

Minority Ethnic Attainment and Participation in Education and Training: The Evidence

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<i>Contents</i>	<i>Page</i>
1. Key findings	3
2. The Minority Ethnic Population in England	4
3. Early Years' Education and Childcare	5
3.1 Participation in early years' education and childcare	
3.2 Encouraging participation in early years' provision	
3.3 How do children from different ethnic groups benefit from their pre-school experiences?	
4. School	7
4.1 The school population	
4.2 What is the attainment of different ethnic groups?	
4.3 English as an additional language	
4.4 Traveller and Gypsy/Roma pupils	
4.5 Refugee and asylum seeking children and young people	
4.6 Special educational needs	
4.7 School exclusions	
4.8 School placement	
4.9 What contributes to variations in achievement by pupils from different ethnic groups?	
4.10 Raising the achievement of pupils from different ethnic groups: what works?	
4.11 Combating racism	
5. Post-16 Education and Training	24
5.1 Participation in post-16 education	
5.2 Post-16 attainment	
5.3 Participation in government initiatives	
6. Higher Education	27
6.1 Routes to higher education	
6.2 Participation in higher education	
6.3 Which subjects do minority ethnic students study?	
6.4 What proportion of minority ethnic people hold degree level qualifications?	
7. Adult Learning	31
7.1 Participation in learning	
7.2 Participation in job-related training and education	
7.3 Participation in learning by economic activity	
8. The Education Workforce	32
8.1 Childcare and early years' workforce	
8.2 School workforce	
8.3 Further education workforce	
8.4 Higher education workforce	
9. Governance	34
10. Conclusion	35
11. Resources	36

NOTES

(1) Scope

In line with the 2001 Census and the majority of research and statistics in this area, this paper focuses on the following minority ethnic groups in England: people of Black Caribbean, Black African, Black Other, Indian, Pakistani, Bangladeshi, Chinese and Mixed heritage. In addition, the educational participation and attainment of Gypsy/Roma children and children of Travellers of Irish heritage (two categories included in the Annual School Census in 2003) are discussed in section 4.4. There is also a separate section (4.5) on refugee and asylum-seeking children who have come to England, as these are a group with a particular set of educational issues (they are not, however, counted separately in the Annual School Census). Although the ethnicity of this group is extremely diverse, and although the challenges facing refugee children and asylum seekers are different, they are discussed as one group because data is lacking in this area and because of some shared issues.

(2) Sources

This paper summarises research and statistics from a wide range of sources. The focus is mainly on government statistics and government sponsored research, the majority of which have been previously published, though other work is also quoted. The most up-to-date figures have been given at the time of publication, where possible. References are given throughout. A list of resources can also be found at the end of the report.

(3) Terminology

The terminology used for categorisation of minority ethnic groups varies widely across studies. In this paper, where possible, the following terms are used: Black Caribbean, Black African and Black Other; Indian; Pakistani; Bangladeshi; Chinese; Mixed (in line with the usage of the 2001 Census and the Pupil Level Annual School Census). Also in line with the 2001 Census, the term Black includes Black Caribbean, Black African and Black Other and Asian includes Indian, Pakistani and Bangladeshi groups. Where a study has used a different set of categories or where the criteria are not clear, the paper will quote the categories used in that particular study.

(4) England/UK

The focus of this summary is on minority ethnic groups living in England. However, on occasion, UK-wide figures are given and indicated in the text to add context or quoted where figures for England alone are not known.

1. Key Findings

This paper summarises recent research and statistics on the position of different ethnic groups in education and training. The focus is on the participation and attainment of minority ethnic groups living in England¹.

Early years and school

- Black Caribbean and Black African children and children for whom English is an additional language make relatively greater progress during pre-school than White children or those for whom English is a first language
- Indian and Chinese pupils are more likely to achieve the expected level compared with other ethnic groups at all Key Stages. On average, Black, Bangladeshi and Pakistani pupils perform less well than White pupils throughout compulsory schooling
- Many children from minority ethnic groups are from lower socio-economic groups: over 30 percent of Pakistani and Black pupils are eligible for free school meals and over 50 percent of Bangladeshi, Gypsy/Roma and pupils of Travellers of Irish heritage are eligible for free school meals
- While socio-economic factors explain a large part of inequality of attainment, there are still differences in attainment between ethnic groups amongst those pupils who are eligible for free school meals
- Pupils for whom English is an additional language (EAL) perform, on average, less well than pupils whose first language is English. However, EAL pupils generally make better progress between Key Stages. Nonetheless, performance of EAL pupils varies by ethnic group, with Bangladeshi and Pakistani pupils doing less well than other groups, regardless of EAL status
- Proportionately more Black, Pakistani and Bangladeshi pupils are recorded as having special educational needs compared to White, Chinese and Indian pupils
- Black Caribbean pupils are around three times more likely than white pupils to be permanently excluded from school. There are proportionately more Black Caribbean and Black Other pupils in pupil referral units compared with the proportion of these groups in mainstream schools
- Schools which successfully help minority ethnic children have strong leadership and strong systems, a culture of achievement with high expectations and intensive support for pupils and close links with parents

Post-16 education and training

- Black (82 percent) and Asian (85 percent) people are more likely to stay on in full-time education at age 16 than White young people (69 percent). Black Africans of working age are the most likely to be currently studying for a qualification (44 percent compared to 17 percent of white people and 24 percent of Indian people)
- Bangladeshi (44 percent) and Pakistani (32 percent) adults are the most likely to have no qualifications
- The greater proportion of minority ethnic young people in post-16 education is mirrored by the smaller proportion following work-based routes (i.e. a job or government supported training). Only four percent of minority ethnic young people reported following a work-based route at age 16/17

¹ This is an update of the Research Topic Paper, Pathak, S. *Race research for the future: Ethnicity in education, training and the labour market*, DfEE, 2000, RTP01, based on Owen et al., *Minority ethnic participation and achievements in education, training and the labour market*, DfEE, 2000, RR225. Unlike these, this paper does not include discussion of the labour market

Higher Education

- The representation of minority ethnic students in Higher Education has increased in recent years from 12 percent in 1996/97 to 13 percent in 2000/01
- Minority ethnic students comprised an estimated 15 percent of all undergraduates in Higher Education Institutions, the Open University and Further Education Colleges
- Minority ethnic students are more likely to enter Higher Education (HE) with GNVQs or BTEC qualifications than other students. Black Caribbean students are also more likely to enter with Access qualifications
- Minority ethnic students are concentrated in a relatively small number of institutions, mainly the modern (i.e. post-1992) universities in London and other big cities
- While minority ethnic groups are more likely to hold degree level qualifications compared to white people, class of degree varies, with minority ethnic groups less likely to obtain a first or upper second class degree

Adult learning

- Pakistani and Bangladeshi adults are much less likely than other ethnic groups to be participating in adult learning; by contrast, people of Black Caribbean, Black African and Mixed ethnic heritage have high rates of participation
- Bangladeshi and Black Caribbean adults are less likely than other ethnic groups to participate in job-related training and education

Workforce

- Seven percent of trainee teachers are from minority ethnic groups
- Seven percent of staff in further education colleges are from minority ethnic groups, mainly of Black heritage
- There are very small numbers of minority ethnic staff at higher grades in Higher Education Institutions

2. The Minority Ethnic Population in England

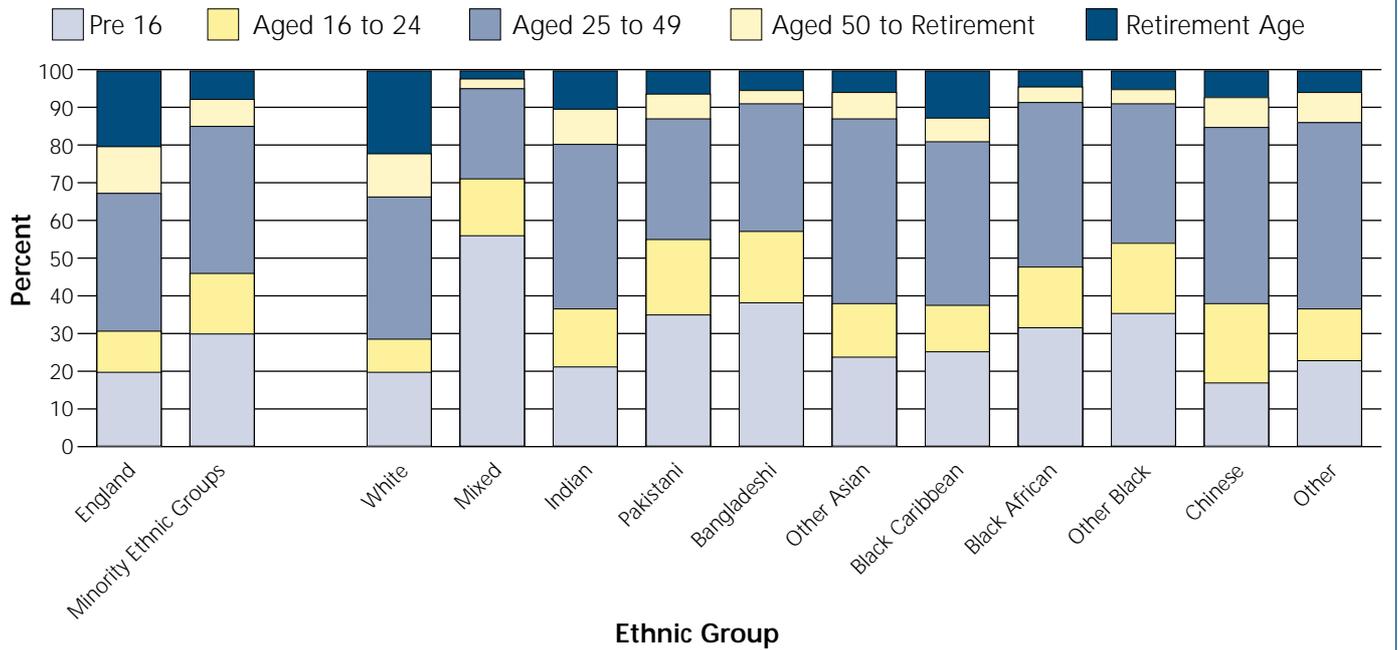
The size of the minority ethnic population in the United Kingdom at the time of the 2001 Census was 4.6 million or 7.9 percent of the total population². Indians were the largest minority group (1.8 percent of the population), followed by Pakistanis (1.3 percent of the population), Black Caribbeans (1.0 percent of the population) and Black Africans (0.8 percent of the population). The Bangladeshi and Chinese communities formed 0.5 percent and 0.4 percent of the population respectively. People of Mixed ethnic backgrounds formed 1.2 percent of the population. Figures for the minority ethnic population in England (as opposed to the UK) are shown in Table 1.

The 2001 Census included a (voluntary) question about religion for the first time. Figures for the UK (total population) show that Christianity was by far the largest religion reported (by 71.6 percent of respondents). Over two percent (2.7 percent) of respondents described themselves as Muslim; one percent described themselves as Hindu, 0.6 percent as Sikh, 0.5 percent as Jewish and 0.3 percent as Buddhist (23 percent did not state their religion or had no religion).

In the UK, the minority ethnic population grew by 48 percent between 1991 and 2001, from 3.1 million to 4.6 million. The minority ethnic population has a younger age structure than the White population (see Figure 1), particularly Mixed heritage, Bangladeshi, Pakistani, Black African and Black Other groups who have larger proportions of children aged 0-16 than other ethnic groups.

² *The United Kingdom population: by ethnic group*, April 2001, Office of National Statistics

Figure 1
Age distribution of each ethnic group by age, 2002



Source: Labour Force Survey, Summer 2002

Figures from the 2001 Census show a continuing trend for ethnic groups to be unevenly distributed across the UK. Approximately half (44.6 percent) of the minority ethnic population lives in London. One eighth (12.8 percent) live in the West Midlands, and smaller concentrations are found in the North West (8.07 percent) and Yorkshire and Humberside (7.0 percent). By contrast, only a tenth of all White people live in London. The Black population is relatively concentrated in London (over 60 percent live in London), while Pakistani and Indian populations are more widely dispersed³.

Many minority ethnic people live in areas of deprivation. People from minority ethnic groups have higher unemployment rates than White people, in particular, young Bangladeshis⁴.

3. Early years' Education and Childcare

3.1 Participation in early years' education and childcare

Participation in nursery education differs by ethnic group⁵, a survey of the parents of three and four year-olds has shown. Nearly all children (rising fours) of White parents (99 percent) had recently attended a nursery provider compared to 88 percent of minority ethnic children of the same age.

³ Source: Census, April 2001, Office for National Statistics. For a more detailed discussion, see *Ethnic minorities and the labour market - Interim Analytical Report 2002, Strategy Unit*, chapters 2 and 3

⁴ Annual Local Area Labour Force Survey 2001/2002

⁵ Fitzgerald, R., Finch, S., Blake, M., Perry, J. & Bell, A. *Fifth survey of parents of three and four year old children and their use of early years services*, DfES, 2002, RR351

Differences in type of nursery provider used also differed by ethnic group. Use of playgroups /pre-schools was highest among children of White parents (24 percent compared with 10 percent of minority ethnic parents). Conversely, participation in nursery classes was higher for minority ethnic parents (33 percent) than White parents (24 percent). Additionally, children of Black parents (16 percent) were more likely than children of White parents (11 percent) to use nursery schools. White parents were more likely than those from minority ethnic groups to rate the quality of nursery education as excellent or very good (59 percent compared to 48 percent).

Participation in childcare (e.g. Mother and Toddler group, Childminder, After School Club) was 22 percent amongst those with White parents and 10 percent amongst those with minority ethnic parents. Amongst children with minority ethnic parents, participation was higher for children with Black parents (15 percent) than for children with Asian parents (5 percent), a trend found in previous surveys. This finding may reflect the different patterns of employment for women across ethnic groups. For example, Black Caribbean women are approximately three times more likely to be economically active than Bangladeshi women⁶.

3.2 Encouraging participation in early years' provision

Research suggests that good practice in early years' education must connect teaching with personal, cultural and community values to create a 'mutual learning encounter' between the teacher, the young child and his/her family⁷. This suggests that good relationships with families are a priority for early years' educators in order to ensure best outcomes for all children.

Sure Start is a national, cross-government initiative that aims to improve the health and well-being of families and children before and from birth, particularly those who are disadvantaged. Local Sure Start programmes have been set up to improve services for families with children under four. A national evaluation of Sure Start is underway (2001-2008). Early evaluation of Sure Start programmes⁸ found that the majority of programmes make special provision for hard-to-reach groups, including particular attention paid to minority ethnic groups. The evaluation recommended that systems be initiated to monitor the ethnic composition of parents using the service and of members of the community involved in the management of programmes. Without this provision, it will not be possible to ensure that Sure Start services reach all ethnic groups and elicit active participation from all sections of the population.

3.3 How do children from different ethnic groups benefit from their pre-school experiences?

A difference between ethnic groups has been found in progress through pre-school. A longitudinal study tracking nearly 3000 preschool children⁹ found that, for certain outcomes, especially pre-reading and early number concepts, children from some minority ethnic groups, (including Black Caribbean and Black African), and children for whom English is an additional language (EAL) made greater progress during pre-school than White UK children or those for whom English is a first language. These results remain significant even when account is taken of the influence of other important factors, such as mother's education level and socio-economic group. Differences are likely to reflect EAL status as minority ethnic groups had significantly lower scores on language measures when first assessed but did not differ on non-verbal measures. This suggests that the experience of pre-school provision provides valuable learning opportunities for some groups, particularly children for whom English is an additional language.

⁶ *Ethnic minorities and the labour market*, Strategy Unit, 2003, p.33

⁷ Moyles, J., Adams, S. & Musgrove, A. *SPEEL: study of pedagogical effectiveness in early learning*, DfES 2002, RR363

⁸ *Early experiences of implementing Sure Start*, 2002, Sure Start National Evaluation

⁹ Sammons, P. et al. *Measuring the impact of pre-school on children's cognitive progress over the pre-school period*, EPPE Technical Paper 8a, Institute of Education 2002

4. School

4.1. The school population

The minority ethnic primary school aged population in 2002 was 13.6 percent of the total primary school population¹⁰. The provisional figure for 2003¹¹ reflects an increase, at 15.1 percent, but because of the use of new ethnicity codes in 2003, including the introduction of a 'Mixed' ethnicity category, direct comparisons between years must be treated cautiously¹². The minority ethnic secondary school aged population in 2002 was 12.1 percent of those classified by ethnicity at secondary school. The provisional figure for 2003 is 13.1 percent.

Table 1 shows the different age profiles of minority ethnic groups in primary and in secondary schools, and compared to the figures for the whole population of England. Pakistani children are the largest minority ethnic group in primary schools, but not in secondary school where Indian children are the largest minority. Black African, Black Caribbean, Bangladeshi and Other groups also represent larger proportions of children in primary schools than in secondary schools and in the general population. This reflects the younger age profiles of these minority ethnic groups.

The full scale introduction of the new 'Mixed' categories in 2003 seems to have resulted in fewer children than in the previous year being classified as 'Other'. However, the number of unclassified cases has increased: 3.2 percent of primary and 4.9 percent of secondary school pupils are 'unclassified' (compared to 1.6 percent and 2.8 percent respectively in 2002). The introduction of the 'Mixed' category - at 2 to 3 percent of the (classified) school population - highlights the importance of examining these children's needs in the future (the Mixed category includes: White and Black Caribbean; White and Black African; White and Asian, other Mixed).

Minority ethnic groups, particularly Pakistani, Bangladeshi and Black groups, tend to be in the lower socio-economic groups. A proxy for this is eligibility for free school meals. As illustrated in Figure 2, over 30 percent of Pakistani and Black pupils are eligible for free school meals, and over 50 percent of Bangladeshi, Gypsy/Roma and Travellers of Irish heritage pupils are eligible for free school meals (FSM).

There are differences across ethnic groups in the proportion of pupils whose first language is not English. In total, ten percent of primary school pupils and eight percent of secondary school pupils have English as an Additional Language (EAL) (2003 provisional figures show similar proportions)¹³. Further information on EAL learners is contained in Section 4.3.

¹⁰ *Statistics of England: Schools in England 2002*, DfES

¹¹ DfES Statistical First Release: *Pupil characteristics and class sizes in Maintained schools in England*, January 2003 (provisional), SFR09/2003

¹² In line with the National Census, new ethnicity categories were introduced optionally in 2002 and subsequently updated and implemented compulsorily in 2003. In 2002, the old ethnicity categories were used in the majority of cases therefore 2002 data reported here uses the old categories

¹³ 2002 Statistics of Education: *Schools in England*; DfES Statistical First Release: *Pupil characteristics and class sizes in Maintained schools in England*, January 2003 (provisional) SFR 09/2003

Table 1

Population statistics: Ethnicity distribution in England and by primary and secondary schools (2002 figures and 2003 provisional figures)

	England 2001 figures	2002 figures		2003 provisional figures	
	% All ages	% Pupils of compulsory school age and above			
		Primary	Secondary	Primary	Secondary
White	90.9	86.4	87.9	84.9	86.9
White British	-	-	-	82.2	84.4
Irish	1.3	-	-	0.4	0.4
Traveller of Irish Heritage	-	-	-	0.1	0.0
Gypsy/Roma	-	-	-	0.1	0.1
Any other white background	-	-	-	2.1	2.0
Mixed	1.3	-	-	3.1	2.1
White and Black Caribbean	0.5	-	-	1.1	0.7
White and Black African	0.2	-	-	0.3	0.2
White and Asian	0.4	-	-	0.6	0.4
Any other mixed background	0.3	-	-	1.1	0.7
Asian	4.6	6.3	6.1	7.0	6.5
Indian	2.1	2.3	2.6	2.2	2.5
Pakistani	1.4	2.8	2.5	2.9	2.4
Bangladeshi	0.6	1.1	0.9	1.2	1.0
Any other Asian background	0.5	-	-	0.7	0.6
Black	2.3	4.2	3.5	3.8	3.3
Black Caribbean	1.1	1.5	1.4	1.5	1.5
Black African	1.0	1.7	1.3	1.9	1.4
Any other Black background	0.2	1.0	0.8	0.4	0.4
Chinese	0.4	0.3	0.4	0.3	0.4
Other ethnic group	0.4	2.7	2.2	0.9	0.8
Classified		3,348,263	3,080,760	3,361,700	3,148,000
Unclassified		56,989	90,913	111,500	161,100
All	49,138,831	3,509,012	3,264,086*	3,473,200	3,309,200

* All pupils on the register

- Data not available

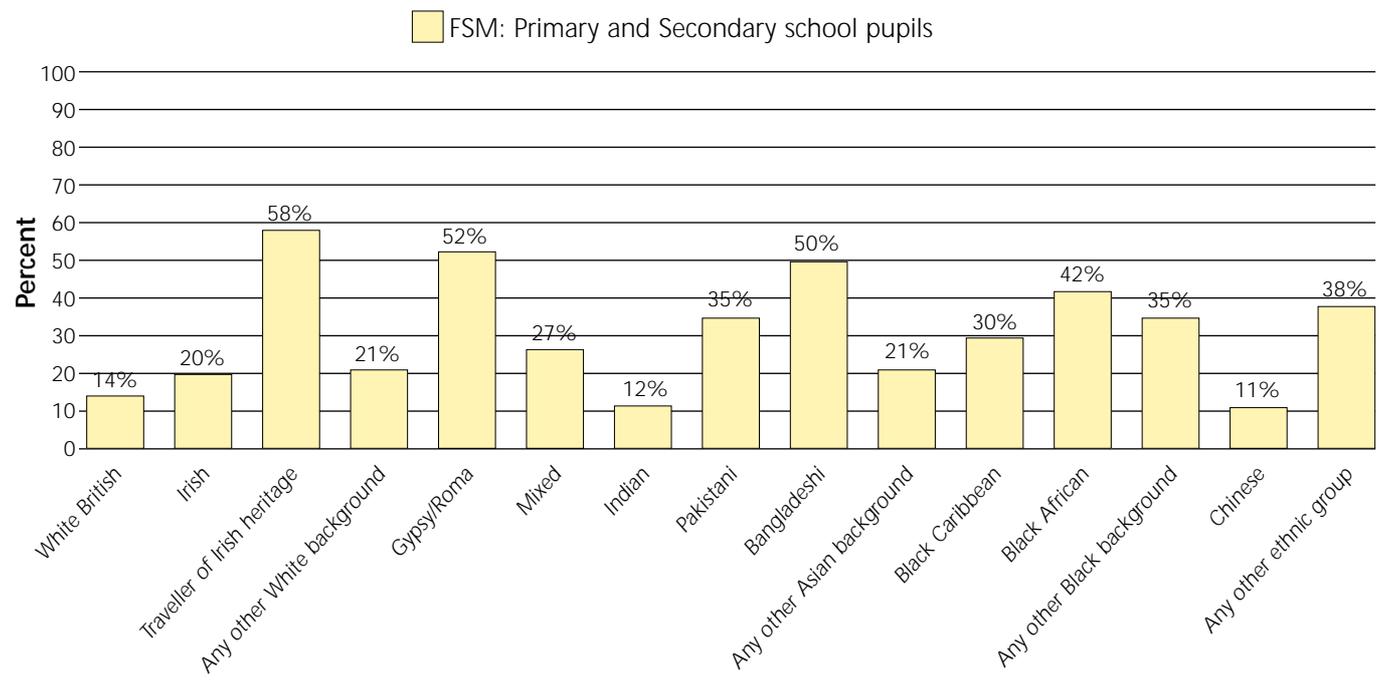
Note 1: School data: Percentages have been calculated on the basis of pupils classified

Note 2: Data has been rounded and may not sum to 100

Note 3: 2002 school data is reported here using the old ethnicity codes (the majority of pupils, 96 percent, were reported under these codes. The new codes, which were compulsory in 2003, involved the introduction of categories for Mixed ethnic groups, new categories under 'White', the new category 'Any other Asian background', as well as a change from 'Black Other' to 'Any other Black background')

Sources: Census, April 2001, Office for National Statistics and Pupil Annual School Census (PLASC), 2002, 2003, DfES

Figure 2
Proportion of pupils eligible for free school meals by ethnic group



Source: PLASC 2003, provisional figures, DfES

4.2 What is the attainment of different ethnic groups?

Until 2002, national level ethnicity linked attainment data for key stage results was not available. Data from the Pupil Level Annual School Census (PLASC) of 2002 has allowed the analysis of attainment by ethnic group at the end of Key Stage 1, 2, 3 and GCSE, providing a comprehensive picture of national attainment¹⁴.

Some of this data is illustrated in Figure 3 and shows attainment by ethnic group in English. It shows provisional figures for attainment in 2001/02 for each ethnic group. Indian and Chinese pupils outperform other groups in all assessments; Black, Bangladeshi and Pakistani pupils perform less well than White pupils throughout compulsory schooling. Pakistani and Bangladeshi pupils perform the least well at Key Stage 1. At GCSE, Black Caribbean and Pakistani pupils are the worst performing groups, with Black Caribbean pupils showing the greatest change in levels of attainment during compulsory schooling. Overall, the disparity in achievement between ethnic groups increases significantly over the course of schooling. There is more inequality in attainment between ethnic groups after their time in compulsory education than there is at entry to school.

Examining pupil progress between key stages¹⁵ substantiates the trends shown in Figure 3. Chinese and Indian pupils make good progress between key stages (KS), e.g. 70 percent of Chinese pupils and 72 percent of Indian pupils who achieved the expected level at key stage 3 (i.e. level 5), went on to gain the expected level of five or more A*-C GCSEs at key stage 4. Black Caribbean pupils make the least progress between key stages, e.g. only 48 percent of those who achieved the expected level at KS3 went on to gain five or more A*-C GCSEs. Black Other and White pupils also make relatively less progress between KS3 and GCSE, with only 49 percent of each group making progress at the expected rate. However, Black African, Pakistani and Bangladeshi pupils make relatively better progress, particularly, between key stage 3 and GCSE (the figures are 68 percent, 67 percent and 71 percent respectively).

¹⁴ Extensive data and analyses of pupil progress can be found in *Pupil progress by pupil characteristics: 2002*, DfES 2003

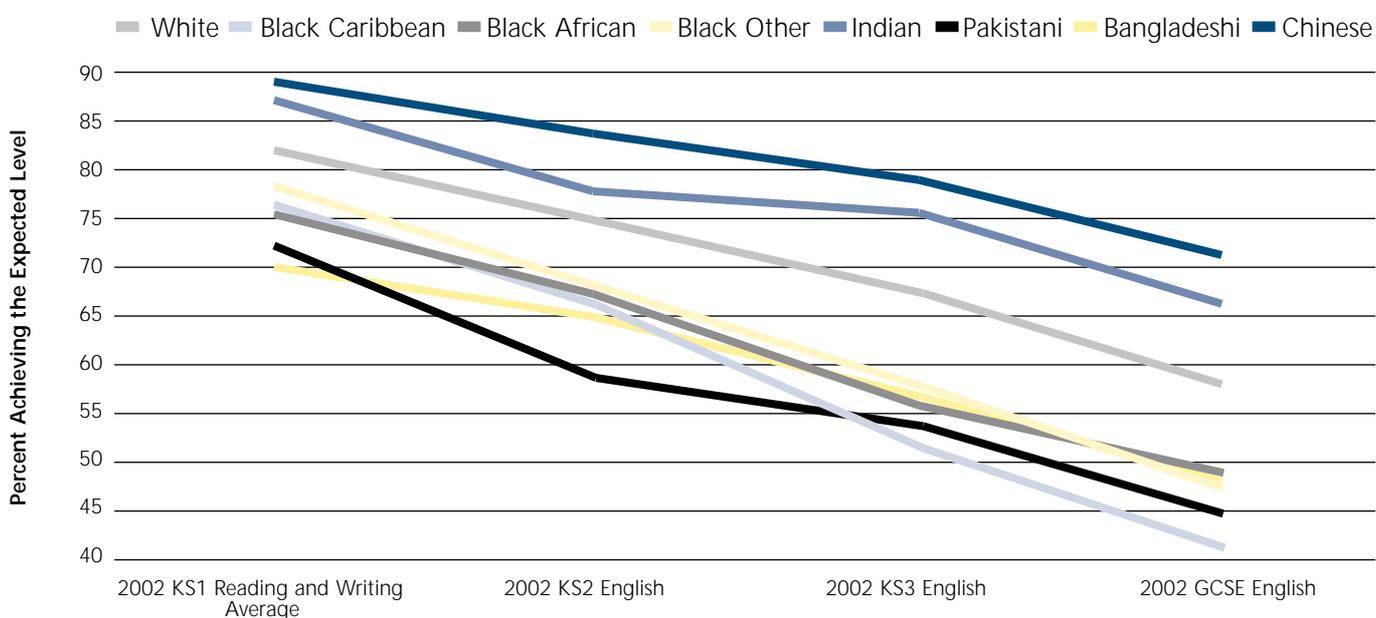
¹⁵ *Pupil progress by pupil characteristics: 2002*, DfES 2003

Data from the Youth Cohort Study (YCS)¹⁶ allows for comparison of changes in GCSE attainment over time. Attainment rates at GCSE have risen in general. It shows that, while attainment continues to rise for White, Pakistani and Bangladeshi pupils, in 2002, it fell for Black pupils¹⁷ and remained the same for Indian pupils. In 2002, approximately a third of Black pupils achieved five or more A*-C GCSEs compared to half of White pupils. In addition, of those Black pupils who achieved 5 or more GCSEs A*-C, about half achieved very high results (8 or more A*-C) compared to two-thirds of all other ethnic groups.

Table 2
Pupil progression from Key Stage 3 2000 to 5+ A*-C at GCSE/GNVQ 2002 by ethnicity

Level	Percentage of pupils achieving 5+ A* to C at GCSE							
	White	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African	Black Other	Chinese
Below 3	2	2	0	1	1	1	1	0
3	0	1	2	3	1	1	1	3
4	6	20	17	24	7	19	9	20
5	49	72	67	71	48	68	49	70
6	93	98	96	97	90	95	91	97
7	100	100	100	100	100	100	98	99
8	100	100	100	100	100	100	100	100

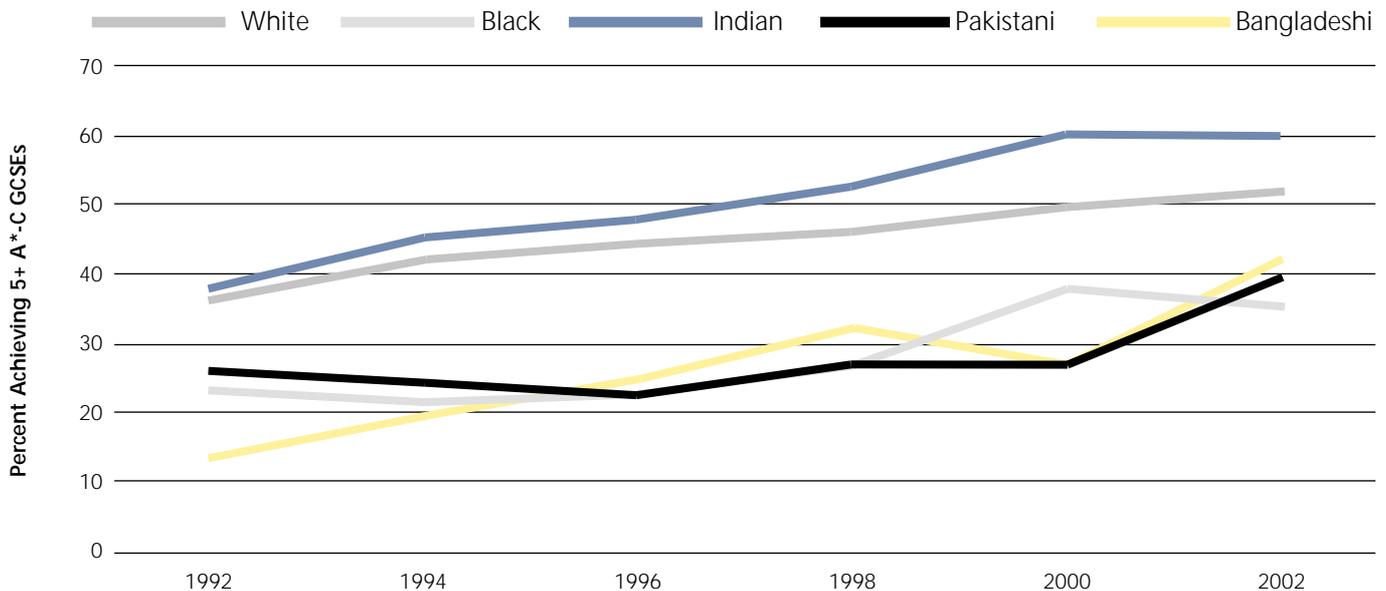
Figure 3
Achievement of pupils by ethnic group at each Key Stage, 2002 at Key Stage 1 Reading and Writing Level 2+, Key Stage 2 English Level 4+, Key Stage 3 English Level 5+ and GCSE English A*-C (for those entered for GCSEs)



Source: National Pupil Database (NPD), version 2, all pupils with a PLASC record (2002 attainment data is provisional)
 Note: old ethnic codes are used

¹⁶ The YCS surveys a representative sample of approximately 30,000 young people in England and Wales in the spring following completion of compulsory education
¹⁷ The YCS uses a single category for Black students

Figure 4
Proportion of pupils obtaining five or more GCSEs, grades A*-C, 1992-2002



Source: figures from Statistical First Release, Youth Cohort Study: the activities and experiences of 16 year olds: England and Wales 2002

The reasons for these disparities in attainment are complex and cannot be linked to any one factor (see section 4.8 for further discussion). It is clear, however, that economic disadvantage¹⁸ has a very significant impact on the educational attainment of children. An analysis of the attainment levels of different ethnic groups disaggregated by children who are eligible for free school meals (a proxy for socio-economic level) and those who are not shows that both income and ethnicity shape the likely educational outcomes of children.

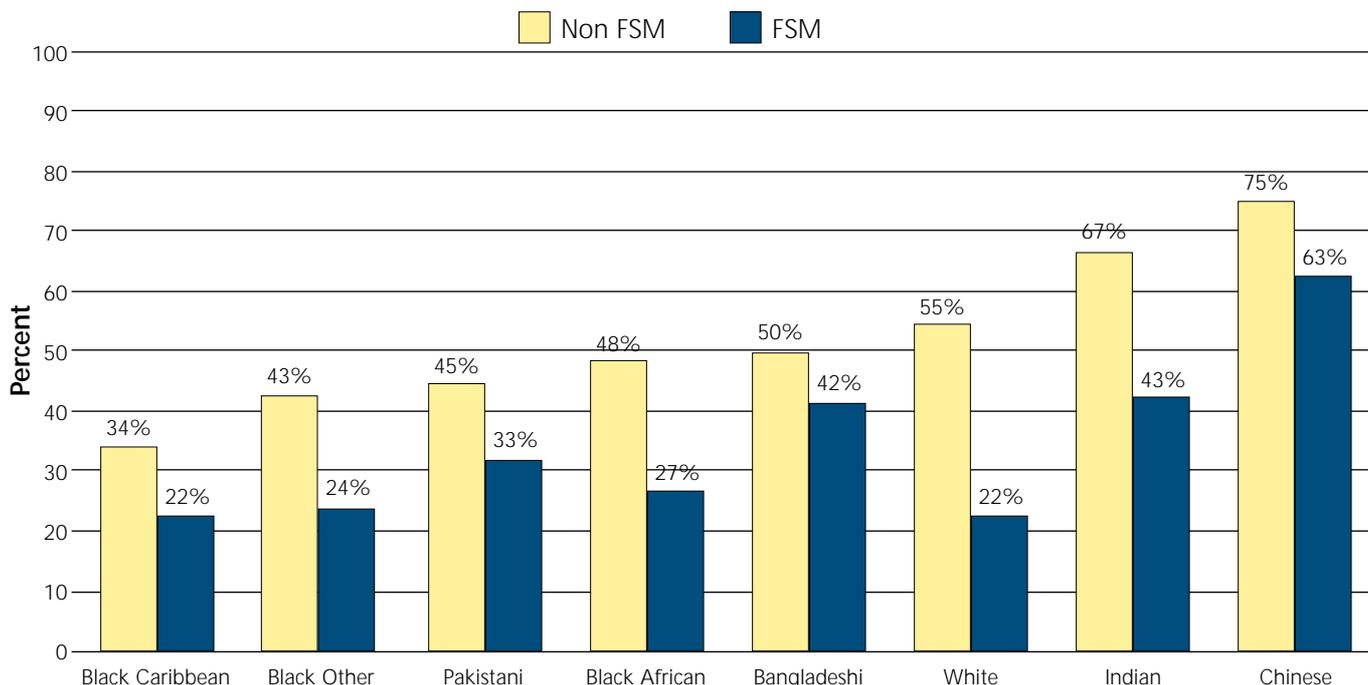
For all ethnic groups, children eligible for free school meals (FSM), are significantly less likely to achieve five or more GCSEs at grades A*-C than children of the same ethnic group who are not eligible for free school meals, as illustrated in Figure 5. The disparity of attainment between pupils with and without FSM is most pronounced for White pupils: only 22 percent of White children eligible for free school meals achieve five or more GCSEs compared to 56 percent of White children who are not eligible for free school meals. White and Black Caribbean groups with FSM have the lowest proportion of all ethnic groups attaining five or more A*-C GCSEs (22 percent).

Attainment also differs by ethnic group for those not eligible for free school meals. These differences may yet be attributable to socio-economic differences: the broad non-FSM category captures a wide range of socio-economic status and income which is not differentiated. Ethnic groups will vary in the extent of this range, with some ethnic groups containing many more people of higher incomes. However, socio-economic factors are not the sole explanation for lower attainment, as not all children from low-income families have low attainment at GCSE. For example, Chinese children eligible for free school meals, whilst a small group, are more likely to achieve five or more GCSEs than all other ethnic groups, except Indian non-FSM pupils.

Gender is also a factor in relation to attainment. As shown in Figure 6, across all ethnic groups, boys are achieving less well than girls, with girls more likely to achieve five or more GCSEs than boys. This disparity is most marked amongst Black Caribbean and Black Other boys and girls, with a 15 percent discrepancy, and amongst Black African boys and girls with a 14 percent discrepancy.

¹⁸ Gillborn, D. & Mirza, H. *Educational Inequality*, Ofsted 2000, HMI 232

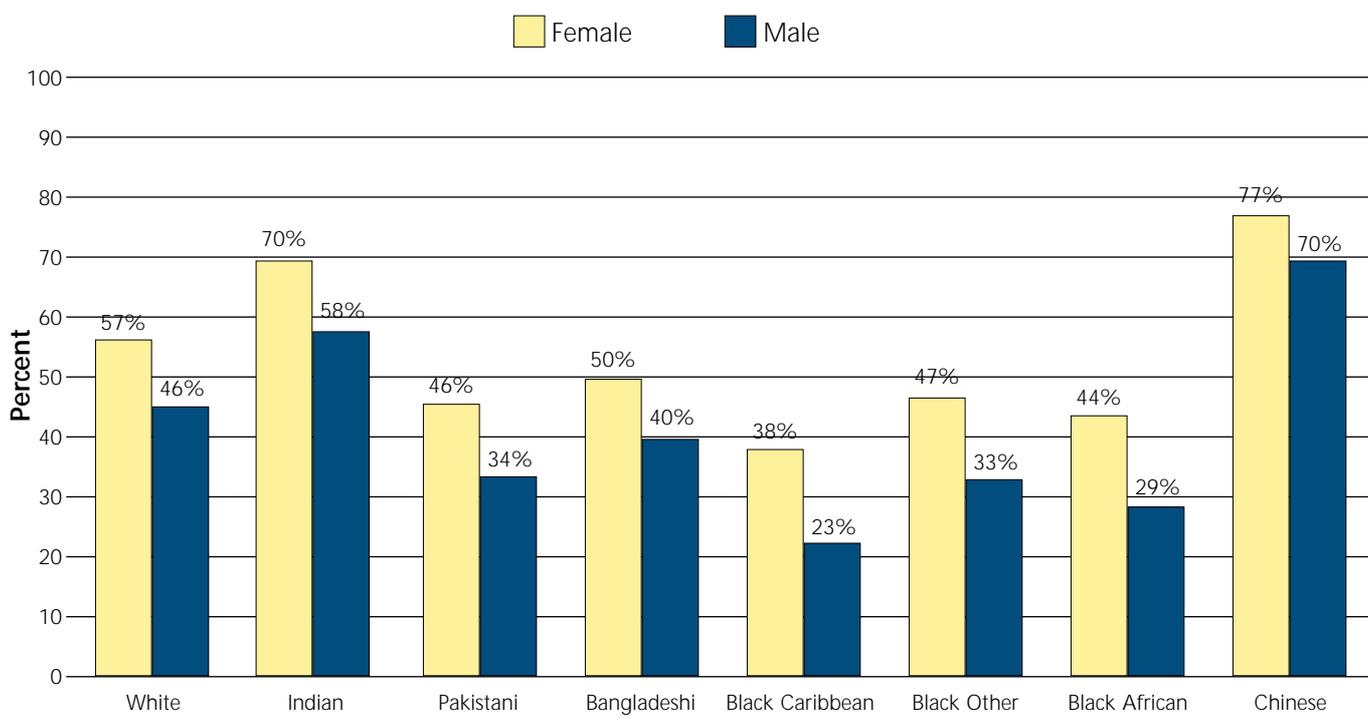
Figure 5
Proportion achieving five or more A*-C GCSEs, FSM and non-FSM, 2002



Source: National Pupil Database (NPD) version 2, those entered for GCSEs, having a PLASC record (2002 attainment data is provisional)

Note: FSM = eligibility for free school meals

Figure 6
Proportion achieving five or more A*-C GCSEs, female and male, 2002



Source: National Pupil Database (NPD) version 2, those entered for GCSEs, having a PLASC record (2002 attainment data is provisional)

Discussions of achievement have tended to focus on disadvantaged and multi-ethnic areas where the majority of the minority ethnic population lives. However, recent research has examined the situation of minority ethnic pupils in mainly white schools. A survey¹⁹ of the performance of over 34,000 pupils in mainly white schools in 35 LEAs indicated that children from Black Caribbean, Indian and Pakistani backgrounds in mainly white schools outperformed similar pupils in urban multiethnic schools at GCSE level but not at the end of Key Stage 2. Secondary school aged children from minority ethnic backgrounds shared in whatever educational advantages were available in these mainly white schools to the same degree as children from a White background.

4.3 English as an additional language

Approximately nine percent (over 600,000) of all pupils in schools in England are recorded as having English as an additional language (EAL)²⁰. EAL children are more likely to come from low-income families than non-EAL children: thirty-one percent of children with EAL are eligible for free school meals compared to 15 percent of non-EAL children.

Figure 7 illustrates that non-EAL pupils are mainly White, while EAL pupils come from a range of ethnic groups. In some ethnic groups, the majority of pupils are EAL pupils: over 90 percent of Bangladeshi and Pakistani pupils are registered as EAL, 82 percent of Indian, 75 percent of Chinese and 65 percent of Black African. This compares to less than two percent of White pupils and less than seven percent of Black Caribbean pupils.

Overall, there are differences in the proportion of those attaining above the expected level at each key stage according to EAL and non-EAL pupils, with a smaller proportion of EAL pupils achieving expected levels (see Figure 8). However, performance of EAL learners does vary across ethnic groups. For example, Chinese and Indian EAL pupils do better than other ethnic groups of EAL learners. Figure 9 illustrates this distribution with other ethnic groups, such as Bangladeshi and Black Caribbean pupils, doing less well regardless of EAL status.

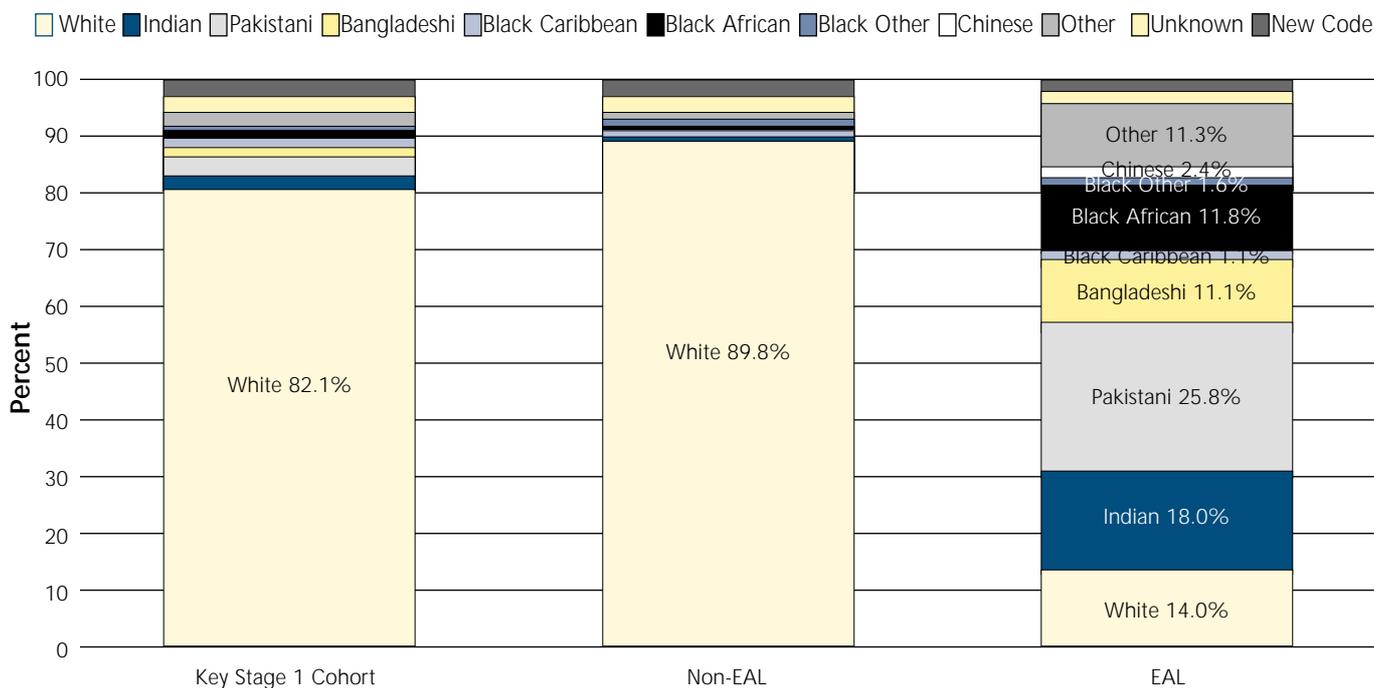
EAL pupils are often at a lower starting point than non-EAL pupils but appear to make greater progress than non-EAL pupils i.e., they appear to 'catch up'²¹.

¹⁹ Cline, T. et al. *Minority ethnic pupils in mainly white schools*, DfES 2002, RR365

²⁰ Data from PLASC 2002; provisional PLASC figures for 2003: 658,600 primary and secondary school pupils

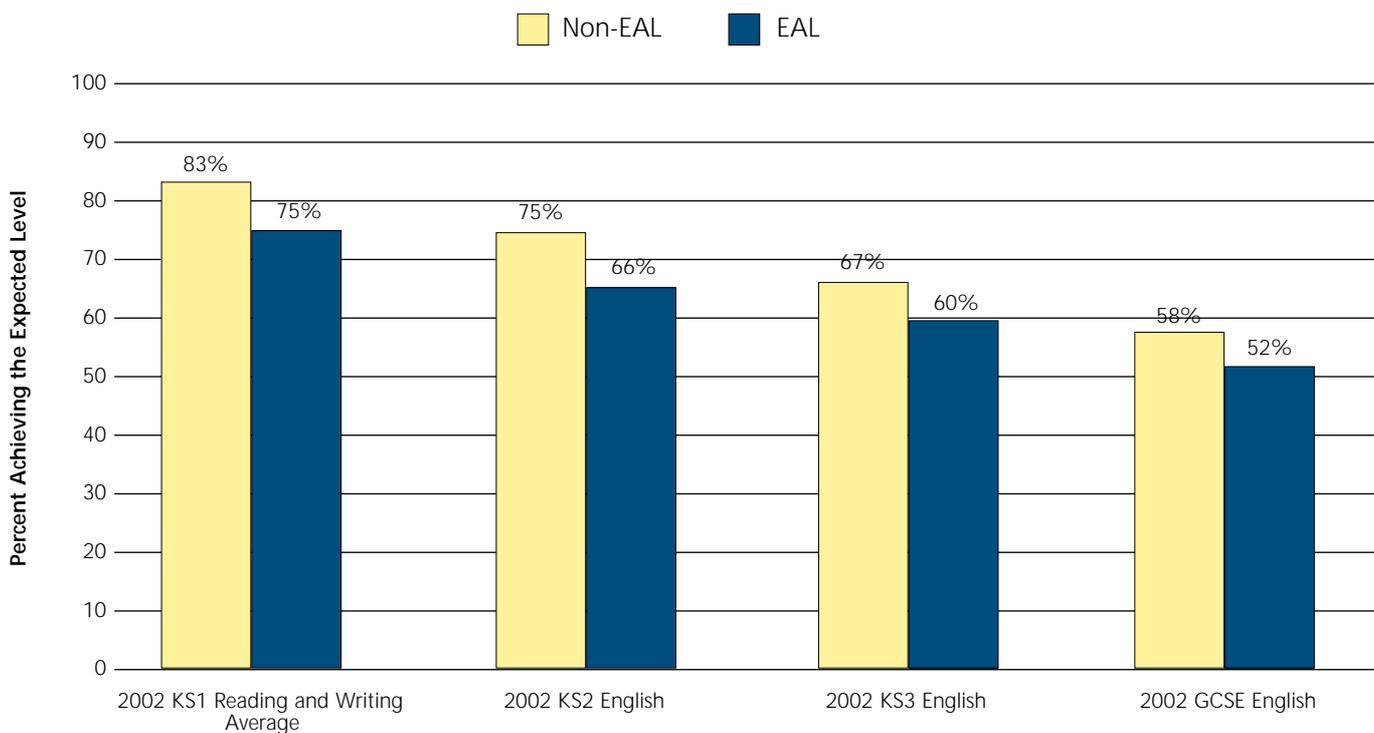
²¹ *Pupil progress by pupil characteristics: 2002*, DfES 2003

Figure 7
Pupil breakdown by English as an additional language, Key Stage 1 Cohort 2002



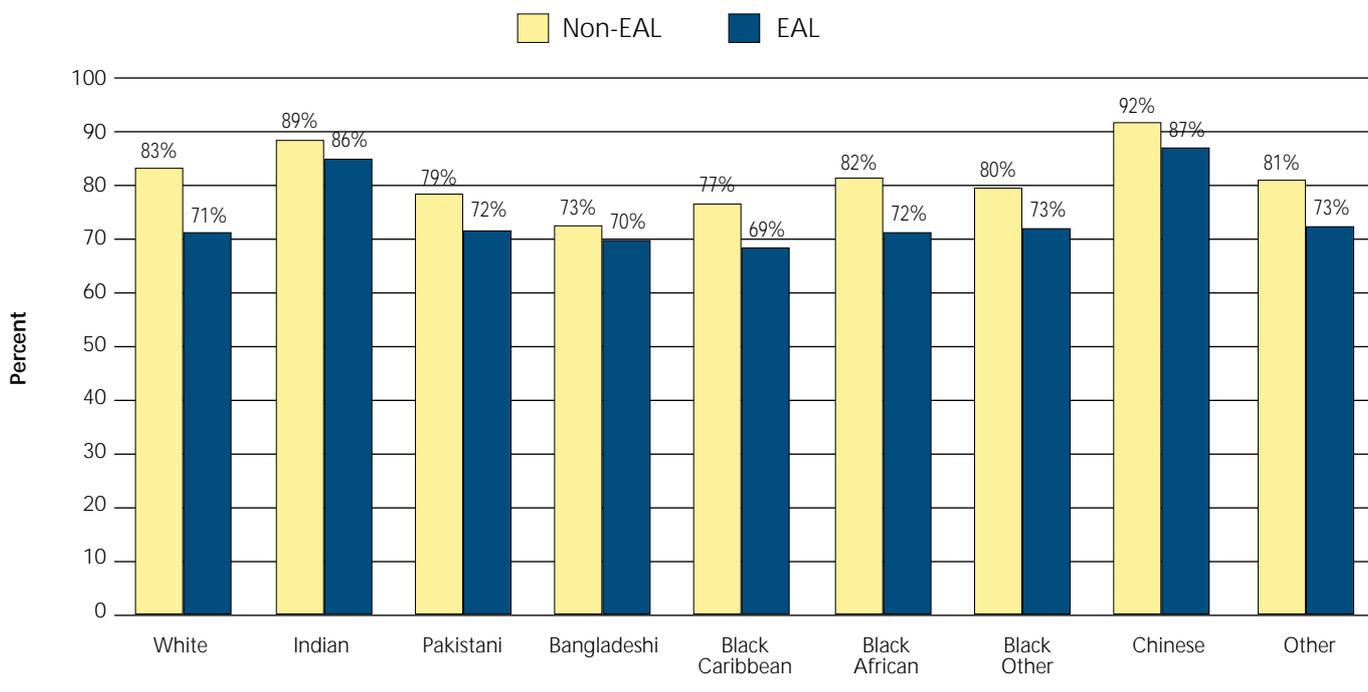
Source: National Pupil Database (NPD) version 2, for those with a PLASC record

Figure 8
Percentage of pupils achieving the expected level at Key Stages 1, 2, 3 and GCSE English by EAL status, 2002



Source: National Pupil Database (NPD), version 2, 2002, for those with a PLASC record (2002 attainment data is provisional)

Figure 9
Proportion of pupils achieving Level 2+ in Key Stage 1 reading and writing by ethnic group and EAL status, 2002



Source: National Pupil Database (NPD), version 2, 2002, for those with a PLASC record (2002 attainment data is provisional)

4.4 Traveller and Gypsy/Roma pupils

Gypsy/Roma children and children of Travellers of Irish Heritage are considered to be one of the most disadvantaged groups in the education system²². They are often from disadvantaged families, with over 50 percent of both groups eligible for free school meals. Although Gypsy/Roma and Travellers of Irish Heritage are not included in the ethnic categories of the National Census, they have been included for the first time in the new ethnicity categories of the 2003 Pupil Level Annual School Census (PLASC). This census records 3,800 pupils (2,600 primary and 1,200 secondary aged) registered at school as Travellers of Irish Heritage. Six thousand pupils (4,400 primary and 1,600 secondary aged) were registered as Gypsy/Roma²³. However, there are a number of reasons why these figures may underestimate the population. Given the travelling life-styles of these groups, PLASC may not adequately reflect all Travellers of Irish Heritage and Gypsy/Roma pupils in schools. Previous estimates put the child population figure (0-16 years) at nearer 50,000²⁴, although this estimate includes other travelling groups.

Despite this possible underestimate, the PLASC figures reflect a pattern previously reported: a significantly smaller proportion of Gypsy/Roma and pupils of Travellers of Irish Heritage who are registered at secondary school compared to primary school. Ofsted estimate that there are perhaps as many as 10,000 children of secondary school age who are not registered with a school²⁵. Differing economic roles, cultural systems and child-care responsibilities may be reasons for the small numbers of these pupils at secondary school.

While there has been little systematic research looking at these groups, as well as issues around attendance, Gypsy/Roma pupils and children of Travellers of Irish Heritage are thought to be particularly at risk of poor attainment, especially at secondary school for those who remain on the school roll²⁶. In addition, they are more likely to be placed on school SEN registers²⁷.

^{22, 26, 27} *Raising the attainment of minority ethnic pupils*, Ofsted, 1999, HMI 170

²³ DfES Statistical First Release: Pupil characteristics and class sizes in Maintained schools in England, January 2003 (provisional) SFR 09/2003

^{24, 25} *The Education of Travelling Children*, Ofsted, 1996

Successful work in securing regular attendance and confident and successful learning has been linked to the quality of relationships the Traveller Education Service (TES) and schools have with the parents of pupils from Gypsy/Roma and Traveller families²⁸. Mutual trust and respect were seen to be essential to these relationships. The best practice in TES was seen to be characterised by services helping schools to develop these relationships and by not usurping the school's duties and responsibilities, by retaining the role of go-between.

Travelling pupils' response to school is crucially influenced by their awareness of the level of their acceptance by teachers and other pupils as well as the cultural and lifestyle differences previously referred to. Travelling pupils appear to achieve higher standards in schools which place great emphasis on equality of opportunity, and by the acceptance of cultural and ethnic diversity, establish an ethos which fosters self-esteem and pride in individual and group identity²⁹.

4.5 Refugee and asylum seeking children and young people

Little information is available on the educational attainments of refugee and asylum seeking children, including unaccompanied asylum seeking children³⁰. It is estimated that there were 82,000 refugee and asylum seeking children in UK schools³¹ in 2001. They are also more likely to live in London: it is estimated that, in 2002, six percent of the London pupil population were children of refugees or asylum seekers³². In 2001, over 20,000 dependents, many of whom will be children, were estimated to accompany or subsequently join principal asylum applicants³³. Additionally, six thousand unaccompanied asylum seeking children arrived in the UK in 2002, of whom 2160 were registered as under 16 and entitled to a school place³⁴. Local authorities report that in 2002 they were supporting up to 8,500 unaccompanied asylum seeking children who have arrived in recent years, of whom 41 percent were aged under 16 when they first arrived³⁵.

The education of this group raises new and different issues. It has been suggested that key issues for refugee and asylum seeking children and young people are: long delays before obtaining an appropriate place at school or college; when at college, many were on part-time courses when they would have preferred to be studying for more hours; those in alternative education were happy to be getting some time to study, but often the only option offered was to study part-time and separately from local young people, with whom they would like to integrate³⁶.

Problems can arise for unaccompanied refugees and asylum-seeking children when they become 18 years old³⁷. These young people feared the consequences of becoming 18, because this transition leads to a loss of protection and support and this loss, in turn, disrupted education, financial status and work.

A survey of 400 refugees and asylum seekers³⁸ found low participation in education and training: 15 percent were studying towards a qualification, of which 22 percent were studying for a degree (this compares to 22 percent of minority ethnic people recorded in the Labour Force Survey working towards a qualification in the same year that this data was collected³⁹) and four percent were currently undertaking training (compared to 11 percent of

²⁸ Bhopal, K., Gundara, J., Jones, C. & Owen, C. *Working towards inclusive education: Aspects of good practice for gypsy traveller pupils*, DfES 2000, RR238

²⁹ *The Education of travelling children*, Ofsted, 1996

³⁰ Remsbery, N. *The Education of refugee children: Policy and practice in the education of refugee and asylum-seeker children in England*, National Children's Bureau, 2003

^{31,32} Rutter, J. *Supporting refugee children in 21st Century Britain* 2nd revised edition, Trentham Books 2001

³³ Heath, T. & Hill, R. *Asylum Statistics in the United Kingdom, 2001*, The Home Office, 2002

³⁴ Unpublished, provisional figure, Home Office, 2002. Note: changes in method of data collection mean that this figure is not directly comparable to figures from previous years

³⁵ Unpublished, provisional figure, Home Office, 2002

^{36,37} Dennis, J. *A case for change: How refugee children in England are missing out*, The Children's Society, Save the Children, Refugee Council 2002

³⁸ Bloch, A. *Refugees' opportunities and barriers in employment and training*, Department for Work and Pensions, 2002, RR179

³⁹ *Labour Force Survey*, 2001 from Bloch (2002)

minority ethnic people in the Labour Force Survey). Differences in participation will reflect many refugees' and asylum seekers' lack of entitlement to education and training.

4.6 Special educational needs

According to data from the Pupil Level Annual School Census (PLASC) (2002), the proportion of those recorded as having special educational needs (SEN) shows different distributions across ethnic group (as illustrated in Figures 10 and 11). The pattern of educational provision (e.g. special schools and pupil referral units) also differs by ethnic group (see section 4.8 for further detail).

The suggestion, however, that some minority ethnic children are more likely to have special educational needs than the white population remains highly contentious⁴⁰ and the relationship between SEN and ethnicity is complex, with the evidence inconclusive⁴¹.

Additionally, there are significant variations in the proportion of children with statements between LEA areas and between schools. The Audit Commission⁴² notes that this variation calls into question how far SEN reflects the real level of need among pupils, or rather institutional factors. Such variations mean that national level data should be interpreted with some caution. Furthermore, special educational need covers a spectrum of individual need: there is currently no breakdown of type of SEN in national figures. From 2004, PLASC will record the type of SEN classification (e.g. autistic spectrum disorder; emotional and behavioural difficulty) which should enable exploration of the extent to which some ethnic groups are more likely to be recorded with a particular type of need.

National level statistics from PLASC 2002 show different levels of SEN across ethnic group. Twenty eight percent of Black Caribbean secondary school pupils were recorded as having special educational needs (2.9 percent with a statement; 25 percent without a statement), 23 percent of Pakistani pupils (2.4 percent with a statement; 21 percent without a statement), 23 percent of Bangladeshi pupils (2 percent with a statement; 21 percent without a statement) compared with 18 percent of White pupils (2.45 percent with a statement; 16 percent without a statement). This pattern of SEN is broadly similar to the pattern of attainment reported in the previous section on attainment of all pupils: lower attainment amongst Black, Pakistani and Bangladeshi pupils, and higher attainment amongst Indian and Chinese pupils.

As with Key Stage attainment, it is important to consider socio-economic factors. As previously noted, some minority ethnic groups, notably Black groups, Pakistani, Bangladeshi, Gypsy/Roma and Travellers of Irish Heritage pupils are more likely than other groups to be eligible for free school meals (FSM). It is also the case that pupils attending special schools compared to mainstream schools are more likely to be eligible for free school meals, across all ethnic groups (see Figure 12).

There is also some indication from pre-school research that pre-school children from minority ethnic groups are more likely than White (UK) children to have been identified by researchers as 'at risk of showing some form of SEN'⁴³. As this 'risk' was measured through assessing language as well as other skills, this result may reflect the problem of identifying whether language/communication problems arise from a learning difficulty or because, for many of these children, English may not be their first language⁴⁴. It also will reflect the higher incidence of socio-economic disadvantage affecting these families.

⁴⁰ For a discussion of this issue, see Cline, T. & Shamsi, T. *Language needs or special needs?* DFEE, 2000, RR184

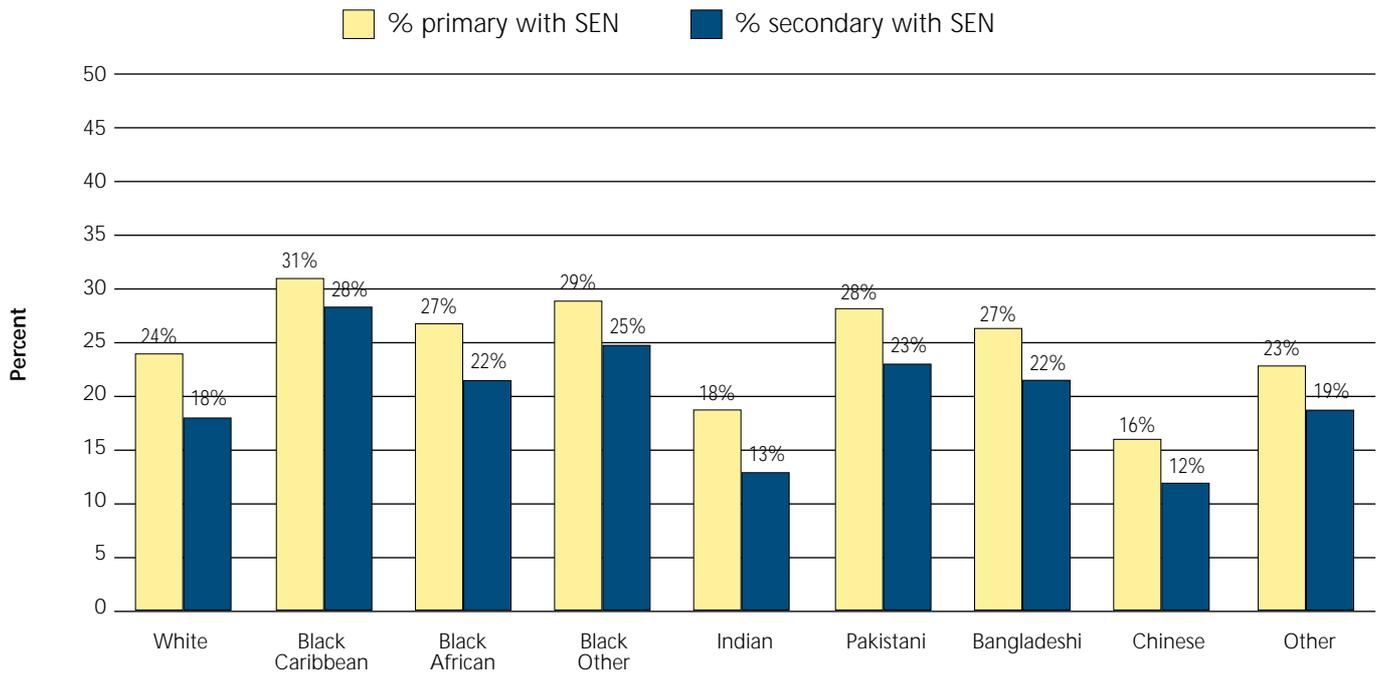
^{41,42} *Special educational needs: A mainstream issue*, The Audit Commission, 2002

⁴³ Sammons, P et al. *Special educational needs across the pre-school period*, EYTSN Technical Paper 1, Institute of Education 2002

⁴⁴ Cline, T. & Shamsi, T. *Language needs or special needs?* DFEE, 2000, RR184

Figure 10

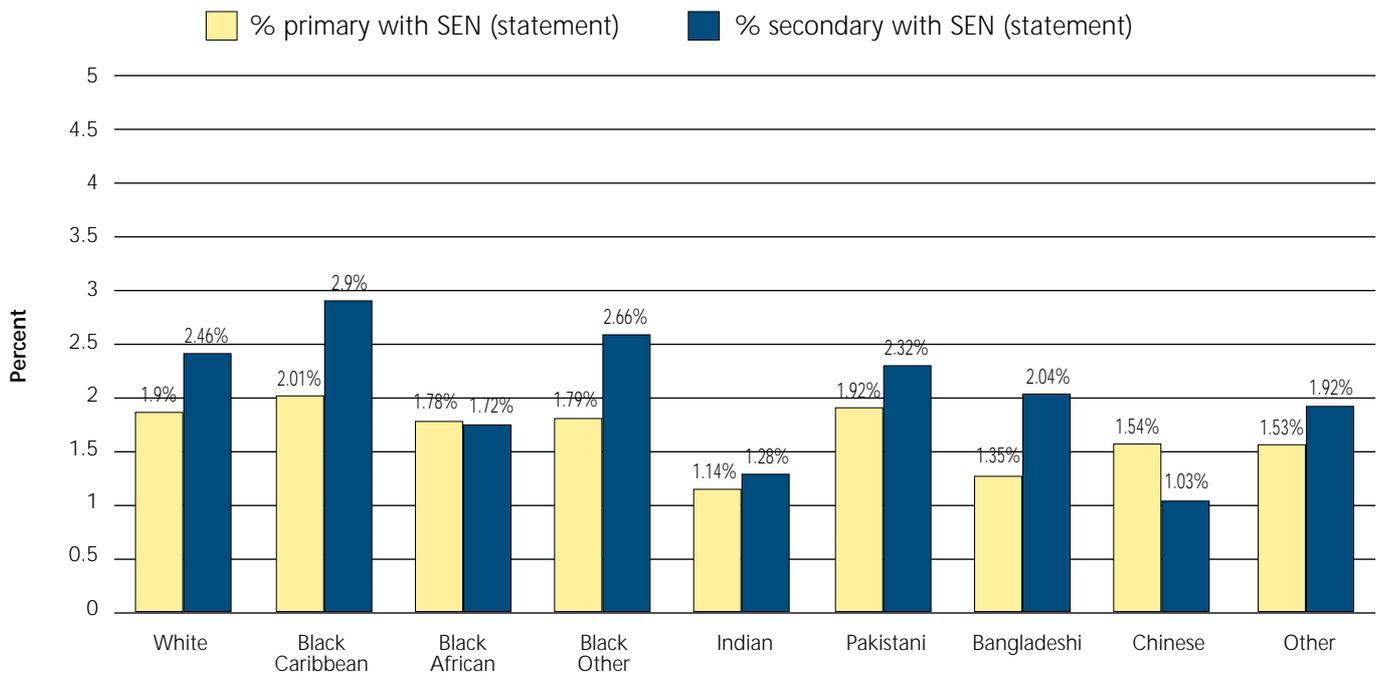
Proportion of pupils with special educational needs by ethnic group, PLASC 2002



Source: PLASC 2002

Figure 11

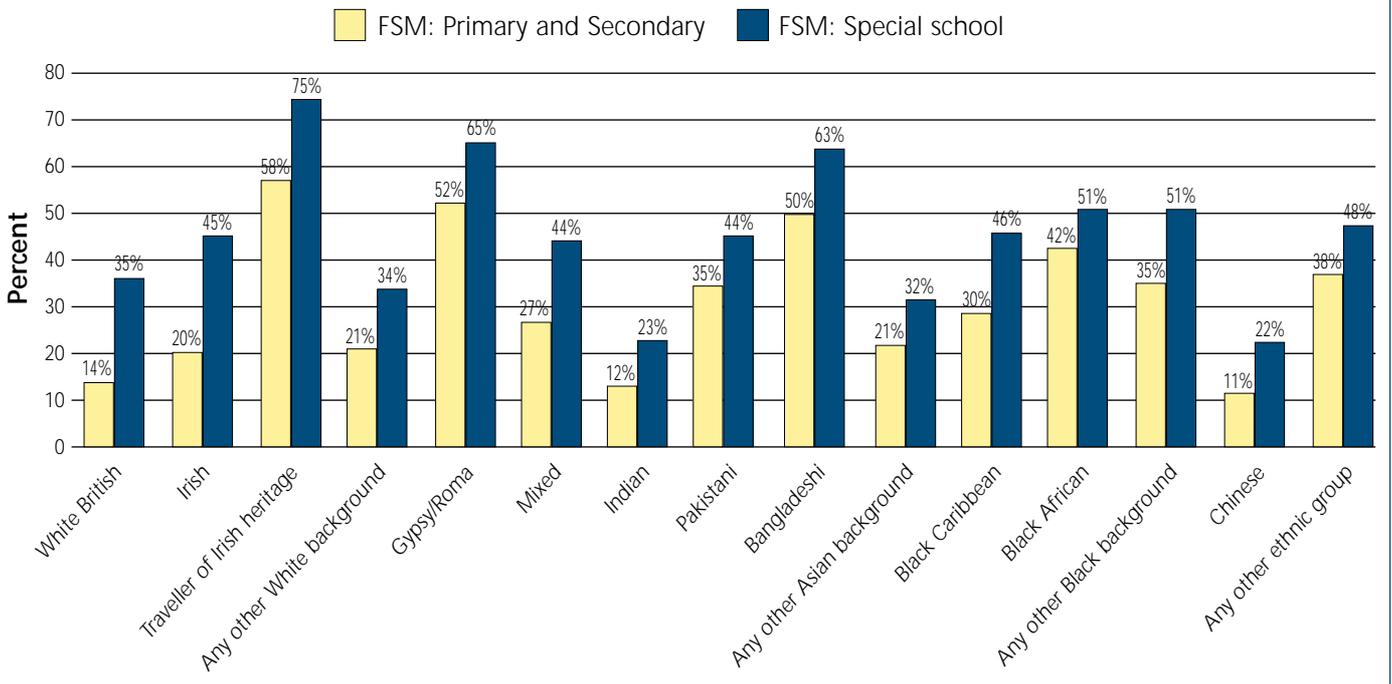
Proportion of pupils with special educational needs (with statement), by ethnic group, PLASC 2002



Source: PLASC 2002

Figure 12

Proportion of pupils eligible for free school meals by ethnic group and school type



Source: PLASC 2003, provisional figures

4.7 School exclusions

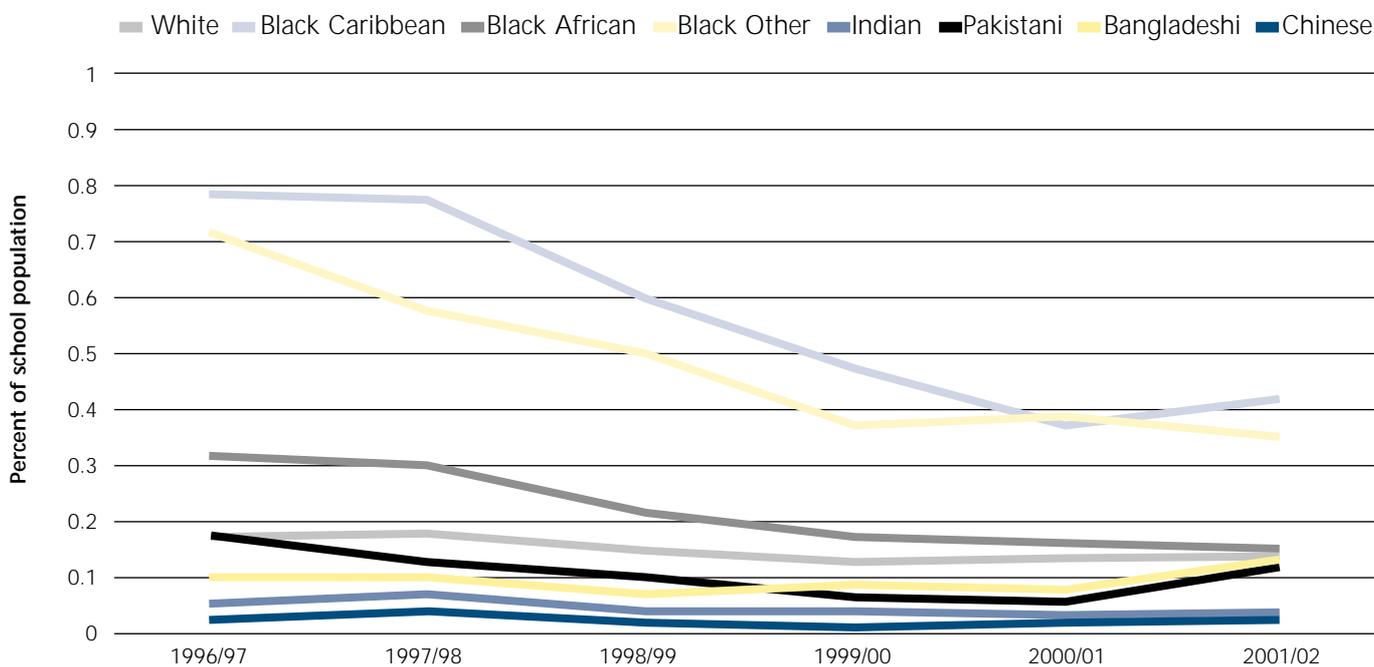
While rates of permanent exclusions have decreased in recent years (between 1996/1997-1999/2000), figures from the last two years show an increase from approximately 8300 permanent exclusions of compulsory school age children in 1999/2000 to just over 9500 in 2001/2002⁴⁵. Eighty two percent of permanent exclusions in 2001/2002 were of White pupils, eight percent were from Black ethnic groups and three percent were from Asian and Chinese ethnic groups.

Black Caribbean pupils are around three times more likely to be permanently excluded than white pupils (see also section 4.8 for the greater proportion of Black Caribbean pupils in pupil referral units, a type of provision for excluded and other pupils). There has been a steady decrease in the exclusion rate of Black Caribbean pupils from 78 in every ten thousand pupils in 1996/ 97 to 38 in every ten thousand in 2000/ 01. However, latest figures show a slight increase to 41 in every ten thousand. Rates of exclusion amongst Black Other pupils were also higher than expected. In addition, there are concerns over other forms of exclusion. However, no data is currently available on ethnic distribution of fixed term exclusions at a national level.

⁴⁵ Permanent exclusions from schools and exclusion appeals, England 2001/2002 (provisional), 2003, SFR 16/2003

Figure 13

Percentage of school population permanently excluded by ethnic group, 1996/97-2001/02



Sources: *Permanent exclusions from Schools and Exclusion Appeals, England 2001/2002 (provisional)*, 2003, SFR 16/2003 and *Statistics of Education: Permanent Exclusions from Maintained Schools in England DfES 2002, 09/02*

Proportions of exclusions vary regionally. Figures for 2000/01⁴⁶ show that although London has a high exclusion rate, equivalent to 15 in every ten thousand pupils, it has a relatively low exclusion rate for Black pupils. Conversely, Yorkshire and the Humber, with a smaller Black community, has a low overall exclusion rate, equivalent to 12 in every ten thousand pupils, but a proportionately high exclusion rate for Black pupils.

Some commentators have argued that exclusion should not be regarded exclusively as a race equality or special educational need issue, and that it is, in fact, also a school management issue with important implications for the training and support of head-teachers⁴⁷. This report also suggested that the needs of certain groups, most notably those of Travellers, have been overlooked in discussions of school exclusions. Researchers⁴⁸ found that most of the LEAs in their study held no data on the numbers of Traveller children in their schools or the extent to which they were excluded from school.

Further research is needed to understand this complex issue. DfES funded research is currently underway looking at the patterns of minority ethnic exclusions across English LEAs, particularly in response to the new requirements of the Race Relations (Amendment) Act (2000)⁴⁹.

4.8 School placement

Over ninety four thousand pupils attend special schools and nearly ten thousand attend pupil referral units (PRUs) in England⁵⁰. Special schools provide education for children with special educational needs who cannot be educated satisfactorily in an ordinary school (some of these provide specific support for those pupils with

⁴⁶ Statistics of Education: *Permanent exclusions from Maintained schools in England* DfES 2002, 09/02

^{47,48} Osler, A. et al., *Reasons for exclusion from school*, DfES 2001, RR224

⁴⁹ undertaken by researchers at the Centre for Educational Research, Canterbury Christ Church University College

⁵⁰ These figures do not take account of pupils who are dual registered at a mainstream or other school; from *Statistics of Education: Schools in England*, DfES, 2002

emotional and behavioural difficulties). Pupil referral units provide education for children who may otherwise not receive suitable education and may include pupils excluded from school, teenage mothers and school phobics.

Figures in Table 3 show different ethnic distributions of pupils according to type of school placement. Of note, is a greater proportion of Black Caribbean and Black Other pupils in pupil referral units (PRUs) compared to the proportion of these pupils in primary/secondary school. This reflects the greater proportion of these groups who are permanently excluded from school (see section 4.7). There is a greater proportion of White pupils in special schools providing for emotional and behavioural difficulties than White pupils in other school types and a greater proportion of Pakistani pupils in special schools than expected. There is a smaller proportion of Indian pupils in special schools and PRUs than expected.

Table 3
Percentage of pupils by ethnic group by school type, 2002

	White (%)	Black Caribbean (%)	Black African (%)	Black Other (%)	Indian (%)	Pakistani (%)	Bangladeshi (%)	Chinese (%)	Other (%)
Primary school	86.4	1.5	1.7	1.0	2.3	2.9	1.1	0.3	2.7
Secondary school	87.9	1.4	1.3	0.8	2.6	2.5	1.0	0.4	2.2
All special school	87.1	1.6	1.4	1.1	1.9	3.6	0.8	0.3	2.1
EBD special school*	90.4	1.8	0.9	1.6	0.8	2.1	0.5	0.2	1.7
Pupil referral unit	84.4	5.8	1.5	3.2	0.4	1.0	0.7	0.1	3.0

*Special schools for children with emotional and behavioural difficulty (EBD)

Note: Figures may not sum to 100 due to rounding

Source: PLASC and School Level Annual School Census 2002

4.9 What contributes to variations in achievement by pupils from different ethnic groups?

Economic disadvantage has a very real impact on educational attainment⁵¹. As minority ethnic families are more likely to live in areas of deprivation and come from lower socio-economic groups, much of the lower attainment of some of these groups can be attributed to socio-economic factors. For example, according to data from the Youth Cohort Study, across all ethnic groups, 69 percent of students with a parent in a managerial or professional job achieve five GCSEs at grades A*-C, compared to 36 percent of students with a parent in a manual occupation⁵².

However, it can often be difficult to examine socio-economic factors in isolation from other factors due to a lack of disaggregated data, the use of inexact measures (like the measure of free school meals) and the interaction of different factors.

A recent synthesis of research by the Cabinet Office Strategy Unit⁵³ shows a complex interaction between socio-economic group, ethnicity and educational achievement. This report suggests that the socio-economic factors are paramount in affecting the educational attainment of certain minority ethnic groups⁵⁴. Poverty and/or low occupational status of parents will impact on children's progress. Low expectations of teachers will also impact on attainment. Low expectations and aspirations of parents or pupils themselves and lack of parental engagement in the children's education have been cited as factors in lower attainment, but there is little evidence that this is specifically related to ethnicity.

⁵¹ Gillborn, D. & Mirza, H. *Educational Inequality*, Ofsted 2000, HMI 232

⁵² Youth Cohort Study 9, sweep 1 (1998) quoted in Owen, D. et al. *Minority ethnic participation and achievements in education, training and the labour market*, DfEE 2000

⁵³ Strategy Unit, *Ethnic minorities and the labour market* - Final Report, 2003

⁵⁴ IBID, p.63

Lower socio-economic status will increase the likelihood of families living in deprived areas where schools tend to have poorer outcomes. Poverty is related to other social and health factors that might impact on schooling e.g. the disproportionate likelihood of parental or pupil illness. Pressure on children to enter employment as soon as possible to supplement family income has also been cited as a factor, though the high staying on rates of minority ethnic groups in further and higher education suggests this is not a prominent factor for these groups.

In addition, a number of other factors that may have the potential to affect the educational attainment of certain minority ethnic groups have been cited⁵⁵. These include lack of English language fluency (some subtle writing errors persist even in older EAL pupils who have been in the English education system for at least five years⁵⁶), racial abuse or harassment; lack of role models (see workforce section 8 for more discussion of this); unfamiliarity with the workings of the education system; teaching based on unfamiliar cultural norms, histories and points of reference.

Black Caribbean children, and Black Caribbean boys in particular, seem more likely to have a negative experience of school⁵⁷. In a study which interviewed young Black men about their experiences of education, the value of education was repeatedly stressed as well as the importance of a strong anti-racist ethos in schools, respect from staff and other pupils, positive encouragement from teachers and mentors and a valued presence from the Black community⁵⁸.

4.10 Raising the achievement of pupils from different ethnic groups: what works?

Ofsted inspection evidence⁵⁹ shows improvements in the way LEAs are supporting schools in raising the achievement of minority ethnic pupils. Ofsted reported that the support LEAs provided for the attainment of minority ethnic pupils, including Gypsy/Roma and Traveller pupils, was deemed satisfactory or better in 90 percent of cases, and good in 26 percent of LEAs. In addition, in many LEAs, the collection and analysis of data for pupils from minority ethnic groups was found to be becoming more detailed and thorough, enabling schools to set more appropriate and differentiated targets.

A study of the outcomes of the Ethnic Minority Achievement Grant (EMAG)⁶⁰ found that LEAs who were successful in raising Black Caribbean learners' attainment focused on pupils' attendance, supporting supplementary schools and providing mentoring support for pupils, particularly at GCSE. They also had a broader range of strategies for liaising with minority organisations and parents.

In relation to staff development, additional school-based training of mainstream staff was a common feature of successful LEAs at Key Stage 2. Successful LEAs also employed a greater range of staff development strategies than other LEAs. These included: strategies to train senior managers and governors in the use of EMAG; co-ordinating the work of mainstream and specialist EMAG staff; providing SENCO training on the needs of SEN minority ethnic learners.

A study of six schools where Black Caribbean pupils were making relatively good progress⁶¹ examined the factors leading to these schools' success. It identified the following factors: a strong school ethos based on the expectation that all pupils would strive to achieve their best; strong leadership and strong systems; well-formulated policies that interpreted the school's values in practical ways; a culture of achievement with high expectations of pupils (pupils respond best in lessons which offer intellectual engagement) and intensive support of pupils; and close links with parents. This study and a parallel study of three successful primary schools⁶² additionally identified the importance of monitoring pupils' progress, including by ethnicity.

⁵⁵ Strategy Unit, *Ethnic minorities and the labour market - Final Report*, 2003

⁵⁶ Cameron, L., *Writing in English as an additional language at Key Stage 4 and post-16*, Ofsted, 2003, HMI 1094

^{57,58} Aymer, C., Okitikpi, T. *Young Black men and the Connexions Service*, DfES 2001, RR311

⁵⁹ Paragraph 461, *Annual Report of Her Majesty's Chief Inspector of Schools*, Ofsted 2001/2002

⁶⁰ Tikly, L., *Ethnic Minority Achievement Grant: Analysis of LEA action plans*, DfES 2002, RR371

⁶¹ *Achievement of Black Caribbean pupils: Good practice in secondary schools*, Ofsted, 2002, HMI 448

⁶² *Achievement of Black Caribbean pupils: three successful primary schools*, 2002, Ofsted, HMI 447

The study also reported that the climate for learning shaped the outcomes achieved by Black Caribbean and other pupils. In the good-practice schools, teachers spoke to pupils with respect and avoided the use of verbal put-downs as a method of control. Black Caribbean parents of pupils at these schools valued the morally supportive environment and the positive and energetic response to racism.

A study of successful multi-ethnic schools emphasised strong leadership, an ethos of respect with a clear approach to tackling racism, high expectations and effective teaching as key factors for raising the attainment of minority ethnic pupils⁶³.

A longitudinal study of the impact of study support⁶⁴ (a term including all out-of-school-hours learning such as drop-in support, subject-focused support, sport and aesthetic activities) shows that these activities improve academic attainment, attitudes to school and attendance at school. The positive impact is large - the equivalent of an additional A-C pass at GCSE. These measures were shown to be particularly effective for minority ethnic groups and had most impact on the attainment of Indian, Pakistani and Bangladeshi girls. Researchers felt that these initiatives allowed students to become more self-regulated learners and that, once a critical mass of pupils was achieved, this had an impact on the ethos of the school as a whole.

4.11 Combating racism

The Race Relations (Amendment) Act 2000 requires that public bodies, including the DfES, the Learning and Skills Council, schools, LEAs and Ofsted actively promote race equality in all their functions. This places a statutory responsibility, for example, on LEAs to ensure that schools are safe and welcoming environments for all sections of the community. LEAs are required to monitor the ethnicity of all pupils and staff and to collect data on achievement and progression. The Act requires public bodies, including LEAs, to develop measures to rectify any disparities between ethnic groups.

Ofsted reported in 2001/2002⁶⁵ that LEA support for combating racism has improved, with all the LEAs inspected having procedures in place for reporting racist incidents, though not all of these were adequate. While most LEAs were rated satisfactory, only ten percent (3 out of 31) of those inspected were judged 'good'. Additionally, only a minority of LEAs reported as having delivered training on the RRAA (2000) and the Commission for Racial Equality's Standards for Racial Equality.

An international survey of the attitudes of over two thousand fourteen year-olds to issues of citizenship showed that students in England have relatively less positive attitudes towards immigrants than in some other countries⁶⁶. Although the majority of the young people surveyed upheld the rights of immigrants to speak their own language (62 percent), to have the same rights as everyone else (62 percent) and to vote in elections after living in a country for several years (61 percent), around one-third of all 14-year-olds disagreed with immigrants having such rights. These attitudes are likely to shape young people's interactions with peers from other ethnic groups, particularly those from migrant and refugee communities.

⁶³ Blair, M. Bourne, J. et al., *Making the difference: Teaching and learning in successful multi-ethnic schools*, DfES, 1998, RR59

⁶⁴ MacBeth, J. et al. *The Impact of Study Support*, DfES 2001, RR273

⁶⁵ Paragraph 478 of *Annual Report of Her Majesty's Chief Inspector of Schools*, Ofsted 2001/2002

⁶⁶ Kerr, D. et al. *England's results from the IEA International Citizenship Education Study: What citizenship and education mean to 14 year olds*, DfES 2002, RR375

5. Post-16 Education and Training

5.1 Participation in post-16 education

Students from minority ethnic groups are more committed to staying on in education after the age of 16⁶⁷. Only 15 percent of minority ethnic students intended to leave at the end of their secondary schooling, while 57 percent anticipated going into higher education. In comparison, 20 percent of White students said they would leave at the end of the period of compulsory education and only 46 percent said they would stay on in further or higher education. White 16 year-olds are more likely to be in full-time jobs or in government supported training than all other ethnic groups⁶⁸.

Figures from the Youth Cohort Study (Table 4) confirm that minority ethnic young people are more likely to stay on in full time education. Eighty two percent of Black young people and 85% of Asians were in full-time education at age 16 compared to 69 percent of White people.

In England as a whole, 12 percent of those enrolled in further education were from minority ethnic groups in 2002⁶⁹. Enrolment mirrors the regional concentrations of the minority ethnic population as a whole. In 2000/01, 39 percent of enrolments in London were by minority ethnic students, with 12.9 percent in the East Midlands and 15.6 percent in the West Midlands⁷⁰.

A study of young Black men in post-16 education⁷¹ has suggested that college can offer a chance to re-enter education and mainstream opportunities for young people who have been alienated by previous experiences of schooling. In particular, college can provide a space where young Black men are supported by a community of Black students, an opportunity to study a curriculum that celebrates Black cultures and histories and to develop positive relationships with tutors who are perceived to care about the progress and well-being of young people.

Table 4
Main activity of 16 year olds by ethnic group, 2002

Ethnicity	Full time education (%)	Government supported training (GST) (%)	Full time job (excl GST) (%)	Part time job (%)	Out of work (%)	Something else/ not stated (%)
White	69	10	10	4	6	2
Black	82	3	2	-	8	4
Indian	91	2	2	2	2	1
Pakistani	77	5	3	3	9	3
Bangladeshi	79	9	-	-	5	-
Other Asian	89	3	3	-	-	-
Other ethnic group	75	7	6	2	5	3

Note: Figures may not sum to 100 due to rounding

Source: Youth Cohort Study, Cohort 11, sweep 1, 2002

⁶⁷ Kerr, D. et al., *England's Results from the IEA International Citizenship Education Study: What citizenship and education mean to 14 year olds* DfES 2002, RR375

⁶⁸ Youth Cohort Study: *Activities and experiences of 16 year olds*: England and Wales DfES 2002

⁶⁹ Figure includes all Asian, Black, Chinese and Mixed categories; from *Government supported further education and work based learning for young people on 1 November 2002 – VOLUMES*, LSC, ILR/SFR01

⁷⁰ *Challenging Racism: Further Education leading the Way*, Commission for Black Staff in Further Education, 2002

⁷¹ Aymer, C. & Okitikpi, T. *Young Black men and the Connexions Service*, DfES 2001, RR311

5.2. Post-16 attainment

As illustrated in Table 5, minority ethnic groups are more likely than White people to be currently studying for a qualification, particularly at a degree (or equivalent) level. Black Africans are the ethnic group most likely to be studying for a qualification (44 percent of Black Africans of working age).

However, of those working towards a qualification, there are differences by ethnic group in the proportions of those working towards qualifications of 'A' level or equivalent: Black African students are less likely (eight percent) to be studying towards 'A' levels than White (21 percent), Indian (21 percent) or Pakistani (23 percent) students⁷². Black African students are, however, more likely to be working towards a degree (36 percent) than White, Pakistani or Black Caribbean students.

Proportions of those with no qualifications differ markedly by ethnic group. Pakistani (32 percent) and Bangladeshi (44 percent) adults are most likely to have no qualifications⁷³. For other ethnic groups, a small proportion has no qualifications, for example, only 15 percent of Black Caribbean people.

Table 5
Percentage of working age¹ people currently working towards a qualification by ethnic group in the UK, 2002

	Working towards a qualification (%)	Of which, percentage working towards:				
		Degree or equivalent (%)	Higher Education qualification (below degree level) (%)	GCE 'A' level or equivalent (%)	GCSE grades A*-C or equivalent (%)	Other qualification (%)
All	18	28	8	20	14	30
White						
White British	17	26	9	21	14	30
Other White	21	42	8	14	6	30
Mixed						
White and Black Caribbean	32	*	*	*	35	*
White and Black African	*	*	*	*	*	*
White and Asian	28	*	*	*	*	*
Other Mixed	*	*	*	*	*	*
Asian						
Indian	24	39	7	21	13	21
Pakistani	21	30	*	23	20	23
Bangladeshi	19	*	*	*	*	*
Other Asian	27	38	*	18	*	28
Black						
Black Caribbean	23	22	*	20	17	33
Black African	44	36	11	8	16	28
Other Black	37	*	*	*	*	*
Chinese	35	64	*	*	*	*
Other ethnic groups	29	40	*	15	*	35

¹ - working age (males aged 16-64; females aged 16-59)

* - Estimate of less than 6,000, figure suppressed

Note: Figures may not sum to 100 due to rounding

Source: Labour Force Survey, four quarter average of: Spring, Summer, Autumn and Winter quarters 2002.

⁷² DfES Education and Training Statistics in the United Kingdom, 2002 Edition

⁷³ Aldrige, F. & Tuckett, A. *Light and Shade*, A Niace briefing on participation in adult learning by minority ethnic adults, NIACE 2003

Table 6
Level of highest qualification held by people of working age¹ in the UK, 2002

	Level 5 (%)	Level 4 (%)	Level 3 (%)	Level 2 (%)	Below level 2 (%)	No qualifications (%)
All	5	20	19	22	19	15
White						
White British	4	20	20	22	19	15
Other White	9	18	14	22	24	13
Mixed						
White and Black Caribbean	*	18	17	23	22	16
White and Black African	*	*	*	*	*	*
White and Asian	*	19	*	25	*	*
Other Mixed	*	*	*	*	*	*
Asian						
Indian	7	21	17	19	19	17
Pakistani	*	12	13	18	23	32
Bangladeshi	*	7	11	17	19	44
Other Asian	5	24	16	22	23	11
Black						
Black Caribbean	3	16	17	25	24	15
Black African	7	21	16	20	22	15
Other Black	*	*	*	26	*	*
Chinese	13	16	14	16	21	20
Other	11	18	13	18	22	17

Source: Labour Force Survey, Spring 2002

¹ - working age (males aged 16-64; females aged 16-59)

* - Estimate of less than 10,000, figure suppressed.

Note: Figures may not sum to 100 due to rounding

Level 5: Higher degrees and other qualifications at Level 5

Level 4: First degree, Other degree and sub-degree higher education qualifications, e.g. teaching and nursing certificates, HNC/HNDs etc. at Level 4

Level 3: Vocational qualifications e.g. RSA Advanced diploma, BTEC Nationals, ONC/ONDs, City and Guilds Advanced Craft or trade apprenticeships at Level 3; Academic qualifications, e.g. more than one GCE 'A' level

Level 2: Vocational qualifications e.g. RSA Diplomas, City and Guilds Craft, BTEC Firsts or trade apprenticeships etc. at Level 2

Below Level 2: Vocational qualifications e.g. BTEC general certificates, YT certificates, other RSA qualifications, other City and Guilds etc. at Level 1. Academic qualifications e.g. one or more GCSE grade G or equivalent (but less than five at grades A*-C)

5.3 Participation in government initiatives

The greater proportion of minority ethnic young people in post-16 education is mirrored by the smaller proportion following work-based routes. In the Youth Cohort Study (YCS), whilst they formed 11 percent of the sample, they accounted for only four percent of young people whose main activity at age 16/17 was a job or government-sponsored training.

The Neighbourhood Support Fund (NSF) is designed to re-engage young people through targeted intervention at the local level. Two-thirds (67 percent) of clients were classified as White, 14 percent were Black and 13 percent were Asian or Chinese (the remainder were classified as 'other'). The proportion of White clients (31 percent) moving on to education, training or employment with training was noticeably lower than for the other two ethnic groups. More than half of Asian and Chinese (51 percent) and 43 percent of Black clients moved on to education, training or employment with training⁷⁴.

Figures for work-based learning for young people⁷⁵ show that four percent of Advanced Modern Apprenticeships (AMA) Starts in 2001/02 were by people from minority ethnic groups. However, this figure varies across sectors, from eight percent for Childcare to one percent for Construction. These proportions have changed little in the last four years. Four percent of Foundation Modern Apprenticeships (FMA) Starts in 2001/02 were by people from minority ethnic groups. These too vary across sectors, from seven percent for Childcare and Business Administration to one percent for Construction.

6. Higher Education

6.1 Routes to higher education

Differences in type and level of entry qualifications to English higher education institutions have been found by ethnic group. While the majority of students enter higher education with 'A' levels (over 60 percent in 2000), minority ethnic students are more likely than White students to have vocational than academic entry qualifications (see Table 7). Black Caribbean, Pakistani and Bangladeshi students are slightly more likely than White and Chinese students to have GNVQs or BTEC qualifications.

Four percent of all applicants to higher education have Access qualifications. Of these, proportionately more are from minority ethnic groups (for 2001, 22 percent of Access applicants and 19 percent of accepted Access applicants were from a minority ethnic group compared with 15 percent and 14 percent of all other applicants respectively). As Table 7 shows, Black applicants are much more likely to have Access qualifications than White applicants (16.5 percent of Black Caribbean accepted applicants applied with Access qualifications)⁷⁷. This is linked to Black students' older age at application, with far more Black students entering higher education aged 21+.

Differences in the proportion of ethnic groups achieving 'A' level points are also evident. UCAS data⁷⁸ show differences in the proportion of accepted applicants with 21+ 'A' level points. Proportionately fewer Black Caribbean (19 percent), Bangladeshi (26 percent), Black African (28 percent) and Pakistani students (29 percent) achieve 21+ 'A' level points compared to Chinese (50 percent), White (46 percent) and Indian (40 percent) students.

Differences in entry qualification are likely to be a key influence not only on the chances of different groups proceeding to higher education study, but also on their choice of study because of the way the sector is differentiated by entry qualifications⁷⁹.

⁷⁴ Golden, S. et al., *Re-engaging the hardest-to-help young people: The role of the Neighbourhood Support Fund*, DFES 2002, RR366

⁷⁵ *Government supported, work based learning for young people in England 2001/02: Volumes and Outcomes*, DFES, 2002, SFR 27/2002

^{77,79} Connor, H., Tyers, C., Davis, S. & Tackey, N.D. *Minority ethnic students in higher education*, DFES, 2003

⁷⁸ UCAS 2000 data quoted in Connor, H., Tyers, C., Davis, S. & Tackey, N.D. *Minority ethnic students in higher education*, DFES, 2003

Table 7**Main qualification of minority ethnic and White accepted applicants from England to degree courses, 2000 UCAS entry (percentages with each as main qualification)**

	Number of applicants	2+ 'A' levels	GNVQ/BTEC qualifications	Access qualifications
White	222,046	68	13	3
All minority ethnic groups	41,021	57	22	5
Black Caribbean	2,609	40	27	17
Black African	4,604	35	22	14
Black other	1,697	44	25	12
Indian	12,253	65	23	1
Pakistani	6,486	53	28	2
Bangladeshi	2,051	57	27	3
Chinese	2,746	69	16	2
Other Asian	3,453	65	14	4
Other	5112	62	17	6
<i>Total (known ethnicity)</i>	<i>263,057</i>	<i>64</i>	<i>15</i>	<i>4</i>

Note: A range of other qualifications are included in total but not shown

Source: UCAS, 2000 from Connors et al., 2003

6.2 Participation in higher education

Minority ethnic (home domiciled, i.e., from the UK) undergraduates⁸⁰ make up an increasing share of the total undergraduate population, constituting over 15 percent of students (162,000) at English higher education (HE) institutions, the Open University and on degree level courses in further education colleges in 2000/01⁸¹. While no minority ethnic groups are under-represented in HE compared to the general population, some groups, like Chinese, Indian and Black African groups, are much better represented than others.

Full-time study is more likely than part-time study for all students (65 percent are on full-time first degree programmes), including minority ethnic students, of whom almost 70 percent are on full-time first degree programmes⁸². At degree level, there is higher representation in full-time than part-time study of most Asian groups compared to others (over three-quarters of Indian, Pakistani, Bangladeshi and Chinese students are studying full-time for a first degree). Much lower proportions of Black Caribbean and Black African groups are studying for full time first degrees, with around 52 percent of both these groups on this type of course.

The distribution of minority ethnic students is very uneven across different types of HE institutions⁸³. Minority ethnic students are clustered at a relatively small number of institutions, mainly the modern (i.e. post-1992) universities in London, and, but to a lesser extent, other big cities. Almost half of (home domiciled) minority ethnic undergraduate students at English institutions are studying in London. Minority ethnic students make up over 60 percent of the full-time undergraduate population at modern universities in London, compared to 36 percent of the total at old universities (i.e. pre-1992) in London. The location of students in a small number of cities and urban areas is not surprising given the demographic pattern of the minority ethnic population (see section 2: Minority Ethnic Population in England). In addition, minority ethnic groups accepted to first degree courses were more likely to travel less distance on average to the HE than White students.

⁸⁰ 'undergraduates' refers to both degree and sub-degree undergraduate students

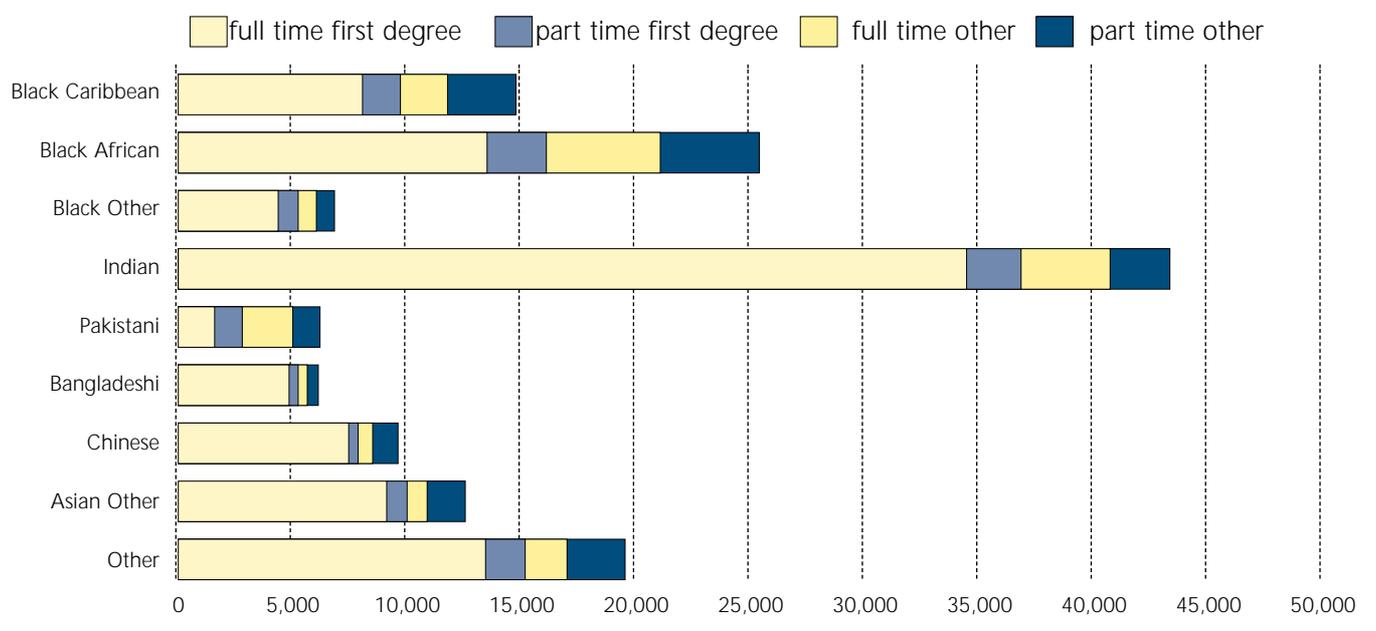
^{81,82,83} Connor, H., Tyers, C., Davis, S. & Tackey, N.D. *Minority ethnic students in higher education*, DFES, 2003

Participation of minority ethnic groups differs by age and gender⁸⁴. While women as a whole are not under-represented in HE, Bangladeshi and Pakistani female undergraduates are outnumbered by men. In contrast, men are under-represented in HE among Black Caribbean students (just 31 percent of this student group are men) and among Black Other students (36 percent).

Black students are much older on entry than other ethnic groups⁸⁵. This partially explains their higher representation on part-time courses and also at modern universities, where mature students are more common. By contrast, Asian students, especially Indians, are younger than the minority ethnic average and show contrasting subject distribution compared to Black students.

Attainment and aspiration are seen as the main factors influencing the HE participation of minority ethnic students. Earlier education performance and school experiences (pre-16), and school leaving decisions at 16 are influential. These may reflect family background and parental influences and aspirations⁸⁴.

Figure 14
Participation of minority ethnic groups by level and mode of undergraduate study in England (excludes Open University)



Source: HESA, 2001 (from Connor et al., 2003)

6.3 Which subjects do minority ethnic students study?

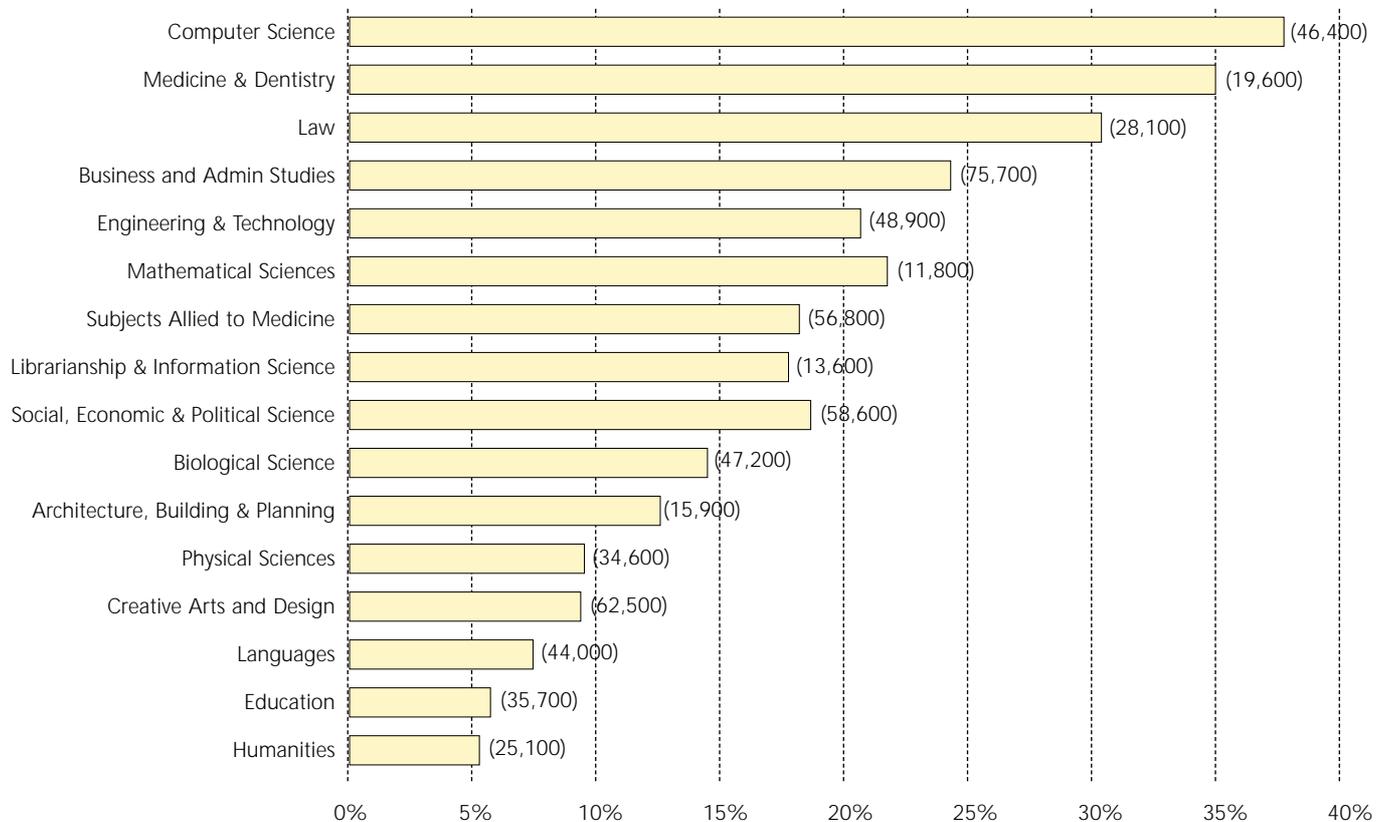
Minority ethnic students are more likely to be enrolled in particular subject areas in higher education, as illustrated in Figure 15⁸⁶. Students of Black Caribbean, Black African, Indian, Pakistani, Bangladeshi and Chinese groups are more likely to study Mathematics and Computer Sciences or Business and Administrative Studies. Within these ethnic groups, these choices were popular across all socio-economic backgrounds. Biological Sciences, Creative Arts and Design and Law are popular subjects amongst Black Caribbean and Black African students. Engineering is also a popular subject amongst Black African students. Medicine and Dentistry, Medicine Allied subjects and Law are popular subjects with Indian and Pakistani students. Indian students were also more likely than average to study Biological Sciences. Students of Mixed Heritage were too small a group to judge trends in subject choice.

⁸⁴ Connor, H., Tyers, C., Davis, S. & Tackey, N.D. *Minority ethnic students in higher education*, DFES, 2003

⁸⁵ See also: Ross, A., Archer, L. et al. *Potential mature student recruitment to higher education*, DFES 2002 RR385

⁸⁶ UCAS, university entry statistics 2002

Figure 15
Percentage of minority ethnic students in degree study by subject, England, excluding Open University, 2000/01



Note: Figures in brackets are total number of student of know ethnicity in each subject
 Source: HESA, 2001 (from Connor et al., 2003)

6.4 What proportion of minority ethnic people hold degree level qualifications?

The percentage of those holding degree level qualifications differs by ethnic group. Twenty percent of White people hold a first degree or equivalent compared to 21 percent of Black Africans and 21 percent of Indians but 12 percent of Pakistanis and seven percent of Bangladeshis⁸⁷.

Class of degree varies significantly between minority ethnic groups: all minority ethnic groups are less successful than White students in obtaining a first or upper second class of degree. For first degree graduates (excluding medical students) in 1998/99, 53 percent of White graduates obtained a first or upper second class of degree compared to less than 30 percent of Black, and around 36 percent of Asian graduates⁸⁸. There was little difference in the attainment profile within the Black group, though Black Africans appear to do the worst. Within the Asian group, all do better than Black students, and Chinese do the best⁸⁹. This difference in class of degree is only partially explained by prior attainment, subject and institutional choice⁹⁰.

⁸⁷ Education and Training Statistics for the United Kingdom, DfES, 2002 and Table 6

⁸⁸ Higher Education Statistics Agency (HESA) data

^{89,90} Connor, H., Tyers, C., Davis, S., Tackey N.D. *Minority ethnic students in higher education*, DfES, 2003

7. Adult Learning

(see also section 5.2 for post-16 attainment)

7.1 Participation in learning

Participation in learning among minority ethnic adults aged 16+ is 69% although this figure masks marked differences between different minority ethnic groups⁹¹.

Black Africans (82%), people of Mixed ethnic origin (80%) other minority ethnic groups (79%) and Black Caribbeans (72%) exhibit higher than average levels of participation in learning. By contrast, Pakistanis (55%) and Bangladeshis (45%) are much less likely to participate in learning⁹¹. Chinese (67%) and Indian (66%) respondents participate at a level similar to that of the adult population as a whole. A higher proportion of Bangladeshi learners (30%) than other groups engage in self-directed learning only (i.e., although they are learning they are not engaging with the education and training system). In contrast, Black Africans and Black Caribbeans in particular are much more likely to be engaged in taught learning.

There are also gender differences in participation for some ethnic groups. While Bangladeshi and Pakistani adults are less likely than all other groups to participate in learning, Bangladeshi and Pakistani women are even less likely than their male counterparts to be participating in learning⁹¹. By contrast, Black Caribbean and Chinese women are more likely to be learners than their male counterparts.

Participation rates differ by age⁹¹. Only four percent of Bangladeshi adults over aged 65 participated in learning compared to 23 percent of all minority ethnic adults aged over 65. The participation rate for Black Africans aged over 65 was high, at 43 percent.

Recent research has stressed the role of lifelong learning in promoting the maintenance of personal well-being and social cohesion⁹². In addition, adult and community learning has been regarded as a tool of social action or regeneration. In these circumstances, it is important that learning takes place in accessible locations which are comfortable and welcoming to multi-ethnic communities⁹³.

Table 8
Participation in learning by ethnicity

	Any learning (%)
All respondents	68
All minority ethnic groups	69
Black African	82
Black Caribbean	72
Chinese	67
Indian	66
Pakistani	55
Bangladeshi	45
Mixed ethnic origin	80
Other	79

Note: all adults aged 16+

Source: ONS Labour Force Survey, England, 2001/02

⁹¹ Aldrige, F. & Tuckett, A. *Light and Shade*, A Niace briefing on participation in adult learning by minority ethnic adults, NIACE 2003

⁹² Schuller, T. et al. *Learning, continuity and change in adult life* DfES 2002, RR06

⁹³ Callaghan, G. et al. *Adult and Community Learning: What? Why? Who? Where?* DfES 2001, RR262

7.2 Participation in job-related training and education

Participation in job-related training and education also differs by ethnic group, according to Labour Force Survey data⁹⁴. Fifty-three percent of the general adult population and 55 percent of the minority ethnic adult population of working age in employment participated in job-related training and education in the four weeks previous to the Labour Force Survey interview taking place. Black Africans (62 percent), Chinese (59 percent) and Pakistanis (57 percent) in particular, are being offered such opportunities at work. However, only 40 percent of Bangladeshis and 51 percent of Black Caribbeans reported participation in job-related training and education in the previous four weeks.

Table 9
Participation in job-related training and education in the past four weeks by ethnicity

Job-related training and education (%)	
All respondents	53
All minority ethnic groups	55
Black African	62
Black Caribbean	51
Chinese	59
Indian	55
Pakistani	57
Bangladeshi	40
Mixed ethnic origin	54
Other	53

Note: all adults of working age in employment

Source: ONS Labour Force Survey, all persons of working age in employment, England, 2001/02

7.3 Participation in learning by economic activity

Among the minority ethnic working age population, 83 percent of adults in employment, 79 percent of unemployed adults and 45 percent of inactive adults were learning⁹⁴. Among those employed, Bangladeshis are least likely to be learners. Among those unemployed, Bangladeshis and Indians were less likely than other groups to be learners. For those economically inactive, Black Africans (67 percent) and people of Mixed ethnic origin (62 percent) were more likely than average to be learning, while Asian groups (Bangladeshi, Pakistani and Indian) were less likely to be learning.

8. The Education Workforce

8.1. Childcare and early years' workforce

Childcare and early years' provision is a fast growing employment sector. Between 1998 and 2001 an extra 48 thousand people were employed in nurseries, playgroups, out of school clubs and as childminders, an increase of 21 percent⁹⁵. Within this increase, employment in nurseries has more than doubled.

Workforce surveys have shown that there has been a slight increase in the size of the minority ethnic workforce in early years and childcare (an increase of five percent between 1998-2001). In 2001, eight percent of workers in nurseries, four percent in playgroups, 13 percent in out of school provision, and 11 percent of childminders were from minority ethnic backgrounds.

⁹⁴ Reported in Aldrige, F. & Tuckett, A. *Light and Shade*, A Niace briefing on participation in adult learning by minority ethnic adults, NIACE 2003

⁹⁵ *Childcare Workforce Surveys 2001: Overview*, DfES 2002

8.2 School workforce

Whilst some information on the ethnicity of staff at further and higher education institutions is available, to date there is no national data available on school teachers' ethnicity. From 2003, the ethnicity of the teacher workforce is being collected from LEAs.

The Teacher Training Agency (TTA) has identified the recruitment of more minority ethnic trainees and teachers as one of its objectives. In 2001-2002, the TTA met its target of attracting seven percent of trainees from minority ethnic groups. The agency aims to reach a nine percent level of minority ethnic trainees, in order to reflect more closely the minority ethnic school population (though minority ethnic differences in the pupil:workforce ratio will partially reflect the younger age structure of many minority ethnic groups).

A study of minority ethnic trainee teachers and newly qualified teachers⁹⁶ reveals that this group would resent any relaxation of entry conditions and the accompanying implication that they were not of the same standard as their majority colleagues. In a questionnaire of newly qualified teachers, one in six had experienced some form of racial harassment in their first posts, mainly from students and mainly of a verbal nature. Researchers also found high levels of anxiety among trainees about the possibility of racial harassment during training.

Research into the factors affecting teachers' decisions to leave the profession⁹⁷ found that teachers from minority ethnic groups were no more likely to leave the profession.

8.3 Further education workforce

Nearly seven percent of staff of known ethnicity in further education colleges in England (2000/01) were from minority ethnic groups⁹⁸. The largest proportion of minority ethnic staff were Black. One percent were Indian, one percent Bangladeshi/Pakistani and two percent from other ethnic groups. A recent survey commissioned by the Commission for Black Staff in Further Education shows a varied picture of minority ethnic teaching staff in FE nationally. In London, a quarter of staff are Black; in the West Midlands, eight percent of staff are Black; and in the North West, 1.2 percent of staff are Black.

Black staff appear to be over-represented in part-time lecturing posts and under-represented in the more secure fractional posts.

Almost one third of staff⁹⁸ questioned reported experiencing direct disadvantage or discrimination because of their 'race'.

8.4 Higher education workforce

In the year 2001/2002, data on academic staff at UK Higher Education Institutions showed very small numbers of minority ethnic staff at higher grades⁹⁹. However, within each grade, the proportion of staff where ethnicity is not given or unknown is greater than the proportion of minority ethnic staff.

⁹⁶ Carrington, B. et al. *Recruitment of ethnic minorities into teaching*, Teacher Training Agency, 2001

⁹⁷ Smithers, A. & Robinson, P. *Factors affecting teachers' decisions to leave the profession*, 2003, RR430

⁹⁸ *Challenging Racism: Further Education leading the way*, Commission for Black Staff in Further Education, 2002

⁹⁹ *Academic Staff at UK HEIs by Grade, Nationality, Gender and Ethnicity*, Higher Education Statistics Agency, 2001/2002

Table 10
Percentage of academic staff by ethnicity (HE)

	White (%)	Black (%)	Asian (%)	Other (%)	Unknown (%)
Professor	89.2	0.2	1.6	1.2	7.7
Senior lecturer/ senior researcher	88.8	0.5	2.1	1.4	2.3
Lecturer	88.5	1.0	2.4	1.7	6.4
Researcher	79.8	0.8	4.1	1.6	13.7
Other grade	86.3	1.0	3.0	1.2	8.7

Note: Figures may not sum to 100 due to rounding

Source: HESA 2001/2002

9. Governance

Minority ethnic school governors are significantly under-represented in every type of authority¹⁰⁰, and this applies to both governors and chairs of governors¹⁰¹. A survey commissioned by the Education Network and the Coordinators of Governor Services¹⁰² found that even in London, with by far the highest proportion of governors, the percentage from minority ethnic groups was only half that of pupils (though this will, in part, reflect the younger age profile of many minority ethnic groups). Only in London did a majority of LEAs have a strategy for recruiting minority ethnic governors, and only three out of the 25 counties who responded to the questionnaire were able to provide ethnic data on pupils and governors¹⁰³.

In relation to further education, a small scale survey indicated that eight percent of governors in further education colleges were Black, though there was wide variation in their distribution across colleges¹⁰⁴.

^{100,102,103} Bird, S. *Governance Matters*, The Education Network, 2002

¹⁰¹ Scanlon, M., Earley, P. & Evans, J. *Improving the effectiveness of school governing bodies*, DfEE, 1999

¹⁰⁴ *Challenging Racism: Further Education leading the way*, Commission for Black Staff in Further Education, 2002

10. Conclusion

The evidence in this paper reaffirms the need to understand the very diverse experiences of the minority ethnic population in England which are in part explained by differences in socio-economic status. The requirements of the Race Relations Amendment Act (2000)¹⁰⁵ specify that monitoring and evaluating the attainment and progress of minority ethnic groups are an essential component of achieving race equality in education. The combination of improved data collection and new statutory duties should lead to improved research and practice across educational provision.

The introduction of the Pupil Level Annual School Census and the updated 2003 ethnicity codes makes available extensive data on differential school attainment by ethnic group and other pupil characteristic information. Data package tools, such as the Autumn Package¹⁰⁶, make available a range of statistics that can support head teachers and governors in the process of target setting and school improvement. This represents a significant improvement in the quality of available data and should lead to a much better understanding of the educational achievements and needs of different ethnic groups at school. Other changes, for example, the collection of ethnicity data on the school workforce, should add to a fuller picture across the education system.

¹⁰⁵ See the Commission for Racial Equality's website for further information <http://www.cre.gov.uk/duty/>

¹⁰⁶ For further information on the Autumn Package, see www.standards.dfes.gov.uk/performance/

11. Resources

Key documents

Aiming High: Raising the achievement of minority ethnic pupils, DfES:
http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/

Ethnic Minorities and the Labour Market, Strategy Unit:
<http://www.cabinet-office.gov.uk/innovation/2003/ethnic/report.shtml>

Useful weblinks

Department for Education and Skills (many of the research reports and statistics referred to in this report can be accessed here)

Research <http://www.dfes.gov.uk/research/>

Statistics <http://www.dfes.gov.uk/statistics/>

Ethnic Minority Achievement Site <http://www.standards.dfes.gov.uk/ethnicminorities/>

Home Office: Research and Statistics on Race Relations, Race Equality and Cultural Diversity
<http://www.homeoffice.gov.uk/rds/racerelate1.html>

Race Relations Amendment (2000) Act: code of practice and guidance
http://www.cre.gov.uk/publs/cat_duty.html#code

National Statistics (including information on the Census 2001)
<http://www.statistics.gov.uk/>

Ofsted
<http://www.ofsted.gov.uk/publications/>

National Evaluation of Sure Start
<http://www.ness.bbk.ac.uk/>

Learning and Skills Council (post-16 education)
<http://www.lsc.gov.uk/documents.cfm>

Higher Education Statistical Agency
<http://www.hesa.ac.uk>

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