Home Office Indicators of Integration framework 2019

third edition

Home Office Indicators of Integration framework 2019

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FOREWORD

Foreword

Successful integration helps people to realise their full potential. It makes it easier for them to access services, reduces educational and health inequalities, helps them to find jobs and, fundamentally, underpins social cohesion and community empowerment.

Although integration is difficult to define, its absence can be all too apparent.

In developing the Indicators of Integration framework, we acknowledge integration is **multi-dimensional** and can depend upon a broad range of factors. Integration encompasses access to resources, like education and healthcare, opportunities for work and leisure, as well as broader concepts like social mixing.

We also acknowledge true integration is **multi-directional**. Integrating successfully involves a wide variety of individuals, agents and stakeholders; no organisation, however capable, can integrate people single-handedly.

Integration also depends upon everyone **taking responsibility** for their own contribution, including newly arrived residents, receiving communities and government at all levels. Finally, integration is **context specific** and needs to be understood and planned in relation to a particular place, time, and person.

This framework is intended to be a resource for integration practitioners at all levels, offering a common language for understanding, planning, monitoring and measuring integration, and supporting better and more tailored integration services. It has been developed in collaboration with academics and with input from migrant organisations, the voluntary sector, local and national governments and, most importantly, migrants themselves.

By bringing together all these aspects of successful integration, we hope those who work directly to help integrate migrants will be able to consider how they can combine available resources with better, and more cost-effective, processes and outcomes. The objective of this framework is to help organisations take a structured but flexible approach to their strategies and interventions. Our aim is not to interfere – we don't claim to know better than those at the front line of integration – but to offer guidance and tools where necessary, and to support sharing best practice.

Above all, we recognise integration is about people. Britain is a successful multicultural society. For generations, people from across the world have come here to start new lives, and their presence has made the UK an immeasurably richer and more diverse place.

Our hope is for this framework to help those who choose to make this country their home to unlock their own potential and realise every opportunity the United Kingdom has to offer them.

Rt Hon Caroline Nokes MP
Minister of State for Immigration

SECTION 1

Setting the scene

1. Setting the scene

The Indicators of Integration framework has been developed by the Home Office with consultation and input from other government departments, local authorities, regional Strategic Migration Partnerships, non-governmental organisations (NGOs) and local service providers from across the UK's four regions, and from refugees themselves.

This framework can be used to complement a wide variety of strategies and projects across the United Kingdom, including local and national integration strategies. Most notably the Indicators of Integration framework complements the 'Integrated Communities Strategy Green Paper' in England (HM Government, 2018a) and, where relevant, dovetails with outcomes of other government strategies such as the Public Health Outcomes framework and the 'UK Digital Strategy' (Department for Digital, Culture, Media & Sport, 2017). As integration is a devolved policy issue in the UK, the framework has also been developed with input from representatives of devolved administrations and recognises their developed strategies such as the 'New Scots: Refugee Integration Strategy 2018 to 2022' in Scotland (Scottish Government, 2018).

The Home Office Indicators of Integration framework seeks to inform the planning, monitoring and evaluation of integration projects. This report presents a structured approach to integration in a range of local and national contexts and an evidence-based framework for developing interventions. The report helps to define how practitioners might measure what **good looks like** in relation to measuring progress towards integration over time. It can underpin the delivery of broader strategic goals by offering a framework that represents up-to-date evidence on best practice and what works, which can inform **how** integration goals will be achieved in practice. The report also provides suggested indicators that practitioners and policy officers can use where appropriate to measure the outcomes of initiatives.

SECTION 2

What do we mean
by integration?

2. What do we mean by integration?

The Government's Integrated Communities Strategy set out a vision for integration and defined this as *'communities where people, whatever their background, live, work, learn and socialise together, based on shared rights, responsibilities and opportunities'*. The Indicators of Integration framework helps to identify the practical processes and changes that contribute to the integration of individuals and communities. The aim of this report is to provide guidance and tools to identify and measure the key factors that contribute to integration processes, and thereby help organisations design more effective strategies.

The term integration has multiple meanings in different contexts. This report treats integration as a multi-directional process involving multiple changes from both incoming and diverse host communities. The approach adopted is based on the following principles:

- Integration is **multi-dimensional** – depending on multiple factors encompassing access to resources and opportunities as well as social mixing.

- Integration is **multi-directional** – involving adjustments by everyone in society.

- Integration depends on everyone **taking responsibility** for their own contribution including newcomers, receiving communities and government at all levels.

- Integration is **context specific** and needs to be understood and planned in relation to its particular context and within a bespoke timeframe.

SECTION 3

The Home
Office Indicators
of Integration
framework

3. The Home Office Indicators of Integration framework

Historically in the UK, integration projects have focused on supporting the settlement of refugees or other migrants. A previous version of this framework was developed in 2004 (Ager & Strang, 2004) with a specific focus on refugee integration and was informed by research involving a cross section of refugees, host communities, civil societies, academics, local and central government as well as international academic and policy literature. The original framework, however, was utilised in a much broader range of local, national and international integration contexts than originally anticipated.

This new framework builds on and replaces the 2004 framework. The 2019 Indicators of Integration herein are intended to be a tool to help plan integration interventions at local or national levels, and to promote and measure integration in a broad range of diverse contexts. The indicator set can contribute to the measurement of the experiences of any group of people whose integration into communities or society is of concern. Whether integration is a necessary or desirable goal for a particular group is, however, a matter for the practice or policy users of this document.

Policy officials, practitioners and academics have drawn on the first Home Office Indicators of Integration framework extensively since its publication in 2004. This new version benefits from a growing body of research and expertise. Following feedback from key policy, practice and academic stakeholders, **a working group drawn from seven academic and policy institutions across England, Wales, Scotland and Northern Ireland** developed the current, new version of the Indicators of Integration framework.

In recognition of the wide use, and continued applicability of the framework in both UK and international contexts, the main shape of the original framework has been retained in this revised edition with some extensions to the domains and inclusion of new indicators to reflect current knowledge, priorities and data sets (national surveys and official government statistics). The framework is designed to be used widely by practitioners and policy makers at multiple levels. It provides a shared language and understanding for different actors involved in integration – including local and national governments, civil society, businesses, communities and individuals – to understand what good looks like in relation to integration and how that can be achieved in their particular local context through their collective efforts. It is intended to be flexible to allow for contextual adaptation. At the same time, it provides a clear structure and potential indicators that will support more consistent data collection to enable better comparisons and continuous additions to the local and national understanding of what works on integration.

The framework and indicators are for anyone seeking to develop successful interventions for, and increase their understanding of experiences of, integration. The 14 domains of integration identified in the framework offer an evidence-based approach with which to build strategies, and design, implement and measure the success of practical interventions. Each domain is linked with a comprehensive set of measures of both outcome and appropriate action.

This document is therefore designed for use by a broad range of practitioners and policy makers whose activities have the potential to influence integration, for example:

- Regional bodies such as Strategic Migration Partnerships responsible for providing and ensuring the effectiveness of a comprehensive raft of measures to promote integration.

- Local projects providing support and services targeted at addressing a particular aspect of integration – and concerned to demonstrate the impact of their work on integration as a whole.

- Funding organisations framing and evaluating the use of funds to promote integration.

This report also informs policy development, needs assessment and progress in different local and national contexts.
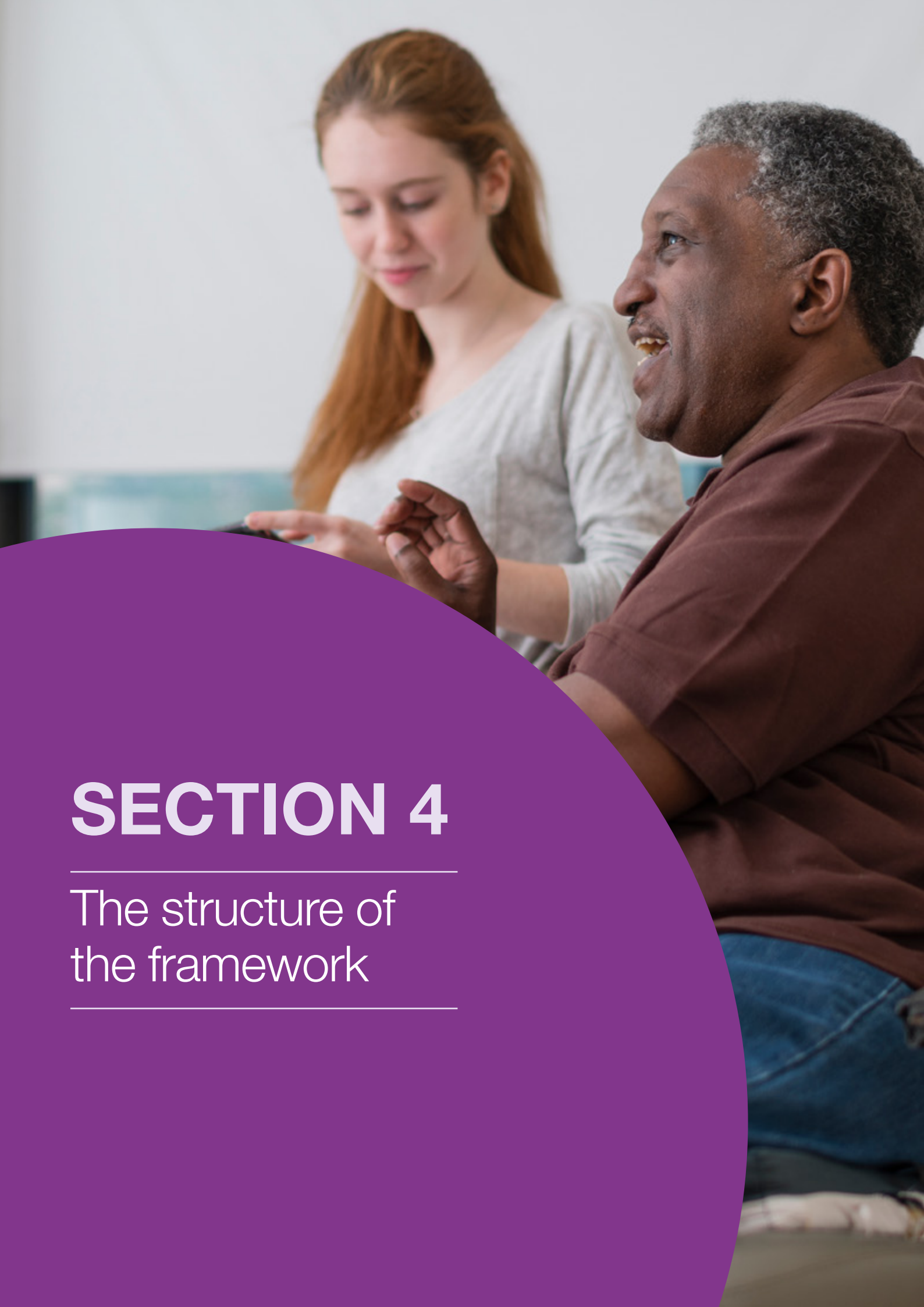
SECTION 4

The structure of
the framework

4. The structure of the framework

The Indicators of Integration framework is structured around 14 key domains that evidence suggests are of central importance to integration.

Figure 1: Indicators of Integration framework
The following sections describe each of the four headings and the domains within them, and explain why the framework is structured in this way. It is important to note that progress in these domains depends on the contribution of members of receiving communities and local institutions as well as the new arrivals, be they refugees, other migrants or other groups who are new to the community.

Markers and means	Work	Housing	Education	Health and Social Care	Leisure
Social connections		Bonds	Bridges	Links	
Facilitators	Language and Communication	Culture	Digital Skills	Safety	Stability
Foundation			Rights and Responsibilities		
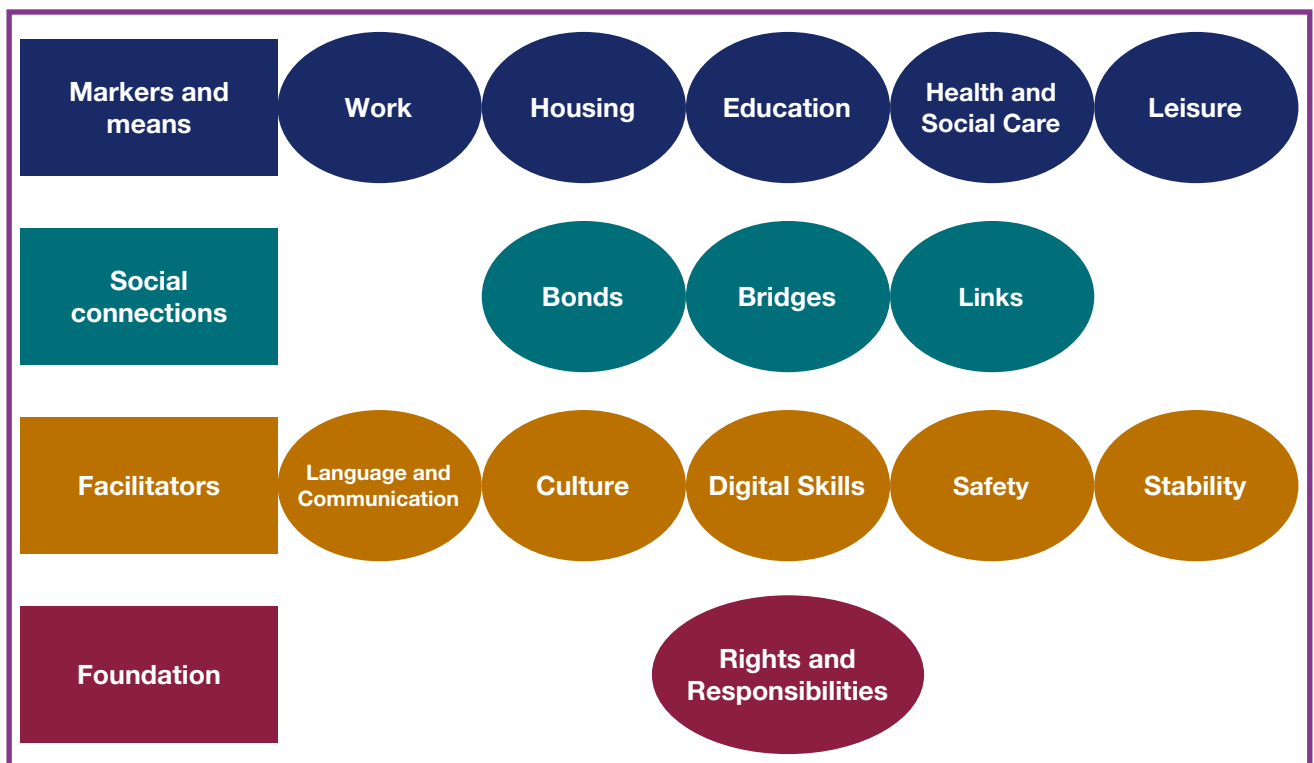
4.1 Markers and Means

There are five domains within the framework under the heading Markers and Means: Work, Housing, Education, Health and Social Care, and Leisure. These domains represent the context in which integration can take place as well as major areas of attainment that are widely recognised as critical to the integration process.

The identification of these domains highlights important areas of public activity where support for integration can be planned and its outcomes, to some degree, assessed.

Achievement in each of these domains, however, should not be seen purely as an 'outcome' of integration, they also serve as 'means' to that end as well. Therefore these five domains both demonstrate progress towards integration and support achievement in other areas. For example, access to – and progress within – the education system serves as a significant marker of integration, and also as a major means towards integration, such as creating significant opportunities for employment, for wider social connection and mixing, for language learning and cultural exchange.

In short, these domains are **markers**, because success in these domains is an indication of positive integration outcomes; and **means** because success in these domains is likely to assist the wider integration process.

Measures of sense of belonging, along with psychological and emotional wellbeing, are embedded throughout the domains. This reflects their core role across all aspects of integration.

4.2 Social Connections

There are three domains within the framework under the heading Social Connections: Social Bridges, Social Bonds and Social Links. Taken together they recognise the importance of relationships to our understanding of the integration process and elaborate different kinds of relationships that contribute to integration.

Whilst the five domains outlined under Markers and Means can be thought of as the 'public face' of integration, they do not fully illustrate what integration can mean to people as they experience it in their lives. The domains in the Social Connections group emphasise the importance of relationships between people as key to both the definition and achievement of integration.

Broadly speaking, this heading also recognises that social relationships can facilitate both individual and collective access to resources. Networks of relationships characterised by trust and reciprocity can be understood as generating 'capital' because they enable people to use and exchange resources (Coleman,1988; Portes, 1988; Putnam, 2000). However, social networks can also serve to entrench divisions and inequalities due in part to differences in access to power and/or resources (Bourdieu, 1986).

The framework uses the language of social capital to distinguish between three different forms of social connection or relationship: bonds, bridges[1] and links,[2] all of which are considered important for successful integration. This language has been used extensively in integration policy and practice and is widely recognised. However, the application of these categories in the Indicators of Integration framework does not assume that social connections necessarily increase access to resources. The framework directs the user to measure social connections in addition to measuring access to other key resources separately. In this way, patterns of social

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1   Putnam et al. (1993)
2   Szreter & Woolcock (2004)

connections and the access of resources are not assumed to follow one from the other but importantly highlight the dependence of integration on the development of each type of relationship in parallel.

The three types of relationship are as follows:

A. Social bonds: connections with others with a shared sense of identity

It is argued that the strongest ties are formed between people who identify most closely with each other. So, for example, family relationships generally create networks of bonds with high levels of trust and reciprocity. Close friendships that demonstrate similarly high levels of trust and reciprocity would also be described as bonds. However, it is important not to assume that groups sharing key characteristics – such as ethnicity, faith or national background – all benefit from bonding relationships. For example, it is commonly observed by those working with new refugees that deep political tensions can occur between people from the same country of origin. Social bonds are characterised by the exchange of both practical and emotional support and can provide individuals and groups with the confidence and security required for integration. Social isolation is characterised by a lack of social bonds.

B. Social bridges: connections with people of a different background

These relationships connect diverse people or groups. Whilst they are not characterised by the same high levels of trust as social bonds, social bridges are characterised by sufficient trust to enable people to interact and exchange resources. Social bridges provide the route for the sharing of resource and opportunity between people who are dissimilar. Through the mixing, trust and reciprocity is built up. Social segregation is characterised by a lack of social bridges even though strong bonds may be present within a segregated group.

C. Social links: connections with institutions, including local and central government services

Bonds and bridges describe relationships between individuals within a society and can be understood as 'horizontal' relationships. Social links refer to the 'vertical' relationships between people and the institutions of the society in which they live. To live as a full member of a society, it is necessary to access rights or services and to fulfil obligations. Social links connect the individual to the power structures of society in both directions, as a contributor (e.g. through voting) as well as a beneficiary (e.g. when needing to access support). A sense of alienation may be characterised by a lack of social links.

4.3 Facilitators

There are five domains within the framework under the heading Facilitators: Language, Culture, Digital Skills, Safety and Stability. These represent key facilitating factors for the process of integration.

Five key areas of competence are identified, each recognised as necessary for people to effectively integrate into the wider community. The new framework represents Language and Culture as separate domains to ensure that each one is measured in its own right.

The addition of Digital Skills recognises significant developments in new communication technologies that have taken place since the original indicators were published in 2004. Access to people, services and rights are often now either dependent on, or facilitated by, technology. For example, it is proposed that personal access to the internet (including mobile data) could be measured to account for its importance in accessing services and rights.

Research and practice confirms the importance of both a sense of personal safety and also of social stability in allowing people to engage with services and with other people in order to establish their lives and to integrate. These are therefore included as separate domains. This could include feelings of safety when walking alone and reported incidents of hate crimes.

4.4   Foundation

There is one domain within the framework under the heading Foundation: Rights and Responsibilities. This represents the basis upon which mutual expectations and obligations which support the process of integration are established.

Ideas of citizenship and nationality – and the associated rights – fundamentally shape what counts as integration in a particular context. The acquisition of citizenship and exercise of the rights and actions this entails (such as voting) in itself provides an important bedrock to the integration of any individual in a society.

Research also highlights how both the attitudes of members of receiving communities towards groups such as migrants or refugees, and members of minority groups towards the process of integration itself, are influenced by perceptions of responsibilities, rights and entitlements. This domain explicitly combines responsibilities and rights, recognising that both must be measured from the perspective of groups such as migrants as well as the receiving communities. Herein the term 'receiving' communities is used to acknowledge that communities are places of change with layers of migration from recently arrived migrant populations and longer settled minority populations resulting in diverse receiving communities.
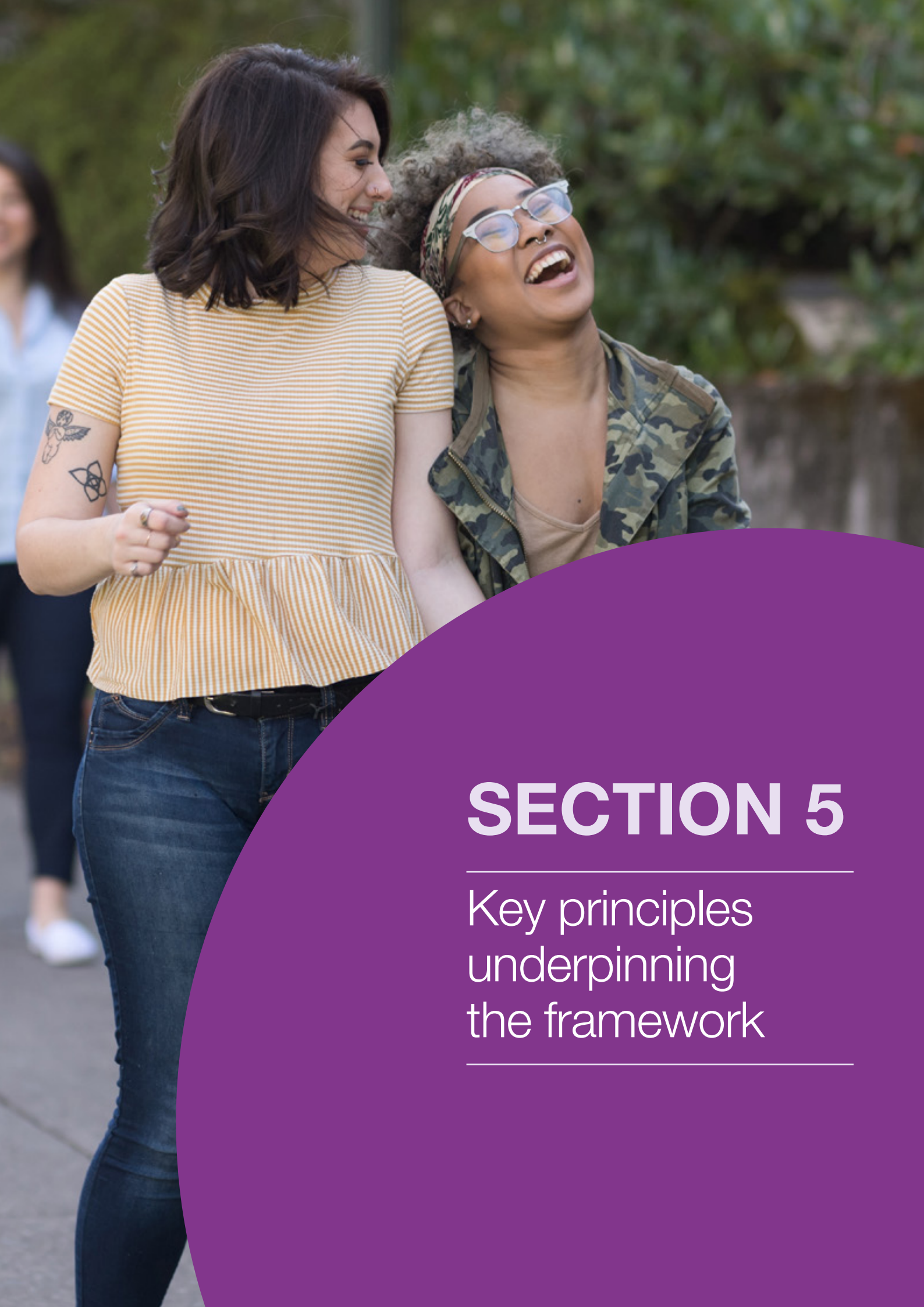
SECTION 5

Key principles
underpinning
the framework

5. Key principles underpinning the framework

5.1 Integration is multi-dimensional

The Indicators of Integration framework seeks to present a holistic understanding of the experiences of integration. It identifies the factors that are known to contribute to integration. These encompass access to resources and opportunities as well as social mixing. It is important to recognise that integration cannot be measured by using indicators from a single domain, any more than a successful integration strategy or plan would focus only on activity in a single domain – measurement of integration requires drawing on indicators from across the domains.

In its current form, the framework does not seek to specify causal relationships between domains, nor does it attempt to suggest a simple process of integration. However, it is anticipated that adopting the structured approach utilising aspects of all domains in developing plans to support integration – including systematic collection of data using the suggested indicators – will contribute to greater understanding of the complex inter-linkages between all of the domains. It is important to stress that the way the domains are presented should not suggest a hierarchy. No domain is positioned as more important than any other, nor is there any implication that integration should happen in a particular order.

5.2 Integration is multi-directional

A focus on integration exists in the context of diversity and recognition of differences. This framework therefore accepts that integration is a process of 'mixing' through interaction between people who are diverse in multiple ways, not only on the basis of ethnicity or countries of origin. This framework **does not** assume the existence of a homogenous society in which a minority group may be 'inserted'. On the contrary, the Indicators of Integration framework is based on an assumption that society is made up of people who diverge in multiple ways and that different people who may feel marginalised in some contexts will be powerful in others – possibly, but not only, reflecting the characteristics they hold across factors such as age, social class, employment status, education, sexuality, gender and disability. This can create a complex integration picture especially in super diverse cities with many layers of migration and diversity.

Although often thought of as something to be achieved, it is hard to define exactly what should be attained in order to say a society is well-integrated. Rather, integration requires adaptation and change by all those involved without undermining their original identity. For integration to succeed, migrants, members of receiving communities and service providers all need to facilitate a process of change. As such, individuals exercising personal agency, local communities and local organisations are key to integration and form the context to the entire framework. For example, the development of diverse social networks depends on the willingness of both receiving communities and newcomers such as migrants or refugees to engage with each other. The provision of services may require service providers to recognise new differences within their changing community of users and adapt their service provision or methods accordingly. Additionally, there is a need for local policymakers and communities to facilitate information sharing with new arrivals about local behavioural and cultural norms and practices.

5.3 Integration is a shared responsibility

This new framework seeks to address the roles of all participants in the processes of integration. It provides an elaboration of responsibilities including actions that local and national government can take to promote integration as well as the responsibilities of newcomers such as migrants or refugees themselves and members of receiving communities. For example, this may include an expectation that the government provides support for newcomers to understand the law and their legal responsibilities. Equally, employers might facilitate work opportunities, accumulation of skills, language learning, social connections and other pathways to integration. Newcomers and receiving communities might work together to provide and take up other opportunities to promote integration. This collective responsibility is important to ensure newcomers can support and advocate for themselves and their families across the integration domains, including accessing work, education, health etc.

5.4 Integration is context specific

Integration can be measured only in relation to particular populations in a particular context and within a particular timeframe. Therefore, no universal targets can be set as indicators of 'successful' integration that can be fit for all communities or for all time. It can be argued that, ultimately, integration has been achieved where there is a reasonable parity between opportunities, experiences and outcomes for different people. However, in most practical settings where integration is being measured, it is most useful to measure the rate of progress whilst recognising that progress will likely be slower for those with multiple disadvantages. Change can be measured over different periods of time, in different combinations of domains, and within and between different populations. In using these indicators we advocate the use of baseline measures before any integration intervention in any particular context. Measurement should then be repeated in the same context in order to observe the degree of progress made over time.

SECTION 6

How to use
the Indicators
of Integration
framework

6. How to use the Indicators of Integration framework

The indicators list elaborates outcome measures within each of the domains. However, different groups are likely to need particular support and perhaps special measures in order to achieve similar outcomes. For this reason, indicators of good practice at local and national level are also included.

6.1 Outcome indicators and good practice

A distinction is made between outcome indicators and local and national good practice:

- **Outcome indicators** measure changes in people's lives that can reflect progress in integration, e.g. obtaining a job or achieving a particular level of education.

  – These success measures can be collected at the individual level and also aggregated to inform local and national integration analysis and policy.

- **Local and national good practice** indicates practices and structures at local and national level known to underpin effective integration.

  – Local-level actors who might adopt these practices include local authorities, education providers, community organisations and groups.

  – National-level actors would include national governments, non-government and international organisations, and national media.

Both types of indicators are important to the monitoring of integration.

In suggesting specific measures, where possible, existing datasets and measurement tools (in a UK context) have been referenced. If possible, indicators already appearing in international data sets have been included to enable international comparisons. However, some recommended measures are new and may not have been developed, let alone regularly collected, and might require the development of new measurement tools. It should also be noted that where particular measures might indicate progress in more than one domain, they have been repeated in each of the domains in which they provide a useful indicator.

Symbols have been used to indicate the type of publicly available data for each indicator:	
■	Published administrative data from a public body or organisation
▲	Published survey data from national (UK regions) representative samples
★	Other miscellaneous data sources or tested survey questions which can be used to measure an indicator
◻	No publicly available data could be located

6.2 Choosing what to measure

The Indicators of Integration framework identifies a set of 14 domains, all of which are core to integration. It is therefore implicit that the measurement of integration will usually require the measurement of outcomes in each of these 14 domains.

The listed indicators are in no way intended to be mandatory. The choice of which measures to collect will be guided by priorities in a particular context, the key questions to be answered, as well as practical and resources constraints on data collection and handling.

It is strongly recommended that providers of particular targeted services (e.g. housing providers, language providers or employment support) should use a range of indicators from across the whole framework if they are seeking to measure their impact on integration. For example, a language teaching programme can capture the wider impact of its work by not only measuring progress in language skills, but also changes in participants' network of social connections, ability to navigate the health system and find work. Using indicators from across the framework will ensure that integration in a broader sense can be observed. Selecting indicators only from the specific domain of service provision will simply measure the direct service provision rather than the impact of this service on other aspects of integration. For organisations or public services seeking to impact integration across a range of services, looking across the full framework and incorporating aspects from each of the 14 domains will provide a more rounded and comprehensive approach.

We have noted that integration is multi-directional involving diverse individuals as well as the structures of society. It may, therefore, be beneficial for all those with responsibility for enabling integration to be involved in selecting the measures of integration from within the framework appropriate for their particular circumstances. It is recommended that the measurement of integration is undertaken as a co-production process,[3] wherever possible, involving community members, service providers and policy makers in collaboration.

6.3 Measuring change

Integration journeys are complex and diverse in nature. Research demonstrates that different individuals and groups integrate at different speeds, along different trajectories; progress often moves at a faster pace in some domains than others, and that regression, as well as progression, can be observed. For example, refugees with English as a second language are less likely to gain employment commensurate with their skills and qualifications within the first few years of settling in the host country, whereas refugees from an English-speaking country may be able to access employment more quickly. People can also be unsettled by the need to move home and neighbourhood, and such disruption can de-stabilise social connections and hamper access to established school and work settings. For this reason, these indicators do not specify targets or timeframes for when particular outcomes should be achieved, and any target setting needs to be considered carefully.

The framework and indicators will be particularly valuable when used to measure change. Evaluations of any intervention should be based on a clear understanding of the mechanisms of change through which that intervention is expected to lead to impact. The indicators can be used with a theory of change methodology[4] to establish goals (the 14 high-level integration domains), where assumptions made about causality involved in reaching these goals and the appropriate outcome indicators are clearly stated, allowing progress against the goals to be measured and causal relationships to be re-thought where they are no longer supported by the evidence.

Using the indicators in this way firstly requires the collection of baseline data against which to measure progress. Further measurements should then be taken at suitable points to capture changes. In some domains, significant progress may be seen within weeks or months (for example basic language learning and the development of initial friendships). However, in most cases there will be benefit in monitoring change for as long as possible.

6.4 Making comparisons

It is the intention that the Indicators of Integration will support a systematic collection of data to inform policy and practice in local contexts, enable comparison between local areas and provide data that could be collated

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3   Co-production is the active engagement of groups in the design, development and evaluation of services and research aimed at meeting the needs of their community. Temple & Moran (2006) provide a useful guide for a refugee-specific context.

4   See Center for Theory of Change (2015)

to help build shared evidence on what works to inform local and national policy. Devolved administrations may have different policies, legislation and modes of service provision and support, as well as sometimes different data collections, which will affect the ways that the Indicators of Integration are used.

The indicators are designed to facilitate the comparison of experiences and outcomes for different groups.[5] Outcome measures can be used to compare data for groups such as migrants or refugees with equivalent cohorts in the local population. No targets are specified within this framework as targets should be set locally within the specific context in which it is intended they be used.

Long term, expectations for such groups should be related to expectations for other members of the local population. However, it should be noted that progress in various domains will depend to some extent on circumstances both at a personal and local level. For example, for a migrant, visa conditions such as the length of time they are permitted to remain in the UK can impact on their progress in a variety of measures. There are likely to be different expectations for young people compared to their parents or elderly people. Thus, the use of the indicators should be sensitive to diversity within and between groups.

Percentages are often used to compare progress relative to other individuals or a population in order to identify progress. Measurements are not intended to imply that all participants will necessarily need or wish to achieve the implied outcome. For example, the indicator that specifies '% young people achieving admission to tertiary education' can be used to compare rates between groups such as refugee young people and young people in the receiving community, but it does not necessarily imply that tertiary education is right for all.

It is the role of practice or policy users of this document to carefully consider their choice of appropriate comparison populations. Consistent use of the indicators will enable the establishment of appropriate targets for particular populations. Consistent use of these indicators in different contexts and over different time frames will enable the gathering of data to increase understanding of expectations around the time required to reach key outcomes.

It is an ambition of the new Indicators of Integration framework that the widespread use of these indicators will enable the collation of local, regional and national datasets to increase shared understanding of what works. Comprehensive data on each of the domains would further facilitate the research and analysis needed to deepen understanding of integration itself and support effective responses.

6.5 Recognising barriers to integration

It is also important to measure the extent to which migrants access services over time, recognising that greater or even less access may indicate progress. These differential measures seek to identify the multiple and cumulative barriers which newcomers can sometimes face. For example, in the work domain, migrants can face particular problems accessing paid employment when needing to transfer existing qualifications and experience gained overseas to a form recognised in their new country. Familiarity with local work cultures and practices may have to be acquired. Refugee children may not only face language and cultural barriers, but they may have missed years of schooling, and require additional support to achieve foundation qualifications. Adult refugees are likely to require educational support (beyond language) in order to re-train and re-qualify. Refugees may experience particular problems in finding secure and stable housing in the first year after status is granted, with little choice of housing available in the areas where they were housed via resettlement schemes. This can mean that they have to move some

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5   Such as: between migrants and established residents in a locality; newcomers of different backgrounds; or a particular excluded group and the general population.

distance from specialist services. Refugees can experience specific health needs resulting from exposure to trauma (in childhood and adulthood), long journeys, forced separation from family and friends, and loss of social status. Many will have experienced forced disruption to their social networks, and may be unable to benefit from social bonds in groups which share their nationality, language or culture.

6.6 Using the indicators toolkit

As noted above, the Indicators of Integration refer to a range of publicly available data throughout. An accompanying toolkit is published alongside this document providing greater detail on how to use these measures to collect data with a specified population which will be comparable to that which is available in the public domain for larger representative samples. The toolkit can be found here: https://www.gov.uk/government/publications/home-office-indicators-of-integration-framework-2019

Data available from a range of UK surveys provides examples of comparable data which can be referenced and used in analysis and evaluation by practitioners and analysts in the field of integration. National-level data may vary between devolved nations (and sometimes regions or local areas) and therefore may influence choices in data collection. National-scale data also provides a template for the format of questions which could be asked in order to compare target group responses regarding integration domains to wider populations. To facilitate international comparisons, data from international and pan-European surveys has been included in the toolkit where possible.

SECTION 7

2019 Indicators
of Integration

7. 2019 Indicators of Integration

7.1   Work

Employment provides a mechanism for income generation and economic independence and possibly advancement; as such, it is a key factor supporting integration. Work can also be valuable in (re)establishing valued social roles, developing language and broader cultural competence and establishing social connections. Voluntary work provides valuable work experience and the opportunity to practice language and communication skills and build social connections for those with or without the right to paid employment. For those with the right to employment it can provide a pathway to paid work.

Outcome Indicators*	Data
% participating in pathways to work (e.g. apprenticeships, work experience or mentoring/ shadowing schemes)	▲
% (eligible/able to work) in paid work	▲
% employed at a level appropriate to skills, qualifications and experience	▲
% employed across diverse range of employment sectors	▲
% holding different kinds of employment contracts (zero-hours, part-time; self-employed; temporary, etc.)	▲ ■
% individuals (eligible/able to work) using services of local enterprise company business start-up initiatives	■
% earning national average annual earnings	▲
% individuals and/or households who are economically self-supporting and independent	▲
% reporting satisfaction with current employment	▲
% in unpaid or voluntary work	▲
Perceptions of employment opportunities and barriers to securing employment	▲
% with retirement plans	★
Awareness of key institutions, rights, supports and pathways to participation	▲

Key: ■ Official Statistics ▲ National Survey □ No data located ★ Other Data

*Outcome indicators collected at an individual level should be aggregated and compared against wider populations to provide local, national or international comparison. Whilst the long-term goal is that the minority population achieves the same outcomes as the wider population, interim targets might be set according to information generated (by use of these indicators) on expected change over time.

Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration

Availability of local employment mentoring/work shadowing/experience /apprenticeship schemes

Schemes with employers to develop employment and training opportunities (including for specific groups with particular vulnerabilities or needs)

Schemes with employers to offer in-work language support

Local policy/referral pathways into work

Local strategies to support access to employment (e.g. help understanding local job market and work culture, help with CVs and applications)

Local strategies to support access to employment in sectors where underrepresented

National Good Practice – practices and structures at national level essential to underpin effective integration

Strategies to support business start-ups (e.g. support to access finance)

Programmes for overseas trained/practising professionals to join/access UK professional registers e.g medical doctor, nurse, teacher

Timely issuing of National Insurance number (NINo)

Strategies to enable the recognition and acceptance of suitable qualifications earnt abroad, where appropriate

Policies to facilitate tailored pathways to employment (including converting existing qualifications, re-qualification and top-up programmes, and work specific language courses) that meet needs and aspirations

Strategies to support business mentoring for entrepreneurial activities

Policies to support childcare to enable access to employment

7.2 Education

Access to, and progress within, the education system serves as a significant integration marker, and as a major means towards this goal. Education creates significant opportunities for employment, for wider social connection, and mixing for language learning and cultural exchange.

Outcome indicators*	Data
% achieving specified key stages at primary level (or equivalent educational attainment of children between the ages of 5 and 11 years old)	■
% achieving five or more GCSEs / Standard Grades at 9-4 (A*-C) (or equivalent educational attainment of children between the ages of 12 and 16 years old)	■
% achieving two or more 'A' level or Advanced Higher passes (or equivalent educational attainment of children and young people aged 17 and 18 years old)	■
% students excluded from school	■
% young people and adults achieving admission to tertiary education	■
% individuals completing vocational qualification (e.g. National Vocational Qualifications / Scottish Vocational Qualifications or equivalent)	■
% completing Access to Higher Education Diploma	★
% young people and adults achieving admission to university	★
% dropping out of university / further education	■
% children participating in pre-school education	■
% children participating in lunchtime and after school clubs	▲
Representation of diversity of local population in schools (index of dissimilarity)	■
Students' self-reported feeling of belonging at school	▲
% not in employment, education or training (NEET)	■
Awareness of key institutions, rights, supports and pathways to participation	☐

Key: ■ Official Statistics   ▲ National Survey   ☐ No data located   ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration

Support with applications, homework and catch-up classes available

Support available for peer mentoring of students

Availability of holistic support addressing social and emotional wellbeing of children and young people in the education system

Local initiatives to support the engagement of parents/carers with schools

Local initiatives to encourage access to pre-school/primary/secondary/tertiary/adult/higher education

National Good Practice – practices and structures at national level to underpin effective integration

Provision of academic and progression support and advice which recognises diverse needs of the target groups

Availability of support structures for young people e.g. support for learning at 19+; bridging courses available for 16-23 year olds

Provision of information on scholarships and bursaries to access higher education

Flexible entry requirements and recognition of alternative and overseas qualifications by higher education and training providers

7.3 Housing

Housing structures much of an individual's experience of integration. Housing conditions impact on a community's sense of security and stability, opportunities for social connection, and access to healthcare, education and employment.

Outcome indicators*	Data
% homeless	■
% living in owner-occupier/secure or assured tenancy conditions	▲
% living in overcrowded housing	▲
% of eligible individuals living in social housing	▲
% receiving housing benefit	■
% receiving discretionary housing payment	■
Average length of time spent in temporary accommodation	★
Reported satisfaction with housing conditions	▲
Reported satisfaction with neighbourhood (e.g. community safety, social cohesion and availability of necessary amenities)	▲
Awareness of key institutions, rights, supports and pathways to participation	❑

Key: ■ Official Statistics   ▲ National Survey   ❑ No data located   ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration

Access to local housing support services (e.g. provision of legal advice, help with accessing housing benefits, finding suitable accommodation)

Support to enable access to private rented sectors (PRS)

Support to accommodate household disability access needs

National Good Practice – practices and structures at national level essential to underpin effective integration
Strategies to maximise access to stable accommodation
Policies supporting access to local housing support services and housing schemes

7.4 Health and social care

The key issues here are equity of access to health and social services and responsiveness of such services to the specific needs of the individual. Good health enables greater social participation and engagement in employment and education activities.

Outcome indicators*	Data
Healthy life expectancy at birth (male and female)	■
% registered with a GP	▲
% registered with a dentist	◻
% registered with NHS optician for eye test	◻
% having free NHS eye-tests	◻
% utilising specialised services (through the NHS where available) (e.g. antenatal care, mental health services, support for domestic abuse victims and victims of trauma)	■
% utilising preventions services (e.g. immunisation, health, antenatal care and cervical and breast screening, sexual health clinics)	■
% eligible individuals successfully accessing incapacity, carers and other benefits	■
% utilising health visitors services	◻
% children and young people with access to school nurses	◻
Infant mortality rates	■
Neonatal mortality rates	■
Perinatal mortality rates	■
Maternal mortality rates	◻
Mortality rate from causes considered preventable (all ages)	■
% expressing good self-rated health and wellbeing (this should be both for children and young people and 18+)	▲
Health related quality of life for older people	▲
% reporting discussion of mental health problems with their GPs	▲
% having access to interpretation or translation services during medical appointments	◻

% referred to NHS Improving Access to Psychological Therapies (IAPT) services	■
% accessing NHS IAPT services	■
% seen by therapists for trauma-informed care provided by voluntary, community and social (VCS) organisations	▲
% who did not attend appointments for community-based services of people with mental health problems	▢
Number of people admitted to hospitals due to physical or mental health problems	■
% under 18 psychiatric admissions to NHS specialist Child and Adolescent Mental Health (CAMH) wards	■
% (18+) in contact with specialist mental health services	■
Total psychiatric inpatient beds per 100,000 population	■
Number of days of hospital stays	■
% re-admissions to hospital within 30 days of discharge	■
% individuals understanding how to access health and social care (access to services relating to disability, domestic abuse, safeguarding, culturally sensitive advocacy etc.)	▲
% in residential or nursing care homes	■
% individuals aware of preventative health measures (e.g. diet, exercise and quitting smoking, substance misuse)	▲
% individuals reporting satisfaction with service provision	▲
Under 75 mortality rate from all causes (male and female)	■
% who said they had good experience when making a GP appointment	▲
% who successfully obtained an NHS dental appointment in the last two years	▲
% reporting high happiness and life satisfaction	▲
% 15 year olds physically active for at least one hour per day seven days a week	▲
% adults who do any walking, at least five times per week	▲
Wellbeing in 15 year olds: mean wellbeing (WEMWBS) score age 15	▲
Young person hospital admissions for mental health conditions: rate per 100,000	■

% on GP register for mental health	▲
Social care mental health clients in residential or nursing care (aged 18-64): rate per 100,000 population	■
% service users who say social care services have made them feel safe and secure	▲
TB incidence (three year average)	■
Domestic abuse-related incidents and crimes recorded by the police, crude rates per 1,000	■
% adult social care users who have as much social contact as they would like	▲
Years of life lost due to suicide	■
Years of life lost due to alcohol-related conditions	■
Potential years of life lost due to smoking related illness	■
% homeless	■
Awareness of key institutions, rights, supports and pathways to participation	☐

Key: ■ Official Statistics ▲ National Survey ☐ No data located ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration
Training and support for frontline social work practitioners, health professionals (including GP administrative staff) and foster carers to understand and address the needs of their local community
Specialist service provision available where high concentration of local need
Support to access health and social care services (e.g. availability of appropriate interpreting services)
Availability of support for carers
Patient information available in accessible forms regarding service entitlements, provision and relevant health risks
Access to training/support for frontline workers to understand and correctly apply entitlements
Local policies and referral pathways to enable access to health and social care

Availability of accessible local health promotion, antenatal/postnatal and disability support initiatives

Support to secure involvement in Patient Advisory and Liaison Services (PALS) and similar initiatives

Utilising publicly available digital tools and services such as 'Making Every Contact Count'
(NHS Health Education England)

National Good Practice – practices and structures at national level essential to underpin effective integration

National initiatives to raise awareness (of patients and frontline healthcare workers) of rights to health care and carer support

Strategies identifiable at health authority/board/CCG/national level for addressing priority health needs amongst population

National initiatives to improve health literacy

Accessing eligible benefits which improve health and wellbeing

7.5 Leisure

Leisure activities can help individuals learn more about the culture of a country or local area, and can provide opportunities to establish social connections, practice language skills and improve overall individual health and wellbeing.

Outcome indicators*	Data
% membership of local library	▲
% membership of local sports facilities	▲
% participation in local social and leisure groups	▲
% reporting engagement in at least one preferred leisure activity in the last month	▲
Awareness of key institutions, rights, supports and pathways to participation	▫

Key: ■ Official Statistics ▲ National Survey ▫ No data located ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration
Availability and promotion of sports facilities (e.g. swimming pool, football pitches, gym, sports hall) with policies to enhance access (e.g. reduced membership rates to those who need them)
Availability and promotion of libraries with policies to enhance access
Availability and promotion of local groups with policies to enhance access

National Good Practice – practices and structures at national level essential to underpin effective integration
Strategies encouraging inclusive leisure activities

7.6   Social bonds – with those you share a sense of identity

Supportive relationships with people who share many of your values and expectations about life (norms) are crucial for mental health and wellbeing and therefore underpin integration. Such relationships are generally – but not always – formed with family members and people from the same cultural background. Familiar people, language, cultural practices and shared religious faith can all contribute to a sense of belonging.

Outcome indicators*	Data
% reporting that they have someone from own community to talk with when needing support	▲
% able to use social media to retain or develop social contacts with relatives and friends	▲
% reporting having friends with similar backgrounds	▲
% participating in a community organisation or involved in religious group or association	▲
% people who feel they are able to practice their religion freely	▲
% reporting sense of 'belonging' to neighbourhood and local area	▲

Key: ■ Official Statistics   ▲ National Survey   ☐ No data located   ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration

Existence of community organisations in local area

Opportunities for regular community arts events, cultural festivals etc. and regular celebration of traditions of communities

National Good Practice – practices and structures at national level essential to underpin effective integration

Support for community organisations

Accessible funding for cultural activities and events

National press and media coverage of events promoting diverse cultural heritage of communities and projecting positive images of integration

7.7 Social bridges – with people from different backgrounds

Establishing social connections with those perceived to be of other backgrounds such as language, ethnicity, religion and sexuality is essential to establish the 'two-way' interaction at the heart of many definitions of integration. Creating bridges to other communities supports social cohesion and opens up opportunities for broadening cultural understanding, and widening educational and economic opportunities.

Outcome indicators*	Data
% participating in youth clubs, childcare facilities, sports clubs, trade unions and other organisations	▲
% attending communal spaces (including places of religious worship) where they mix with people from different backgrounds	▲
% local people reporting having friends from different backgrounds	▲
% local people (incoming **and** receiving communities) who report mixing with people from different ethnic or other backgrounds in everyday situations	▲
% confident to ask their neighbours of all backgrounds for help	▲
% reporting sense of 'belonging' to neighbourhood and local area	▲
% volunteering/helping in the community in the past month	▲
% reporting that people of different backgrounds get on well in their area	▲
Prevalence of residential segregation (by ethnicity) in the local area	▲

Key: ■ Official Statistics ▲ National Survey ☐ No data located ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration
Community celebrations that bring together different ethnic backgrounds
Existence of organised groups such as cities of sanctuary and welcome groups
Provision of activities aimed at encouraging participation of diverse groups
Availability of befrienders or mentors

National Good Practice – practices and structures at national level essential to underpin effective integration
Initiatives to support activities that build friendships between people from different backgrounds
Political rhetoric and public discourse at national level celebrating social diversity and cohesion
Press and media coverage promoting integration
National policy/legislation to ensure equal access to opportunity and services
Effective implementation of laws protecting against hate crime

7.8 Social links – with institutions

Social links refer to engagement with the institutions of society, such as local governmental and non-governmental services, civic duties and political processes, and demonstrates a further set of social connections supporting integration. Social links exist where a person is able to both receive the benefits provided by the institutions of society as well as contribute to decision-making and delivery. Linkage into such activities provides a further dimension of social connection.

Outcome indicators*	Data
% assuming office or representational functions with local community organisations or committees (e.g. playgroup board, PTAs, patient group, residents' association, Neighbourhood Watch)	▲
% registering to vote	▲
Representation of minority ethnic groups in UK political parties	★
% active within school PTAs, NGOs or governing bodies	▲
% using statutory and other services	▲
% having awareness of procedures for complaining about goods and services	▲
% in leadership/management positions	▲
Awareness of key institutions, rights, supports and pathways to participation	◻

Key: ■ Official Statistics   ▲ National Survey   ◻ No data located   ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration
Integration and outreach policies aimed at engagement with local services or activities
Local organisations making institutional arrangements with community organisations
Engagement of communities in local policy and strategy development

National Good Practice – practices and structures at national level essential to underpin effective integration
Training and outreach programmes to encourage and support involvement in public and civic life
Engagement of communities in national policy and strategy development/implementation

7.9 Language and communication

💬 The ability to communicate is essential for all social connections including, crucially, with other communities and with state and voluntary agencies such as local government and non-government services, political processes and being able to perform civic duties.

Outcome indicators*	Data
Adult literacy rate	▲
% participating in ESOL (English for Speakers of Other Languages) classes or equivalent adult English language learning	☐
% regularly attending ESOL classes or equivalent adult English language learning	★
% progressing to ESOL Entry level 3 required to apply for British citizenship (B1 on Common European framework) within 2 years of receiving status	☐
% reporting satisfaction with local ESOL provision (or equivalent)	★
% people who do not have English as a first language reporting ability to hold simple conversation with a local language speaker (e.g. a neighbour)	▲
% participating in initiatives to provide language practice outside of classes (e.g. through social activities, with mentors or through volunteering)	☐
% maintaining native language alongside learning new language	▲
Awareness of key institutions, rights, supports and pathways to participation	☐

Key: ■ Official Statistics ▲ National Survey ☐ No data located ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration

Availability of support for those with childcare and travel costs who need it to enable access for all

Local ESOL/equivalent strategies which meet the diverse needs of population (e.g. fast track / higher level / vocational ESOL and specialist provision for non-literate / pre-entry learners)

ESOL/equivalent provision which includes formal, informal and social engagement opportunities (e.g. volunteering and mentoring with English speakers)

Clear signposting and appropriate progression pathways through ESOL/equivalent levels, between different providers and between formal and informal provision

Opportunities to access ESOL classes or informal language learning in the workplace

Opportunities to access ESOL support for vocational and academic participation

Initiatives which support home carers to learn English

National Good Practice – practices and structures at national level essential to underpin effective integration

Support to overcome structural barriers to access such as childcare, transport and examination costs

Opportunities for ESOL for all (e.g. for those in employment)

Availability of support for vulnerable learners

National strategies for ESOL provision

Training and support for ESOL practitioners to meet the needs of pre-entry and non-literate learners

7.10 Culture

An understanding of others' cultural values, practices and beliefs promotes integration between people of different backgrounds. Such knowledge includes very practical information for daily living (e.g. regarding transport, utilities, benefits) as well as customs and social expectations. Mutual knowledge of one another's values, cultures and practices promotes the developing of social connections between people of diverse backgrounds.

Outcome indicators*	Data
% engaging with UK cultural institutions and events (e.g. museums, local festivals, cultural celebrations)	▲
% reporting that people of different backgrounds get on well in their area	▲
% reporting being knowledgeable and comfortable with diversity of local social norms and expectations	▲
% reporting understanding of UK institutional cultures and behaviours (e.g. in work or accessing public services)	▲
% understanding, and applying, UK law pertaining to everyday life (e.g. parenting responsibilities, employment and property rights, behaviour in public spaces)	▲
% aware of and adhering to UK law in relation to practices that are not legal in the UK (e.g. drink driving or female genital mutilation (FGM))	▲
Awareness of key institutions, rights, supports and pathways to participation	☐

Key: ■ Official Statistics ▲ National Survey ☐ No data located ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration

Initiatives to promote opportunities for migrants to learn from local people about local social norms, services and opportunities

Organisation of cultural events (e.g. festivals) and activities designed to celebrate diverse communities and reach out to a broad audience

Opportunities available for cultural expression and exchange (e.g. existence of local classes and groups that focus on a particular cultural expression and are genuinely open to diverse participants from different backgrounds)

Positive local media reporting of social diversity and cohesion

Initiatives to make cultural institutions (e.g. National Trust) open to diverse groups

National Good Practice – practices and structures at national level essential to underpin effective integration

Support available for cultural activities (e.g. Heritage Lottery)

Political rhetoric and public discourse at a national level celebrating social diversity and cohesion

Strategies to support learning about everyday life in Britain, and immigrant and refugee populations in Britain

Support for co-design of cultural activities

7.11 Digital skills

Familiarity and confidence in using information communication technology can help facilitate social connections and is increasingly crucial in accessing rights and services.

Outcome indicators*	Data
% reporting confidence in using technology to access digital services	▲
% reporting confidence in using technology to communicate with friends or family (i.e. through the internet)	▲
% accessing digital training courses	☐
% with personal access to internet (including mobile data)	▲ ■
% over 16 with smartphone or computer	■
Awareness of key institutions, rights, supports and pathways to participation	☐

Key: ■ Official Statistics ▲ National Survey ☐ No data located ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration
Local strategy for supporting digital skills and access
Availability of digital skills training appropriate to needs (e.g. including interpretation) in locality
Initiatives that facilitate access to technology and digital skills
Availability of computer terminals and internet access in public spaces (with adequate provision of time for use)
Accessible opening hours of publicly available computer terminals
Availability of helplines and/or face-to-face help to support online applications for key services (Colleges: ESOL and other FE courses; housing; welfare benefits; health services; leisure services)

National Good Practice – practices and structures at national level essential to underpin effective integration
National strategy to facilitate access to digital services and improve digital skills (see 'UK Digital Strategy' (Department for Digital, Culture, Media & Sport, 2017))
National strategy to improve online safety and awareness of online fraud (ibid.)
Publication of government information in accessible formats (e.g. mobile-friendly web pages)

7.12 Safety

A sense of safety provides an essential foundation to forming relationships with people and society, enabling progress through education and/or employment and participating in leisure pursuits. Community safety is a common concern amongst minority groups and within the broader communities in which they live. Racial harassment and hate crime erodes confidence, constrains engagement in social connection and distorts cultural knowledge.

Outcome indicators*	Data
% reporting trust in the police	▲
% women reporting sexual victimisation and/or domestic violence	▲ ■
% reporting feeling fearful or insecure	▲
Self-reported feeling of safety when walking alone outside during the day/night	▲
% reporting experience of racial, cultural or religious harassment or incidents	▲
% reporting a hate crime	■
% school-age children reporting experience of incidents of bullying or racist abuse in schools	▲
% stopped and searched by police	■
% arrested and/or charged with a crime	■
Awareness of key institutions, rights, supports and pathways to participation	☐

Key: ■ Official Statistics　▲ National Survey　☐ No data located　★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration
Training for front line staff (police, social workers etc.) on specific issues and needs of local communities
Initiatives to support victims of racist crime or harassment
Support mechanisms to help individuals to report to police, council or other appropriate agencies

Provision of, or support to access, victim support groups

National Good Practice – practices and structures at national level essential to underpin effective integration

Commitment to equal access to security and protection from racist harassment and violence

National strategy to support independent complaints and appeals procedures for vulnerable communities

National initiatives to improve media literacy (see 'Action Against Hate' (HM Government, 2018b))

Initiatives to deal with social media groups which grow negative stereotypes and increase racist sentiment (online and offline)

7.13 Stability

Individuals benefit from a sense of stability in their lives, such as a stable routine in their work, education, living circumstances and access to services. Stability is necessary for sustainable engagement with employment or education and other services. Mobility disrupts social networks, whereas stability supports social connections and can help to improve individual's perceptions of the area in which they live.

Outcome indicators*	Data
% reporting stable (that people can remain) residence in their current housing	▲
% children moving school	▢
% accessing permanent employment	▲
% reporting satisfaction with local area	▲ ★
% with secured immigration status (i.e. permanent leave to remain)	■
Number of families being reunited through family reunion procedures	★
% acquiring citizenship	■
% reporting familiarity and trust with local people and neighbours	▲
% reporting intention to remain in neighbourhood for three or more years	▲
% reporting sense of 'belonging' to neighbourhood and local area	▲
% reporting financial insecurity	▲
% reporting financial inclusion	▲

Key: ■ Official Statistics ▲ National Survey ▢ No data located ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration
Local housing policies which maximise opportunity to stay in area
Initiatives to advise about housing rights and entitlements
Support to maintain tenancies and to achieve security of residence available within private and social housing
Support to access permanent employment

National Good Practice – practices and structures at national level essential to underpin effective integration
Security of residence rights for all household members
Policies to support access to private rented sector for those ineligible for social housing
Policy to support applications for citizenship and/or permanent leave to remain

7.14 Rights and responsibilities

This domain addresses the extent to which members of minority groups are provided with the basis for full and equal engagement within UK society (which may lead to a formal application for citizenship). It assesses the existence and awareness of rights and responsibilities as well as the enablement of these rights and fulfilment of responsibilities.

Outcome indicators*	Data
% utilising affordable legal advice	☐
% utilising welfare benefits advice	☐
% applying for citizenship	■
% registering to vote where permitted	▲
% participating in local civic and political forums and public consultation	▲
% understanding and applying UK law and social responsibilities (e.g. parenting responsibilities, employment and property rights, behaviour in public spaces)	▲
% reporting sense of responsibility towards local and UK society	▲
% reporting sense of equity in access to services and entitlements	▲
% overall population reporting knowledge of anti-discrimination laws	▲
% reporting knowledge of rights to interpreting services in public services (across integration domains)	☐
Awareness of key institutions, rights, supports and pathways to participation	☐

Key: ■ Official Statistics ▲ National Survey ☐ No data located ★ Other Data

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Some indicators may require a number of questions to be captured effectively. For further instruction on how to measure the Indicators of Integration please see accompanying toolkit.

Local Good Practice – practices and structures at local level essential to underpin effective integration

Targeted initiatives to introduce responsibilities of living in the UK and local area

Specialist services to support exercising of rights and fulfilling responsibilities in key areas of health, education and law (e.g. FGM)

Initiatives introducing citizen's advice services

Accessible and appropriate legal aid and legal advice services

Public surveys extended to include migrant-specific questions (see UK Labour Force Survey which includes reason for migration (Office for National Statistics, 2018))

Services available for reporting and tackling discrimination

National Good Practice – practices and structures at national level essential to underpin effective integration

Strategies to support awareness to free healthcare

Strategies to support applications for citizenship

Policies for public services to address the needs of diverse communities

Policies to support for equal access to employment

Strategies to enable migrants to exercise their rights, e.g. presence of support services and NGO sector to provide advice on rights

Accessible compendium of information, entitlements and responsibilities for living in the UK

SECTION 8

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Amendments

Second edition updates: Phillimore, J. (2012) 'Implementing integration in the UK; lessons for theory, policy and practice', Policy and Politics, 40 (4), pp. 525-545 has been added to the reference list and some minor grammatical amendments have been made.

Third edition updates: Added missing labels 'Housing', 'Education', 'Health and Social Care', 'Leisure', 'Links' and 'Facilitators' to Figure 1, page 15; added Home Office Research Report 109, ISSN: 1756-3666 and ISBN: 978-1-78655-833-6 to back cover.

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