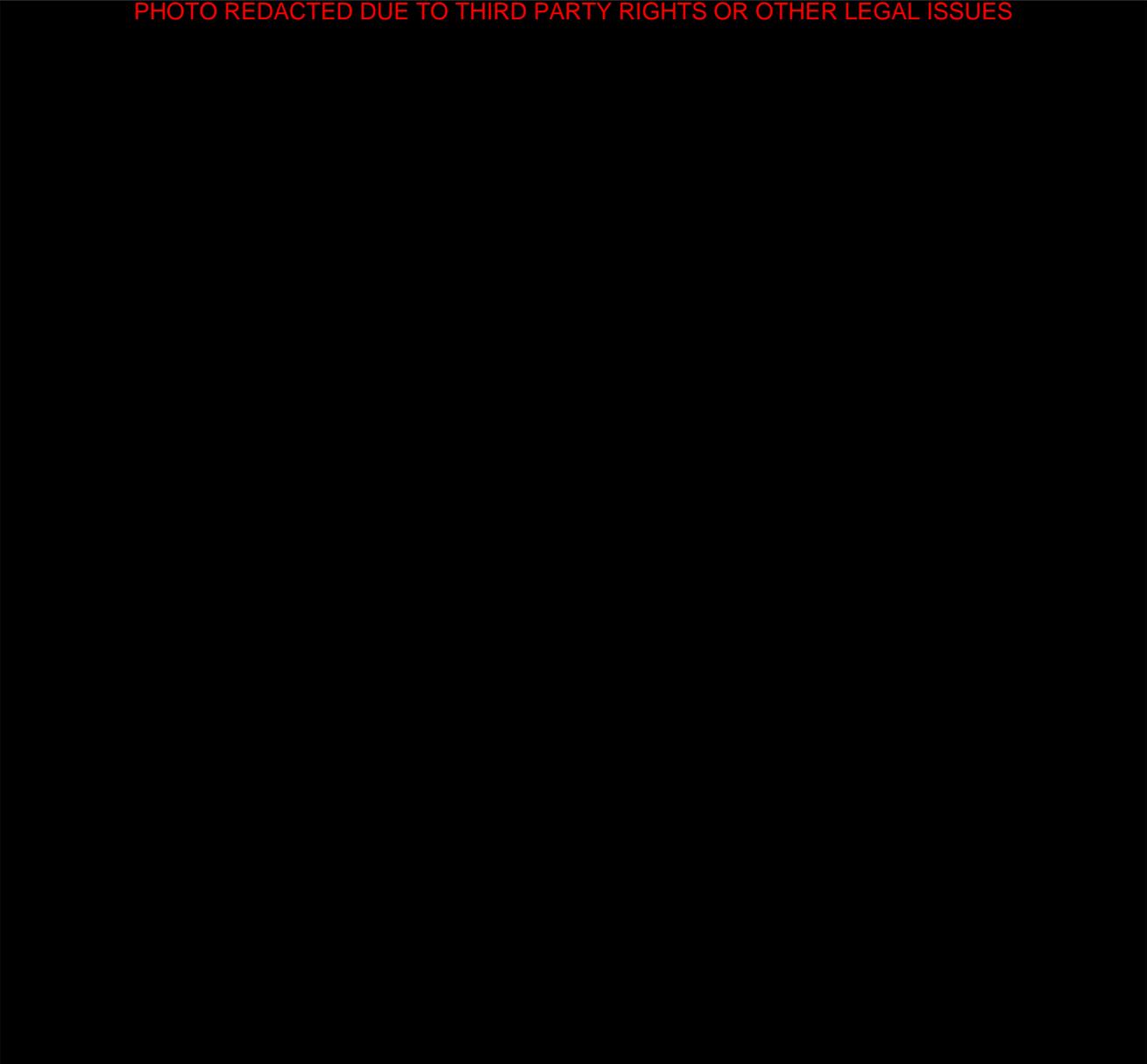


Further Education: Raising Skills, Improving Life Chances

Race Equality Impact Assessment: statistical supplement

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INTRODUCTION

Sources of data

1. This statistical supplement accompanies the race equality impact assessment (REIA) published by the Department for Education and Skills (DfES) in November 2006. The purpose is to provide relevant background information regarding the discussions and assessments in the main document. The supplement consists essentially of statistical tables, as shown in the list of contents on the previous pages. There is a commentary on each table, drawing attention to points of interest.
2. With regard to race equality issues in the further education system, there are five principal sources of statistical data:
 - administrative data collected by bodies such as the DfES and the Learning and Skills Council (LSC)¹
 - regular, more general surveys such as the Labour Force Survey (LFS), the Youth Cohort Study (YCS) and the work of the Office for National Statistics (ONS)²
 - specially commissioned surveys, for example those that have been undertaken by the Network for Black Managers (NBM)³ and the Commission for Black Staff in Further Education (CBSFE)⁴
 - evaluations of specific projects and programmes, usually carried out by academic institutions⁵
 - academic and governmental studies and surveys not directly about further education but nevertheless of direct relevance, for example reports about the higher education sector,⁶ the schools and children's services sector,⁷ and employment and the labour market.⁸
3. Sources of statistical data can be different from each other in certain important ways. In particular it should be noted that they may be different in the following respects:
 - whether they involve (a) studies of total populations or (b) of representative samples
 - the categories and terminology which they use when (a) collecting data and (b) reporting data
 - whether data about ethnicity is collected through (a) self-reporting (as in job applications) or through (b) reporting by another (as when a head of household

¹ Several examples are given in this statistical supplement.

² Again, there are several examples in this statistical supplement.

³ Factsheets relating to the further education sector in England include *Second and Third Tier Black and Minority Ethnic Managers*, *Black and Minority Ethnic Governors*, and *Attrition Rate of Black and Minority Ethnic Managers*, all published in November 2005.

⁴ *Challenging Racism: further education leading the way*, 2002

⁵ For example, the studies by Payne (2003) and Hillage *et al* (2006).

⁶ Such studies include *Why the Difference? – a closer look at higher education, minority ethnic students and graduates*, by Helen Connor, Claire Tyers, Tariq Modood and Jim Hillage, DfES research report RR552, 2004; *Muslim Women and Higher Education: identities, experiences and prospects*, by David Tyrer and Fauzia Ahmed, John Moores University 2006; and *Going to University from Care*, by Sonia Jackson, Sarah Ajayi and Margaret Quigley, Institute of Education University of London for the Frank Buttle Trust, 2006.

⁷ In particular the *Pupil Level Annual School Census* (PLASC). See Tables 7–8 for details.

⁸ For example, *Moving on Up?—Bangladeshi, Pakistani and Black Caribbean women and work*, Equal Opportunities Commission, 2006, and *Enterprising People, Enterprising Places*, National Employment Panel with the Ethnic Minority Business Forum, 2005.

fills in a census form, or a parent provides information about their child to a primary school)

- whether a study is (a) routine and regular or (b) one-off or occasional.

Problems of interpretation

4. As a consequence of the variations listed above, it can happen that the same word is used in different ways in different reports, and that building up composite overviews, drawing on a variety of sources, is frequently problematic. Some of the principal problems are itemised below.

The white/BME distinction

- Some studies simply draw a distinction between 'white' and 'black and minority-ethnic', or an equivalent term. This can be appropriate when samples are not large enough for statistically significant comparisons to be made and it can be useful for providing a broad-brush overview. It is seldom if ever, however, helpful for clarifying what practical measures need to be introduced to make improvements in provision. It is virtually never used in this statistical supplement.

The term 'Asian'

- Some studies use the term *Asian* to mean South Asian, and make then no distinction between Bangladeshi, Indian and Pakistani communities. Again, this may be appropriate from a statistical point of view when samples are very small. The fact remains these communities vary considerably in terms of social class; the push and pull factors that affected their original migrations; how they have been affected by recent economic trends and history within Britain; and the geographical areas within Britain where they are mainly settled. They differ also, of course, in terms of religious tradition, culture and community language, and in the extent of their interaction and involvement with mainstream society and public space. There are few if any practical policies and measures that are relevant to all South Asian communities without exception. In this supplement the term South Asian is used in citations of research where samples were too small to yield statistically significant results, but not otherwise.

The term 'black'

- In an analogous way, statistical studies sometimes use the blanket term *black*, without distinguishing between African and African-Caribbean communities. This too is usually because samples are too small to yield statistically significant results. In this supplement, the preferred usage is often 'African and African-Caribbean communities' rather than 'black communities', in order to signal that there are significant differences between and within them.
- Occasionally, reports use the term *black* to refer to all people who may experience racism based on their physical appearance. This usage is less common nowadays than it was in the 1980s and 1990s and is not adopted in this supplement. The continuing seriousness of colour racism must, however, be recognised, not downplayed.

The term 'white'

- The word *white* is used in different ways in different studies. Sometimes it refers to all people who describe themselves as white in the categories of the 2001 census. At other times, however, it refers only to those who in addition describe themselves as British ('white British'). Since terms such as 'ethnic minority' 'minority ethnic' and 'BME' are usually defined as 'not white', it follows that they too vary in their

meaning according to who is and is not classified as white.⁹

The term 'white other'

- This category is so wide that it is of no use for policy-making and for review. It includes large numbers of people from Australia, Canada, New Zealand, South Africa and the United States; even larger numbers from other EU countries, including those which have come from the accession states since the 2001 census; and quite large numbers of people from the Middle East.

The term 'African'

- The term *African* in official statistics is of limited use for policy-making, for it refers to communities and identities that are very dissimilar to each other in terms of social class, educational qualifications, country of origin, reasons for migration and length of time in the UK, and culture, religious tradition and home language.

Breakdowns by region

- Most readily available statistics pertain to the national level rather than to regional or local levels. This can lead to a one-size-fits-all approach to discussion of policy that may be seriously inadequate. For example, the attainment at 16+ of Pakistani heritage learners differs substantially between different regions.¹⁰ If attention is paid only to the national picture this can lead to serious neglect at regional, city and borough levels. In this supplement several breakdowns by region are provided (see Tables 8, 10, 22 and 29) in order to signal the crucial importance of regional analysis.

Breakdowns by gender

- It sometimes happens that statistics by ethnicity are not accompanied by cross-tabulations by gender. In a range of ways the experiences of racial discrimination are different for women and men. For this reason alone, though also for other reasons, blanket assertions about all members of a community, without checking whether they are equally true of both genders, may be of limited use for policy-making and for monitoring take-up of provision. In this supplement there are several breakdowns by gender (see in particular Tables 4–6 and Table 9), to show that patterns of educational participation and attainment vary for women and men.

Socio-economic circumstances

- It is well-known that in all societies educational attainment is correlated to socio-economic circumstances.¹¹ In UK society African, African-Caribbean and South Asian communities differ substantially from each other in terms of social class. Comparisons between them, and with the national averages, are therefore misleading in so far as they do not control for this variable. It is known, for example, that 70 per cent of Bangladeshi-heritage pupils in schools and almost 60 per cent of Pakistani-heritage and African heritage-pupils live in the 20 per cent most deprived postcode areas (as defined by the Index of Multiple Deprivation),

⁹ For example, the DfES research topic paper *Ethnicity and Education: the evidence on minority ethnic pupils* (2005, revised and expanded 2006) defines minority ethnic group as 'any group except white British', as do in consequence all publications which draw on it.

¹⁰ *The Achievement of British Pakistani Learners: work in progress*, by Robin Richardson and Angela Wood, Trentham Books 2004, updated and reprinted in 2005. See also Table 8.

¹¹ The evidence for the UK is summarised at <http://www.statistics.gov.uk/cci/nugget.asp?id=1003>.

compared with less than 20 per cent of pupils categorised as white British.¹²

In this supplement there are no tabulations linking educational participation and attainment to socio-economic deprivation. Such links are significant, however, and must not be forgotten.

5. The problems outlined above are not a reason for dismissing certain of the statistics that already exist. They are, however, reasons for caution and for caveats, and for determining to collect and assess more detailed statistics in future. The tables in this supplement, several of which have been specially compiled for the race equality impact assessment published in November 2006, highlight a range of issues requiring further and more detailed analysis and study.

Standardising terminology

6. As noted above, there is not yet a standard terminology across all the sources of data listed in paragraph 2. In this statistical supplement, however, a degree of standardisation has been introduced. The purpose is to make the supplement internally consistent. Also, even more importantly, it is to make the terminology of the supplement consistent with the terminology in the REIA document itself. A consequence is that there are departures here from the terminology used by, for example, the Office for National Statistics (ONS). The main differences between terminology here and the terminology of the ONS are as follows:

- *African* is used here instead of *Black African*.
- *African-Caribbean* is used instead of *Black Caribbean*.
- *South Asian* is used instead of *Asian* to refer to people of Bangladeshi, Indian or Pakistani heritage. Occasionally this involves including a small and statistically not significant number of 'other Asian' people.
- *Chinese* is used in precisely the same way as in the publications of the Office for National Statistics.
- *Other Asian* is used to refer to all people who identified themselves as Asian in the 2001 census, but not with one of the three South Asian identities mentioned above, and not as Chinese.
- Words such as *heritage*, *background* and *community* are used instead of *group*.
- *Ethnicity* is used instead of *race* or *racial group*.

Bibliography

7. For readers' convenience, the bibliography which appears in the main race equality assessment is included also in this statistical supplement. It is on the last two pages.

¹² Cited in *Ethnicity and Education* (note 9 above). There is also relevant data in *Enterprising People, Enterprising Places*, National Employment Panel with the Ethnic Minority Business Forum, 2005; *Improving Opportunity, Strengthening Society*, Department for Communities and Local Government, 2006; and *Changing Patterns of Employment by Ethnic Group and for Migrant Workers*, University of Warwick, 2005.

TOPICS AND TABLES

Participation by different age groups¹³ (Tables 1–3)

Tables 1-3 show in broad-brush terms the breakdown by ethnicity of learners in FE for different age bands and comparable population figures. Data on participation in higher education is not included here, but it is known that most minority communities are well-represented.¹⁴

Table 1 shows there were almost 1.4 million learners in the sector altogether, and they constituted about 70 per cent of their age group. Table 1 shows also, similarly in broad-brush terms, the different parts of the system in which they participate. Points of interest include:

- The FE sector at 16-18 has a higher proportion of people of African heritages than might be expected from their proportion of their age group – 2.3 per cent of all learners in FE compared with 1.2 per cent of the age group. The same is true, though to a lesser extent, for young people of African-Caribbean heritage (1.7 per cent in FE compared with 1.1 per cent of the age group) and those of Pakistani heritage (2.7 compared with 2.1.) The proportion of FE learners from a 'white British' background is lower than the proportion of the 16-18 population from these backgrounds – 79.6 per cent compared with 86.0 per cent.
- Given these patterns across the FE sector as a whole, the picture is different by type of provision. The higher proportions of 16-18 year-olds of African heritages in FE, for example, are particularly marked in general FE colleges (3.2 per cent compared with 1.2 per cent of the age group). There is a similar picture for those of African-Caribbean heritage (2.3 compared with 1.1). There are higher proportions of learners of Indian and Pakistani heritage in sixth form colleges than in the 16-18 population (both 4.3 per cent in sixth form colleges, compared with 2.3 per cent and 2.1 per cent respectively of the population).
- However, there is a very different picture in the case of work-based learning. There is a higher proportion of 'white British' than would be expected from their proportion of the age group and far fewer of African, Indian or Pakistani heritages.

¹³ In general, the age groups in this supplement are calculated by using the 'academic age' of the learner (i.e. the age of the learner at the 31st August before the start of the academic year). However, in some sources (notably the census and the LFS) calendar age is used.

¹⁴ Higher Education Statistics Agency. See also Connor *et al* (details in bibliography), 2004. Students from minority backgrounds are more likely to be at post-1992 universities than in pre-1992: they comprise 22 per cent of all total undergraduates at post-92 universities compared with 15 per cent at pre-92 universities.

Table 1 – Participation rates in further education: learners aged 16-18 by ethnicity and type of provision, all England, both genders, 2004/05

Ethnicity	All in FE (per cent)	General FE and Tertiary	Sixth Form College	Other College	School Sixth form	External institutions	Work based learning	Percentage in age band in population
Black	4.5	6.2	5.3	1.0	3.4	4.6	2.3	2.6
African heritage	2.3	3.2	2.8	0.4	2.0	2.4	0.6	1.2
African-Caribbean heritage	1.7	2.3	2.0	0.4	1.0	1.6	1.3	1.1
Any other	0.5	0.7	0.5	0.2	0.4	0.6	0.4	0.3
Mixed	2.4	2.9	2.4	1.4	2.2	2.2	1.7	2.8
White and South Asian	0.4	0.5	0.6	0.2	0.6	0.4	0.2	0.7
White and African	0.3	0.4	0.3	0.1	0.2	0.3	0.2	0.3
White and African-Caribbean	1.0	1.3	0.8	0.7	0.5	0.9	0.9	1.2
Any other	0.7	0.7	0.7	0.4	0.9	0.6	0.4	0.6
South Asian	7.3	7.2	11.3	1.7	8.9	9.0	2.9	5.8
Bangladeshi heritage	1.1	1.2	1.7	0.3	0.9	1.1	0.8	0.9
Indian heritage	2.6	2.2	4.3	0.4	4.1	2.5	0.6	2.3
Pakistani heritage	2.7	2.9	4.3	0.8	2.7	3.5	1.3	2.1
Any other Asian	0.9	0.9	1.0	0.2	1.2	1.9	0.2	0.5
White	81.9	79.1	76.5	93.7	80.0	78.1	91.7	88.0
British heritage	79.6	76.8	74.6	92.1	76.6	74.1	90.8	86.0
Irish heritage	0.4	0.3	0.4	0.2	0.5	0.4	0.3	0.4
Any other	1.9	2.0	1.5	1.4	2.9	3.6	0.6	1.6
Chinese	0.5	0.4	0.7	0.2	0.8	0.8	0.0	0.4
Any other ethnicity	1.2	1.6	1.3	0.4	1.2	2.3	0.5	0.4
Not known or not provided	2.4	2.5	2.5	1.6	3.5	3.0	0.8	~
ALL	1,375,300	553,600	141,600	15,900	354,000	18,300	291,900	1,987,500

Sources: The proportions in column 8 are estimated from the numbers of people aged 10-14 at the time of the 2001 census, and the total is the 2005 mid-year population estimate of 16-18 year olds in England (ONS). Column 5 is derived from the Pupil Level Annual School Census (PLASC). The other columns are derived from ILR/SFR08, published December 2005.

Table 2 is similar to Table 1 but pertains to the 19-24 age group. It shows that in 2004/05 there were almost 771,000 learners involved in the FE system representing about 20 per cent of the age group. With regard to ethnicity and type of provision, the picture is broadly the same as for those aged 16–18. Particular points of interest include;

- People of Indian heritage and ‘white British’ people are less likely to be involved in FE than people of other backgrounds, compared with the 19-24 population figures. People of Indian heritage constitute 2.8 per cent of their age band but 1.9 per cent of those involved in FE, and ‘white British’ people constitute 84.7 per cent of their age band but 73.4 per cent of those involved in FE. In the case of Indian-heritage young people their under-representation in FE is almost certainly accounted for by their over-representation in HE.
- ‘White British’ people are more involved in work-based learning than is to be expected from their proportion of the 19–24 age group – 84.7 per cent of the age band but 91.2 per cent of learners in work-based learning. People of South Asian heritages, and also those of African heritage, are substantially less likely to be involved in work-based learning than is to be expected.

Table 2 - Participation rates in further education: learners aged 19-24 by ethnicity and type of provision, both genders, 2004/05

Ethnicity	All in FE (per cent)	General FE and tertiary	Sixth form college	Other College	External institutions	Work based learning	Percentage in age band in population
Black	5.1	6.5	5.7	4.6	5.2	2.0	2.7
African heritage	2.8	3.8	2.8	2.5	2.8	0.6	1.2
African-Caribbean heritage	1.6	1.9	2.2	1.6	1.6	1.0	1.2
Any other	0.7	0.8	0.7	0.5	0.8	0.4	0.3
Mixed	1.9	2.2	1.6	2.1	1.9	1.1	2.2
White and South Asian	0.3	0.4	0.2	0.4	0.3	0.2	0.6
White and African	0.4	0.4	0.2	0.4	0.4	0.1	0.2
White and African-Caribbean	0.7	0.8	0.7	0.6	0.7	0.5	0.9
Any other	0.5	0.6	0.5	0.7	0.5	0.3	0.5
South Asian	6.7	7.9	12.2	6.6	11.4	2.5	6.8
Bangladeshi heritage	1.0	1.1	1.6	1.5	1.8	0.5	1.0
Indian heritage	1.9	2.2	3.0	1.4	2.8	0.8	2.8
Pakistani heritage	2.7	3.2	6.7	2.9	4.6	0.9	2.4
Any other Asian	1.1	1.4	0.9	0.8	2.2	0.3	0.6
White	80.5	76.1	70.0	79.7	72.6	92.6	87.2
British heritage	73.4	67.2	62.2	70.5	57.7	91.2	84.7
Irish heritage	0.4	0.5	0.4	0.7	0.4	0.3	0.5
Any other	6.7	8.4	7.4	8.5	14.5	1.1	2.0
Chinese	0.5	0.6	0.9	0.8	0.7	0.1	0.8
Any other ethnicity	2.3	2.9	3.0	2.3	4.3	0.6	0.5
Not known or not provided	3.1	3.8	6.5	3.9	3.7	1.3	
ALL	770,900	480,200	13,100	14,800	43,500	219,300	3,923,800

Sources: The proportions in column 8 are estimated from the numbers of people aged 15-19 at the time of the 2001 census, and the total is the number of people in England aged 19-24 in mid-2005 (ONS mid-yr population estimate). The other columns are derived from ILR/SFR08, published December 2005.

Table 3 is similar in format to Tables 1 and 2 but is about the 25+ age-group. Points of interest include:

- The sector contains a much higher proportion of learners of African heritage than might be expected in the England population (at least 2.4 per cent compared with 0.8 per cent). The sector also contains a higher proportion of people of Pakistani and African-Caribbean heritage than would be expected from their proportion in the population over 25 generally.
- At age 25+, where ethnicities are known, learners of Bangladeshi, Chinese and Indian heritage are represented in much the same proportions as would be expected in the England population.
- Learners from 'white British' and Irish backgrounds do not participate in FE at 25+ to the extent that might be expected
- The participation by learners of different backgrounds varies by type of provision. General FE colleges have at least 19.9 per cent of learners from minority backgrounds, whereas personal and community development learning (PCDL) has a minimum of only 12 per cent. However, a massive 7.3 per cent of learner ethnicities are not known in the case of PCDL and all other percentages must therefore be treated with caution.

Table 3 – Participation rates in further education: learners aged 25+ by ethnicity and type of provision, all England, both genders, 2004/2005

Ethnicity	Total in FE	General FE and tertiary	Personal and community development learning	England population
Black	4.5	5.2	2.3	2.0
African heritage	2.4	3.0	0.9	0.8
African-Caribbean heritage	1.6	1.7	1.1	1.1
Any other	0.5	0.5	0.3	0.1
Mixed	1.0	1.1	0.6	0.7
White and South Asian	0.2	0.2	0.1	0.2
White and African	0.2	0.3	0.1	0.1
White and African-Caribbean	0.3	0.3	0.2	0.2
Any other	0.3	0.3	0.2	0.2
South Asian	5.1	5.5	3.9	3.7
Bangladeshi heritage	0.5	0.6	0.4	0.4
Indian heritage	2.0	2.1	1.7	1.9
Pakistani heritage	1.5	1.6	1.1	1.0
Any other Asian	1.1	1.2	0.7	0.4
White	81.7	80.9	84.2	92.7
British heritage	76.8	75.6	80.5	88.4
Irish heritage	0.9	0.9	0.9	1.5
Any other	4.0	4.4	2.8	2.8
Chinese	0.5	0.5	0.4	0.4
Any other ethnicity	2.0	2.2	1.3	0.4
Not known or not provided	5.2	4.5	7.3	~
ALL	3,112,490	2,310,130	802,360	34,799,600

Sources: Column 4 – proportions estimated from Census 2001, total from 2005 mid-year England population estimates ages 25+ (ONS); columns 1, 2 and 3 – FE, WBL and ACL learners numbers ILR/SFR08, published December 2005.

Breakdowns by gender (Tables 4-6)

As mentioned in paragraph 4 in the introduction, statistics by ethnicity are of limited value if they are not cross-tabulated with data by gender. Therefore **Tables 4-6** are provided. They contain the same data as in Tables 1–3, but also breakdowns by gender. Points of interest include the following.

- Overall, in all age groups, the ethnic make-up of learners in FE is very similar for both genders.
- At age 16-18, the number of males in FE colleges is similar to the number of females. At age 19-24, there are slightly more females than males, and at age 25+ females outnumber males by around 2:1
- At 16-18, the ethnicity split of males in FE is very similar to that of females. However, in sixth form colleges there are particularly high proportions of Pakistani and Indian males (4.9 per cent and 4.7 per cent respectively, compared with equivalent population figures of 2.7 per cent and 2.4 per cent).
- At 19-24, although there are slightly more females in FE than males, the splits by ethnicity are broadly similar. However, there is a particularly high proportion of female 'white other' learners between the ages of 19 and 24 (8.0 per cent compared with 1.6 per cent of the population).
- At age 25 and over, the proportion of males in FE from white backgrounds is 80.0 per cent compared with 82.5 per cent of females.

Table 4 - Participation rates in further education: learners aged 16-18 by ethnicity and type of provision, all England, males and females, 2004/05

Ethnicity	MALES							per cent in age band in population
	All in FE (per cent)	GFEC	SFC	Other coll	SSF	EI	WBL	
Black	4.4	6.3	4.8	0.9	3.2	5	2.3	2.6
African heritage	2.2	3.2	2.7	0.3	1.9	2.2	0.6	1.2
African-Caribbean heritage	1.7	2.4	1.7	0.4	0.9	2	1.3	1.1
Any other	0.5	0.7	0.4	0.2	0.4	0.8	0.4	0.3
Mixed	2.2	2.8	2.3	1.2	2.2	1.9	1.6	2.2
White and South Asian	0.4	0.5	0.7	0.2	0.6	0.4	0.2	0.6
White and African	0.3	0.4	0.3	0.1	0.2	0.3	0.2	0.2
White and African-Caribbean	0.9	1.3	0.7	0.6	0.5	0.7	0.9	0.9
Any other	0.6	0.6	0.6	0.3	0.9	0.5	0.3	0.5
South Asian	7.3	8.4	12.7	1	8.7	9	2.4	6.7
Bangladeshi heritage	1.1	1.4	1.9	0.1	0.8	1	0.7	1
Indian heritage	2.6	2.4	4.7	0.3	4.2	2.3	0.5	2.7
Pakistani heritage	2.7	3.4	4.9	0.4	2.5	2.8	1	2.4
Any other Asian	0.9	1.2	1.2	0.2	1.2	2.9	0.2	0.6
White	81.8	77.6	75.4	94.7	80.3	77.4	92.3	87.2
British heritage	79.6	75.2	73.5	93.4	76.9	73.6	91.4	84.8
Irish heritage	0.4	0.4	0.4	0.2	0.5	0.3	0.3	0.5
Any other	1.8	2	1.5	1.1	2.9	3.5	0.6	1.9
Chinese	0.5	0.4	0.7	0.1	0.9	0.6	0	0.8
Any other ethnicity	1.3	1.8	1.3	0.4	1.3	2.8	0.5	0.5
Not known or not provided	2.4	2.7	2.7	1.7	3.6	3.3	0.7	~
ALL	695,300	276,800	64,900	8,200	166,300	7,600	171,500	1,021,600
Ethnicity	FEMALES							per cent in age band in population
	All in FE (per cent)	GFEC	SFC	Other Coll	SSF	EI	WBL	
Black	4.6	6.1	5.6	1.2	3.6	4.5	2.2	2.8
African heritage	2.4	3.2	2.9	0.6	2.1	2.6	0.6	1.3
African-Caribbean heritage	1.7	2.2	2.2	0.4	1.1	1.4	1.2	1.2
Any other	0.5	0.7	0.5	0.2	0.4	0.5	0.4	0.3
Mixed	2.4	2.9	2.5	1.8	2.3	2.5	1.9	2.2
White and South Asian	0.4	0.4	0.6	0.3	0.6	0.4	0.2	0.6
White and African	0.3	0.4	0.3	0.2	0.2	0.3	0.2	0.2
White and African-Caribbean	1	1.4	0.8	0.7	0.6	1.1	1	0.9
Any other	0.7	0.7	0.8	0.6	0.9	0.7	0.5	0.5
South Asian	7	6.1	10.2	2.4	9.1	9	3.5	6.7
Bangladeshi heritage	1.1	0.9	1.6	0.4	1	1.2	1	1
Indian heritage	2.5	2	3.9	0.6	4	2.7	0.6	2.8
Pakistani heritage	2.6	2.5	3.8	1.2	2.9	4	1.7	2.4
Any other Asian	0.8	0.7	0.9	0.2	1.2	1.1	0.2	0.5
White	82	80.7	77.4	92.7	79.7	78.4	90.8	87
British heritage	79.6	78.4	75.6	90.8	76.3	74.4	89.9	84.5
Irish heritage	0.4	0.3	0.3	0.2	0.5	0.4	0.3	0.5
Any other	2	2	1.5	1.7	2.9	3.6	0.6	2
Chinese	0.5	0.4	0.7	0.2	0.8	0.8	0.1	0.8
Any other ethnicity	1.2	1.5	1.2	0.5	1.2	1.9	0.5	0.5
Not known or not provided	2.4	2.2	2.4	1.4	3.5	2.8	0.9	~
ALL	679,900	276,700	76,700	7,600	187,700	10,700	120,400	965,900

Sources: as table 1.

Table 5 - Participation rates in further education: learners aged 19-24 by ethnicity and type of provision, all England, males and females, 2004/05

Ethnicity	MALES						per cent in age band in population
	All in FE (per cent)	GFEC	SFC	Other Coll	EI	WBL	
Black	5.0	6.8	6.4	3.9	4.9	1.9	2.5
African heritage	2.7	4.0	3.6	2.1	2.7	0.6	1.1
African-Caribbean heritage	1.6	1.9	2.1	1.3	1.4	0.9	1.1
Any other	0.7	0.9	0.7	0.5	0.8	0.4	0.3
Mixed	1.7	2.2	1.4	1.7	1.9	0.9	2.8
White and South Asian	0.4	0.5	0.2	0.4	0.4	0.1	0.7
White and African	0.3	0.4	0.2	0.3	0.4	0.1	0.3
White and African-Caribbean	0.6	0.8	0.6	0.4	0.7	0.4	1.2
Any other	0.4	0.5	0.4	0.6	0.4	0.3	0.6
South Asian	6.4	8.4	13.2	3.7	10.1	2.1	5.8
Bangladeshi heritage	0.9	1.1	2.0	1.0	1.5	0.4	0.9
Indian heritage	1.7	2.2	3.4	0.9	1.7	0.7	2.3
Pakistani heritage	2.3	3.1	6.3	1.1	3.5	0.6	2.1
Any other Asian	1.5	2.0	1.5	0.7	3.4	0.4	0.5
White	80.8	74.5	65.8	84.0	73.0	93.2	88.0
British heritage	75.1	67.0	59.6	77.2	58.2	92.0	86.0
Irish heritage	0.5	0.5	0.4	0.7	0.5	0.3	0.4
Any other	5.2	7.0	5.8	6.1	14.3	0.9	1.6
Chinese	0.5	0.6	1.4	0.8	0.8	0.1	0.5
Any other ethnicity	2.6	3.5	4.3	2.3	5.3	0.6	0.4
Not known or not provided	3.1	4.0	7.5	3.6	4.0	1.3	~
ALL	363,100	215,900	4,500	6,000	14,600	122,100	1,994,600
Ethnicity	FEMALES						per cent in age band in population
	All in FE (per cent)	GFEC	SFC	Other Coll	EI	WBL	
Black	5.3	6.4	5.4	4.9	5.5	2.1	2.7
African heritage	2.9	3.7	2.4	2.7	2.9	0.6	1.2
African-Caribbean heritage	1.7	1.9	2.3	1.7	1.7	1.1	1.2
Any other	0.7	0.8	0.7	0.5	0.9	0.4	0.3
Mixed	2.0	2.1	1.7	2.5	1.9	1.4	2.8
White and South Asian	0.3	0.3	0.3	0.5	0.3	0.2	0.7
White and African	0.4	0.4	0.2	0.5	0.4	0.2	0.3
White and African-Caribbean	0.8	0.8	0.7	0.8	0.7	0.6	1.2
Any other	0.5	0.6	0.5	0.7	0.5	0.4	0.6
South Asian	6.8	7.3	11.7	8.6	12.1	3.0	5.8
Bangladeshi heritage	1.0	1.0	1.4	1.9	2.0	0.6	0.9
Indian heritage	2.0	2.2	2.8	1.8	3.3	1.0	2.3
Pakistani heritage	3.0	3.2	6.9	4.1	5.2	1.2	2.1
Any other Asian	0.8	0.9	0.6	0.8	1.6	0.2	0.5
White	80.4	77.4	72.1	76.7	72.5	91.8	87.9
British heritage	72.0	67.4	63.5	65.9	57.5	90.1	85.9
Irish heritage	0.4	0.4	0.4	0.7	0.4	0.3	0.4
Any other	8.0	9.6	8.2	10.1	14.6	1.4	1.6
Chinese	0.5	0.6	0.7	0.9	0.7	0.1	0.4
Any other ethnicity	2.1	2.4	2.3	2.3	3.9	0.5	0.4
Not known or not provided	3.1	3.6	6.0	4.1	3.5	1.2	
ALL	407,900	264,300	8,600	8,800	29,000	97,200	1,929,200

Sources: as table 2.

Table 6 – Participation in further education: learners aged 25+, by ethnicity, and type of provision, males and females considered separately, all England, 2004/05

Ethnicity	Males				Females			
	Total in FE	GFEC	PCDL	Total England	Total in FE	GFEC	PCDL	Total England
Black	4.9	5.5	2.2	1.9	4.2	5.1	2.4	2.0
African heritage	2.9	3.3	1.0	0.8	2.2	2.8	0.9	0.8
African-Caribbean heritage	1.5	1.6	0.9	1.0	1.6	1.8	1.2	1.1
Any other	0.5	0.6	0.3	0.1	0.4	0.5	0.3	0.1
Mixed	1.1	1.2	0.5	0.7	1.0	1.1	0.6	0.7
White and South Asian	0.2	0.3	0.1	0.2	0.2	0.2	0.1	0.2
White and African	0.3	0.3	0.1	0.1	0.2	0.3	0.1	0.1
White and African-Caribbean	0.3	0.3	0.1	0.2	0.3	0.3	0.2	0.2
Any other	0.3	0.3	0.2	0.2	0.3	0.3	0.2	0.2
South Asian	5.3	5.7	3.2	3.9	4.9	5.4	4.0	3.6
Bangladeshi heritage	0.7	0.7	0.3	0.4	0.4	0.5	0.4	0.4
Indian heritage	1.9	2.0	1.5	1.9	2.0	2.2	1.7	1.8
Pakistani heritage	1.4	1.5	0.8	1.1	1.5	1.6	1.2	1.0
Any other Asian	1.3	1.5	0.6	0.5	1.0	1.1	0.7	0.4
White	80.5	79.7	84.3	92.7	82.5	81.7	84.2	92.8
British heritage	75.5	74.4	80.9	88.5	77.6	76.3	80.4	88.3
Irish heritage	0.9	0.9	0.9	1.5	0.9	0.9	0.9	1.5
Any other	4.1	4.4	2.5	2.7	4.0	4.5	2.9	3.0
Chinese	0.4	0.4	0.4	0.4	0.5	0.6	0.4	0.4
Any other ethnicity	2.4	2.6	1.3	0.4	1.8	2.0	1.3	0.5
Not known or not provided	5.5	5.0	8.0	0.0	5.1	4.2	7.1	0.0
ALL	1,105,840	920,320	185,520	16,740,700	2,006,780	1,389,940	616,840	18,058,800

Sources and footnotes as table 3.

Young people not in education, employment or training (Tables 7–8)

The figures for young people not in education, employment or training (NEET) are an important guide to non-participation in further education, to set aside the figures for 16-18 participation set out above in Tables 1 and 4.

Table 7

- The proportion of the 16-19 cohort in England not in education, employment or training (NEET) is 7.5 per cent. The highest NEET rates are in the Mixed-White and Black Caribbean ethnic group (15 per cent) followed by the White-Irish and Black Caribbean groups (both 12 per cent).
- The lowest NEET rates occur in the Chinese ethnic group (2 per cent) and the Indian ethnic group (4 per cent). 16-19 year olds from Chinese and Indian backgrounds are also the most likely to be in FT education.

In early 2007 data will be available through Connexions to split the 16-19 NEET figures by gender as well as ethnicity and region.

Table 7: Members of the 16-19 age group not in education, employment and training (NEET) nationally by ethnicity

ETHNIC GROUP	ENGLAND	% in FT education	% NEET
Black	75,100	67.2	9.3
African heritage	31,800	75.2	6.6
African-Caribbean heritage	28,500	60.3	11.8
Other	14,800	63.3	10.1
Mixed	36,200	60.4	11.2
White and South Asian	6,600	68.5	6.7
White and African	4,200	67.8	9.7
White and African-Caribbean	12,400	50.9	15.4
Other	13,000	62.8	10
South Asian	132,300	72.3	5.9
Bangladeshi heritage	19,600	67.3	8.6
Indian heritage	47,500	78.7	3.6
Pakistani heritage	49,700	67.3	7.5
Other Asian heritages	15,400	75.1	4.8
White	1,731,100	53	7.4
UK heritage	1,631,800	52.6	7.9
Irish heritage	7,100	54.3	11.9
Other	61,800	62.7	6.1
Not known	30,400	53.3	5.9
Chinese	8,200	85	1.9
Other	33,600	63	7.5
No information	263,000	62.8	5.2
ALL	2,279,500	56.1	7.5

Source: CCIS (Connexions) data, end 2005

It is relevant to consider not only the national picture (Table 7 above) but also the breakdown by regions. This is shown in **Table 8**. Points of interest include the following.

- Although overall 7.5 per cent of 16-19 year olds in England are NEET, the proportion varies regionally, with the highest proportions in the North East (11 per cent), West Midlands (9 per cent) and Yorkshire and Humber (9 per cent), and the lowest NEET rates in the South East (5 per cent) and the South West (5 per cent).
- The category with the highest NEET rate is the one described as mixed white and African-Caribbean (15 per cent in the country as a whole), and this is especially high in Yorkshire and Humber (20 per cent NEET) and the West Midlands (18 per cent).
- Young people of African-Caribbean heritage also have high NEET rates at 16-19 (12 per cent in England) with even higher rates in Yorkshire and Humber, London and the West Midlands.
- People from 'other-mixed' backgrounds have a NEET rate of 10 per cent in England but this is particularly high in the West Midlands (14 per cent).

Table 8: Proportions of the 16-19 age-group who are not in education, employment or training (NEET) regionally by ethnicity, end 2005

Ethnicity	Proportion of 16-19 population NEET									
	ENGLAND	S East	London	East	S West	W Mids	E Mids	Y & H	N West	N East
Black	9.3	6.9	9.2	6.9	7.4	12.6	8.7	11.4	8.5	7.8
African heritage	6.6	5.3	6.7	5.3	4.1	10.1	6.9	5.5	6.1	7.0
African-Caribbean heritage	11.8	8.4	12.3	7.8	8.7	13.4	8.8	15.5	8.1	*
Other	10.1	7.9	9.7	7.7	9	11.8	10.4	14.6	13.5	*
Mixed heritage	11.2	7.1	12.4	7.3	8.2	15.9	11	15.2	10	12.3
White and South Asian	6.7	3.7	6.8	3.6	5.9	13.1	6.7	7.6	7.1	10.3
White and African	9.7	7.8	9.6	7.6	5.6	13.5	11.2	13.8	10.8	10.4
White and African-Caribbean	15.4	11.2	17.1	9.1	12.2	18.3	13.5	20.1	13.3	*
Other	10	6	11.2	7.9	8	14.2	9.4	12.2	10	9.3
South Asian	5.9	4.2	5	6	4.6	7.6	4.3	8.5	5.8	8.5
Bangladeshi heritage	8.6	4.7	8.7	7.9	6.6	10	7.2	10.1	6.9	14.1
Indian heritage	3.6	2.8	3.1	2.9	2.6	4.4	3.9	5.2	4.4	6.2
Pakistani heritage	7.5	5.7	4.6	7.7	7.8	10	4.9	9.1	6.2	7.4
Other Asian	4.8	3.3	4.5	4.5	3.1	7	4.5	7.3	5	6.6
White	7.8	5.3	9.9	6.9	5.6	8.9	6.7	9.1	8.5	11.8
UK heritage	7.9	5.3	10.1	6.9	5.7	8.9	7.1	9.1	8.5	11.8
Irish heritage	11.9	8.5	13	9.2	12.1	15.2	10.3	11.5	13	14.6
Other	6.1	4.8	8.1	6.6	5	9.8	3.8	9.3	8.2	8.5
Not known	5.9	3.9	*	*	5	*	3	10.5	3.1	12.0
Chinese	1.9	1.2	2.7	1.5	0.7	2	1.7	2	2.2	1
Other	7.5	5.9	6.1	8.2	6.1	12.1	6.1	8.2	7.4	10.6
Not known	5.2	4	3.6	6.5	5.1	10.5	4	7.1	4.6	7.8
TOTAL	7.5	5.1	8	6.8	5.5	9.1	6.5	9	7.9	11.2

Source: CCIS (Connexions) data, end 2005 * denotes suppression of cohort size <100

2 Attainment levels at Year 11 (Tables 9 and 10)

Further education is conventionally defined as starting at the age of 16. The route young people take in the post-compulsory sector is linked to their achievements in year 11. It is very relevant, therefore, to understand differences in achievement at school at the end of Year 11. Also the 14-19 programme needs to take account of achievement in year 11.

Table 9 shows the general picture in 2005. A young person achieving 5 A*-Cs is much more likely to be studying for a level 3 qualification than one who does not. Table 9 also shows substantial differences in attainment by both ethnicity and gender. Points of interest include the following.

- Learners of Chinese heritage and Indian heritage have higher attainments than the national average. For 5 A*-Cs, 81.0 per cent of Chinese learners achieved this level, as did 70.1 per cent of Indian learners, compared with the national average across all ethnicities of 54.9 per cent.
- Learners of African-Caribbean, Bangladeshi and Pakistani heritages have significantly lower attainments than the national average. Also learners of mixed white and Caribbean heritage have lower attainment.
- Lowest attainment by far is in Gypsy, Irish Traveller and Roma communities, though the numbers involved are small.
- Males do not achieve as many A*-Cs as females overall (50 per cent compared with 60 per cent) and in *all* communities females outperform males. However, the differences between males and females are not uniform across all communities and for this reason

breakdowns by gender as well as by ethnicity are crucial.

- If attainment is broken down by both ethnicity and gender, it is lowest amongst males of African-Caribbean heritage – only 21 per cent of them obtained five A*–C passes including mathematics and English, compared with a national averages for males of over 38 per cent, and for all pupils of 43 per cent, and 63 per cent for females of Indian heritage.
- There are substantial differences, for both males and females, between the attainments of young people of African heritages and those of people of African-Caribbean heritage.
- There is an even greater disparity between the attainments of young people of Indian heritage and those of Pakistani heritage. With regard to five A*–C passes including mathematics and English, the disparity is over 23 percentage points in the case of males and over 26 per cent in the case of females. This means that collapsing all people of South Asian heritages into the single category of 'Asian' is very misleading indeed, from the point of view of reviewing and revising policy.

Table 9: Attainment at GCSE and equivalents by ethnicity and gender, 2005¹⁵

Ethnicity	ALL			MALES			FEMALES		
	Total Eligible	5 A* to C	5 A* to C incl E&M	Total Eligible	5 A* to C	5 A* to C incl E&M	Total Eligible	5 A* to C	5 A* to C incl E&M
Black	20,400	44.7	30.7	9,900	37.7	25.2	10,500	51.4	36.0
African heritage	9,400	48.3	35.0	4,500	42.9	29.7	4,900	53.3	39.8
African-Caribbean heritage	8,600	41.7	27.1	4,100	33.3	21.2	4,500	49.4	32.5
Any other	2,400	41.7	27.5	1,300	33.7	22.2	1,100	50.8	33.5
Mixed	12,100	54.6	41.9	5,900	49.0	37.3	6,200	59.9	46.2
White and South Asian	2,300	67.4	56.6	1,100	64.2	53.6	1,100	70.6	59.6
White and African	1,200	55.5	40.8	600	48.4	35.0	600	62.1	46.2
White and Caribbean	4,400	44.1	30.5	2,100	37.6	25.8	2,300	50.0	34.8
Other	4,200	58.6	46.1	2,100	52.6	40.8	2,200	64.2	51.1
South Asian	35,200	58.7	44.0	18,200	53.4	39.8	17,100	64.3	48.4
Bangladeshi heritage	5,200	52.7	34.5	2,600	46.7	31.0	2,700	58.5	37.9
Indian heritage	13,100	70.1	57.4	6,800	64.8	52.4	6,300	75.8	62.8
Pakistani heritage	13,300	48.4	32.5	6,900	43.2	28.8	6,400	54.1	36.5
Any other Asian	3,600	63.8	50.8	1,900	59.0	46.6	1,700	69.2	55.6
White	486,900	55.1	43.0	246,800	50.3	39.0	240,100	60.2	47.1
UK heritage	473,400	55.0	42.9	240,100	50.2	38.9	233,400	60.1	47.0
Irish heritage	2,200	62.6	50.7	1,100	59.4	47.2	1,100	65.8	54.1
Traveller of Irish heritage	100	22.5	20.7	0	22.9	22.9	100	22.2	19.0
Gypsy and Roma	300	14.7	9.1	100	7.9	6.3	200	20.0	11.3
Any other	10,800	58.9	46.2	5,400	54.2	42.1	5,400	63.7	50.4
Chinese	2,300	81.0	68.8	1,200	77.1	62.8	1,100	85.1	75.2
Any other ethnicity	4,900	54.0	40.3	2,600	49.3	36.3	2,300	59.1	44.8
Unclassified	22,400	49.6	38.2	11,600	44.8	34.0	10,800	54.7	42.6
All pupils	584,300	54.9	42.5	296,100	49.9	38.4	288,200	60.0	46.7

Source: DfES SFR09/2006 – 'National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2005'

¹⁵ Maintained secondary schools only

Table 9 above shows the national picture. It masks, therefore, the fact that there are almost certainly significant differences for certain communities between regions, and between specific cities and boroughs. **Table 10** shows the proportion of learners receiving 5 A*-Cs at GCSE by region. Points of interest include:

- Pupils of South Asian heritages in London have attainments that are above the national average and substantially higher (by more than 17 percentage points) than attainment of pupils from these heritages in Yorkshire and the Humber.
- There is substantially lower attainment by pupils of South Asian heritages in the North West than in any other region, apart from Yorkshire and the Humber.
- The attainment of pupils of African and African-Caribbean heritages is the same in London as the national average. It is higher than the national average in the West Midlands.

Table 10: Year 11 Attainment by ethnicity and region, 2005

Ethnicity	Proportion 5 A*-Cs									
	NE	NW	YH	EM	WM	EE	London	SE	SW	England
Black	*	46.4	43.0	41.6	48.2	47.5	45.8	46.9	38.0	45.8
African heritage	*	55.7	52.9	49.1	54.1	57.3	50.0	51.6	*	50.7
African-Caribbean heritage	*	42.8	38.7	39.1	46.7	40.7	41.1	40.9	*	41.7
Any other	*	36.6	31.0	35.2	46.5	41.0	44.4	42.1	*	42.4
Mixed	56.4	52.6	43.7	50.3	49.6	61.7	56.7	60.8	53.3	54.8
White and South Asian	*	62.3	53.0	65.9	58.9	72.8	73.0	75.4	65.8	67.5
White and African	*	49.0	*	*	49.6	*	58.7	63.2	*	56.5
White and African-Caribbean	*	45.2	35.7	41.6	44.7	48.2	45.5	46.4	36.8	44.1
Any other	*	56.3	48.6	54.2	52.1	65.4	60.3	61.8	57.5	58.8
South Asian	53.6	52.8	46.8	62.1	59.1	60.8	64.2	61.1	57.3	59.2
Bangladeshi heritage	*	58.6	46.7	42.6	54.1	47.2	53.4	56.6	65.7	53.1
Indian heritage	71.6	61.3	65.5	66.3	71.7	77.0	72.3	73.7	62.7	70.4
Pakistani heritage	*	47.8	42.3	54.9	47.8	51.3	57.2	46.9	*	48.7
Any other	59.2	56.3	58.7	60.0	65.5	70.1	67.6	68.4	*	65.5
White	53.4	54.4	52.1	52.5	54.3	57.1	55.6	58.4	56.7	55.2
UK heritage	53.3	54.3	52.1	52.4	54.2	57.0	55.4	58.3	56.6	55.1
Irish heritage	*	64.5	53.6	65.6	61.1	66.8	61.5	63.9	63.4	62.7
Any other	*	64.0	64.4	56.9	60.3	61.3	56.8	64.5	67.3	60.0
Chinese	*	76.3	82.2	78.8	89.2	77.9	83.5	87.9	75.2	82.3
Any other ethnicity	*	51.9	50.5	53.4	52.0	63.6	56.8	59.9	*	56.2
Not known or not provided	55.1	45.2	45.0	42.8	45.7	50.9	54.8	48.8	52.4	49.7
ALL	53.6	54.0	51.6	52.7	54.3	57.0	55.5	57.9	56.4	55.0

Source: as for Table 9. The abbreviations the top of Table 10 are NE – North East, NW – North West, YH – Yorkshire and Humber, EM – East Midlands, WM – West Midlands, EE – Eastern England, SE – South East, SW – South West. * denotes cohorts <100 suppressed.

Main activities and aims of young adults (Tables 11–15)

It is relevant to know not only attainment in year 11, (*Tables 9 and 10*) but also what young people then move on to. This is shown in the next five tables. The first of these (*Table 11*) shows what they are doing immediately after the end of compulsory education. The second (*12*) looks in more detail at those who are still in full-time education. The third (*13*) looks at the extent to which are they still in full-time education at the age of 18. The fourth (*14*) looks in greater detail at 18-year-olds, paying attention in particular to the level of qualification they are aiming for. Finally, in table 15, the focus is on the levels of qualification that all learners aged 19–24 are aiming for.

Table 11 indicates that 72 per cent of all 16-year-olds in spring 2004 were in full-time education. However, only 70 per cent of white people were in FT education; for all other heritages, the proportion in FT education was higher than 72. Other points of interest:

- At age 16, young people from white backgrounds are the least likely to continue in education (70 per cent in full-time education in 2004). Indian and other South Asian young people are the most likely to continue (91 per cent).
- Young people from African, African-Caribbean, Bangladeshi and Pakistani heritages are most likely to be out of work at age 16.
- At age 16, government-supported training is taken up by 10 per cent of all people of white ethnicity, but by lower proportions of all other communities (where ethnicity is known).

Table 11: Main activity of 16-year-olds in England by ethnicity, 2004¹⁶

Ethnicity	Sample size	Full-time education	Government supported training	Full-time job (excl GST)	Part-time job	Out of work	Other / not stated
Black	375	83	3	3	2	7	2
South Asian	955	85	3	1	2	5	4
Indian	347	91	2	*	3	2	1
Pakistani	318	78	6	1	*	7	7
Bangladeshi	138	77	*	*	*	9	8
Other Asian	152	91	*	*	*	*	4
White	12,033	70	10	8	4	6	3
Other ethnicity	371	81	4	4	2	6	2
Not stated	270	65	12	8	2	7	6
TOTAL	14,003	72	9	7	4	6	3

Source: DfES SFR04/2005 – *Youth Cohort Study: The Activities and Experiences of 16 Year Olds: England and Wales, Spring 2004*

The next table, **Table 12** (based, however, on a different data source), shows by ethnicity the different kinds of institution where full-time education was taking place. Points of interest include:

- For those in FT education the type of institution attended by 16 year olds varies greatly by ethnicity. 45 per cent of all FT learners attend GFECs; however only 25 per cent of Chinese and 29 per cent of Indian learners do. In contrast, 64 per cent of Mixed-White and Black Caribbean and 57 per cent of Caribbean learners attend GFECs.
- In the case of Bangladeshi heritage learners, 22 per cent attend sixth form colleges, compared with 14 per cent of all learners
- In the case of Pakistani heritage learners the proportion is exactly the same – 22 per cent attend sixth form colleges
- With regard to all learners age 16, 38 per cent attend maintained schools for their post-compulsory education. A much higher proportion of Chinese heritage learners attend school sixth forms (56 per cent), while much lower proportions of African-Caribbean heritage learners do, only 22 per cent.

¹⁶ * represents a cell size of less than 5

Table 12: 16 year- olds in full-time education by institution type and ethnicity, 2005

Ethnicity	Base	Schools	Sixth form colleges	GFEC and tertiary	Other FE (inc external)
Black	21,200				
African heritage	10,700	33.9	16.8	48	1.3
Any other	2,400	30.1	13.9	54.4	1.6
African-Caribbean heritage	8,100	24.7	17.1	57	1.2
Mixed	12,600				
Any other	3,800	46	13.9	38.5	1.6
White and Asian	2,600	40.1	19.6	39	1.3
White and African	1,400	29.4	13.4	55.7	1.5
White and Caribbean	4,800	22.2	12.1	64	1.8
South Asian	37,000				
Any other Asian	4,500	47.6	14.7	35.3	2.4
Bangladeshi heritage	5,200	31.5	22.1	45.2	1.2
Indian heritage	14,000	50.4	19.8	28.6	1.2
Pakistani heritage	13,300	36.7	21.7	40.1	1.5
White	401,800				
Any other	10,200	55.4	10.3	32.7	1.5
UK heritage	389,700	37.8	13.9	45.6	2.7
Irish heritage	1,900	48.8	13.6	35.7	1.8
Chinese	2,500	55.9	17.2	25	1.9
Any other	6,000	37.9	13.6	46.5	1.9
Not known/not provided	14,700	45.7	14	38.5	1.8
ALL	495,900	38.5	14.5	44.6	2.4

Source: ILR 2004/05 (November 2004 snapshot) and DfES SFR42/2005 – ‘Schools and Pupils in England January 2005’

Table 13 shows how many young people who were in full-time education at ages 17 and 18 are still in education at the age of 18. Points of interest include:

- Of young people who were in education at 16 and 17, 65 per cent continued in full-time education at 18.
- The figure was higher for those of Indian background (87 per cent), those of Pakistani and Bangladeshi backgrounds (85 per cent) and those of African or African-Caribbean backgrounds (82 per cent), and lower for those from white backgrounds (61 per cent).

Table 13: Proportions of learners in full-time education at ages 16 and 17 still in education at 18 in 2004, by ethnicity

Ethnicity	Base	FT Ed	Work with training	Work without training	Other Ed / training	GST	NEET
Black	138	82	2	*	*	*	8
Mixed / other	150	77	5	8	3	3	5
South Asian	374						
Indian	177	87	*	*	*	*	7
Pakistani / Bangladeshi	132	85	*	6	*	*	4
Other Asian inc Chinese	65	*	*	*	*	*	*
White	3,664	61	11	14	2	3	9
N/A	20	*	*	*	*	*	*
Total	4,346	65	10	12	2	2	9

Source: YCS Cohort 11 sweeps 1 - 3 (Spring 2004)

It is relevant to know not only whether young people are in full-time education (Tables 11–13 above) but also what type of qualification they are aiming for, if any. This is shown in **Table 14**. Points of interest include:

- Of all 18-year-olds, 52 per cent are studying for a qualification.
- 18-year-olds from white backgrounds are the least likely to be studying for a qualification (49 per cent) and those of Indian backgrounds are the most likely (80 per cent).
- Around a quarter of all 18-year-olds are studying for a level 4 qualification (degree or equivalent), but the proportion is close to a half (49 per cent) for those of Indian heritage.
- About 15 per cent of all 18-year-olds are studying for a level 3 qualification (A level and equivalents) but by 28 per cent of people from African and African-Caribbean backgrounds, and of people from Pakistani or Bangladeshi backgrounds.

Table 14: Level of main study aim of 18-year-olds by ethnicity, 2004

Ethnicity	Weighted sample	Any qualification	Level 4 (degree or equivalent)	Level 3	Level 2	Other - not specified
Black	197	68	27	28	6	7
Mixed	151	59	33	16	6	4
South Asian	484	74	43	24	3	5
Indian	203	80	49	23	3	5
Pakistani or Bangladeshi	199	68	33	28	*	4
Other Asian	Insufficient base	*	*	*	*	*
White	6,814	49	26	14	6	4
Other	Insufficient base	*	*	*	*	*
ALL	7,777	52	27	15	5	4

Source: DfES SFR43/2004: *Youth Cohort Study: Activities and Experiences of 18 Year Olds: England and Wales Spring 2004*

Table 15 shows that the most popular level of study for 19 to 24 year olds at FE institutions is level 1 and entry (37 per cent), followed by level 2 (29 per cent) and level 3 (21 per cent). Within this overall picture there are several differences by ethnicity:

- The proportions of learners of Bangladeshi and Pakistani heritages are more than 10 percentage points higher than the national average at level 1. Also higher proportions of learners of African backgrounds are involved at level 1 (six percentage points). Lower proportions of white learners of UK backgrounds, however, are involved at this level, by five percentage points.

Table 15: Learners aged 19-24 at FE institutions by level and ethnicity

Ethnicity	Total	Level 1 and entry	Level 2	Level 3	Level 4, 5 or higher	Other
Black	35,300	38.8	26.1	24.3	1.0	9.8
African heritage	20,400	43.0	23.0	22.7	0.9	10.4
African-Caribbean heritage	10,400	31.0	31.9	27.6	1.2	8.3
Any other	4,500	37.9	27.0	24.0	0.9	10.2
Mixed	12,000	35.8	28.5	24.2	1.3	10.1
White and South Asian	2,200	38.1	26.5	22.9	1.8	10.6
White and African	2,400	41.2	25.7	21.8	0.8	10.5
White and African-Caribbean	4,300	31.1	31.9	26.2	1.1	9.6
Any other	3,100	36.6	27.3	24.2	1.5	10.3
South Asian	45,400	45.5	24.2	19.1	1.4	9.9
Bangladeshi heritage	6,400	50.4	23.1	16.5	0.7	9.3
Indian heritage	12,500	35.4	30.4	23.0	2.0	9.3
Pakistani heritage	18,500	48.1	22.5	19.2	1.2	8.9
Any other Asian	8,000	51.5	19.3	14.7	1.2	13.4
White	417,900	34.7	30.8	21.0	2.1	11.5
British heritage	366,300	31.7	32.3	22.7	2.3	11.0
Irish heritage	2,700	32.6	31.7	21.3	1.8	12.7
Any other	48,900	57.2	18.8	8.4	0.6	15.0
Chinese	3,400	41.1	23.4	19.9	1.5	14.1
Any other	16,500	54.3	16.9	12.7	0.8	15.3
Not known or not provided	21,200	46.8	22.4	16.1	1.3	13.5
TOTALS	551,600	37.0	29.1	20.7	1.9	11.4

Source: DfES analysis of ILR 2004/05 F04

Success rates (Table 16)

Success rates are a key measure of performance in the FE sector. For every one hundred learners who start a qualification, the success rate indicates how many achieve it. The concept is useful for measuring progress of the sector over time and for comparing the performance of different institutions and the outcomes of different qualification aims. It can also be used for considering comparative performance by ethnicity. **Table 16** shows success rates for the last three academic years, broken down by ethnicity. Principal points of interest include the following.

- Success rates improved for every ethnicity between 2002/03 and 2003/04, and again between 2003/04 and 2004/05.
- Since 2002/03, learners of Chinese heritage have improved the most (by eight percentage points) and Bangladeshi learners have improved the least (five percentage points).
- In 2004/05, the success rates for African-Caribbean and 'black other' learners were lowest, and success rates for white learners and for learners of Indian or Chinese heritage were highest.

Table 16 – Success rates in FE over three years by ethnicity, 2002/03 – 2004/05

Ethnicity	2002/03		2003/04		2004/05	
	Starts ('000s)	Success (%)	Starts ('000s)	Success (%)	Starts ('000s)	Success (%)
Black	294		324		324	
African heritage	159	62	187	67	187	69
Caribbean heritage	101	58	104	62	104	65
Any other	34	58	33	63	33	65
Mixed	74	60	90	65	99	68
South Asian	422		443		430	
Bangladeshi heritage	53	66	59	70	60	71
Indian heritage	141	67	150	71	142	73
Pakistani heritage	144	63	148	68	146	69
Any other Asian	84	64	86	69	82	71
White	4,482	69	4,551	72	4,499	75
Chinese	50	65	51	70	47	73
Any other ethnicity	144	63	146	68	144	70
Not known or not provided	449	64	283	70	224	73
ALL	5,915	68	5,888	71	5,768	74

Source: ILR/SFR10 – FE and WBL for young people – learner outcomes in England 2004/05.

High performing and low performing colleges (Tables 17–18)

As shown in Table 16 above, success rates vary by ethnicity. Overall, the gap between white and minority students is 4.6 per cent. **Table 17** shows that in 48 high performing colleges (the first group of colleges to trial self-regulation) it is much the same as in other colleges.

Table 17: Success rates in high performing colleges¹⁷ by ethnicity

Colleges	Success rate for white learners	Success rate for minority learners	Gap
48 High performers	82.8	78.5	4.3
340 Others	74.9	70.6	4.4
All	75.6	71.0	4.6

Source: Inspection data¹⁸ and LSC benchmarking data 2004/05¹⁹

Table 18 below shows the success rates in the 82 poorest performing colleges and indicates that also in these the overall gap is similar to the national rate.

Table 18: Success rates in low performing colleges by ethnicity

Colleges	Success rate for white learners	Success rate for minority learners	Gap
82 poor providers	69.4	65.2	4.1
299 others	77.3	73.1	4.2
All	75.6	71.0	4.6

Source: As for Table 17

¹⁷ Those likely to be in the first group of self-regulating colleges.

¹⁸ To identify high performers i.e. those with a grade 1 or 2 for leadership and management and grades 1 or 2 for all areas of learning.

¹⁹ To identify success rates.

Qualification levels (Tables 19–22)

Tables 9 and 14 above show the attainment of young people by the age of 16 and their subsequent qualification aims at age 18. It is also, of course, relevant to know what qualifications are actually gained, and whether they lead to commensurate employment or progression. Tables 19–22 are concerned with qualification levels²⁰ in the working-age population.²¹

Principal points of interest arising from **Table 19** include the following.

- Overall, 31 per cent of the working-age population do not have a qualification as high as level 2. The figure is similar for white people and black people,²² but the proportion of South Asian people whose highest qualification is no higher than level 1 is just over 40 per cent. The proportion of people of 'other ethnicities' with no qualifications higher than level 1 is 42 per cent.
- At the other end of the scale, the proportions of people with level 7–8 qualifications do not vary much by ethnicity, with the exception of people of Chinese heritage, who are twice as likely to be qualified at this level as members of all other communities. At levels 4–6 all communities are within four percentage points of the national average. Overall, in every category the proportion of people qualified at level 4 or above is much the same at around 28 per cent, with the exception of people of Chinese heritage at 37 per cent.

Table 19: Qualifications of the working age population – highest level of qualification by ethnicity, 2005

Ethnicity	All people of working age (thousands)	Percentage of people of working age qualified at each level					
		Level 7-8	Level 4-6	Level 3	Level 2	Below Level 2	No qualifications
Black	783	5.3	23.4	15.8	22.4	19.7	13.3
Mixed	250	7.8	16.7	23.9	25.4	15.6	10.6
South Asian	1,678	6.8	18.4	15.9	18.4	19.7	20.7
White	27,151	5.7	21.1	20.1	22.3	18.6	12.2
Chinese	156	14.9	22.5	14.2	18.9	15.2	14.3
Other ethnicities	536	8.3	17.7	12.2	19.4	21.3	21.2
ENGLAND	30,572	5.9	20.9	19.6	22.1	18.7	12.9

Source: LFS SFR 05/2006 – The level of highest qualification held by young people and adults: England 2005, published February 2006.

Table 20 shows the highest qualifications possessed by 19-24 year-olds broken down – but again only broadly – by ethnicity. It is based on data collected by the Labour Force Survey (LFS) and, given the sample size constraints, groups together all people of South Asian heritages into a single category, 'Asian', and all people of African-Caribbean and African heritages as 'black'. However, as shown elsewhere in this statistical supplement, there can be substantial differences within the two broad categories of 'South Asian' and 'black'. Statistics which ignore such differences are useful for providing overviews, but not for detailed review and evaluation of policy, or for designing and focusing new provision.

²⁰ A person is said to be qualified to level 2 if they have five GCSE grades A*–C or equivalent; to level 3 if they have two A levels or equivalent; and to levels 4-6 if they have a foundation or first degree, or equivalent. Levels 7 and 8 are postgraduate qualifications such as master's degrees and doctorates.

²¹ The working-age population consists of all males aged 16-64 and all females aged 16-59.

²² The term *black* here refers both to people of African-Caribbean heritage and to people of African heritage.

Principal points of interest arising from Table 20 are as follows.

- Just under 25 per cent of the population between the ages of 19 and 24 do not have a level 2 qualification. Slightly more 19 to 24 year olds of South Asian heritage do not have a level 2 (26 per cent). However, it is known from Table 7 that at age 16 there is substantial variation in level 2 attainment between South Asian communities, with Indian heritage young people being well above average and those of Pakistani and Bangladeshi heritage being below average. A much higher than average proportion of people from 'other' ethnicities do not have a level 2 (42 per cent).
- Nineteen per cent of people in this age group have a level 4 or higher qualification, but only 12 per cent of people from African-Caribbean and African backgrounds do. The proportion of South Asian heritage people with a level 4 or higher qualification (20 per cent) is slightly higher than the overall population.
- Larger differences can be seen for the whole of the working age population. These reflect past trends in achievement in the young people and the extent to which older people have upskilled.

Table 20: Highest level of qualification of 19-24 year olds nationally by ethnicity, 2005

Ethnicity	Percentage of people aged 19-24 qualified at each level					
	All people ('000s)	Level 4+	Level 3	Level 2	Below L2	No Quals
Black	96	12.4	34.6	29.1	15.7	*
Mixed	65	15.6	48.2	21.7	*	*
South Asian	278	20.1	38.1	15.5	15.7	10.6
White	3,136	18.8	33.8	22.9	17.1	7.4
Chinese	40	*	33.8	*	*	*
Other	66	17.8	23.9	16.6	20.3	21.4
England	3,680	18.7	34.2	22.3	16.8	7.9

Source: Autumn 2005 LFS analysis

Table 21 shows a breakdown by gender as well as by ethnicity. Principal points of interest include the following.

- Within communities of South Asian heritage a higher proportion of men have qualifications at levels 3–8 than women, and women are more likely than men to have no qualifications at level 2 and above.
- Within communities of African-Caribbean or African heritage the pattern is much the same – more men than women are qualified at level 3 and above and conversely more women than men are not qualified to level 2.
- Within white communities, the differentials between women and men are at all levels quite small.

Table 21: Qualifications of the working age population – highest level of qualification by ethnicity and gender 2005

Gender and Ethnicity		Percentage of people at working age qualified to each level					
		Level 7-8	Level 4-6	Level 3	Level 2	Below Level 2	No qualifications
Male	Black	6.4	24.3	16.6	21.2	18.8	12.7
	Mixed	*	14.9	23.1	25.7	17.1	11.8
	South Asian	8.9	20.3	16.9	17.2	20	16.7
	White	6.1	20.5	23.5	21.2	17	11.8
	Chinese	15.7	19.4	18.2	18.9	13.7	14.1
	Other	9.8	14.6	12.9	20.5	22.1	20
	ENGLAND	6.3	20.5	22.8	21	17.2	12.2
Female	Black	4.5	22.6	15.1	23.4	20.4	14
	Mixed	9.3	17.8	24.2	25	13.9	9.8
	South Asian	4.5	16.6	14.9	19.6	19.6	24.8
	White	5.3	21.6	16.5	23.6	20.3	12.7
	Chinese	14.1	25.5	*	18.9	16.6	14.4
	Other	7	20.8	11.4	18.7	20.6	21.4
	ENGLAND	5.4	21.3	16.3	23.2	20.2	13.6

Source: DfES Analysis of LFS, Autumn 2005

Table 22 shows qualification levels by region. Overall, the working age population in London and the South East tends to be better qualified than in the rest of the country, for example 32 per cent of the L& SE population as a whole are qualified to level 4 and above compared to 23 per cent in the rest of the country. There are similar patterns for most of the heritage groups shown in Table 22. One noticeable difference from the overall trend is for the population of South Asian heritage. In London the proportion of all people with no qualifications (11 per cent) is only three percentage points below the proportion in the rest of the country (14 per cent). But in the case of people of South Asian the difference is substantial. In London and the South East, 14 per cent of them have no qualification. But in the rest of the country, the proportion is almost twice as high (27 per cent).

Table 22: Proportion of working age population by highest qualification level, region and ethnicity, 2005²³

London and S East	Level 7-8	Level 4-6	Level 3	Level 2	Below L2	No Qual
Total	7.9	24.0	18.2	20.3	18.2	11.4
Black	5.4	24.9	16.2	21.7	19.6	12.3
Mixed	11.0	15.7	23.2	25.2	16.5	8.5
South Asian	7.5	21.6	17.5	18.5	20.5	14.4
White	8.0	24.7	18.6	20.4	17.8	10.5
Chinese	*	*	15.6	18.7	11.5	17.1
Other	7.6	17.9	11.9	19.2	21.1	22.2
Rest of England						
Total	4.9	19.4	20.3	22.9	18.9	13.6
Black	5.5	19.9	14.9	23.9	19.8	16.0
Mixed	*	*	24.3	25.3	14.8	13.2
South Asian	5.9	15.2	14.2	18.4	19.0	27.4
White	4.8	19.6	20.7	23.1	18.9	12.9
Chinese	15.5	22.1	13.0	19.1	18.2	12.1
Other	9.8	17.7	12.5	20.5	21.5	18.0
All England						
Total	5.9	20.9	19.6	22.1	18.7	12.9
Black	5.4	23.4	15.8	22.4	19.7	13.4
Mixed	8.3	16.3	23.7	25.3	15.5	10.9
South Asian	6.7	18.4	15.9	18.4	19.8	20.8
White	5.7	21.1	20.1	22.3	18.6	12.2
Chinese	14.9	22.5	14.2	18.9	15.2	14.3
Other	8.4	17.8	12.2	19.6	21.3	20.8

Source: Autumn 2005 LFS analysis

Work-based and job-related learning (Tables 23–26)

Tables 1, 2, 4 and 5 show that white learners of UK heritage are over-represented in work-based learning (WBL) as a whole. **Table 23** shows representation in four main parts of WBL. Points of interest include:

- White people are particularly highly represented in engineering and construction courses (95.3 per cent and 96.2 per cent respectively).
- There are slightly higher proportions of learners from minority backgrounds in ICT and health courses; but these figures are still only around 11 per cent - an under-representation compared to people of minority backgrounds in FE as whole.

²³ * denotes cohort sample size too small

Table 23: Work-based learning (WBL) by ethnicity and subject area, 2004/05

Ethnicity	All WBL	ICT	Engineering	Health, public services and care	Construction, planning and the built environment
South Asian					
Bangladeshi heritage	0.7	1.1	0.1	0.9	0.1
Indian heritage	0.7	1.2	0.5	1	0.2
Pakistani heritage	1.1	1.1	0.4	1.9	0.2
Any other Asian heritage	0.3	1.5	0.1	0.3	0.1
Black					
African heritage	0.6	0.7	0.2	0.9	0.1
African-Caribbean heritage	1.2	1.6	0.5	1.2	0.4
Any other	0.4	0.5	0.2	0.5	0.2
Chinese	0.1	0.1	0.1	0.1	0
Mixed					
White and Asian	0.2	0.2	0.1	0.2	0.1
White and African	0.2	0.2	0.1	0.2	0.1
White and African-Caribbean	0.7	0.6	0.4	0.7	0.4
Any other	0.4	0.4	0.2	0.4	0.2
White					
UK heritage	90.9	88.2	95.3	88.7	96.2
Irish heritage	0.3	0.2	0.2	0.2	0.3
Any other White	0.8	0.9	0.5	0.8	0.4
Any other	0.5	0.8	0.3	0.5	0.3
Not known/not provided	1.0	0.8	0.8	1.4	0.9
TOTALS	518,500	14,300	93,000	54,200	64,000

Source: WBL ILR data period 1-12 2004/05

Table 24 shows apprenticeship success rates over three years, 2002/03–2004/05. Points of interest include:

- The success rate for those on advanced apprenticeships has risen by nine percentage points over the three year period 2002/03 to 2004/05. Rises have been seen in all communities, with the exception of African and African-Caribbean. (However, both these cohorts are very small, approximately 100.).
- Success in level 2 apprenticeships has also risen steeply. With the exception of Bangladeshi heritage learners, where the achievement has remained constant, it has risen by at least eight percentage points for all communities.

Table 24: Apprenticeship NVQ success rates²⁴ by ethnicity and level, 2002/03–2004/05

Ethnicity	Advanced			Level 2		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
Black						
African	29	34	28	23	26	37
African-Caribbean	35	35	34	24	32	42
Black other	38	38	41	31	40	44
South Asian						
Bangladeshi	34	35	40	32	30	31
Indian	35	41	41	35	39	44
Pakistani	43	46	46	34	34	42
Other - Asian	22	*	55	27	37	48
White	44	46	52	38	43	52
Chinese	*	*	48	40	*	54
Other	30	33	36	25	32	43
Not known / not provided	38	60	55	41	51	53
ALL	43	46	52	38	43	51

Source: ILR SFR10/2006 and ILR SFR07/2005 – 'FE and WBL for young people – learner outcomes in England'

Table 25 shows that, overall, participants from minority backgrounds were well represented

²⁴ Success rates consist of learners achieving a full framework or an NVQ only. Calculated using old success rate method i.e. learners who leave their programme within first 6 weeks are still included.

in the employer training pilots (ETP), when comparing the figures with the working-age population as a whole: 91 per cent of working-age population in employment are white but at least 11.8 per cent of participants in ETP are from minority backgrounds (with 3.9 per cent unknown). It would be valuable, however, to have information about the breakdowns by background within the broad categories of black and South Asian.

Table 25: Employer Training Pilots - participants aged 18 and over by ethnicity, 2002–06

Ethnicity	Learners	%
Black	14,300	5.9
South Asian	13,800	5.7
White (UK)	198,100	81.2
(Irish)	2,000	0.8
(Other)	5,800	2.4
Chinese	500	0.2
Other/not provided	9,400	3.9
Total	244,000	100

Source: ETP MI Data based on learners participating in pilots Sep 2002 – Feb 2006

Table 26 shows 28.6 per cent of all working age people in employment were in receipt of job-related training in a particular 13 week period in autumn 2005. However people of Mixed and Black/Black British ethnicities were more likely to be in receipt of JRT in this period (36 per cent and 35 per cent) and people of Asian backgrounds were less likely (24 per cent).

Table 26: Proportion of working age people in employment²⁵ in receipt of JRT in 13 week period, by ethnicity, 2005

Ethnicity	Total in employment ('000s)	% in receipt of JRT in last 13 weeks
Black	481	34.5
Mixed	154	35.7
South Asian	963	24.2
White	20,629	28.6
Chinese	91	31.4
Other	286	31.1
All England	22,603	28.6

Source: DFES analysis of Autumn 2005 LFS data

Grants and financial support (Tables 27–28)

Table 27 is concerned with learner support funds (LSF) and shows:

- Over 90 per cent of residential bursaries are received by learners categorised as 'white British'. However, lower proportions of general learner support funds and childcare support funds are allocated to such learners (67 per cent and 56 per cent respectively).
- The proportion (nine per cent) of childcare support funds allocated to learners of African heritages is high compared with their proportion in FE as a whole. The proportion awarded to people of Pakistani heritage is also relatively high (six per cent).

²⁵ Including those self employed, and based on respondents own assessment of their employment status

Table 27: Learner Support Funds (LSF) - recipients at FE institutions by ethnicity and type of support, all ages

Ethnicity	General LSF	Childcare support	Residential Bursary	Other support ²⁶	No learner support
Black					
African heritage	5.8	8.9	0.9	4.7	2.8
Caribbean heritage	3.4	3.5	0.7	2.9	1.7
Any other	1.1	1.1	0.2	0.8	0.6
Mixed					
White and South Asian	0.4	0.4	0.3	0.5	0.3
White and African	0.6	0.9	0.2	0.4	0.3
White and Caribbean	1.1	1.2	0.8	1.3	0.5
Any other	0.6	0.8	0.5	0.7	0.4
South Asian					
Bangladeshi heritage	1.4	2.2	0.3	2.3	0.7
Indian heritage	2.5	1.8	0.6	2.9	2.2
Pakistani heritage	3.8	5.8	0.5	5.1	2
Any other Asian	1.6	2.6	0.2	0.9	1.2
White					
UK heritage	67.2	56.1	90.4	70.6	74.7
Irish heritage	0.7	0.5	0.4	0.3	0.8
Any other	3.4	4.9	1.9	1.8	4.8
Chinese	0.6	0.7	0	0.5	0.6
any other	3.3	5.9	0.5	2.3	2.2
not known/not provided	2.5	2.7	1.8	2	4.3
TOTAL	135,300	10,600	1,200	122,900	3,936,400

Source: DfES analysis of ILR F04 2004/05

Table 28 is based on data recently collected in Manchester. It shows:

- South Asian learners are well represented as recipients of Adult Learning Grants (11 per cent of all recipients are South Asian) compared both with the participation of South Asian background learners in FE, and in the England population as whole.
- White learners have the highest success rates when applying for ALGs (72 per cent of all applicants receive an ALG). South Asian learners have a lower success rate (68 per cent).
- Black heritage learners are least likely to receive an ALG (56 per cent success rate of applications). However, it must be noted that at the application stage many learners (over 2,000 – 20 per cent) did not provide information about their ethnicity.

²⁶ Including ALGs, EMA

Table 28: Adult Learning Grant (ALG) – Recipients of ALG by ethnicity, and success rates of ALG applications by ethnicity, 2005-06²⁷

Ethnicity	Recipients	
	% by ethnicity	Base
Black	4	262
Mixed or Chinese	2	152
South Asian	11	669
White	82	5,024
Unknown	0	26
Total	100	6,133
Ethnicity	Success rates of applications	
	% of base	Base
Black	56	465
Mixed or Chinese	64	280
South Asian	68	988
White	72	7,001
Unknown	66	2,246
Total	69	10,980

Source: Manchester City Council administration data, 2005/6 up to March 2006.

Staffing (Tables 29–30)

Data on workforce development is not currently collected. However, LLUK intends to carry out a workforce development survey in 2007, so data will be available soon. In the meanwhile, **Tables 29 and 30** show aspects of the overall situation in 2001. Features of interest include:

- In 2001, seven per cent of all FE staff were from minority backgrounds, compared with eight per cent of the population. However, some regions saw a higher proportion of staff from minority communities than in the population of the region: North (2.9 per cent compared with 2 per cent of the population), East Midlands (7.4 per cent compared with 5 per cent of population), East (7.2 compared with 4) and South East (4.2 compared with 4).

Table 29: Staff in FE colleges by ethnicity and region compared with the general population, 2001

Region	% staff from minority backgrounds	% of population from minority backgrounds
North West	1.2	4
North	2.9	2
Yorkshire and the Humber	5.3	6
West Midlands	8.3	10
East Midlands	7.4	5
East	7.2	4
South West	1.7	2
South East	4.2	4
London	25.5	28
England	6.9	8

Source: *Challenging racism: further education leading the way*, Commission for Black Staff in Further Education, 2002, and 2001 LFS analysis.

It is relevant to know also the grade of staff. **Table 30** shows that in 2001 only 0.1 per cent of lecturing staff were Senior lecturers from minority backgrounds, and 2.7 per cent of all staff were Senior lecturers from white backgrounds.

²⁷ Excludes respondents not recording ethnicity

Table 30: Percentages of lecturing staff by seniority and ethnicity, 2001

	Minorities %	White %	Total %
Senior Lecturers	0.1	2.7	2.8
Main Grade Lecturers (Full Time)	2.6	34.7	37.3
Main Grade Lecturers (Fractional)	0.8	18.0	18.8
Main Grade Lecturers (Part Time)	3.5	37.6	41.1
Total	7.0	93.0	100.0

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

In 2005 the Network for Black Managers conducted a survey to establish how many staff of black and minority-ethnic backgrounds were employed in FE colleges as senior managers. It found that there were 313 such staff altogether, of whom 58 were employed at second tier level (i.e. as members of senior management teams) and 255 at third tier level (i.e. reporting to a member of the senior management team). Only 50 colleges (12.5 per cent) had more than one person from a black and minority-ethnic background operating at a senior level and 274 (70.6) had no senior managers from minority backgrounds at all.²⁸

Children and young people in care (Table 31)

Children in care are ethnically diverse, and research shows that they will benefit from care which reflects this diversity. Black and mixed heritage children are over-represented – each comprises three per cent of all children, but six and nine per cent respectively of those in care, including unaccompanied asylum seekers. South Asian children from South Asian heritages, however, are under-represented (six per cent of all children, but two per cent of those in care). There is as yet no detailed data on the participation of looked after children (LAC) in the FE system. Research in relation to higher education, however, shows that there are distinctive issues affecting them. Similar issues probably operate in relation to FE as well.²⁹

Around 3,000 unaccompanied asylum seeking children (UASC) are cared for by local authorities at any one time. This group of children often have different needs from other children in care, which will be looked at in more detail in a forthcoming consultation to be published by the Home Office.

Table 31: The ethnicity of children in care, including unaccompanied asylum-seeking children

Ethnicity	Children in care		Children in need		All children
	Number	%	Number	%	%
Black	3,700	6	12,700	6	3
Mixed	4,900	9	13,000	6	3
Asian	1,300	2	8,100	4	6
White	47,500	82	170,700	75	87
Other	600	1	3,300	1	1
Not stated	-	-	18,500	8	-

Source: *Care Matters: transforming the lives of children and young people in care* (DfES 2006)

²⁸ *Second and Third Tier Black and Minority Ethnic Managers*, published by the Network for Black Managers in November 2005.

²⁹ *Going to University from Care*, by Jackson, S. et al, Institute of Education University of London for the Frank Buttle Trust, 2006.

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