

SUBMISSION TO HOUSE OF COMMONS COMMISSION ON RACE & ETHNIC DISPARITIES

Call for evidence: Ethnic Disparities and Inequality in the UK

30th November 2020

Introduction

This joint submission to the Committee, by Black South West Network (BSWN) and Bristol's Commission on Race Equality (CoRE). Black South West Network (BSWN) is an infrastructure organisation tackling racial inequality in Bristol and the South West. Established in 2005, our work falls into three broad areas: cross-sector enterprise and innovation; cultural inclusion; research and knowledge – with scrutiny and accountability and the representation and empowerment of black communities as over-arching themes that cut through all our work. Members of the commission may recall that BSWN has submitted written evidence to previous enquiries and has also appeared before the Women & Equalities Committee to give verbal evidence.

Chaired by Professor Olivette Otele from the University of Bristol, the Commission on Race Equality (CoRE) has been set up by Bristol Mayor, Marvin Rees, to look at race and ethnicity discrimination in Bristol to:

- Work with Bristol's communities and organisations to improve and prioritise race equality to achieve an inclusive, cohesive, thriving and representative city;
- Guide Bristol's policy and strategy developers to make sure race equality is included in all of their work;
- Hold public, private and voluntary sectors to account in relation to race equality to uphold the Bristol Race Equality manifesto;
- Report on progress on race equality and the general impact of inequality and discrimination on the BAME communities of Bristol

Disclaimer

We wish to preface this submission with a brief note on the BAME terminology. There is major variation between groups and so placing everyone into the BAME group does not help when trying to understand the data, the policy response, or indeed its outcomes. 'Black' is political, 'Asian' is geographical (and is often is not used to describe people from all of Asia such as Russians), 'minority' is context specific and not always accurate, and 'ethnic' is a word that has become synonymous with Black and Brown people as though white people are not also an ethnic group. The submission therefore reluctantly uses the BAME terminology here only to align with broader policy discourse.

Context

The current pandemic is picking apart the dreadful inequality in our society, inequalities that have existed for centuries and despite innumerable initiatives and campaigns to address, persist to this day at a deeply structural level. Illustrating the relationship between inequality and health, it has thrown into sharp relief the poor ranking of Black and Brown people in socio-economic indicators, such as poverty and deprivation - an outcome of the longstanding systemic discrimination in government policies relating to education, employment, immigration, housing, criminal justice, and social welfare. Ethnic minorities account for around 14 percent of the UK population (ONS, 2011) and while all British ethnic minority groups have made progress in employment, occupational mix, labour force participation and education relative to the white majority, ethnic minorities still do less well than most white people in most socioeconomic areas (McKinsey, 2020). It is now well researched that Covid-19 has disproportionately affected ethnic minorities in the UK. The disparities are not new and we risk repeating this cycle as the fourth industrial revolution brings together the digital, human and physical world in entirely new ways as noted by McKinsey (2020) who find that minority ethnic groups are more vulnerable to job losses associated with automation.

Ethnic minorities are younger than average, accounting for 20 percent of those aged 24 or under; by 2051, they could account for one in five of the population. The implication is that ethnic minorities will become even more important in terms of their contribution to society and the economy than they are now. Already,

they account for more than £300 billion in purchasing power, and ethnic-minority-owned small businesses contribute £25 billion a year to the country (McKinsey, 2020). The age of austerity has ushered in an era of falling spending power, shrinking workforces, and rising citizen expectations. The world has changed dramatically since then as the fourth industrial revolution brings together the digital, human and physical world in entirely new ways. When comparing employees of similar age, qualifications, occupation, and sector, ethnic minority workers earned 10 percent less than white workers. McKinsey (2020) found that more than 15 percent of Bangladeshi and Chinese employees were in sectors that furloughed 70 percent of workers in the second quarter of 2020, compared with 8 percent of white workers. Moreover, in the long term, more than 25 percent of Bangladeshis and Pakistanis work in occupations whose automation potential is more than 60 percent, compared with 17 percent of white workers. Our leaders must therefore manage the demands for public services, whilst driving inclusive economic growth, and managing the implications of Brexit all within the context of these drastically changing times.

Bristol City Council has acknowledged that institutional racism is a legitimate issue which affects outcomes for Black, Asian and minority ethnic colleagues. This manifests in many ways, including a mean ethnicity pay gap of 12.06% and a median pay gap of 17.56% due to the lack of senior officer roles occupied by these colleagues, and a higher likelihood of having a formal grievance lodged against them compared to White colleagues. The issue of staff who are Black, Asian or from other minority ethnic groups being statistically more likely to be subject to formal grievance and disciplinary processes is a common challenge across Bristol's public sector organisations as highlighted by the Bristol Race Equality Strategic Leaders Group in their Race Equality H.R. Data Product (2019).

The report has found that positive action needs to be taken in our high-level strategies and is particularly needed within recruitment and selection practice. It also finds that management, and leadership knowledge and practice must continue to be strengthened, an issue the council recognises and has been working to address; with new measures planned to improve and accelerate results. More also needs to be done to improve organisational culture and fill gaps in data availability and quality. The proposals aim to increase representation of Black, Asian and other under-represented groups in its workforce; strengthen its approach to performance management; equip managers to better respond to difference and diversity; build trust with colleagues and ensure visible, well-informed senior leadership of equality and inclusion within the council, starting at the top with the Corporate Leadership Board and continuing through all spans of leadership and management.

It is not novel to assert that there are ethnic disparities in educational attainment at school, in employment, in risk factors and outcomes for different health conditions, and within the criminal justice system but to understand why such disparities exist, and what works and what does not, we have provided our responses to the Commission's ten questions around education, health, crime and policing, and employment and enterprise below:

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

As a key social determinant of health, housing, education and employment, income is central to tackling ethnic and racial disparities in social outcomes. Economic inequality is affected by BAME experiences and outcomes in the economy and labour market. A recent report from Extend Ventures shows that only 0.24% of venture capital investment in the UK went to Black entrepreneurs across the last 10 years (Extend Ventures, 2020) and only 3% of VCs in the UK are Black (Sifted, 2019). Moreover, even in the fewer cases where appropriate finances are accessed, the UK wider economy created unequal conditions where Black entrepreneurs see worse outcomes despite being higher qualified and investing more money and time (British Business Bank and Oliver Wyman 2020).

In the labour market, some groups have lower employment rates and wages and higher unemployment rates, and there is 'occupational segregation' in low-paid, poor progression jobs. Overall, there is a 10% difference between the proportion of employed ethnic minority people and the overall population. Employment rates vary substantially between ethnic minority groups. The Pakistani/ Bangladeshi employment rate is 54%,

compared to 75% for White British; and ethnic minority women are almost five times more likely to be unemployed with rates of unemployment at 19% among Bangladeshi women. Over 50% of people in the Bangladeshi and Pakistani ethnic groups lived in 20% of the most deprived areas in England, with over half of Bangladeshi and Pakistani children living in poverty.

Employment equity and wealth creation/stability is central to driving change. A labour market that ensures equitable opportunities, representation, career-focused education and wealth creation for BAME workers will support the creation of leaders who are inclusive, competent, effective and supportive. Equally, a career-focused education, partnerships with local businesses and educational facilities to equip BAME youth with skills and role models are key to creating leadership that is inclusive, competent, accountable whilst embedded in equity and justice. More broadly, employment equity and wealth creation create the economic circumstances for parents to support children in the pursuit of education as well as for further educational development.

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)?

- Employment equity that adopts a racial equity business scorecard/checklist to ensure equitable opportunities in the labour market for BAME workers by evaluating operations through a racial equity lens via ethnicity data collection including workforce development, pay gap reporting, product and service development, customer relations and market access.
- Recruit, retain and promote BAME employees that is supported by monitoring and reporting of internal targets to ensure representation at all levels of companies, from trainees and apprentices to the Board of Directors. An effort led by senior executives with responsibility for BAME employee representation.
- Equip BAME youth with in-demand skills that includes mentorship programmes to provide role models to equip our youth for employment by providing better career-focused education, and enterprise and digital skills through partnerships between schools, colleges, universities, businesses and local organisations.

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

Evidence suggests that poverty and social deprivation in children is linked to educational underachievement, and this relationship is circular in that educational attainment impacts on poverty in future life stages. While there have been improvements in educational attainment across most ethnic groups, these improvements reflect wider and better access to higher education. Despite this, some groups continue to face disadvantage in terms of education. It is clear there remain significant disparities in education between people from different ethnic groups and that these educational disparities mirror racial disparities in socioeconomic status as well as in health outcomes.

Targeting resources to improve the performance of school children across different socio-economic and ethnic groups. Identify and promote the cultural competencies of education providers on early childhood education. Train and consult educators to capitalise on the generally high educational aspirations and valuing of education that migrant students bring with them to school. Introduce prospective teachers and in-service teachers to how culture, identity and context interact, and to the interventions that have been demonstrated to increase achievement in ethnic minority students. Build on the social, cultural, linguistic and intellectual assets that students from diverse backgrounds bring to the classroom. Because race and socioeconomic inequality are so interlinked, understanding those areas where students from ethnic minority backgrounds have outperformed their white peers can offer lessons to raise the attainment of white working class pupils.

Research evidence suggests that important influences include parents and family, the student's own aspirations as well as the school. Evidence suggests that language and literature interventions in the early years can be effective in ensuring children from disadvantaged backgrounds do not fall behind. Engagement

with the parents and wider community as well as a flexible and inclusive curriculum have been shown to be effective school-level strategies aimed at raising the attainment of ethnic minority groups. Coaching teachers in different strategies such as cooperative learning.

Policy should not just focus on raising attainment of various ethnic groups that are underperforming but ensure that better education leads to better jobs. It is clear that ethnic minority individuals continue to face barriers to upward social mobility and unless these barriers are removed, social and economic inequalities will continue to persist.

4. How should the school curriculum adapt in response to the ethnic diversity of the country?

The One Bristol Curriculum (OBC) was initiated in response to the 2017 Runnymede report, 'Bristol: A city divided?' The report set out to "*identify patterns and drivers of ethnic inequalities in Bristol, and potential solutions*". The report highlighted 'ethnic inequalities in education' as a key contributing factor, citing "*a lack of relevance of the national curriculum to the needs and experiences of Black and Minority Ethnic young people, particularly at secondary level*". The OBC proceeded to demonstrate how the lack of representation in the curriculum "*favours children from a white, mainly middle-class background.*"

The OBC actively engaged four primary schools and six secondary schools in pilot projects, commissioning a total of 17 pilots across 7 schools, which are now completed or well underway. The schemes of work created include 10 schemes of work for primary schools; across Art, Music, Dance, History, Mathematics, Literacy and Geography. A further 11 schemes of work were created for secondary schools; across English, Drama, History, Citizenship / PSHE, Geography, Art, Music and Biology. In total, 125 new lessons were created as part of the first pack of lessons within the OBC.

The OBC set out to produce a curriculum representative of the community that will serve to increase engagement and promote tolerance and understanding. This would be done through creating a pack of schemes of work for Key Stages 1-4 which inserts into the regular teaching curriculum of primary and secondary schools in Bristol, and covers as many subjects as possible. The motive was to provide material to help children explore how different African, Caribbean and Asian communities have contributed to knowledge creation, innovation and experience in Bristol, the UK and beyond, adding depth and range to show the contribution of BAME groups, and individuals to all areas covered in the curriculum. The aim was for the pack to be made available as a comprehensive online resource for teachers and schools.

These lessons are undergoing stringent quality control by a team of teachers to ensure the quality and consistency of the message being delivered. As part of the first phase of the project, Dr Sarah Whitehouse and Justin Vafadari, Senior Lecturers of Initial Teacher Education at UWE Bristol, Department of Education and Childhood, devised accreditation materials for the OBC and four schools have agreed to trial these materials.

The first wave of pilot projects which took place prior to the pandemic received hugely positive feedback from pupils, with one teacher describing the pupils in their class 'buzzing with excitement'. The vast majority of both practitioners and teachers surveyed felt that the pupils who attended their workshops gained from taking part in the One Bristol Curriculum, reporting positive changes in the pupils. For example: "*the pupils learned more about themselves and their classmates, and grew more confident as a result.*"

It is important to note that the benefits were seen across the whole cohort of pupils including white pupils. This underlines the necessity of a diverse curriculum for all pupils, and that all pupils can benefit from a deeper understanding of the relations throughout history between their culture and other cultures.

100% of teachers surveyed reported that they benefited professionally from taking part in the OBC, with 100% also reporting that they witnessed the following positive changes in their schools as a result of engaging with the project:

- More positive attitudes towards the need for diversity in the curriculum
- A more positive approach to diversifying the curriculum
- Improved experience of BAME pupils

- Improved experience of BAME teachers

This demonstrates that participation in the OBC benefits the entire school and encourages teacher and schools to engage with OBC curriculum resources. One teacher commented that they are “... so glad [they] are taking action to address inequalities, diversifying [their] curriculum and seeking to improve the experience of [their] BAME students.” The hope of OBC is that by introducing these resources into the core curriculum of schools, school culture begins to shift and move towards equality, respect and support for BAME pupils, changing their school experience and eventually having effects on attainment and positive outcomes for school leavers. 100% of practitioners surveyed received positive feedback about their work on the OBC, with many giving high praise to the programme and hoping for its continuation:

‘I look forward to additional funding being available so that the authors of each Scheme of Work can work directly with teachers to teach and reflect upon the impact of these lessons.’

‘This is an amazing process and will play such an important role in creating a more cohesive society and city of Bristol’.

Moreover, 90% of practitioners agreed strongly that they benefited from taking part, with many reporting that a particular benefit has been sharing knowledge with other practitioners; *“I have received wonderful education and curriculum development resources from other OBC practitioners”.*

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?

Overall, what is needed is career-focused education, partnerships with local businesses and educational facilities to equip BAME youth with skills and role models are key to creating a labour market that is inclusive, competent, accountable whilst embedded in equity and justice. Well-equipped and well-funded careers advice in schools, universities and colleges. Babassa’s (2020) report, Bridge to Equality, found that knowing where to find good career advice and guidance is the biggest challenge for young people in pursuing their career goals. They also found that communities see the career guidance provided by schools and colleges as providing limited options and opportunities for young people to explore.

The disconnect between schools and youth clubs affects how information is disseminated and so encouraging schools to make their buildings available for community use so that organisations such as, One Bristol Curriculum, can provide structured after-school clubs would assist in this process. Using a hub model would require schools to connect with out of school settings so that information is passed on and local youth workers and centres can reinforce the message to students. Furthermore, as Cognitive Path’s impact report on the One Bristol Curriculum has shown, practitioners, parents and youth workers are keen to deliver sessions in partnership with schools. Moreover, PTLLS Teacher Training Courses need to be subsidised so more people can provide suitable lessons and hopefully provide a pathway into teaching. As Babassa (2020) note in their report, key recommendations are to:

- For employers to take advantage of existing incentives, such as Apprenticeships and Kickstart scheme and ensure these are advertised to diverse groups within the city.
- Employers commit resources to address the knowledge and skills gaps that they have identified within their workplaces (management, recruitment and marketing) and develop cultural competency to create an inclusive experience for young people and adults of all cultures.
- For policy makers to encourage collaboration between communities and employers
- For educators and Careers services work in partnership with community organisations to maximise the community-based access points.

More specifically, we would recommend:

- Bolstering positive action opportunities and clear signposting for jobs - [Creative Access](#) in London (link embedded) is a great example of this.
- Diverse recruitment strategies through training opportunities in the community, youth groups, faith groups and extra-curricular spaces.
- Ensuring the language on job advertisements is clear and accessible.
- Recruitment based on transferable skills as experience is often difficult to gain without a ‘foot in the door’.
- Pay young people to attend interviews to cover travel expenses, childcare, or to cover wage lost to take a day off existing employment in for example a zero-hour contract. This will ensure that the interview pool includes those from lower socio-economic backgrounds.
- Using the social media ‘influencer model’, recruit more community ambassadors who are paid to share opportunities on their social media/networks.
- Encourage greater connection between employers and schools, particularly in relation to training opportunities.

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)?

Despite some reports implying that race may have some biological effect on susceptibility to Covid-19, there is no scientific basis for this. Race is a social construct and so there is no genetic basis for separation by race in terms of underlying genetics and susceptibility to diseases. Ascribing to such thinking to race or genetics masks genuine causes of such disparities – systemic inequalities in healthcare, housing, employment, the criminal justice system, and many other areas of public policy. It is structural disparities, not race, which is inferring these differences and it is this that deserves our attention.

The genetic theories about inherent vulnerability to Covid-19 are further discussed and debunked in an article by [Wayne Farah in the Journal of the Institute for Race Relations](#) and in a study by The Applied Research Collaboration West for Bristol City Council, [The impact of Covid-19 on black Asian and minority ethnic communities](#), Mamluk, L. and Jones, T. write:

There is more genetic variation within than between ethnic groups with widespread consensus amongst geneticists and epidemiologists that genetic factors contribute only little to ethnic inequalities in health. Whilst there is some tendency towards within-group partnering/marriage, socially constructed ethnic groups are usually poor markers for genetic traits. There is a possibility that susceptibility to respiratory infections, vitamin D deficiency, increased inflammatory burden, or other biological factors contribute towards increased severity in minority groups.

BAME communities need access to services, an understanding provision of healthcare, having a greater ability to articulate health concerns so that they are addressed effectively in primary care. Educating healthcare staff of the needs of BAME communities.

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?

The absence of BAME-specific data in many areas, specifically health in the current context, is troubling. Policy and practice cannot be based on evidence if the evidence is lacking. Without the data, planning and decision-making will continue to be exclusionary. There is currently no performance management and quality assurance of contracts of social care services through a BAME lens meaning that service delivery and impact are not benchmarked against non-BAME communities, nor do we know how resources are allocated to BAME communities. Data on local BAME population needs is not routinely collected and there is no systematic process which involves BAME citizens in the commissioning or purchasing of health and social care services. This means that it is currently not possible to bring together data on the outcomes of services to BAME citizens or indeed on the appropriateness of some services for certain groups. It is important to look at

outcomes for major diseases such as cancer, heart disease and diabetes in different ethnicities. Not all differences are explained by socio-economic grouping or genetics, access to the gamut of services offered by NHS should be equitable. Need to consider health of children across ethnicities - most adult diseases have the origins in childhood such as nutrition for example.

Equality impact assessments ensure the consideration of the likely impact of proposed policies on particular characteristics and groups but data on ethnicity in virtually all public services is poor. The NHS electronic staff record holds data on only 63% of medical staff and often the ethnicity of the patient is not recorded, putting the accuracy of most analyses relating to health outcomes in question. Many indicators in the governments Racial Disparity Audit (RDA) are only discussed with regard to the groups 'white British' and 'other than white British'. And where more detailed groupings are available, major variations in ethnic group classifications used makes analysis problematic. It is particularly telling that in an audit about racial disparities (i.e. the RDA), that ethnicity is categorised by 'white' and 'other than white' as this only further establishes white British as the norm against which everyone else is negatively judged. Moreover, only a small number of indicators are provided at a regional level making local policy responses lacking.

In addition to data issues, there are discrepancies in education, employment, income and housing which have a direct impact on health. While employment rates vary substantially between ethnic minority groups, overall, there is a 10% difference between the proportion of employed ethnic minority people and the overall population. Pakistani/ Bangladeshi employment rate is 54%, compared to 75% for White British and ethnic minority women are almost five times more likely to be unemployed with rates of unemployment at 19% among Bangladeshi women. Over 50% of people in the Bangladeshi and Pakistani ethnic groups lived in 20% of the most deprived areas in England, with over half of Bangladeshi and Pakistani children living in poverty. In the South West, 70% of White British households own their home versus 40% of BAME households, who are also three times more likely to rent than White British people. Across all socio-economic groups, White British people are twice as likely to have at least 2 bedrooms more than needed than all other ethnic groups combined. While BAME people are 4 times as likely to be living in overcrowded housing. As health is often socially determinant, it logically follows then that the disproportionate impacts of inequalities in housing and employment will have a disproportionate impact on health outcomes.

Creating a truly inclusive growth environment which targets investment to BAME-led businesses and community organisations who often support all determinants of health will support the improvement of health outcomes in all communities.

8. What could be done to enhance community relations and perceptions of the police?

There are structural problems in terms of race and policing at every level of our criminal justice system - from who gets stopped and searched, to who gets arrested, charged and convicted. These are all some of the factors which impact upon the relationship between communities and the police. Part of improving these relationships and perceptions is to creating permanent spaces for community engagement to allow for communities to engage with the police whilst also improving representation of BAME individuals not only the police force but the criminal justice system more broadly. Table 1 below illustrates the percentage of police officers in fulltime positions by ethnicity from 2015-2019 and illustrates the overwhelming majority of white police officers in service in England and Wales. These figures are repeated in the figures for special constables, police community support officers, police staff, HMPPS staff, the crown prosecution service and the ministry of justice. These discrepancies are even more stark when looking at those from BAME backgrounds in more superior positions as show in Tables 2 and 3.

Table 1: Police officers in post (full-time equivalents) by ethnicity (%), March 2015-2019. Source: Home Office

	Self-identified ethnicity (percentages)						Not Stated	Total (all)
	White	Black	Asian	Mixed	Chinese or Other	Total known		
2015	94%	1%	2%	2%	1%	124,739	2%	126,818
2016	94%	1%	2%	2%	1%	121,655	2%	124,066
2017	94%	1%	3%	2%	1%	120,516	2%	123,132
2018	93%	1%	3%	2%	1%	119,357	2%	122,405
2019	93%	1%	3%	2%	1%	120,023	3%	123,171

Table 2: Police officers in post (full-time equivalents) by ethnicity and rank (%) in 2019. Source: Home Office.

Rank	Self-defined ethnicity (percentages)						Total known	Not Stated	Total all
	White	Black	Asian	Mixed	Chinese or Other	Total known			
ACPO	97%	1%	2%	1%	0%	192	10%	213	
Chief Superintendent	95%	1%	3%	1%	0%	304	3%	312	
Superintendent	96%	1%	1%	2%	0%	873	3%	896	
Chief Inspector	96%	1%	2%	1%	0%	1,632	2%	1,666	
Inspector	95%	1%	2%	2%	0%	5,446	2%	5,555	
Sergeant	95%	1%	2%	2%	0%	18,138	2%	18,459	
Constable	92%	1%	3%	2%	1%	93,438	3%	96,070	
Total	93%	1%	3%	2%	1%	120,023	3%	123,171	

Table 3: Ethnicity of Ministry of Justice staff (%) in 2018. Source: Ministry of Justice HR Database.

Grade	Self-reported ethnicity (percentages), 2018						Total (known)	Not Stated	Total (all)
	White	Black	Asian	Mixed	Chinese or Other	Total (known)			
Director level or equivalent seniority (SCS)	93%	~	2%	~	~	136	41%	232	
Senior management (Band A)	90%	2%	5%	2%	1%	1,085	33%	1,631	
Middle and first line manager (Band B & C)	81%	6%	10%	2%	2%	3,310	28%	4,613	
Admin or ancillary staff (Band D, E, & F)	78%	7%	12%	2%	1%	11,159	31%	16,233	
Fast Streamers	79%	~	16%	~	~	19	66%	56	
Total	79%	7%	11%	2%	1%	15,728	31%	22,823	

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?

This question implies that there are disparities in crime not disparities in who is targeted by the police. The government's report, *Race and the Criminal Justice System Statistics (2018)*, compiles data from a range of sources across the criminal justice system in England and Wales. In general, minority ethnic groups appear to be over-represented at many stages throughout the CJS compared with the White ethnic group. The greatest disparity appears at the point of stop and search, arrests, custodial sentencing and prison population. Among minority ethnic groups, Black individuals were often the most over-represented.

Black children make up 20% of all child victims. Black victims make up 13% of all victims across all age groups. From 2014/15 the proportion of stop and searches conducted on white suspects decreased from 75% to 59% while increasing for all other ethnic groups. Black suspects have the highest proportion of arrests resulting from stop and searches at 20%. In 2018/19, two-thirds of children arrested in London were from minority ethnic groups, the figure was 52% for adults. White offenders have had a consistently lower average custodial sentence length (ACSL) for indictable offences than all other ethnic groups since 2014. In 2018, White offenders had an ACSL of 18.3 months compared to 29.1 months for Asian offenders, 28.0 months for Black offenders. Black prisoners also serve a greater portion of their sentences in custody. Asian males received on average a 54% longer custodial sentence than White males despite a higher proportion of white offenders having a long history of offending. In 2018, minority ethnic children also had a higher proportion remanded in custody, had a higher custody rate and received longer custodial sentences. There is indeed a

higher reoffending rate amongst Black offenders but white offenders have the number of reoffences per offender.

Black people are nearly ten times more likely to be stopped and searched and four times as likely to be arrested than White British people (gov.uk). The Lammy Review of 2017 showed that while Black people comprise 3% of the overall population in England and Wales, they make up 12% of its prison population; and 48% of under-18s in custody are from Black or other ethnic minority backgrounds. In fact, as Dr Kojo Koram of the University of London points out, the percentage of Black people in prison in England and Wales is higher in relation to their share of the general population than the corresponding figure in the US. Thus, we are locking more of our Black people away than the United States of America, where 1 in 3 Black men will go to prison in their lifetime.

The point here is that rather than disparities in crime, there are disparities in how the criminal justice system operates. This is the result of a long history of systemic racism which targets BAME people, seeing them as the criminals. BAME British people are not significantly more likely to use or sell prohibited drugs for example than white British people, but they are made criminals at higher rates for that same conduct. Like slavery, mass incarceration operates as a tightly networked system of laws, policies, customs, and institutions that operate collectively to ensure the subordinate status of a group defined largely by race (Alexander, 2010).

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?

Framing race equality should be driven by BAME experiences, voices and perspectives to ensure that advocacy messages not only reflect but also respond to the real needs of the community in order to recognise inequalities. As we enter the post-pandemic recovery phase and identify opportunities to re-build our economy in a more equitable way, our main focus should be the building of wealth among BAME entrepreneurs and the fight for equitable opportunities in the labour market for BAME workers. Priorities should include, but not be limited to, removing barriers to accessing finance and investment, equipping BAME youth with in-demand skills. We believe that these can be achieved through the realisation of two over-arching outcomes:

1. Equity-focused Policymaking – the specific experiences of BAME communities should be reflected in all decision-making processes
2. Community Wealth Creation – strategies should be implemented that support and encourage community wealth building to produce more sustainable equitable growth whilst alleviating systemic poverty.

By unlocking the full potential of BAME businesses and advocate for racial employment equity, we can support job creation and build community resilience as well as sustainability. The strength of this effort benefits the broader economy. Policies which follow these areas of focus will help to create an environment where BAME business can flourish thereby increasing BAME individual/communities incomes. As a key social determinant of health, creating an equitable environment in business is key to healthy economic growth (in every sense of the word). Inclusive enterprise will increase opportunities for BAME leaders, leaders who are adding equitable value for all which will ensure racial equity and justice is embedded in the system and not reliant on a token leader. Harnessing the potential of socially useful technology and investing in community finance to support education in, for example, entrepreneurship may allow for a more diverse and inclusive leadership cohort and create the conditions for many more BAME entrepreneurs and innovators to flourish.

The social economy, civil society and community wealth are the key to fair employment and equitable growth. The community wealth building (CWB) model of economic development is emerging in our cities and communities offering real, on-the-ground solutions to localities and regions battered by successive waves of extraction, disinvestment, displacement, and disempowerment. Communities and the social economy have always been a stabilising force in times of social change and its role in addressing the impacts of the current health crisis must be recognised when reimagining our future. The policy landscape has shifted, forcing us to

reflect not only into the stark inequalities the virus has brought to the fore, but into the opportunities it presents for reimagining alternatives to how we (re)organise society in the aftermath. We need innovative and dynamic concepts that bring together strategic economic intelligence, market access support, enterprise skills development, social leadership, and targeted investment to stimulate inclusive economic growth in enterprise and employment to address economic inequality. We believe this can be done through a:

- 1) **Commitment to a proportionate long-term response** and our early involvement in designing solutions. All sectors and public institutions need to acknowledge the unprecedented socio-economic impact of COVID-19 on the economic status of BAME communities and build in short, medium and longer-term proportionate policy and investment proposals, given that the impact of coronavirus has widened and deepened existing patterns of racial inequality. Economic interventions and solutions should be designed with the earliest engagement and dialogue with BAME voices, to bring their broad and close understanding of being at the sharpest end of COVID-19 to what can work at a practical level to remove barriers and revive economic activity.
- 2) **Targeted Support** for BAME-led Organisations and Businesses by investing in a targeted programme of support across all BAME sectors that provides advice and support in applying for financial assistance from the available schemes and regular and up-to-date information as the situation changes.
- 3) **Funding & Investment** to contributing to economic recovery by creating an inclusive matrix of support, including grants, wage subsidy and micro-loans, for those small BAME-led charities and voluntary organisations, start-ups and new businesses that fall out of the current eligibility criteria and definitions for public sector loans and social investment.
- 4) **Focus on the local economy** by broadening the understanding of how local economies really work beyond the limited lens of the Business Rate System by including all sectors including: home workers, night time economy, responses to local transport needs and the retail sector - to provide a realistic 3D picture of local businesses and economic activity so that support mechanisms can be in place to foster sector diversity, good practice in sustainability, and inter-dependence in the process of economic recovery.

Conclusion

Over 60,000 of Bristol's residents were not born in the UK. Of this, 8.5% do not use English as their main language and around 16% have lived here for less than 2 years. While this brings its own set of challenges, these new residents offer an opportunity for new skills, innovation and enterprise. Innovation is driven by diversity of thought and experience, and inclusion is therefore important in not only overcoming divisions, but in creating inclusive economic growth. We must see diversity as an asset, not a threat. Exclusivity begets exclusion while inclusion begets belonging and connection. Why immigration or housing is not an area covered in this call for evidence is interesting, particularly considering recent events which have directly impacted on BME individuals such as the Grenfell Tower fire and the government's hostile environment policies which continue to deport British citizens of the UK.

To truly be a fair nation, we need measurement of actions that transform the root causes of unsustainable development, such as inequalities, distributive injustice and unequal power relations. There are difficult truths to address but the recovery period provides us with an opportunity to create meaningful change in which we address the fact that economic development strategies cannot be race neutral and treating everyone the same will only embed inequalities; BAME communities are at risk of a triple jeopardy recession which may threaten the overall recovery if investment and capacity building does not take the specifics of race inequality; and that fiscal/economic/business policy needs to take a cross-sectoral/cross-department whole system approach to developing a sustainable and inclusive economic recovery. Confronting systemic inequality is beyond individual failings and looks to create an environment which is inclusive.

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