

Research Topic Paper

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A summary of research evidence on key topics

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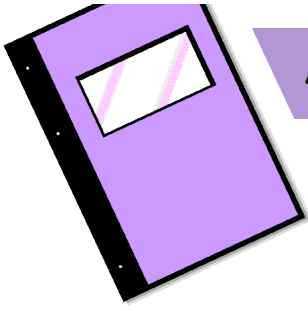
Summary of key findings on ethnicity in education, training and the labour market

This paper draws on evidence from research, statistics and evaluation studies to examine the position of different ethnic groups in education, training and the labour market.

Overall, the evidence shows a clear pattern of continuous under achievement for certain ethnic groups which starts in early education, continues through further and higher education, and persists in the labour market. Also revealed are a range of gaps in information on ethnicity. The key findings are shown below.

- Ethnic minorities make up 6.6% of the **working age population** in Great Britain and over 11% of pupils in maintained primary and secondary schools (England).
- On entry into **pre-school**, children of white UK heritage have the highest mean score in cognitive skills (verbal and non-verbal), with the lowest scores being recorded for Pakistani children. The differences between ethnic groups are reduced when factors such as parents' educational and occupational classifications are taken into account.
- Bangladeshi, Black and Pakistani pupils perform less well than other pupils in the **early key stages**. Pupils from these three ethnic groups also tend to achieve significantly less by the end of compulsory education.

- Under a third of white boys with parents in manual occupations achieve five or **more GCSE grades A*-C** compared with the average of almost half for all white pupils. Among Black boys, less than a quarter gain five high grade GCSEs.
- Staying on in **full-time education after compulsory schooling** is more common among ethnic minority groups (over 85%) than white young people (67%). In contrast, a higher proportion of white young people are in full-time employment (10%) and government supported training (12%) than their ethnic minority peers (3% in full-time jobs and 4% on government supported training).
- A large proportion of young Bangladeshis and Pakistanis are **not in education, training or employment** (14% and 9% respectively compared to 6% of whites). Due to small sample sizes, these findings should be noted with caution.
- Outcomes for ethnic minority people on **Work Based Training for Young People** are lower than for whites. Bangladeshi (37%), Black African (37%) and Pakistani (39%) young people on Other Training (OT) are least likely to be in employment compared to 63% of white participants. Ethnic minority people on Modern Apprenticeships (MA) are more successful in getting jobs than those on OT, but are still less likely than whites to be in employment after training (70% of Black young



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people and 73% of Asians are in employment compared to 84% of white MA leavers).

- **At age 18**, a higher proportion of Indians and whites have a level 2 equivalent qualification or higher (83% and 68% respective) than Black (48%) or Pakistani/Bangladeshi students (56%).
- Ethnic minorities as a whole are over represented in **higher education**, accounting for 13% of undergraduate students.
- Ethnic minority HE students are disproportionately studying at the **'new' (post 1992) universities**. White working class students are also under-represented in 'old' (pre-1992) universities.
- A lower proportion (37%) of ethnic minority **first-degree graduates** obtain an upper second or first class honours degree than white graduates (53%).
- A lower proportion of ethnic minority (66%) than white adults

(80%) are **economically active**. Only about half of Bangladeshi and Pakistani adults of working age are economically active.

- **Unemployment** among ethnic minority men is up to three times higher than for white men – and for ethnic minority women, four times higher than white women.
- After allowing for differences in personal characteristics, large differences in employment rates between white and ethnic minority men remain. This **means discrimination by employers** cannot be ruled out as a key factor.
- Early evidence from **New Deal for Young People** shows that a lower proportion of ethnic minority people than whites move into sustained unsubsidised or subsidised employment (25% compared to 33% of whites) and a higher proportion into education and training (59% compared to 44% of whites), despite being better qualified.
- Bangladeshis and Pakistanis are the poorest groups, with 60% living in **low-income households**. Among working couples, 40% of Bangladeshis and Pakistanis with

children receive some means-tested support compared to 8% of whites.

- Ethnic minority people represent 18% of all participants on **Work Based Learning for Adults**. But outcomes are lower for ethnic minority participants than for whites. Asians are least likely to gain qualifications at the end of training (38% compared to 44% of whites) while Black participants are least likely to be in a job after training (40% compared to 44% of whites).
- 53% of Bangladeshi women and 40% of Bangladeshi men have no qualification. Black African men and women, despite being extremely well qualified, experience extremely high levels of unemployment (for men, more than twice the rate for white men and for women, more than three times that of white women).
- Similar proportions of Black (47%), Indian (47%) and white adults (46%) have **level 3** equivalent qualifications compared to a much smaller proportion of Pakistanis and Bangladeshis (34%). Black (31%) and Indian (31%) adults are more likely to be qualified to **level 4** than whites (26%) and Pakistanis and Bangladeshis (18%).

Introduction

This is the first of a series of research papers produced by the Department for Education and Employment summarising evidence on key topics. It draws on evidence from research, statistics and evaluation studies to examine the position of different ethnic

groups¹ in education, training and the labour market. Starting with an overview of the key features of the ethnic composition of the population, the paper explores the relative achievements of ethnic groups in early, compulsory, further and higher

education. A review of the participation of different ethnic groups in the labour market is followed by an examination of involvement in skills and work-related training and lifetime learning.

I. The ethnic minority population in Britain

How many ethnic minority people are there and where do they live?

Ethnic minorities make up 6.5% of the population of Great Britain² and account for 6.6% of all people of working age (some 2.3 million people). Indians are the largest ethnic minority group, followed by Pakistanis and Black Caribbeans.³

But the ethnic minority population has a much younger age structure than the

white population, representing nearly 12% of primary school pupils and around 11% of secondary school pupils in England.⁴ Projections for the next decade show that the most rapid increases in the working age population will occur among the most youthful ethnic groups such as Black-Other (who tend to be younger generation Black Caribbeans), Bangladeshis, Pakistanis and Black Africans.⁵

People from ethnic minorities mainly live in the major cities, with about half

living in Greater London. Local concentrations of individual ethnic groups are even more marked, for example, over half of Black Africans and over 40% of Bangladeshis live in Inner London.⁶ Overall, Bangladeshis live in the most deprived wards, followed by smaller proportions of Pakistanis and Black Caribbeans. Indians live in areas of higher deprivation than African Asians and Chinese. Whites in general live in wards with the lowest levels of deprivation.⁷

II. Early years' education and childcare provision

To what extent do children from different ethnic groups participate in early learning?

Ethnic minority parents are slightly less likely to use early years education for their children than white parents. In spring 1998, a survey of parents with 3 and 4 year old children showed that 94% of white parents had used such provision compared to 88% of ethnic minority parents.⁸

Even at this young age, there appear to be differences in attainment of children

from different ethnic groups. Results from a study of pre-school children have shown differences in the average attainment of different ethnic groups when tested in cognitive skills (verbal and non-verbal) on entry into pre-school. Children of white UK heritage had the highest mean score with the lowest scores being recorded for Pakistani followed by Black African children. The differences between ethnic groups are reduced when factors such as parents' educational and occupational classifications are taken into account. Furthermore, differences

between ethnic groups in non-verbal cognitive attainment are not statistically significant when other factors are controlled.⁹

Preliminary information suggests that a Black child (aged 0-14) is nearly two and a half times more likely to receive formal childcare than a white child. Further investigation is needed to ascertain patterns of childcare for specific age groups and factors influencing differential take-up and choice of childcare provision.¹⁰

¹ With the exception of gypsy traveller children, white minority ethnic groups have not been identified in this paper due to a lack of disaggregated information.

² Labour Force Survey, average Summer 1998 to Spring 1999.

³ Sly, F. et al 'Trends in the Labour Market Participation of Ethnic Groups', Labour Market Trends, December 1999.

⁴ DfEE statistical volume 'Statistics of Education, Schools in England. 1999 edition. Refers to pupils in maintained schools.

⁵ Metcalf, H. and Forth, J. 'Business Benefits of Race Equality at Work', DfEE Research Report 177, 2000.

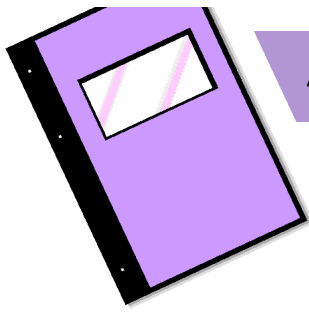
⁶ Labour Force Survey, average spring 1997 to winter 1997/8, Great Britain.

⁷ Dorsett, R. 'Ethnic Minorities in the Inner City', The Policy Press, 1998.

⁸ Prior, G. et al. 'The Second Survey of Parents of Three and Four year old Children and their Use of Early Years Services', DfEE Research Report 120.

⁹ Sammons, P. et al 'Characteristics of the EPPE Project Sample at Entry to the Study.' Published Technical Paper 2 by the Institute of Education, 1999.

¹⁰ La Valle, I. 'Survey of Parents' Demand for Childcare', DfEE Research Report 176, 1999.



III. Ethnic minorities in schools

How do pupils from different ethnic groups perform?

Although national data on individual pupil achievement by ethnic groups will not be available until 2001¹¹, data from individual Local Education Authorities and nationally representative surveys reveal important differences in achievement at the early key stages and at GCSE level. It is, however, very difficult to separate out socio-economic factors due to the lack of disaggregated data. This section describes the academic attainment of pupils from different ethnic groups and goes on to consider factors behind these differences.

Analysis of attainment at early key stages shows differences between ethnic groups. Up to now, analyses of pupil level attainment data have tended to be based on individual Local Education Authorities because of the lack of national pupil data by ethnicity (see above). Because studies indicate variations between Local Education Authorities, it is difficult to make national assumptions. However, a common finding has been that on average, Black pupils and Caribbean boys in particular, perform less well than white pupils in early schooling and make least progress through school.¹² This is a complex issue though, where we need to be cautious about making definite conclusions.

For example, analysis of national data at Key Stage 1 and 2 (but at school level, rather than pupil level - see above),

shows that once socio-economic background is taken into account, schools with generally higher levels of Black Caribbean and African pupils are associated with higher levels of attainment. However, this analysis also indicates that pupil and background factors account for only a small part of the variability between schools' attainment, so this finding should be noted with caution.¹³ In addition, the analysis is based on aggregate performance across schools, not of individual pupils. Clearly, further work is needed on national pupil level data when this becomes available.

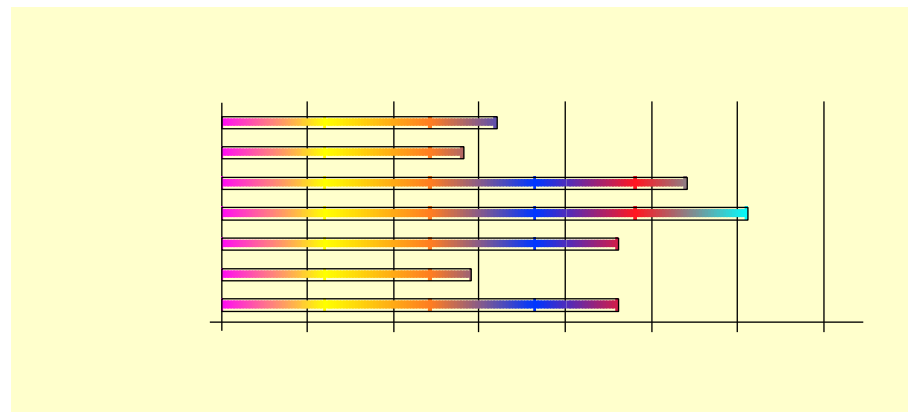
Analysis of Local Education Authority early key stage results also indicates low attainment among Bangladeshi and Pakistani pupils.¹⁴ Although the two Asian groups tend to improve their performance through secondary school, pupils from all three ethnic backgrounds tend to achieve significantly less than other groups.¹⁵

There is little disaggregated information on the attainment of minority white

pupils. However, research shows that Gypsy Traveller pupils are most at risk in the education system with evidence of low attendance and attainment, although there is no overall systematic data to assess the extent of their underachievement.¹⁶

Once at secondary school, Black Caribbean boys may be subjected to a greater risk of underachievement compared to whites because of a combination of regular truancy¹⁷, low teacher expectations, conflict and tension with teachers¹⁸ and a high relative probability of being permanently excluded¹⁹. Other contributing factors to achievement among all pupils such as the impact of social class, language difficulties and school effectiveness are examined later in this section.

Underachievement among Bangladeshi, Black and Pakistani pupils continues at GCSE level, as shown in the chart below. In contrast, Indian and other Asian (including Chinese) pupils do very well, outperforming white pupils.



¹¹ National estimates will be available for 2001 attainment. Full national and local level data will be available for 2002 attainment.

¹² For example, OFSTED. 'Raising the Attainment of Minority Ethnic Pupils', HMSO, 1999; Strand, S. in 'Ethnic group, sex and economic disadvantage: associations with pupils' educational progress from baseline to the end of Key Stage 1'. British Educational Research Journal, Vol. 25, No 2, pp170-202, 1999; and Gillborn, D. and Gipps, C. 'Recent Research on the Achievements of Ethnic Minority Pupils', OFSTED, 1996.

¹³ DfEE statistical bulletin 3/99, Ethnic Minority Pupils and Pupils for whom English is an Additional Language: England 1996/7.

¹⁴ OFSTED. 'Raising the Attainment of Minority Ethnic Pupils', HMSO, 1999; Strand, S. in 'Ethnic group, sex and economic disadvantage: associations with pupils' educational progress from baseline to the end of Key Stage 1'. British Educational Research Journal, Vol. 25, No 2, pp170-202, 1999; and Gillborn, D. and Gipps, C. 'Recent Research on the Achievements of Ethnic Minority Pupils', OFSTED, 1996.

¹⁵ OFSTED. 'Raising the Attainment of Minority Ethnic Pupils', HMSO, 1999. Also, Plewis, I. 'Pupils' progress in reading and mathematics during primary school: associations with ethnic group and sex.' Educational Research, Vol 33, pp 133-140. 1991.

¹⁶ OFSTED. 'Raising the Attainment of Minority Ethnic Pupils', HMSO, 1999.

¹⁷ Fitzgerald, R. and Finch, S. 'Black Caribbean Young Men's Experiences of Education and Employment', DfEE research series (forthcoming).

¹⁸ Wrench, J. and Hassan, E. 'Ambition and Marginalisation: A Qualitative Study of Underachieving Young Men of Afro-Caribbean Origin', 1996. DfEE Research Series No. 31. See also Gillborn, D. and Gipps, C. 'Recent Research on the Achievements of Ethnic Minority Pupils', OFSTED, 1996 for further discussion of qualitative studies in this area.

¹⁹ DfEE statistical first release 11/99 'Permanent Exclusions from Schools in England 1997/8 and Exclusion Appeals Lodged by Parents in England 1997/8.

Further analysis shows that attainment among some white pupils is also very low - less than a third of white boys whose parents are in manual occupations achieve five or more GCSE grades A*-C compared with almost a half of all white pupils. Black boys are also particularly low achievers, with less than a quarter gaining five high grade GCSEs.²⁰

Black, Pakistani and Bangladeshi pupils are also more likely to have any low grade (D-G) or no GCSEs at age 16. In fact, 28% of Black pupils and 22% of Pakistani pupils have at least five low grade GCSEs compared to 17% of white pupils.²¹ Despite absolute increases in attainment among all pupils at age 16, the gap between high and low achieving groups has widened over recent years.²²

What factors might contribute to variations in achievement by pupils from different ethnic groups?

Research shows that differences in achievement of pupils from different ethnic origins are likely to be influenced by a combination of factors such as pupils' cultural background, social class, neighbourhood, peer and teacher influence and school effectiveness.²³ But the absence of nationally representative statistics and research means that no definitive conclusions are possible about the relative importance of these factors on the achievements of pupils in each ethnic group.

Lack of fluency in English partly explains early underachievement of Bangladeshi and Pakistani pupils²⁴ but in itself, doesn't adequately explain their

poor performance at 16 (research suggests that other pupils with early fluency difficulties do make substantial progress).²⁵ Similarly, attitudes towards education among pupils and parents from underachieving ethnic groups don't seem to contribute to lower academic performance; recent research suggests a positive attitude towards education among both Black Caribbean and Bangladeshi young men and their parents,²⁶ although the reality of their school experience may cloud this view.

The particularly negative school experience of some Black Caribbean boys (see earlier discussion) appears to be an important element in their academic underachievement and contrasts sharply with the experience of Indian pupils.²⁷ Moreover, different peer and teacher influences may increase Black Caribbean boys' resistance to school, leading to more serious disciplinary responses such as exclusion. Once excluded, the majority are unlikely to return to mainstream education, so disadvantaging them further.²⁸

There are also few role models in school for ethnic minority pupils due to the lack of ethnic minority teachers and headteachers. In 1997/98, 5% of final year primary teacher trainees and 7% of secondary teacher trainees were known to be from an ethnic minority, much lower than the proportion of ethnic minority pupils in schools.²⁹ Similarly, 5% of governors and 2% of Chair of governors are from an ethnic minority.³⁰ Although the proportion of ethnic minority governors (but not Chair of governors) is nearly representative of the adult population, again it is below the level of

representation of ethnic minority pupils in schools.

Parents' social class is closely associated with pupil achievement, with a strong relationship between performance and socio-economic disadvantage.³¹ It explains much of the variation in all pupils' school achievement. For example, Indians in Britain have a higher social profile than the Bangladeshi population, (which suffers from severe economic disadvantage see section VII) and Indians outperform Bangladeshi pupils. Young people from Chinese, Indian and white backgrounds are also more likely than others to attend high performing independent and grant-maintained schools.³²

Social class is related to many aspects of performance from differences in access to early years' services to the availability of learning resources at home. By year 11, much of the scene has already been set, with certain groups already at a major disadvantage at school, including white working class boys.

What is the evidence of what works in raising the achievement of pupils from different ethnic groups?

To raise the attainment of pupils, schools need to challenge their under-performance. Research suggests that a good school, with strong leadership and tracking systems will benefit all pupils, regardless of ethnic origin. But few schools use ethnic monitoring to track attainment and raise standards.³³ Where this is in place, schools are able to target strategies and monitor progress. 'Successful' schools have responded to underachievement with

²⁰ Youth Cohort Study, cohort 9, sweep 1.

²¹ DfEE Statistical Bulletin, Issue 4/99, Youth Cohort Study: the activities and experiences of 16 year olds: England and Wales 1998.

²² DfEE Statistical Bulletin, Issue 4/99, Youth Cohort Study: the activities and experiences of 16 year olds: England and Wales 1998. Also, Demack, S., Drew, D. and Ginsley, M. 'Minding the gap: ethnic, gender and social class differences in GCSE results 1988-95' in Race, Ethnicity and Education, forthcoming.

²³ DfEE statistical bulletin 3/99, Ethnic Minority Pupils and Pupils for whom English is an Additional Language: England 1996/7. Also, Gillborn, D. and Gipps, C. 'Recent Research on the Achievements of Ethnic Minority Pupils', OFSTED, 1996.

²⁴ Gillborn, D. and Gipps, C. 'Recent Research on the Achievements of Ethnic Minority Pupils', OFSTED, 1996.

²⁵ Gillborn, D. and Gipps, C. 'Recent Research on the Achievements of Ethnic Minority Pupils', OFSTED, 1996.

²⁶ Wrench, J. and Qureshi, T. 'Higher Horizons: A Qualitative Study of Young Men of Bangladeshi Origin', DfEE research series no. 30, 1996 and Fitzgerald, R. and Finch, S. 'Black Caribbean Young Men's Experiences of Education and Employment', DfEE research series (forthcoming).

²⁷ Gillborn, D. and Gipps, C. 'Recent Research on the Achievements of Ethnic Minority Pupils', OFSTED, 1996

²⁸ Parsons, 'Exclusions From School, the Public Cost', 1996.

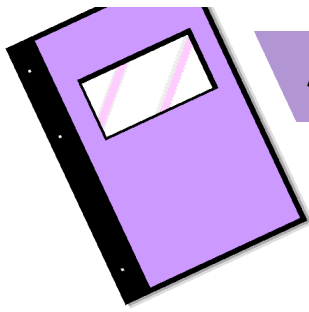
²⁹ TTA Initial Teacher Training Performance Profiles, 1999

³⁰ Earley, P. et al. 'Improving the Effectiveness of School Governing Bodies', DfEE, 1999.

³¹ DfEE statistical bulletin 3/99, Ethnic Minority Pupils and Pupils for whom English is an Additional Language: England 1996/7.

³² Youth Cohort Study, cohort 9, sweep 1.

³³ OFSTED. 'Raising the Attainment of Minority Ethnic Pupils', 1999.



strategies for preventing exclusion; reviewing and strengthening their relationships with students, parents and the community; encouraging high expectations of both teachers and students; and enriching the curriculum so that it is culturally inclusive to their pupils.³⁴

Targeted approaches under the National Numeracy and Literacy Projects have shown progress among pupils from all ethnic groups, with no significant differences in progress between ethnic groups.³⁵ In the case of

the National Literacy project, greatest progress was made by pupils with very little experience of English.³⁶

There is anecdotal information from schools and local agencies that community mentoring has a positive impact on ethnic minority pupils. However there is a lack of hard evidence of the value of promoting programmes exclusively at particular ethnic groups. More research would be helpful, for example on the benefits of ethnic matching of the mentor and mentored and the long-term impact of mentoring on pupils. This will be a specific element in the evaluation of the mentoring projects funded by the 1999/2000 DfEE Bursary Programme.

Research has shown evidence of the

benefits of study support schemes, particularly for children from disadvantaged backgrounds and those in need of additional support with learning, for example with literacy problems. However, the evidence is suggestive rather than conclusive since it is possible that young people selected or choosing to take part in study support may differ from the general school population or that schools involved are not representative. On summer schools, research evidence has suggested that initial gains in English did not follow through on re-testing after the summer³⁷ and evaluation of the 1998 summer school literacy programme found no significant differences in average scores or progress between ethnic groups.³⁸

IV. Post-16 choices

How do students from the various ethnic groups differ in their post-16 choices?

After compulsory education, most young people stay on in full-time education but this is even more common among all ethnic minority groups (85%) than white people (67%). Indians and other Asian (including Chinese) are most likely to continue with their education. Pakistani and Black young people are less likely to do so than those from other minority groups (see Table 1 over the page). In contrast, white young people are more likely to be in employment and government supported training than ethnic minorities. However, despite greater proportions on training programmes, white people are still less likely to be pursuing an education or training option than ethnic minority young

people. Participation in further education is discussed in detail in section V.

Despite a high participation rate in further education, a significant proportion of young Bangladeshis and Pakistanis are not in education, training or employment (14% and 9% respectively compared to 6% of whites (not shown in the table over the page)),³⁹ contributing to continuing disadvantage. However, due to small sample sizes, these findings should be noted with caution.

Ethnic minority young people aged 16-24 are consistently less likely than whites to be on Work Based Training for Young People, accounting for a steady 6% of participants over the past two years although it should be remembered that a high proportion of this age group are in full-time further education. In addition, those on Work

Based Training for Young People are more likely to be on lower level programmes such as Other Training (OT) and National Traineeships (NTr) rather than Modern Apprenticeships (MA).⁴⁰

Outcomes for ethnic minority young people on training programmes are lower than for whites. In particular, Bangladeshi (37%), Black African (37%) and Pakistani (39%) young people on OT are much less likely to be in employment compared to 63% of white participants.⁴¹ Ethnic minority people on MA are more successful in getting jobs, but are still less likely than whites to be in employment after training (70% of Black young people and 73% of Asians are in employment compared to 84% of white MA leavers).⁴² In addition, Black and Asian leavers from MA and Black Other and Pakistani leavers from OT are least likely to leave with a qualification.⁴³

³⁴ Blair, M. et al. 'Making the Difference: Teaching and Learning Strategies in Successful Multi-ethnic Schools'. DfEE research report No. 59, 1998.

³⁵ DfEE Standards and Effectiveness Unit 'National Numeracy Project: progress report 1996-1998'.

³⁶ Sainsbury, M. et al. 'Evaluation of the National Literacy Project', summary report, NFER, 1998.

³⁷ Sharp, C. et al. 'The Benefits of Study Support: a review of opinion and research'. DfEE Research Report 110, 1999

³⁸ Sainsbury, M. et al 'The Evaluation of the 1998 Summer School Programme' summary report, NFER, 1998.

³⁹ DfEE Statistical Bulletin, Issue 4/99, Youth Cohort Study: the activities and experiences of 16 year olds: England and Wales 1998.

⁴⁰ DfEE Statistical First Release 26/1999 'TEC delivered government supported training: work-based training for young people and work-based learning for adults - England and Wales', 30th September 1999.

⁴¹ DfEE training database for TEC data on government-supported training for work-based training for young people, 1998 data.

⁴² DfEE Statistical First Release 26/1999 'TEC delivered government supported training: work-based training for young people and work-based learning for adults - England and Wales', 30th September 1999.

⁴³ DfEE training database for TEC data on government-supported training for work-based training for young people, 1998 data.

Table 1: Main activity at 16, ⁴⁴ spring 1998, England and Wales

	Percentages					
	FT education	Govt supported training (GST)	FT job (excl GST)	PT job	Out of work	Something else/not stated
Bangladeshi	79	*	*	*	8	5
Black	82	4	6	*	4	2
Indian	91	4	1	*	2	1
Other Asian	87	3	*	*	5	3
Other ethnic group	84	6	3	4	*	*
Pakistani	81	3	4	2	8	2
<i>Total ethnic minorities</i>	<i>85</i>	<i>4</i>	<i>3</i>	<i>1</i>	<i>4</i>	<i>2</i>
White	67	12	10	3	5	2

Source: Youth Cohort Study, cohort 9, sweep 1

* Represents a non-zero quantity of less than 0.5%, a cell size of less than 5 or an insufficient base.

What role does the Careers Service play in young people's decisions about post-16 destinations?

In addition to the influence of parents, peers and school teachers, the role of the career service is also an important

contributor to young people's decisions about post-16 options. Cultural values and parental attitudes may strongly influence Asian groups, Muslim young women in particular, with different views on what is appropriate for young men and women, but the Careers Service doesn't formally target activities towards these young people.⁴⁵

Evidence suggests that the Careers Service needs to show greater regard for individuals' strengths and preferences across all ethnic groups, and their diverse cultural values and aspirations to avoid advice being insufficiently personalised and relevant to young people's needs.⁴⁶

V. Further education

Which type of institution are students from different ethnic groups choosing for further education?

Where young people remain in education, nearly half of whites and Indians and 61% of other Asians (including Chinese) stay on at school. Over a fifth of other Asians attend an independent school compared to 8% and 9% of white and Indian students. Just under a third of whites and Indians pursue their studies at further education college.⁴⁷

With Black, Pakistani and Bangladeshi students, the situation is reversed: they are *less* likely to stay on at school

(particularly Bangladeshi students), leaving to go to further education college. Black students in particular go to a further education college. A sizeable minority of Bangladeshi and Pakistani students also go to sixth form college (a quarter and a fifth respectively), compared to about 15% of students from other ethnic backgrounds. More information is needed about schools' admission policies for sixth form courses and whether these discriminate against low achieving students. However, administrative data show that students studying A/AS levels at school are more likely to have high GCSE point scores than those studying at FE college.⁴⁸

The choice of locally available 16-19 provision will clearly affect young people's final FE destination. Most ethnic minority communities are based in cities and this is likely to enable geographical access to a wider range of institutions. But differences in the type of qualifications studied may also offer some explanation for choice of institution - pupils achieving high grade GCSEs are more likely to continue with academic qualifications. Bangladeshi, Black and Pakistani post-16 students are least likely to be studying for academic qualifications⁴⁹ and more likely to study in further education colleges. Colleges may also be more appealing for students retaking GCSEs (high proportions of these three ethnic

⁴⁴ Respondents were questioned in the year following their final year of compulsory education (1997/8). Age 16 refers to their age at the start of the academic year 1997/8.

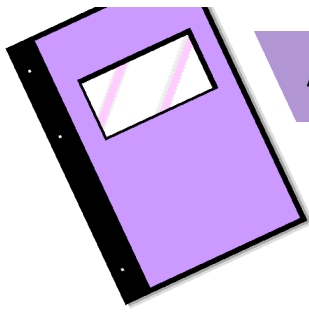
⁴⁵ Parker Jenkins, M. et al. 'The Career Service: gate keeper to carer opportunities for Muslim women.' DfEE (forthcoming).

⁴⁶ Fitzgerald, R. and Finch, S. 'Black Caribbean Young Men's Experiences of Education and Employment', DfEE research series (forthcoming).

⁴⁷ Youth Cohort Study, cohort 9, sweep 1, spring 1998

⁴⁸ DfEE Statistical Bulletin, Issue 1/99, GCSE and GCE A/AS level candidates attempting two or more GCE A levels or AS equivalents in 1997/8.

⁴⁹ DfEE Statistical Bulletin, Issue 4/99, Youth Cohort Study: the activities and experiences of 16 year olds: England and Wales 1998



groups study GCSEs in further education colleges⁵⁰) and for students who feel they need a less restrictive environment than school, such as young Black men. Such young people are most likely to be in need of close individual support and encouragement in their studies and future career choices. Further research is needed to establish the extent and influence of support and guidance they do receive in further education institutions.

Ethnic minority students account for 17% of full-time students in further education sector colleges.⁵¹ The age profile of full-time students from particular ethnic backgrounds is noteworthy. The majority of Black Caribbean, Black African and Chinese students are aged over 18 - just over a quarter of Black African and Chinese students are aged 19-24 compared to less than a fifth of white students. 40% of Black Caribbean and Black African

students are aged 25 or over compared to about a quarter of white students.⁵²

At age 18, the majority of full-time students⁵³ from all ethnic groups in further education sector colleges study for level 3 equivalent qualifications. Black Caribbean, Black Other and white students are less likely than other ethnic groups to study for A/AS levels (under a fifth compared to at least a quarter of students from other ethnic groups). White students are also less likely to be studying for GNVQ3 and other advanced qualifications than other students. White students are more likely than students from other ethnic groups to be studying for higher education qualifications in further education sector colleges.⁵⁴

Qualifications achieved by age 18 differ among ethnic groups. Indians and whites are much more likely to have obtained a level 2 equivalent qualification or higher (83% and 68% respectively) than Black (48%) or Pakistani/Bangladeshi students (56%).⁵⁵ Pakistani/Bangladeshi young people are the least likely to have any

formal qualifications.⁵⁶

Why do a high proportion of ethnic minority young people continue in education?

Patterns of participation suggest that while some young people (e.g. Indians) stay on in education to improve their longer term occupational prospects, other groups of young people (e.g. Bangladeshi, Black and Pakistani) may need to stay in education and training to make up for poorer performance in their earlier education.⁵⁷ It is also possible that an expectation of discrimination in the labour market may encourage some ethnic minority young people to stay longer in education than they would otherwise do with the aim of increasing their competitiveness in the labour market. The Department is planning a longitudinal study of the transition of ethnic minority young people from compulsory education through further and higher education into the labour market. This will inform us of the experiences and motivations contributing to young people's post-16 choices.

VI. Higher education

How well represented are students from different ethnic groups in higher education?

Ethnic minorities as a whole are over represented in higher education, accounting for 13% of undergraduates. Whites are generally under-represented. For example, although 91% of 18-24 year olds in Great Britain are white, white students account for only 86% of undergraduates of this age.⁵⁸

Black undergraduate entrants are disproportionately likely to be mature students (only a fifth are aged under 21

compared to nearly half of white undergraduates and over half of Black undergraduates are aged over 25 compared to just over a third of their white peers). This tendency is true for both Black Caribbean and Black African students. In particular, about 60% of Black African male and Black Caribbean female students start their degrees aged over 25.⁵⁹ Although the overall age profile of these populations is older than other ethnic groups, there are likely to be other factors at play here but as yet, these have not been investigated.

There is no firm evidence for reasons for the high proportions of Black Caribbean mature students. However, one possibility could be that Black Caribbean men have spent time improving on previous qualifications, or they may have spent an additional period of time in the labour market before deciding to enter higher education. For women, on the basis of high economic activity rates in the younger age group, the majority are probably entering after a period of employment. In addition, a relatively high incidence of lone parenthood

⁵⁰ FEFC Individualised Student Record (ISR) 13.

⁵¹ This excludes students for whom ethnic group is not known.

⁵² FEFC Individualised Student Record (ISR) 10.

⁵³ Funded and non-funded students.

⁵⁴ FEFC Individualised Student Record (ISR) 13.

⁵⁵ Pakistani and Bangladeshi categories have been merged here due to small numbers.

⁵⁶ DfEE Statistical Bulletin, Issue 5/99, Youth Cohort Study: the activities and experiences of 18 year olds: England and Wales 1998.

⁵⁷ Owen, D. et al. 'Ethnic Minority Achievements in Education, Training and Employment' (working title). DfEE research series (forthcoming).

⁵⁸ 1998/9 HESA data, higher education institutions, Great Britain and Labour Force Survey, summer 1999, Great Britain.

⁵⁹ UCAS data for 1998/9 academic year. UCAS data refers to entry to full-time first degree, HND and certain diploma courses.

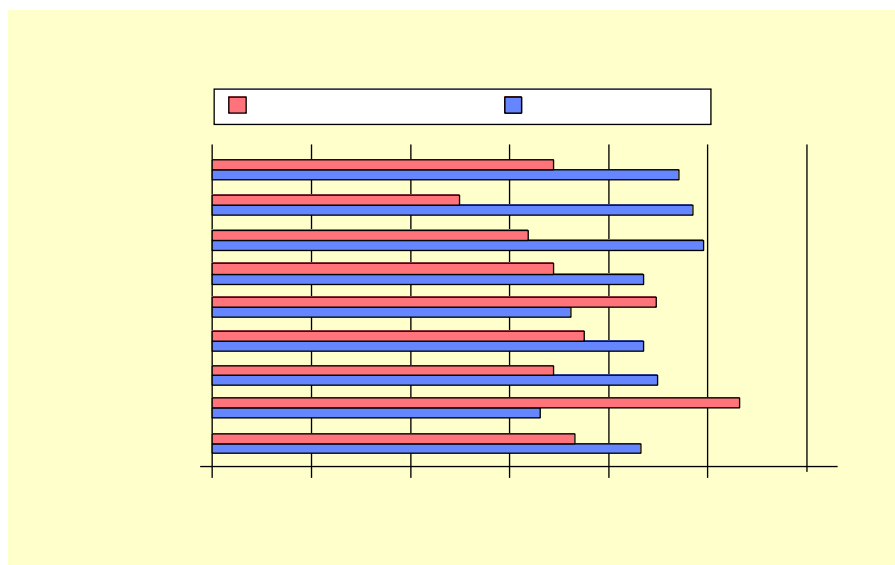
exists among Black Caribbean women. This may also explain the late entry by Black Caribbean women, however, there is currently no evidence available to substantiate this explanation. Whatever the explanation, because of their age these students are likely to experience additional employment difficulties upon graduation, as suggested by the higher unemployment rates of older recent graduates.⁶⁰

Which higher education institutions do students from different ethnic groups attend?

When students are asked about reasons for choosing their particular higher education institution, ethnic minority students, particularly Asian women, more frequently express a preference for institutions close to home.⁶¹ Greater London has the highest concentration of ethnic minority higher education students, with 36% of students in London higher education institutions being from an ethnic minority background.⁶²

With the exception of Chinese and Asian Other students, a larger proportion of ethnic minority students are studying at the 'new' (post 1992) universities.⁶³ Data suggests that white working class students are also less likely to be in the 'old' universities.⁶⁴

Analysis of admission rates suggests that even controlling for factors such as age, parental social class, appropriate entry qualifications and number of exam sittings, students from certain ethnic minority groups are less likely than white applicants to gain admission to the old universities.⁶⁵ Although analysis was based on admission rates to universities and polytechnics in 1992, further work on rates of entry to old universities and post-1992 new universities broadly confirms the initial



work.⁶⁶ In addition, controlling for these background factors, the analysis showed that polytechnics (and in the latest analysis, new universities) were more likely to make offers to students from certain ethnic minority groups compared to white students. Although there may be un-measured factors contributing to the allocation of places, the possibility of indirect discrimination by the old universities against ethnic minority students cannot be entirely dismissed.

What subjects do ethnic minority students in higher education study?

Ethnic minority students are much more likely than whites to be taking subjects leading to professional qualifications. This reflects the greater focus of ethnic minority people on some of the more traditional professions, although these are also some of the more competitive areas in which to succeed. There are though, significant differences by both gender and ethnic group.

Business and Administrative studies is a

popular choice for many groups, but most likely to be studied by Chinese women and Indian women and men. Computing Science and Engineering and Technology are a frequent choice for ethnic minority men while Pakistani and Bangladeshi women are more likely than other women and men to study Law. Agricultural subjects, Physical Sciences, Librarianship and Information Science, Languages, Humanities and Education are least studied by ethnic minority students.⁶⁷ Further analysis is underway within DfEE to investigate differential representation in subject and HE institution.

How do the achievements of students from different ethnic groups in higher education compare?

Ethnic minority first-degree graduates are less likely than white graduates to obtain an upper second or first class honours degree (53% of white graduates obtain the higher classes of degree compared to only 37% of ethnic minority graduates)⁶⁸.

⁶⁰ Elias, P. et al. 'Moving on: graduate careers three years after graduation.' Higher Education Careers Service Unit, 1999. Also, HESA First Destination Survey, 1998

⁶¹ Acland, T. and Azmi, W. 'Expectation and reality: ethnic minorities in higher education' in Modood, T. and Acland, T. (eds) 'Race and Higher Education', Policy Studies Institute, 1998.

⁶² 1998/9 HESA data, higher education institutions, Great Britain

⁶³ 1998/9 HESA data, higher education institutions, Great Britain

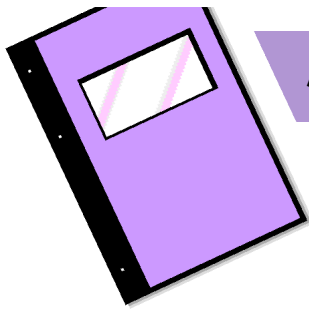
⁶⁴ Higher Education Management Statistics group, 1999. HESA data 1996.

⁶⁵ Modood, T. and Shiner, M. 'Ethnic Minorities and Higher Education'. Policy Studies Institute, 1994.

⁶⁶ Shiner, M. and Modood, T. Forthcoming.

⁶⁷ 1997/8 HESA data, Higher Education Institutions in Great Britain

⁶⁸ 1997/8 HESA data, Higher Education Institutions in Great Britain



The chart on page 9 shows a detailed breakdown by ethnic group.

More research is needed to establish whether this is related to factors such as socio-economic or previous educational background. Given the high prior

attainment of Chinese and Indian students, it is surprising that they underachieve in relation to whites at this level. Moreover, as the HE process would appear to offer limited scope for discrimination in teaching and assessment, further investigation is needed to establish reasons for these differences in achievement. There is evidence to suggest that certain ethnic groups experience difficulties in progression through university⁶⁹ and

this may contribute to their weaker performance on graduation. To some extent, varying achievement can be explained by the wide range of student abilities that high levels of participation will inevitably include. Nevertheless, underachievement of graduates across all ethnic minority groups needs to be addressed, particularly as research shows an association between the class of degree obtained and unemployment after graduation.⁷⁰

VII. Labour market participation

Inequalities in achievements experienced in education persist in the labour market, with particular ethnic groups being more successful than others. Although high proportions of young ethnic minority people are well qualified, older generations are less likely than whites of similar age to have the recognised qualifications and training, English language proficiency and work experience sought by employers. Therefore, some groups are

particularly disadvantaged in terms of unemployment rates, occupation levels, management responsibility and levels of pay. This paper however, concentrates only on differences in economic activity, unemployment and earnings, as well as participation in New Deal.

How do levels of economic activity vary between people from different ethnic groups?

Working age ethnic minority people

(66%) are on the whole less likely than white people (80%) to be economically active, although Black Caribbean and Other Black people are more involved in the labour market than other minorities (see Table 2 below.) The fact that only about half of Bangladeshi and Pakistani adults of working age are economically active⁷¹ implies severe economic deprivation for these groups, with poverty rates four times those of whites.⁷²

Table 2: Activity status, Great Britain 1998/9

Percentages

	Economic activity rate (16-59/64)	Employment rate (16-59/64)	ILO unemployment rate (16 & over)
All ethnic groups ^a	79.0	74.0	6.2
White	79.9	75.2	5.8
All ethnic minority groups	66	57	13
Black	73	62	15
Black Caribbean	76	66	13
Black African	68	57	16
Other Black	78	63	19
Indian	71	65	9
Pakistani/Bangladeshi	50	40	19
Pakistani	51	42	18
Bangladeshi	46	36	22
All other groups	66	58	12
Chinese	59	55	8
Other/mixed origins ^b	68	59	13

Source: Labour Force Survey, average summer 1998 to spring 1999⁷³

^a includes those who didn't state their origin

^b includes Black mixed

⁶⁹ Van Dyke, R. 'Monitoring the progress and achievement of ethnic minority students: a new methodology' in Modood, T. and Acland, T. (eds) 'Race and Higher Education', Policy Studies Institute, 1998

⁷⁰ Elias, P. et al. 'Moving on: graduate careers three years after graduation.' Higher Education Careers Service Unit, 1999.

⁷¹ Labour Force Survey, average summer 1998 to spring 1999, Great Britain.

⁷² Berthoud, R. 'The Incomes of Ethnic Minorities', Institute for social and Economic Research, ISRE Report 98-1, 1998.

⁷³ Sly, F. et al. 'Trends in the labour market participation of ethnic groups'. Labour Market Trends, December 1999.

There are also clear gender and age-related differences between ethnic groups. For cultural reasons, Black Caribbean women have traditionally high rates of economic activity, while the reverse is true for Bangladeshi and Pakistani women. Among all ethnic groups, economic activity rates are highest for people aged 25 to 44, and lower among the younger and older age groups. Among young people, differences in activity rates reflect participation in full-time further education, and therefore whites, Black Caribbeans and Black Others have greatest involvement in the labour market.⁷⁴ For people aged 45 to retirement age, early retirement, loss of industrial jobs and age discrimination are probable explanations for low activity⁷⁵, although in the case of older Pakistani and Bangladeshi men, over 60% of those who are inactive have a work-limiting disability compared to under 40% of inactive men in this age group nationally.⁷⁶

What differences exist in levels of unemployment between ethnic groups?

Unemployment amongst ethnic minority men is up to three times higher than for white men - and for ethnic minority women, four times higher than for white women (see Table A1 in appendix). In particular, ILO unemployment rates for Bangladeshi men and Pakistani men and women are much higher than other groups. Unemployment rates decline with increasing age for both men and women, but are typically at least twice as high for people from ethnic minorities as for white people in each age group.⁷⁷

How do ethnic minority graduates compete in the jobs market?

Not surprisingly, in view of lower achievement levels, graduates from ethnic minority groups have higher unemployment rates than white graduates. Black African (19%), Pakistani (14%), Black Caribbean (13%), Bangladeshi (13%) and Black Other (13%) groups are twice as likely as whites (7%) to be seeking employment six months after graduation.⁷⁸

There is little quantitative information about graduate unemployment across ethnic groups in the longer term. However, a recent survey suggests that the unemployment pattern alters with time - in the two year period following graduation, South Asian⁷⁹ graduates experienced higher unemployment rates than graduates from other ethnic groups (including Black Caribbean and Black African graduates). The survey also suggests that differences in the unemployment rates between ethnic groups were no longer significant after two years.⁸⁰ Further research is needed to confirm this finding.

Differences in graduates' age, previous academic profile and higher education institution attended also make an impact on future employment, as these measures are used by employers in selecting most employees, thus disadvantaging ethnic minority graduates.⁸¹ The use of competence-based criteria in selection may help to reduce disadvantage but the absence of formal monitoring evidence means this is difficult to gauge. In addition, the use of subjective assessments by managers for selection in training and promotion increases scope for unequal access to senior positions for ethnic minorities.

How do unemployment levels differ among the younger age group?

Taking the full 16-24 age range, unsurprisingly, the ethnic groups that tend to underachieve throughout education have the highest unemployment rates - Black Caribbean men and Pakistani/Bangladeshi men are more than twice as likely as white men to be out of work and Black women and Pakistani/Bangladeshi women are three times as likely as white women to be unemployed.⁸² Yet, research with some of these groups suggests that lack of commitment to the labour market is unlikely to be the major contributing factor here. Recent research has found that despite high levels of unemployment, many Black Caribbean young men have a positive attitude to work and a highly developed work ethic.⁸³

What factors might contribute to varying unemployment levels between people of different ethnic groups?

Investment in education alone does not necessarily guarantee success in the labour market for ethnic minority people. Recent analysis has shown that members of particular ethnic minority groups take longer than whites to achieve the same qualification level.⁸⁴ Other research confirms this finding and takes this a step further to show that where qualification levels are equal to white men, the length of time spent by second generation ethnic minority men to achieve the qualification has a positive association with unemployment.⁸⁵

⁷⁴ Owen, D. et al. 'Ethnic Minority Achievements in Education, Training and Employment' (working title). DfEE research series (forthcoming).

⁷⁵ Owen, D. et al. 'Ethnic Minority Achievements in Education, Training and Employment' (working title). DfEE research series (forthcoming).

⁷⁶ Labour Force Survey, average spring 1998 to winter 1998/9, Great Britain.

⁷⁷ Owen, D. et al. 'Ethnic Minority Achievements in Education, Training and Employment' (working title). DfEE research series (forthcoming).

⁷⁸ HESA First Destinations Survey, 1998

⁷⁹ Due to sample size, Indian, Pakistani and Bangladeshis have been grouped to form 'South Asian'.

⁸⁰ Elias, P. et al. 'Moving on: graduate careers three years after graduation.' Higher Education Careers Service Unit, 1999.

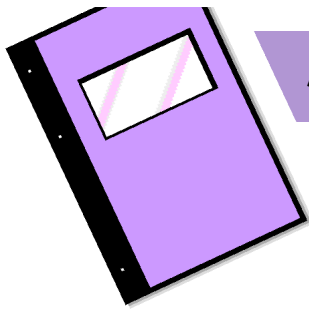
⁸¹ Connor, H. et al. 'Ethnic Minority Graduates: Differences by Degree'. IES Report 309, 1996

⁸² Sly, F. et al. 'Labour market participation of ethnic groups' in Labour Market Trends, December 1998.

⁸³ Fitzgerald, R. and Finch, S. 'Black Caribbean Young Men's Experiences of Education and Employment', DfEE research series (forthcoming).

⁸⁴ Berthoud, R. 'Young Caribbean men and the labour market'. Joseph Rowntree Foundation, 1999.

⁸⁵ Blackaby et al. 'White/ethnic minority earnings and employment differentials in Britain: evidence from the LFS'. University of Wales and Manchester Metropolitan University, 1998.



Therefore, the additional time spent by some ethnic minorities to achieve qualifications is actually disadvantaging them in the labour market. Further research is needed to determine what factors are at play here.

Older generations are less likely to have the recognised qualifications and training, language proficiency and work experience sought by employers. These have all been found to be factors in labour market success.⁸⁶ This helps to explain why men and women from all the major ethnic groups are more likely to be in employment if they were born in the United Kingdom rather than outside it.⁸⁷ Differences in job search methods may also contribute to low success in finding jobs – ethnic minority jobseekers are less likely to look for work in local newspapers and on Jobcentre noticeboards⁸⁸ although for some, this may be due to the type of employment they are seeking. Research also indicates that ethnic minority jobseekers are more reluctant to commute over long distances⁸⁹, once access to a motor vehicle is taken into account. As well as cultural and educational differences, the length of time spent living in the UK is likely to be a factor influencing the variation in employment rates between ethnic groups for those born abroad, but further work is needed to establish the extent of this.

Nevertheless, recent research suggests that personal characteristics such as age,

educational attainment, immigrant status, work experience and broad region of residence don't wholly explain differences in employment rates between white and ethnic minority men.⁹⁰ Together, these characteristics account for only half the differences in unemployment rates. Immigrant status and educational attainment stand out as the most influential of these characteristics, explaining 20% and 12% respectively of the difference in average unemployment rates.⁹¹

Discrimination by employers cannot therefore be ruled out, and attention needs to be focused on the fairness of employers' recruitment and selection practices. Research evidence shows that there is also a need for greater use of race equality initiatives by employers in small and medium size organisations.⁹²

How has the New Deal contributed to reducing unemployment among ethnic minorities?

Early evidence from the New Deal for young people and New Deal for longer-term unemployed people aged over 25 suggests that there are ethnic differences in the take-up of options and employment. Ethnic minority people are less likely than whites to move into sustained unsubsidised or subsidised employment (25% compared to 33% of whites⁹³) and more likely to move into an education and training option from the Gateway (59% compared to 44% of whites⁹⁴), despite being better qualified. While the take-up of education may seem surprising given the relatively high level of qualifications held by ethnic minorities, it is

consistent with other research on study patterns of unemployed ethnic minority people⁹⁵ and of the better-qualified unemployed.⁹⁶ Little is known about the destinations of about a quarter of ethnic minority young people leaving Gateway and a fifth of ethnic minority young people who have left New Deal. A survey of leavers with unknown destinations shows that about 43% of all such young people were in work immediately after leaving New Deal, however, detailed information is needed for ethnic minority young people.⁹⁷

Evidence of high unemployment among well-qualified ethnic groups suggests that further academic qualifications are unlikely to be the key to labour market success (except for the poorly qualified). Further information is needed on the types of courses pursued by ethnic minorities, to gauge whether these are likely to improve their chances of employment. However, experience in relevant employment fields may be a more successful route to stable employment for unemployed ethnic minority people.

How do levels of earnings differ between ethnic groups?

Pakistani/Bangladeshi⁹⁸ men and women have the lowest gross hourly rates of pay in Great Britain (hourly full-time rates are £6.87 for men and £6.33 for women). In contrast, Chinese men and women, white men and Indian men have the highest full-time earnings nationally, earning over £9.00 per hour. The situation is slightly different in London where hourly rates for all ethnic groups tend to be higher than the rest of the

⁸⁶ Fitzgerald, R. and Finch, S. 'Black Caribbean Young Men's Experiences of Education and Employment', DfEE research series (forthcoming). Also, Smith, A. et al. 'Understanding the Impact of Jobseeker's Allowance', DSS research report (forthcoming).

⁸⁷ Labour Market Trends, August 1999. Based on Labour Force Survey, winter 1998/9, Great Britain.

⁸⁸ Shropshire, J. et al. 'Unemployment and Jobseeking: the experience of ethnic minorities', DfEE Research Report 106, 1999.

⁸⁹ Thomas, J. 'Ethnic Variation in Commuting Propensity and Unemployment Spells: some UK evidence' in Journal of Urban Economics 43, pp385-400, 1998.

⁹⁰ Women were excluded from the analysis to reduce the incidence of disrupted labour market experience.

⁹¹ Blackaby et al. 'White/ethnic minority earnings and employment differentials in Britain: evidence from the LFS'. University of Wales and Manchester Metropolitan University, 1998.

⁹² Metcalf, H. and Forth, J. 'Business Benefits of Race Equality At Work'. DfEE Research Report 177, 2000.

⁹³ 18-24 New Deal data from the New Deal Evaluation Database, January 1998 - September 1999. Percentage refer to the proportion of people who have started New Deal who have gone on to find sustained employment.

⁹⁴ DfEE Statistical First Release 36/1999 'New Deal for young people and long-term unemployed people aged 25+: statistics', 2 December 1999. Percentages refer to the proportion of people who have taken up a Gateway option who have chosen the education and training option.

⁹⁵ Shropshire, J. et al. 'Unemployment and Jobseeking: the experience of ethnic minorities', DfEE Research Report 106, 1999.

⁹⁶ Shropshire, J. et al. 'Unemployment and Jobseeking: the experiences of claimants who study part-time', DfEE Research Report 102, 1999.

⁹⁷ Hales, J. and Collins, D. 'New Deal for Young People: leavers with unknown destinations'. ES Research Report 21, 1999.

⁹⁸ Pakistani and Bangladeshi categories have been merged here due to small numbers.

country. For men in London, white, Indians and Chinese are the highest paid but white men are likely to earn more than the other two groups. Among women in London, whites and Chinese earn the highest rates of pay, followed by Black women. Asian women earn the least although Indians earn more than Pakistani/Bangladeshis. On the whole, women earn less than men nationally.⁹⁹

As mentioned in section III, some ethnic groups come from a relatively privileged socio-economic background, while others experience high levels of deprivation and economic disadvantage. Bangladeshis and Pakistanis are the poorest groups, with 60% living in low income households (defined as having less than half the average (mean) income) with high unemployment, low economic activity

among women and older men, low pay and large family size impacting on their prosperity. Even among working couples, 40% of Bangladeshis and Pakistanis with children receive some means-tested support, compared to 8% of whites.¹⁰⁰ Their low economic status has clear implications for health, education and employability.

VIII. Skills and work-related training

What level and pattern of training do ethnic minority adults undertake?

Ethnic minority adults are more likely than the younger generation to be engaged in government supported training, representing 18% of all participants on Work Based Learning for Adults.¹⁰¹

Similar proportions of ethnic minority and white employees undertake job-related training (about 16%).¹⁰² However, data suggests that employees from some ethnic minority groups, such as Black employees are more likely than others to receive job-related training. Further investigation is needed to establish the extent to which this is affected by prior qualification levels, employment status, occupation type and industry however these are would probably explain the differences between ethnic groups.

What qualifications do people from different ethnic groups achieve?

Ethnic minority people have higher retention rates for Work Based Learning for Adults than whites though they are less likely to gain jobs and qualifications on completion of training. It is worth noting though, that differences in outcomes between white and ethnic minority adults are smaller than the differences found among young people (see section IV). Asian participants are most disadvantaged in terms of obtaining qualifications at the end of the programme (38% compared to 44% of whites). As shown in Table A2 in the Appendix, Black participants are most disadvantaged in employment outcomes (40% have a job at the end of training compared to 44% of whites).¹⁰³

Although ethnic minority participants

are less likely to have 'hard' positive outcomes, evidence from follow-up surveys of participants on European Social Fund (ESF)- subsidised courses suggests that work-related training programmes play an important role in confidence building and provide valuable job-search skills. An integrated package of support where a range of different activities are offered such as advice and guidance, job search and work experience increases ethnic minority people's employability and should be an important consideration for training providers. Basic skills training is also fundamental as a very high proportion of some ethnic minority communities has a low level of English language competence.¹⁰⁴ The Department has commissioned research to investigate the extent and types of training provision for people for whom English is an additional language and the barriers to employment faced by this group of people.

IX. Lifelong learning

How are people from the various ethnic groups enhancing their qualifications throughout their lives?

While there is little difference between the qualification levels of whites and the

ethnic minority population overall, we need to be aware of the differences between ethnic minorities (and men and women) if we are to effectively target learning to groups with greatest need.

Qualification levels are especially poor

among Bangladeshi and Pakistani men and women with at worst, 53% of Bangladeshi women and 40% of Bangladeshi men having no qualifications¹⁰⁵ (see Table A3 in Appendix). This goes some way to explaining these groups' difficulties in

⁹⁹ Labour Force Survey, average spring 1998 to winter 1998/9. Data is for gross hourly pay, according to region of residence.

¹⁰⁰ Berthoud, R. 'The Incomes of Ethnic Minorities.' Institute for Social and Economic Research, ISRE Report 98-1, 1998.

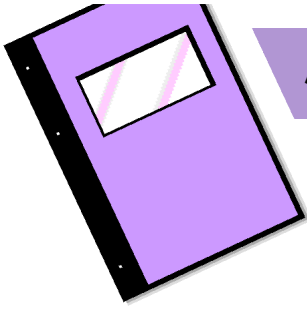
¹⁰¹ DfEE Statistical First Release 26/1999 'TEC delivered government supported training: work-based training for young people and work-based learning for adults - England and Wales', 30th September 1999

¹⁰² DfEE Statistical Volume, 'Education and Training Statistics for the United Kingdom 1998'.

¹⁰³ DfEE Statistical First Release 26/1999 'TEC delivered government supported training: work-based training for young people and work-based learning for adults - England and Wales', 30th September 1999

¹⁰⁴ Carr-hill et al. 'Lost opportunities, the language skills of linguistic minorities in England and Wales'. The Basic Skills Agency, 1996.

¹⁰⁵ Labour Force Survey, average summer 1997-spring 1999, Great Britain.



securing employment and their concentration in low pay jobs. By and large, better qualified ethnic groups are also those which are successful in the labour market, such as Chinese and Indians, however Black African men and women are the exception. Despite being extremely well qualified, they experience extremely high levels of unemployment.

Because the Labour Force Survey is the main source of information on progress

towards the National Learning Targets, this poses some difficulties in accessing detailed information by ethnicity, particularly the targets for 19 and 21 year olds. However, information about the National Learning Targets for level 3 and 4 qualifications among the adult population shows that at in summer 1999, roughly equal proportions of Black (47%), Indian (47%) and white adults (46%) had **level 3** equivalent qualifications compared to a much smaller proportion of Pakistanis and Bangladeshis (34%). Black (31%) and Indian (31%) adults were more likely to be qualified to **level 4** than whites (26%) and Pakistanis and Bangladeshis (18%).¹⁰⁶ Trends suggest that the rate

of increase in those qualified to level 3 and 4 has been marginally greater among ethnic minority people than whites over recent years, with larger increases among Indian and Bangladeshis at level 3, and larger increases among Bangladeshis at level 4. The progress of the younger age group of Bangladeshis through the education system is likely to explain the increase in this group's qualifications. A Department-funded project will soon be reporting on the effects of ethnicity on participation in adult learning. This should provide an insight into patterns of learning among ethnic minority groups.

X. Conclusion

The evidence presented in this paper re-affirms the need to understand the heterogeneity that exists within the ethnic minority population in Great Britain. People from different ethnic minority groups have quite different experiences and even within ethnic group, there are important differences in participation and achievement due to factors such as gender and age.

While there has been an improvement in the position of people from particular ethnic groups (for example, Indians and Chinese), this is not the case for all ethnic minority people. There is a clear pattern of continuous underachievement for certain ethnic groups which starts in early and

compulsory education, continues through further and higher education, and persists in the labour market. Most notably, for some ethnic groups such as Black Africans, educational achievement isn't adequately rewarded in the labour market.

Among the second generation, the three ethnic groups who appear to benefit least from the education system and in the labour market are Bangladeshis, Black Caribbeans and Pakistanis. However, it is the older generation of Pakistanis and Bangladeshis who are the most severely disadvantaged with a background of neighbourhood deprivation, low income, high unemployment, ill health and low

English skills and qualifications. It is currently unclear as to what extent their disadvantaged position is due to their geographical location (mainly in major cities), personal characteristics or length of time spent in the UK.

Effective social policy requires robust and reliable evidence. Yet, an important finding of this paper is that on a number of issues, the current evidence is not conclusive. Because of limitations in sample sizes and a lack of socio-economic information, further research and analysis is needed to investigate why people from certain ethnic groups are more disadvantaged than others in education and in the labour market.

¹⁰⁶ Labour Force Survey, Summer 1999, England

Table A1: Economy Activity

Economic status by ethnic origin and sex, Great Britain - average Summer 1998 to Spring 1999

thousands and per cent

	In employment	ILO unemployed	Economically active	Economically inactive	All aged 16 & over	Economic Activity rate(%)		Employment rate (%)	ILO unemployment rate (%)
						16 & over	16-59/64	16-59/64	16 & over
All									
All ethnic groups ¹	26600	1757	28357	16562	44920	63.1	79	74	6.2
White	25270	1556	26825	15573	42398	63.3	79.9	75.2	5.8
All ethnic minority groups	1323	201	1525	986	2511	61	66	57	13
Black	386	67	453	226	679	67	73	62	15
Black Caribbean	213	33	246	128	373	66	76	66	13
Black African	136	26	161	83	244	66	68	57	16
Other Black	38	9	46	15	61	76	78	63	19
Indian	414	41	455	261	716	64	71	65	9
Pakistani/Bangladeshi	198	48	245	282	527	47	50	40	19
Pakistani	149	34	183	198	381	48	51	42	18
Bangladeshi	48	14	62	83	145	43	46	36	22
All other groups	325	46	371	218	589	63	66	58	12
Chinese	69	6	75	61	136	55	59	55	8
Other/mixed origins ²	256	40	296	157	453	65	68	59	13
Men									
All ethnic groups ¹	14682	1085	15767	6143	21910	72	84.8	78.9	6.9
White	13921	965	14885	5786	20672	72	85.4	79.8	6.5
All ethnic minority groups	758	121	878	355	1234	71	76	65	14
Black	199	38	236	89	325	73	79	66	16
Black Caribbean	102	18	120	50	171	70	80	68	15
Black African	79	15	94	32	126	74	77	65	16
Other Black	17	*	22	6	28	78	78	60	*
Indian	246	24	271	94	365	74	80	73	9
Pakistani/Bangladeshi	146	34	180	91	271	67	70	57	19
Pakistani	107	24	131	63	194	67	71	58	18
Bangladeshi	39	10	50	28	77	64	68	54	21
All other groups	167	25	191	82	273	70	73	63	13
Chinese	33	*	36	27	63	58	60	55	*
Other/mixed origins ²	133	21	155	55	210	74	76	66	14
Women									
All ethnic groups ¹	11918	672	12590	10419	23010	54.7	72.7	68.7	5.3
White	11349	591	11940	9787	21727	55	73.9	70.1	4.9
All ethnic minority groups	566	81	647	631	1278	51	56	49	12
Black	188	29	217	137	354	61	68	58	14
Black Caribbean	111	15	125	77	203	62	72	63	12
Black African	57	11	67	51	118	57	59	49	16
Other Black	21	*	24	9	33	74	77	66	*
Indian	168	17	185	167	352	53	61	56	9
Pakistani/Bangladeshi	52	13	65	191	256	25	27	22	21
Pakistani	43	10	52	135	188	28	30	25	18
Bangladeshi	9	*	13	55	68	19	20	14	*
All other groups	159	21	180	137	317	57	60	53	12
Chinese	36	*	39	35	74	53	59	54	*
Other/mixed origins ²	122	19	141	102	243	58	61	53	13

Source: Labour Force Survey. Reproduced from Sly, F. et al. 'Trends in the labour market participation of ethnic groups'. Labour Market Trends, December 1999.

* Annual estimates less than 6,000 are too small to be reliable.

(1) Includes those who did not state their origin

(2) Includes Black/mixed.

Table A2: Training

Work based learning for adults - Destinations and Qualifications by Characteristics - England and Wales

Period of survey	Period of Leaving	Outcome 1	All leavers	White	Black/African/Caribbean	Indian/Pakistani Bangladeshi/Sri/Lankan	Other
Oct 96 to Sept 97	1996-7	In a job	44	45	37	45	39
		Completed	71	71	72	72	74
		Gained Qual	44	44	42	37	41
Oct 97 to Sept 98	1997-8	In a job	44	44	40	43	40
		Completed	71	71	73	72	73
		Gained Qual	44	44	39	38	40

1 Gained Qual - the proportion gaining any full qualification and/or a credit towards one

Source: WBLA trainee database

Table A3 Qualifications

Highest qualification of people of working age, by ethnic group and sex; Great Britain; average Summer 1997-Spring 1999, not seasonally adjusted

	All people of working age	Higher Qualification	Other Qualification	No qualification
thousands and per cent				
All				
All origins ^a	34,831	22	60	17
White	32,562	22	61	17
Black - Caribbean	327	19	59	20
Black - African	235	28	60	12
Black - Other ^b	65	18	68	12
Indian	624	23	55	20
Pakistani	349	13	51	34
Bangladeshi	123	6	47	46
Chinese	122	30	49	19
Other - Mixed ^c	414	23	13	*
Men				
All origins ^a	18239	22	62	15
White	17095	22	62	14
Black - Caribbean	153	16	59	23
Black - African	123	34	57	8
Black - Other ^b	31	*	70	*
Indian	329	28	55	16
Pakistani	180	17	52	29
Bangladeshi	66	*	52	40
Chinese	61	29	51	19
Other - Mixed ^c	196	26	12	*
Women				
All origins ^a	16592	20	59	20
White	15466	21	59	20
Black - Caribbean	175	22	59	18
Black - African	112	22	62	15
Black - Other ^b	33	21	66	*
Indian	294	18	56	24
Pakistani	169	10	49	40
Bangladeshi	57	*	41	53
Chinese	61	31	48	20
Other - Mixed ^c	218	20	14	*

* Estimates too small to be reliable and are excluded from the table

Source: Labour Force survey

^a Includes those who did not state ethnic origin

^b Excludes Black mixed

^c Includes Black mixed

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