority-ethnic communities and NGOs working towards the same goal.

Enabling funding must be made available to relevant organisations so they have the financial means to contribute to this process in an effective consistent manner in order to drive change.

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

The starting point is that public sector employers need to accept that there is a problem which has to be resolved.

For people from minority-ethnic backgrounds to be fairly represented in the workforce, not be subject to racism at work and to be able to fairly access career progression, they need to enjoy equal opportunities irrespective of their gender, race, religious beliefs etc.

There need to be equal opportunities in recruitment, in-service training and career pathways so that their careers can develop according to their merits.

To reduce the historic deficit, people from minority-ethnic backgrounds need to be provided with on-the-job training, where necessary, so that they are able to achieve their full potential and fully contribute to improving public services.

Government can facilitate minority-ethnic representation in the workforce by supporting pre-employment work-experience schemes run by minority-ethnic communities particularly for minority-ethnic communities, such as the scheme operating at the Carramea Community Resource Centre in South Harrow (which is virtual during lockdown). Such schemes can also provide young people with a stake-holding in the future.

In their recruitment processes, public services need to ensure that they reach into minority-ethnic communities with their advertising, their hiring and interviewing procedures are as blind as possible, and their interview panels are multi-ethnic, in order to reinforce equal opportunities.

Hiring / quota targets, retention rates and progression statistics should be monitored and published. When young people do not stay in jobs long-term, public services should try to find out their reasons for leaving.

In order to improve retention for minority-ethnic staff there need to be safe spaces in the workplace, and impact assessments for new policies on minority-ethnic staff need to be conducted. Minority-ethnic staff should also be consulted on what other facilities would be desirable in their workplace.

The reference system needs to be reviewed as it places too much power in the hands of current employers who can act in their own interests by providing negative references.

## **Recommendations**

We need to overcome the barriers to under-representation of ethnic minorities at all levels of the workforce in the public, private and charitable sectors. At this pace of change, and given we have had Race Relations legislation in this country since 1965, and more comprehensive anti-race discrimination employment measures since 1976, the law is clearly not enough to prevent, reduce or eliminate race discrimination. The law needs to be strengthened.

Organisations need to take responsibility, be held more accountable and be assisted by stronger positive action measures mandated in law, including quotas.

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

The starting point needs to be assuring and continuously reassuring all school children that they are valued equal members of our society and have a stake in its future, whatever their heritage and educational attainment at any stage of their school career.

Educational performance can be improved by:

- Creating a school atmosphere in which it is considered a duty as a good citizen by all school children to report any incidents of bullying or racism at inception, however slight
- Ensuring access to appropriate study space and good material working conditions
- Providing additional teaching and learning resources when required for the attainment of goals
- Boosting self-confidence, self-esteem, self-belief whenever required through extra-curricular activities
- Challenging low expectations or aspirations
- Providing facilities to discuss personal issues and extra-curricular concerns about the world
- Having a school physical and staffing environment that pupils can relate to
- Visibly valuing all pupils' heritages
- Working closely with parents on a one-to-one basis at the beginning of a child's school career.
- Adequate funding to resource all of the above factors

### **Recommendations**

The Government needs to provide adequate funding for all children to be able to achieve their potential including the implementation of the performance drivers identified above.

Key teachers should be trained and funded to deal with reported incidents of racism and bullying.

Community organisations with a track record of inspiring, challenging and/or providing suitable learning activities and spaces for children should be funded to assist in the delivery of some of the drivers listed above.

## **Question 4: How should the school curriculum adapt in response to the ethnic diversity of the country?**

The school curriculum needs to make great strides to implement immediate changes to recognise the universality of knowledge and the contributions of diverse societies to the accumulation of knowledge and the development of art, architecture, our language, mathematics, music, philosophy, science and technology throughout centuries and millennia.

The school curriculum needs to stamp out instances of the glorification of violence and people-trafficking and the notion of the superiority of any one country, nation, or religion over all others.

The school curriculum needs to reflect not only the current ethnic and religious composition of our country but of the whole world and recognise the interconnectivity and interdependence of human beings and natural resources across the world.

The school curriculum should promote respect for human beings wherever they live in the world and respect for the environment that provides us with the air we breathe and the water we drink.

### **Recommendations**

The school curriculum needs to be examined in every detail and updated to be fit for purpose in our multi-ethnic country in the 21<sup>st</sup> century. Towards this end, all subjects need to be examined for bias and omissions.

Enabling funding must be made available to relevant organisations with established track records of work in this field so they have the financial means to contribute to this process in an effective consistent manner in order to drive change.

## **Question 5: How can the ways young people (in particular those aged 16 to 24 years) find out about and access education, training and employment opportunities be improved?**

Based on its experience of working with young people from minority-ethnic backgrounds in this age group for many years, Aratrust believes that significant improvements can be made by:

- Grants instead of loans to increase access and allow students to concentrate on their education
- Changing how employment works - three to four-day working weeks will redistribute available employment so young people have access to jobs.
- Making education and training as flexible as possible so young people can opt in and out, while employed
- Using relatable mentors, community and youth groups for work-experience and volunteering certification
- Using platforms such as Snapchat, Instagram and Twitter to advertise education and training opportunities
- Ensuring all young people have opportunities to participate in meaningful work-experience and volunteering schemes and receive accreditation for their work

### **Recommendations**

The Government should replace student loans with grants.

The Government should implement more flexible arrangements so that young people can learn flexibly and be meaningfully employed at the same time.

Reduce the working week so that jobs can be redistributed.

Enable relevant minority-ethnic community organisations to manage volunteering schemes and certification through funding.

**Question 6: Which inequalities in health outcomes of people in different racial and ethnic groups are not (wholly) explained by inequalities in underlying determinants of health (for example, education, occupation or income)?**

- Communication difficulties caused deaths.
- Operations were delayed because of a lack of interpreters.
- Most people from different racial and ethnic groups are offered lower status work with long hours and low pay and consequently are more exposed to viruses and more likely to go to work when not well.
- There is a huge problem with mental health amongst young people these days. This problem is further worsened as young people from ethnic minorities and from a working class background may have long-term problems as there may not be enough help or information available. In the long term this will affect their education and working life.

## **Question 7: How could inequalities in the health outcomes of people in different ethnic groups be addressed by government, public bodies, the private sector, and communities?**

- Everyone needs the same access to material conditions - a safe and comfortable home, food, clothes, money, healthcare, including mental healthcare.
- All these sectors need to recognise and respect the welfare of their employees from different ethnic groups having different health issues that are common to their background such as Diabetes, Sickle-cell anaemia.

### **Recommendations**

There needs to be a National Wellbeing Wage at a much higher level than the current National Minimum Wage.

Ensure that appropriate working conditions in the public services are made for minority-ethnic workers suffering from underlying medical conditions regarding working hours and breaks at appropriate times to have food and medication.

Provide medical advisors to make workplaces safe for all employees and employers.

Provide additional funding for mental health services.

Provide funding for minority-ethnic community organisations to enable the provision of volunteering placements to combat isolation and depression and prevent it developing into a more serious condition.

## **Question 8: What could be done to enhance community relations and perceptions of the police?**

- The Police Service needs to be open about mistakes and be willing to challenge those mistakes, biases, and outdated policy.
- More community workshops with police are needed.
- Police also need to recruit more minority-ethnic people to the service to prevent crime by being more in touch with diverse communities.
- A police presence at schools/nurseries events would help to foster understanding.
- The people need to easily hold the police to account.
- The Police Service should have more officers from different ethnic and racial backgrounds and in the top ranks.
- Police should not have a hidden /racial agenda during promotions, stop & search, while taking offenders into custody as well as when they are detained in prison etc.
- All activities that have NOT been carried out fairly should be made transparent and accountable with appropriate action taken as an outcome.
- There should be independent enquiries made rather than by members entirely within the police force.
- Police representatives from different ethnic backgrounds should be seen more on the streets, public places including religious places, community centres, youth clubs etc. They should also visit Schools, Colleges and Universities.
- Cases such as the Stephen Lawrence case have made people feel they can't trust the police.
- The police also do far more stops and searches on ethnic minorities than anybody else.
- The police need to treat everybody equally and be seen to be doing that.

### **Recommendations**

A more representative police service at all levels is needed.

Stop & Search has been discredited for a long time and needs to be withdrawn.

Funded Police and Community Consultative Meetings need to be restored.

More funding is required to place more police officers on patrol to prevent crime.

## **Question 9: What do you consider to be the main causes of the disparities in crime between people in different racial and ethnic groups, and why?**

- Unemployment.
- Unequal distribution of wealth.
- Poverty.
- Institutional racism.
- Racism fuelled by the mainstream media.
- Biased sentencing.
- Funding is a big cause of this due to youth groups and community centres being shut down.
- A lack of understanding of cultural/racial diversity.
- Less resources available for leisure activities within local communities.
- The bad influence of friends.
- A lack of role models.
- A lack of support and help from schools. Some young people give up too early, feeling like they've no one to turn to for help.
- The police have too much power.
- All of them create an entrapment of inequality which people of different racial and ethnic groups cannot fully escape.

### **Recommendations**

Biased sentencing needs to be investigated.

Funding needs to be introduced for youth activities and venues so that our minority-ethnic youngsters, who have lots of talents, can develop their full potential.

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

- Everyone should be educated on racial equality
- Those designing interventions and measures that are targeted at minority-ethnic individuals need to work with community groups before introducing new measures which could impact adversely. Stop and search and the Predicted A Level Algorithms are perfect examples of negative impacts due to not working with community groups and going through the right people/channels effectively.
- This year due to the BLM protests, it became quite clear that a lot of ignorance exists. A lot of people did not want to address or acknowledge systemic racism. A lot were in denial that there was a racial problem.
- There is growing interest in different parts of the country in an Unemployed Workers Centre project we are planning for unemployed people, including school and college-leavers. This project will offer work-experience, training, job-seeking support, opportunities to create supportive networks, and there will be opportunities for people to discuss their concerns about different aspects of our society. We are hoping to be able to offer up to 3 Kickstart places to 3 young people to help us to run this project. The project is based on years of successfully offering work-experience placements to job-seekers who have gone on to access employment.

# Supporters' Individual Experiences

## **A Supporter's Exhortation**

- S. (40-50) (f) - Sri Lankan Tamil

*"People from all minority-ethnic communities, keep in mind, when you are ready to rise like a sun, nobody can stop you!*

*Remember former U.S. President Barack Obama, Nelson Mandela, Martin Luther King!*

*So dream big, set a goal and achieve it! Try to get support from relevant organisations. Hard work and dedication will pay for it. Your life is in your hands, make your community your family!*

*And make the UK proud of you!"*

## **Experience 1**

E. (13) (m) - African British

*"One of my friends was with some of his other friends in a car. One of them was black. The car was stopped by the police and only the black friend was searched."*

## **Experience 2**

- J. (20-30) (m) - British Pakistani

*"My Jamaican friend was stopped and searched by the police numerous times. He wears a hoodie like the rest of my friends and when asked why he was being stopped and searched, the answer from the police was that he "looked suspicious" and "looked like a suspect". However, my Asian and South American friends in the group were not stopped despite us all coming from playing football in South London. It was a case of racial profiling and there was never an apology from the police officers."*

## **Experience 3**

- I. (31) (f) - Romanian

*"I came to this country 7 years ago. Since then I have had lots of good things to share about my life here and how nice I have been treated by different people. I worked for people from different backgrounds and they respected me all the time.*

*This year, in the summer time, when the lockdown finished across London, I went with my friend and my daughter to a shopping centre. We used the TFL services.*

*We got on the bus, went to the upper deck of the bus, and sat on a seat that was free. There were no restrictions where to sit. I was wearing a mask. My friend and my daughter went to other seats.*

*Behind me, there was a man, around 50, a white British man who was speaking on the phone, quite loudly. He started to say that I was 'infecting' him, and I 'should go to another seat'. After a few minutes, he moved further away, but was still speaking about me, and using offensive and swear words. Part of his statements went like this: 'These East Europeans, you are lucky that we received you here and we gave you a place where you could work and stay...'*

*I was shocked. I replied politely that I was wearing a face cover and I was not violating the rules, and I work hard in this country.*

*After 10 minutes, all the people around me started supporting me and told that man to stop. He finished his drama by going to the driver to say that I was sitting too close to him and he should call the police. The man raised his voice when he spoke to the driver but it was too noisy for me to hear what the driver said."*

**Experience 4** - M. (13) (f) - Afghani

*"I was in a restaurant with friends and noticed that black people but nobody else were asked to pay for their meal before the order was taken. The reason given was 'we have trouble with people like you paying'."*

**Experience 5** - J. (20-30) (m) - British Pakistani

*"In an office environment a co-worker asked my Jamaican colleague if they could touch his hair and what he had brought to eat. During the conversation they made assumptions about the music he liked and the style of language he used."*

**Experience 6** - D. (25-30) (m) - Mixed White

*"Colleagues were chatting in the workplace when the topic of Meghan Markle and Prince Harry having a child came up. One colleague spoke favourably but most of the others were visibly offended. As the prevailing atmosphere was one of offence, the conversation came to an abrupt halt."*

**Experience 7** - D. (25-49) (f) - East European

*"We arrived in the UK 5 years ago, and my husband worked since the first day we arrived in a nice and well known pub in Twickenham, being one of the best bartenders in the area.*

One Saturday evening, a group of five young British men ordered many drinks and one of them felt offended because my husband (an East-European) dared to ask him for ID to check his age. Before closing time, they left a big mess on and around the table when the pub was almost empty, so there were no witnesses.

My husband went out after them to tell them that it was very impolite the way they behaved. Some days after, the police called my husband with a complaint from the young men, who accused him of attacking them.... My husband was stunned, he couldn't understand how such a big lie was possible. We didn't know what to do, where to ask for help... Our daughter was a few months old, and I was afraid that the baby could suffer from such a big stress.

We asked for a public defender to be present at the police station, during the cross examination, but he didn't appear. I went to the police station with my husband and our baby to give statements. The police officer seemed to realise that it was just a terrible mistake, but a few weeks later my husband was called to Court.

We struggled to find a solicitor to defend him (we actually couldn't afford one...). We found someone through an international organisation... but he didn't do his job, and the trial didn't finish there. I've was left with the baby crying in my arms, waiting for justice to be done, and we felt hopeless.

We realised that things could end badly: my husband was already considered guilty only because he was a foreigner, so we borrowed a lot of money, and thanks to our friends we found a lawyer. This one had a brilliant defence based on discrimination. The judge had to admit that this trial had gone too far for nothing, that my husband was not a danger to society. On the contrary he's a very respected and reliable person. The police officer that sent the case to court was called to speak and she regretted that she had taken a decision based on appearance and ethnic prejudice.

But all this cost us almost one year of stress, troubles, deprivation and disappointments.

The young boys never appeared in court. For them it was just a game, they just wanted to hurt my husband for living in their country and for daring to do his job.”

**Experience 8** - J. (20-30) (m) - British Pakistani

“My Jamaican friend told me he would always be stopped by police on the way to the shops. He said: “you don't know what it's like unless you experience it yourself or someone tells you about it”. This has to be understood and challenged.”

**Experience 9** - T. (13) (f) - Asian British

“When I was in Year 7, a friend of mine was bullied at school because she was Tamil. She was told to ‘go and kill yourself’. She only told her close friends about it and not her school or even her parents.”

**Experience 10** - J. (20-30) (m) - British Pakistani

*"There is racism from some Asian people towards black people. Some people in the Asian community feel that black people are not equal. This often goes very much under the radar. It needs to be talked about so that it can be eradicated. This kind of thing goes on in all communities."*

**Experience 11** - T. (13) (f) - Asian British

*"Among Apple's Emojis, there is only one of a Muslim girl and it only shows her face. Why is there not a Muslim policewoman in a hijab emoji, for example?"*

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

## Our Supporters' Observations and Opinions

S. (40) (f) - Asian

- Inequality in income between different ethnic groups is the main cause.

M. (13) (f) - Afghani

- People being discriminated against at work need to be supported.

N. (44) (f) - North African

- There are several factors that contribute to racial and ethnic disparities.
- Some can be identified in aspects of culture and civilisation.

S. (40-50) (f) - Sri Lankan

- Minority-ethnic communities' skin colour, financial and educational status generate disparities.
- These disparities have recently led to an increase in violence, robbery, drug addiction and gambling all around us in our communities.
- The ruling class believe minority-ethnic communities cause the problems so they are reluctant to employ or mix with them.
- The ruling class also takes into account appearance - how people from minority-ethnic communities carry themselves.
- All these issues are causes of disparities in the UK.

D. (25-35) (f) - East European

- There is a lack of information about others' nations, ethnicities, races.
- And a lack of education regarding respect for others' beliefs, cultures.
- Ways of learning about empathy and practising it are needed.

A. (60-65) (f) - *British Indian*

- Education and understanding of inequality within society with government and non-government influence are required.
- A lack of education and /or recognised status of qualifications from abroad make it difficult for people to understand each other and fit into the national society as well as not having equal job opportunities – thus, bringing about inequality.

R. (25-30) (f) - *British Bangladeshi*

- In the UK it's very apparent that certain areas/boroughs are dominated by a certain ethnic group. I think this causes disparities because it does not promote growth and development.
- Certain areas are poorer than others and it's not allowing integration and living in unity to be normalised. It is just allowing certain areas to be full of one ethnic group, as they would if they were from a particular country, and replicate certain racist stereotypes.
- Evidence of this in certain under-privileged areas is shown by high levels of crime and poverty.

J. (20-30) (m) - *British Pakistani*

- There are multiple and deep reasons for racial disparities.
- Black workers are on average lower paid and have little to no job protection.
- This sometimes resonates through the recruitment process, highlighting discrimination against black and minority-ethnic candidates through questions such as where you live and what university you went to which are asked by hiring managers.
- Assumptions are often made by managers based on where you live.
- Disparities tend to stem from the economic system as black and minority-ethnic individuals experience poorer outcomes in the job market for many reasons, including lower employment rates and wages, and discrimination by hiring managers or discriminatory recruitment processes (i.e. asking personal questions).
- Black and minority-ethnic individuals that are employed generally find themselves in low-paid jobs that offer very little or no career progression.

D. (25-30) (m) - *Mixed White*

- People in power are predominantly white men who don't see any reason to change things for the benefit of people who are unlike them.

- If stop and search doesn't happen to you, you do not understand how it affects people who are stopped and searched. Things need to change.

*K. (19) (f) - Chinese*

- This is a loaded question - it benefits the establishment to allow racial and ethnic disparities to continue.
- Generations of colonial rule and its ongoing effects have cemented these disparities and created a dependence on the Global North/Britain/white people (mainly through a lack of material means but also social inequalities through stereotyping etc.).
- The perpetuation of stereotypes in the mainstream media (as part of the establishment) is also to blame.

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

### **Our Supporters' Observations and Opinions**

*K. (19) - Chinese*

- Material conditions! Material conditions need to change first to enable proper representation.
- As many levels in the interview process as possible need to be anonymous.
- Possibly quotas?
- Change the structures in the workplace, make specifically PoC spaces.
- Promote a clear understanding of intersectionality.
- Ask PoC already in these sectors what they want.

*S. (40-50) (f) - Sri Lankan*

- Organisations like Carramea, which runs the Carramea Community Resource Centre in South Harrow, welcome minority-ethnic people and make them feel that people are there to help them and the UK.
- We must have good links with other resource centres to signpost people to help them to develop the confidence to perform well in interviews and get their desired jobs.
- Every county needs to get close contacts with adult education centres and unemployed benefits offices and find out why people are not in employment long term and help them.
- During this pandemic period all youngsters must think about how to grow the UK's economy.
- In recent years the NHS has sought to fill staffing shortages at all levels by recruiting more overseas workers. Our country needs to provide more opportunities and incentives to our local youngsters to train and be employed in the NHS.

*J. (20-30), British Pakistani*

- Representation and retention can be improved by tackling discrimination better, using existing laws that can possibly be revised or new laws created.
- Hiring targets are fine but are these targets being met?
- More information is required about minority-ethnic staff turnover.
- Information about progression (i.e. from those that have been hired and have been promoted to senior management/directorship levels) is required. (Only 11 out of 3,000 Partners across the Big 4 accounting firms are Black.)
- Diversity on interview panels – it can be quite intimidating for minority-ethnic candidates seeing a lack of diversity on the board/interviewing panel – they may feel that they do not fit in or the culture is not right for them.
- Those involved in economic policy-making or the wider system should take into consideration how changes and policy will affect minority-ethnic groups, seeing as they are the most disadvantaged in the economy.
- Ideally policy-making should involve working with more minority-ethnic community groups to see whether proposals are supported by those that will be the most affected.

*A. (60-65) (f) - British Indian*

- Sadly, progression opportunities in education are limited for people from minority-ethnic backgrounds. To stop them from moving up in the hierarchy or moving to better opportunities elsewhere, some of the employers don't restrain themselves from giving a negative reference in order to prevent the employee from taking up a better job elsewhere.
- In my view, the current system of taking the employer's reference should be replaced as it places too much power in the hands of the employer to manipulate and play with the future of an employee.
- A job offer based on references simply means placing all the power in the hands of the current/ previous employer to control your future path of progression, which in my view isn't right at all!

*D. (25-35) (f) - East European*

- Adult courses focused on employment-related skills are required.
- There need to be information campaigns about job vacancies.
- There need to be volunteering programmes open to people of different ethnic backgrounds.

*J. (20-30), British Pakistani*

- There needs to be quotas in employment to improve representation.
- There should be better use of existing legislation with the possibility of amending it if it doesn't go far enough in workplaces and tribunals where discrimination is largely swept under the carpet.
- You don't hear about most discrimination at work cases and the cases publicised on the news and in the media are often just the tip of the iceberg.
- Blind recruitment would be a good initiative to prevent discrimination regarding address and university etc.

*A. (60-65) (f) - British Indian*

- Firstly, recognise that discrimination in employment is a problem rather than 'sugar-coating' it or brushing it under the carpet as is often done.
- Give all people equal opportunities in all public sector work forces despite their gender, race, religious beliefs etc.
- Give them an opportunity to progress according to their merits so that they are represented and retained in all sectors.
- Give them training where necessary so that they are able to achieve their full potential.

*R. (25-30) (f) - British Bangladeshi*

- The government champions equality in the workplace and, in theory, encourages people from all backgrounds to be represented in the workplace. However, this is different in practice. This is because when you are notified that you have not been hired for a job, you are rarely informed of the reasons why. Therefore a person with any form of disability can be rejected because of their disability or race but they would never know.
- There is even the possibility of rejection by a particular organisation reading a foreign name on a job application.
- This is a grey area and it is hard to gain evidence of this going on.
- More people from ethnic minorities should be in higher paid job roles and a good example of equality would be portrayed.
- With better employment rates and higher wages leading to increased mobility, more areas in the UK would be a mix of all ethnic groups. This will mean when people go from place to place it will represent multiculturalism and all faiths.

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

#### **Our Supporters' Observations and Opinions**

*K. (19) - Chinese*

- Give school children access to study spaces, good material conditions.
- Ask PoC and working class students.
- Ask their teachers.

*S. (40-50) (f) - Sri Lankan*

- In primary schools, parents, children and teachers must learn unity and diversity.
- Initial stage school inspectors or councillors need to visit the schools and make children understand the facts about respect and kindness to turn into good citizens.
- In the educational system's very early stages up to high school there needs to be personal development ie moral stories and cultural values for younger ones and for older children lots of inspiring people's stories to stimulate them to dream big will help.
- Schools must provide additional help to children who need it.

*M. (13) (f) - Afghani*

- Teachers say 'you need to / can improve' but they don't help you much to actually do that.

*D. (25-35) (f) - East European*

- After school extension sessions are needed.
- Vocational activities are needed to encourage children's talents and improve their self-confidence.

*J. (20-30), British Pakistani*

- Funding - as we have seen with Marcus Rashford's free school meals campaign, such funding and support is a much needed lifeline for the UK's most disadvantaged school children many of whom are minority-ethnic.
- More funding is needed to facilitate new projects that boost not only attainment but also self-confidence/esteem for children for their education/future.
- Also more funding for support schemes including one-to-one support after school (usually only available to those able to afford private tutoring) and mentoring sessions.
- Group workshops are needed that allow the freedom to discuss topics outside of school and intervention/support for specific students.
- Better schooling practices/principles to support those that need it the most by identifying the most underperforming students, monitoring their progress from early on and how those interventions are working. Then having the flexibility to change it up - too many schools fail at least one of these stages (i.e. fail to drive forward any real change in performance and challenge the aspirations of the students that feel they are not 'good enough').
- A real drive to hire more minority-ethnic teachers and create support networks that are relatable to these students because of their backgrounds and experiences.
- Sources of underperformance need to be tackled and self-confidence and self-esteem need to be boosted as schools don't offer enough one-to-one support, which in private schools is largely available.
- There should be group mentoring workshops to discuss issues outside of school including personal issues (i.e. Crime, Poverty, Mental Health etc).
- Schools have a one-size-fits-all approach.
- There are hardly any interventions as they don't challenge the aspirations of children.
- Minority-ethnic young people on average receive lower predicted grades than their white peers, particularly those that are from lower socio-economic backgrounds, as seen with this year's A Level Algorithm fiasco that did not accurately reflect 6<sup>th</sup> formers' levels of attainment.

*S. (40) (f) - Asian*

- Make sure there is an equal proportion of students of different ethnic backgrounds.

*D. (25-30) (m) - Mixed White*

- Reducing disparity and inequality will improve educational performance.
- Parents are stressed out from working long hours and sometimes don't have time to prepare nutritious meals and support their children's learning.

A. (60-65) (f) - *British Indian*

- Educational performance can be improved by having small classes (1-1 where necessary).
- Teach students by using subject specialist experienced teachers from different backgrounds.
- This would be of benefit for all students irrespective of their ethnic and socio-economic background.
- Extra funding should be made available to schools for resources where most students are from lower income backgrounds. This should be monitored to ensure that the funding is not misused.

R. (25-30) (f) - *British Bangladeshi*

- More facilities should be provided for children in low-income families.
- The government should invest more in helping children reach higher grades but also provide more after-school facilities. In the long run this will prevent crime and help with education.
- If this is not done then the situation will remain a vicious cycle, with the under-privileged children not achieving the grades they want or entering higher education, cementing only a minority of people from ethnic minorities in higher paid jobs or managerial positions.

## **Question 4: How should the school curriculum adapt in response to the ethnic diversity of the country?**

### **Our Supporters' Observations and Opinions**

*K. (19) - Chinese*

- Teach British history in all its horrors. Eradicate these master narratives of the "good British empire."
- PoC and working class teachers, educators, and activists need to be central in creating a new curriculum - from the literature we read in English to the textbooks we use for science.
- Mandatory Black History Month education as well as for other liberation groups.
- There should also be a strong focus on intersectionality.

*S. (40-50) (f) - Sri Lankan*

- All school class teachers must have initial meetings with minority-ethnic parents individually to capture their educational and language background in order to give extra help for children to reach good standards.
- School inspectors must visit schools unannounced at regular intervals to assure standards are maintained.

*J. (20-30), British Pakistani*

- Being open about differences rather than a one-size-fits-all approach. Subjects like RE and History are important for learning about religious and cultural differences between each other.
- Teach parts of history that are often missed such as learning about the holocaust but not about slavery, and learning about people such as Thomas Edison but not Lewis Latimer.
- In English and Literature, students can learn about and be exposed to novels, articles, stories, films that consider ethnic differences and those written/composed by minority-ethnic writers in addition to the traditional Shakespeare and others on the curriculum. Why are there not any Black authors on the curriculum?
- Celebrate diversity in extra-curricular activities. Schools often have well-being/PHSCE days these days that could be used to celebrate each other's differences in terms of food, different festivals as well as getting the children to create drawings, posters which could be put all around the school.

*D. (25-35) (f) - East European*

- Lessons / discussions about each culture
- Opportunities for every child to present their own culture.
- Adopt an intercultural approach.

*S. (40) (f) - Asian*

- Make sure all different cultures are taught to students.

*E. (13) (m) - African-British*

- Black History is taught in Year 9 but it is all American black history, not British black history.

*A. (60-65) (f) - British Indian*

- Have multi-cultural resources, celebrate events and have debates so as to make all students aware of the different cultures in our society.
- Make sure resources are available that show and embrace ethnic diversity without being biased towards a particular culture.
- Have and show respect, with an understanding of ethnic diversity in this country.

*R. (25-30) (f) - British Bangladeshi*

- The curriculum should address racism head on.
- In secondary schools they have a social lesson called PSHE. I believe that it would be beneficial to use it to address things like white racist attitudes and the BLM movement.

## **Question 5: How can the ways young people (in particular those aged 16 to 24 years) find out about and access education, training and employment opportunities be improved?**

### **Our Supporters' Observations and Opinions**

*K. (19) - Chinese*

- Use all forms of communication - letters, emails, texts
- Make education and training as flexible as possible so you can opt in and out, while working in a job you already have.
- Grants instead of loans will increase access.
- Smaller fees - £9,250 is ridiculous, even more ridiculous now with online learning!
- Change how employment works - three to four-day working weeks will redistribute the employment that is available so young people have access to jobs.
- More power to the workers - ensure that young people are protected by a union, know their rights at work when they are in training or start a job. Union membership should be an opt-out, not an opt-in.
- Discuss with young people what they need.

*S. (40-50) (f) - Sri Lankan*

- All the boroughs must keep close communication links with schools, colleges, universities and relevant organisations e.g. Carramea, the JobCentre Plus and trade unions to provide individual students with educational information.
- All the public sectors, training centres and other relevant resources can help young people to find jobs and prepare them for interviews.
- Arrange advisors and workshops to help youngsters who want to start their own businesses with planning.

*J. (20-30), British Pakistani*

- Use relatable mentors, community and youth groups.
- Arrange for people to come into the schools to talk about their experiences that students can identify with and relate to.

S. (40) (f) - *Asian*

- Make sure young people know how to access different opportunities at the end of high school.

A. (60-65) (f) - *British Indian*

- Make sure that young people are aware of the opportunities that are available to them to improve their access to education/ training e.g. via apprenticeship, grants, sponsorship etc.
- Availability of experienced mentors as role models from different ethnic backgrounds for guidance.
- Some of the ways this can be done is via career advisors, job centres, media and trained specialists/mentors visiting schools, colleges and universities.

R. (25-30) (f) - *British Bangladeshi*

- A lot of young people these days spend more time on social media. They use platforms such as Snapchat, Instagram and Twitter. The education and training opportunities should be more available to be accessed on these platforms.

## **Question 6: Which inequalities in health outcomes of people in different racial and ethnic groups are not (wholly) explained by inequalities in underlying determinants of health (for example, education, occupation or income)?**

### **Our Supporters' Observations and Opinions**

*S. (40-50) (f) - Sri Lankan*

- Communication difficulties caused deaths.
- Operations were delayed because of a lack of interpreters.
- Many NHS front liners who worked hard and died were lower level workers.

*A. (60-65) (f) - British Indian*

- Most people from different racial and ethnic groups are offered lower status work with long hours and low pay. This is seen in most public sectors including Education and Health.
- Very few people from ethnic and/or lower socio-economic background hold highly paid positions. Most have to either fight to get across the barriers put in front of them or have to accept defeat.
- People from different racial and ethnic groups holding highly paid positions often put pressure on workers from the same groups that are working in lower positions so as to keep their own jobs secured.
- This can also be seen clearly at present with most of the teachers, doctors, NHS staff etc going into work, with unsociable hours and low pay, on the front line during COVID-19 or remaining isolated so as to keep safe, and then becoming unemployed.

*R. (25-30) (f) - British Bangladeshi*

- There is a huge problem with mental health amongst young people these days.
- This problem is further worsened as young people from ethnic minorities from a working class background may have long-term problems as there may not be enough help or information available.
- In the long term this will affect their education and working life.
- In deprived areas of London there are a lot of young people claiming job seekers allowance and sickness benefits.

## **Question 7: How could inequalities in the health outcomes of people in different ethnic groups be addressed by government, public bodies, the private sector, and communities?**

### **Our Supporters' Observations and Opinions**

*K. (19) - Chinese*

- Everyone needs the same access to material conditions - a safe and comfortable home, food, clothes, money, healthcare, including mental healthcare.
- More community schemes to bring people together are needed.

*A. (60-65) (f) - British Indian*

- All these sectors need to recognise and respect the welfare of their employees from different ethnic groups having different health issues that are common to their background e.g. Diabetes, Anaemia (such as Sickle-cell anaemia) etc
- This can be done for example with Diabetes by making sure employees' hours are not too long and include breaks at appropriate times to have food and medication.
- Medical advisors should be made available for employees and employers to make workplaces safe for all.

## **Question 8: What could be done to enhance community relations and perceptions of the police?**

### **Our Supporters' Observations and Opinions**

*J. (20-30), British Pakistani*

- The Police Service needs to be open about the mistakes and be willing to challenge those mistakes, biases, and outdated policy.
- The Police Service needs to work with community groups.
- Get minority-ethnic people in to talk about their challenges and how things are wrong.
- Hire more minority-ethnic officers in senior positions

*S. (40) (f) - Asian*

- More community workshops with police are needed.

*S. (40-50) (f) - Sri Lankan*

- Police also need to recruit more minority-ethnic people to the service to prevent crime by being more in touch with diverse communities.
- A police service that reflects the community will be able to deal quicker with the core issues.
- This will also facilitate communication which is a big issue.

*D. (25-35) (f) - East European*

- A police presence at community meetings would help them to understand the problems and the fears of people.
- A police presence at schools/nurseries events would help to foster understanding.

*K. (19) - Chinese*

- More community schemes are needed.
- The Police need to be working for the community (rather than protecting capital) and should not be the authoritative power.
- The people need to easily hold the police to account.

*A. (60-65) (f) - British Indian*

- The Police Service should have more officers from different ethnic and racial backgrounds and in the top ranks.
- Stop and search should not be automatic for black and ethnic minorities. It should be carried out for all/or random suspects.
- Police should not have a hidden /racial agenda during promotions, stop & search, and while taking offenders into custody as well as when they are detained in prison etc.
- All activities that have NOT been carried out fairly should be made transparent and accountable with appropriate action taken as an outcome.
- There should be independent enquiries made rather than by members entirely within the police force. The police force can hold their own enquiries alongside, if necessary, but out of their own funding.
- Police representatives from different ethnic backgrounds should be seen more on the streets, public places including religious places, community centres, youth clubs etc. They should also visit Schools, Colleges and Universities.

*R. (25-30) (f) - British Bangladeshi*

- The police should have more officers from ethnic minorities patrolling the streets.
- The police need to prove they treat everybody the same.
- There have been some instances when the police have shown leniency because of race. There are many cases such as the Stephen Lawrence case in the UK. These types of cases have made people feel they can't trust the police.
- The police also do far more stop and searches on ethnic minorities than anybody else.
- I believe the police need to treat everybody equally.

## **Question 9: What do you consider to be the main causes of the disparities in crime between people in different racial and ethnic groups, and why?**

### **Our Supporters' Observations and Opinions**

*J. (20-30), British Pakistani*

- Poverty.
- Lack of role models.
- Funding is a big cause of this due to youth groups and community centres being shut down.
- Young people like music, playing sports but overpricing make it inaccessible so there is a temptation to turn to crime to finance it.
- A lack of support and help from schools. Some young people give up too early, feeling like they've no one to turn to help them.

*D. (25-35) (f) - East European*

- Poverty.
- A lack of education.
- The bad influence of friends.

*A. (60-65) (f) - British Indian*

- A lack of education.
- A lack of understanding of cultural/racial diversity.
- Unemployment.
- Unequal distribution of wealth.
- Less resources available for leisure activities within local communities.
- Bias according to people's personal ethical, cultural and religious backgrounds.

*T. (13) (f) - Asian British*

- The Netflix drama 'How to get away with Murder' shows how unfair a legal system can be.

*K. (19) - Chinese*

- Material conditions.
- Institutional racism.
- Racism fuelled by the mainstream media.
- The police having too much power.
- All of them create an entrapment of inequality which people of different racial and ethnic groups cannot fully escape.
- Only when those material issues and issues of hierarchy are addressed will there be less or no disparities in crime between people of different racial and ethnic groups.

*R. (25-30) (f) - British Bangladeshi*

- Crime is higher in deprived areas
- This is due to education and opportunities that may not have been available.
- A lot of crime is related to people being desperate to have money.
- It is a vicious cycle because if young people are not completing their education and do not enter employment, seeking benefits allows them to have a lot of free time and benefits don't pay a lot.
- Also a lot of young people may not even qualify for benefits.
- This results in some people resorting to criminal activities to make money by selling drugs or stealing.

*S. (40-50) (f) - Sri Lankan*

- The main causes of crime by youngsters from minority-ethnic communities are they can't get jobs easily.
- To get money they get involved with the wrong crowd to get easy money.
- Firstly it's gambling followed by robbery, murder, rape etc.
- With information technology's help, illegal gambling by underage children can be traced. Lots of innocent parents from minority-ethnic communities don't know the dangers. To get them to understand, schools should arrange meetings to raise awareness.
- Some people from ethnic minorities are involved in criminal activities. They team up and cover their faces with fish net tights, break down back doors and at knife point get valuable things, jewellery and money. Police must carry out night patrols regularly in residential areas.
- Neighbourhood protection needs to be strict.
- Our minority-ethnic youngsters have lots of talents that need to be identified so they can develop their full potential. If we help them they will become lawful citizens and the UK's economic status will also improve.

*M. (13) (f) - Afghani*

- Black drug dealers are more likely to be sent to prison and receive higher sentences than white drug dealers.

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

### **Our Supporters' Observations and Opinions**

*S. (40-50) (f) - Sri Lankan*

- Everyone should be educated on racial equality.

*J. (20-30), British Pakistani*

- Those designing interventions and measures that are targeted at minority-ethnic individuals need to work with community groups before introducing new measures which could impact adversely. Why has stop and search been allowed to continue?
- It was said that there needs to be a push on hiring more Black people in important public sector professions/spaces that may include Councils, Police, Schools and NHS, as well as more emphasis on the impact assessment of any decisions made.
- It was said that the Predicted A Level Algorithms are a perfect example of not working with community groups and going through the right people/channels effectively.

*A. (60-65) (f) - British Indian*

- In the UK racial and ethnic disparities can be addressed by demonstrations and social media e.g. the Black Lives Matter and All Lives Matter protests in America, have spread awareness here and around the world. This has brought many issues to the surface which were taken for granted in the past.
- Petitions are also used – in religious places and at social events – e.g. against the closure of A&E in hospitals within their communities – such as Ealing Hospital or promoting Health and Social care such as Heart Diseases, Diabetes, housing etc that is common to them within their community.
- Also there are TV & radio talk shows, advertisements/information clips/reminders – deadlines for petitions in re-naming places/roads/sculptures within the community e.g. the Welcome sign in Punjabi at Southall over-ground railway station has been put back again!

*R. (25-30) (f) - British Bangladeshi*

- This year due to the BLM protests, it became quite clear that a lot of ignorance exists. A lot of people did not want to address or acknowledge systemic racism. A lot were in denial that there was a racial problem.
- This has been further proved by the dance group Diversity performing on Britain's Got Talent. They performed a dance routine to show that black lives matter. However, there were a lot of complaints by people watching at home and ITV decided to investigate. The media reported on the complaints and the performance, itself, was left at the back as the talking point became that a lot of people had a problem.
- Recently Sainsbury's launched a Xmas advert with a black family and again a lot of complaints were made by people watching, saying they felt they could not relate to it.
- I feel like more adverts with more people from all races should be shown on TV and when complaints are being made they need to be ignored. Just giving acknowledgement to the complaints is showing that this type of mentality may be accepted. If people shout and they are heard, then they will carry on shouting. However, if they shout and they are ignored, then they may not bother shouting next time.
- The day time programme 'This Morning' has been on TV for 32 years. However, recently, they decided that they want a black presenter for the first time. It is shocking that it has been on air for so many years and until now they have never had a full time black presenter.
- More positive changes like this need to be made to show more equality.
- TV is a good platform to reach lots of people to make changes.