

Looking In and Reaching Out

A research project to identify ways forward to increase access to education and early years education for BME communities in south west Wales

Full Report
Conducted for

Trinity College Carmarthen
School of Early Years Education
School of Education Studies and Social Inclusion

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Acronyms

CEMVO- Council for Ethnic Minority Voluntary Organisations

CRE- Commission for Racial Equality

DELLS- Department for Education, Lifelong Learning and Skills

DfES-Department for Education and Skills

EALAW- English as an Additional Language Association of Wales

EOC- Equal Opportunities Commission

HEFCW- Higher Education Funding Council for Wales

HESA- Higher Education Statistics Agency

KS -Key Stage

MEWN- Minority Ethnic Women's Network

NAW- National Assembly of Wales

ONS- Official National Statistics

PLASC- Pupil Level Annual School Census

UCAS- Universities and Colleges Admissions Service

WAG- Welsh Assembly Government

Chapter 1 Context of Research

1.1 Background and Aims of Research

There has been a consensus in several publications that BME (Black and Minority Ethnic) students are over-represented in higher education compared to their general population levels (Connor et al., 2004). However general figures which bulk different ethnic groups together when compared to the general White British population can be misleading. Some BME groups do have very high enrolment rates onto higher degree courses, particularly those from Indian and Chinese backgrounds and are recruited beyond their proportion in the whole British population (Connor et al., 2004). However other ethnic minority groups are not as well represented. For those BME students that do enter higher education there is growing evidence that they attain less well when compared to their White British counterparts (DfES, 2006) which can have negative consequences when entering the job market

Consistently data has demonstrated that several BME groups are not choosing to study education based courses at higher education level suggesting that these courses and the careers they lead to are not appealing to particular ethnic groups in the UK. Even within groups represented well in the higher education sector, education based courses are under recruiting applicants (Connor et al., 2004). Such low recruitment rates appear to be compounding an under representation of BME teachers and child education professionals in Wales and the UK (Furlong, Hagger and Butcher, 2005).

The early years sector is one area of the education and care sector where evidence supports an under representation of BME groups working within the area (Care Council Wales, 2007; Jeffels, 2005; MEWN, 1998). There is also research evidence indicating that some BME groups access early years provision for their own children less than White British groups, with an indication that this is linked to linguistic, cultural, social, accessibility and economic reasons depending on BME group (Fitzgerald et al., 2002).

Good early years provision can help young children develop key social, emotional and intellectual skills (Daycare Trust, 2004) and provides parents with opportunities to seek employment, access learning, training and social opportunities (Daycare Trust, 2004) promoting life long learning and other social benefits (Daycare Trust, 2004). Barriers to accessing such provision can therefore have negative impacts on parents and their children

(Daycare Trust, 2007). A lack of early years and education practitioners from BME groups can further exacerbate the situation especially as child care settings should be developing programmes consistent with a multi-lingual and multi-cultural ethos and do not have the diversity of personnel to do so. A lack of practitioners from BME groups may also alienate parents in culturally diverse communities unsure about care and education in a predominately white setting (Daycare Trust, 2007; Hall, Bance and Denton, 2004; MEWN, 1998).

This research project is part of Trinity College, Carmarthen's Widening Access remit and will:-

- Identify BME groups and organisations in south west Wales.
- Assess the BME population levels in south west Wales and identify the education and career choices of local BME groups.
- Identify and evaluate the issues important to BME groups in south west Wales during their education.
- Identify barriers to accessing higher education in Wales and south west Wales, especially in relation to education and early years based education.
- Provide recommendations to facilitate access by BME groups to higher education institutes in Wales and south west Wales.
- Provide recommendations to allow Trinity College to improve access to local BME communities.

The project provides a broad definition of BME group- lending from the Commission for Racial Equality's guidance that BME should include any person who does not tick the White British box in a census or equality form. This project therefore includes both non-white and white BME groups. The study area (outlined in detail in Chapter 2) includes urban Swansea and the more rural Ceredigion, Carmarthenshire and Pembrokeshire, and therefore provides an opportunity to highlight issues pertinent to larger more established communities, such as the Bengali community in Swansea, with that for new and recent Eastern European communities in Carmarthenshire. Issues that may affect urban BME communities differently to rural BME communities are also explored.

Quantitative data from different publications often lacks consistency when collecting ethnic group data either bulking groups into very generic Asian, Black Mixed or Other categories which mask the differences between distinct heritage groups. Recently several organisations have used the Census, 2001 categories to collect ethnicity data (see Chapter 2), however these categories although more specific do not differentiate different White groups, and several non-white groups are bulked as ‘other ethnic groups’ and so issues pertinent to some distinct communities is unclear from such data. In this study several of the groups interviewed have been from groups which are often overlooked within statistical data e.g. Polish, Filipino groups, and therefore this report may provide useful insights specific to these groups.

Data linked to ethnicity is not compulsory on several forms (apart from Census 2001) and therefore there are often significant gaps in the coverage of ethnicity data. Often, higher levels of people provide no ethnicity data, than the levels that do provide data, making it difficult to make any valid analysis or to account for who the unknown groups actually represent.

Chapter 2 outlines the methodology and study areas used during this research. Chapter 3 provides a literature review of recent publications exploring issues relevant to BME education, participation and attainment. There are several publications relating to education and BME groups in England or UK as a whole, but less information linked to the situation for BME groups in Wales. Chapter 3 therefore collates statistical information available for Wales and the study region and evaluates it in the context of other UK / English based literature and data with a view to highlight notable trends in Wales, and to provide a context for the broader issues affecting the study locality. Issues linked to higher education participation, courses and attainment are explored in detail in order to quantify how BME groups are accessing education or early years training. Chapter 4 explores the qualitative data collected during the study with a view to highlight issues and themes pertinent to the local BME groups interviewed. This will help explain trends observed in the data in Chapter 3, but may also provide an insight into the issues affecting BME groups’ relationship with education participation and attainment within the south west Wales area. Chapter 5 and 6 provides a conclusion and recommendations which will facilitate access to higher education (particularly education/ early years training) in Wales and the local area.

Chapter 2- Methodology

2.1 Denoting the study area

Quantitative data was collected on UK, Wales and county level where appropriate in order to be able to compare and contrast the issues linked to BME groups both nationally and regionally. The qualitative data was collected in the south west Wales region which this study initially targeted as the local authorities of Swansea, Pembrokeshire, Carmarthenshire and south Ceredigion. Swansea, Pembrokeshire and Carmarthenshire reflect the regions involved in the South West Wales Widening Access Partnership. By including south Ceredigion the four areas reflect important areas contributing to Trinity College's student intake.

2.2 Description of area

Ceredigion, Pembrokeshire and Carmarthenshire have large rural areas and low population density in the majority of their land mass. Carmarthenshire has some areas to the south of the county which have higher population densities and are linked to heavy and manufacturing industry, however these traditionally important industrial areas have been in decline since the 1950s and some areas in Llanelli and the Amman Valley are Community First areas due to socio-economic deprivation. Pembrokeshire does have some industrial areas to the south of the county linked to the oil refinery industry. Some of these areas have been indicated as being economically deprived due to recent oil industry decline, and the Pembroke Dock area is part of the Community First network. Ceredigion has the lowest population of all the counties within the study area and is extensively rural with socio economic problems within the county often linked to rural decline. The county has two Community First areas. Swansea is a far more densely populated urban area which has recently been part of important economic developments on the waterfront and near the city centre. Some areas however remain economically deprived and are part of the Community First network. Carmarthenshire and Pembrokeshire have approx. 1% of their population from BME backgrounds, Ceredigion has approx. 1.5% and Swansea reflects the Welsh average at approx 2.2%. Notably Swansea has the most established communities with the largest Bengali community in Wales. Pembrokeshire has distinct Romany and Traveller groups in some parts of the county and most recently Carmarthenshire has seen an increase in migration from Easter Europe into the Llanelli area

More detailed information linked to the population and ethnic groups in the four counties involved in this study can be accessed at:-

<http://neighbourhood.statistics.gov.uk/dissemination/LeadTableView.do?a=3&b=276867&c=S A31+1JP&d=13&e=13&g=416435&i=1x1003x1004&m=0&r=0&s=1193928357424&enc=1&dsFamilyId=87>

<http://neighbourhood.statistics.gov.uk/dissemination/LeadTableView.do?a=3&b=276865&c=S A46+0PA&d=13&e=13&g=415690&i=1x1003x1004&m=0&r=0&s=1193928442205&enc=1&dsFamilyId=87>

<http://neighbourhood.statistics.gov.uk/dissemination/LeadTableView.do?a=3&b=276866&c=S A61+1TP&d=13&e=13&g=416044&i=1x1003x1004&m=0&r=0&s=1193928508611&enc=1&dsFamilyId=87>

<http://neighbourhood.statistics.gov.uk/dissemination/LeadTableView.do?a=3&b=276868&c=S A1+3SN&d=13&e=13&g=416985&i=1x1003x1004&m=0&r=0&s=1193928613626&enc=1&dsFamilyId=87>

2.3 Quantitative data

Quantitative data was sourced from different publications and organisations in order to assess:-

- The population statistics of BME groups in the UK, Wales and the south west Wales region (Census, 2001 or publications based on this information).
- Several organisations now use ethnic group / origin categories which are equivalent to those in the Census 2001 (see Table 2.1) with very general categories bulked at level 1 and more refined categories at level 2. Although several organisations now use these categories, this is not always the case and therefore on some occasions it is very difficult to compare statistics between different studies and reports. Providing ethnicity data is not compulsory and many data sets have large categories where ethnicity information is not stated or is unknown. In some studies this missing information can be higher than that of disclosed ethnicity information and therefore could produce bias within data sets. There is some indication that non disclosure of ethnic groups is declining linked to the more clear an extensive categories currently available, and therefore caution is required when analysing data as increases in the proportion of ethnic minority groups may to a large extent be due to better data collection methods. Ethnicity categories are not consistent between years and can therefore make it difficult to compare data sets over time. In this report data participants were given the

opportunity to provide their own description of their ethnic group which allowed the researchers to sub-categorise groups beyond the level 2 highlighted in Table 2.1 into specific groups e.g. Filipino, Polish and Nepalese etc. Analysis of data from other reports highlighted any inconsistencies or discrepancies in the ethnic groups categories used as appropriate.

Table 2.1 Ethnic groups/ origin categories as used in the Census 2001. Taken from http://www.statistics.gov.uk/about/Classifications/ns_ethnic_classification.asp

Level 1	Level 2
WHITE	WHITE or
	WHITE
	British
	Irish
	Other White background
	All White groups
MIXED	MIXED
	White and Black Caribbean
	White and Black African
	White and Asian
	Other Mixed background
	All Mixed groups
ASIAN or ASIAN BRITISH	ASIAN or ASIAN BRITISH
	Indian
	Pakistani
	Bangladeshi
	Other Asian background
	All Asian groups
BLACK or BLACK BRITISH	BLACK or BLACK BRITISH
	Caribbean
	African
	Other Black background
	All Black groups
CHINESE or OTHER ETHNIC GROUP	CHINESE or OTHER ETHNIC GROUP
	Chinese
	Other ethnic group
	All Chinese or Other groups
ALL ETHNIC GROUPS	ALL ETHNIC GROUPS
NOT STATED	NOT STATED

- The population statistics of BME groups participating in compulsory education within the region. This information was initially surveyed by requesting information from all secondary schools and further education colleges in Swansea, Pembrokeshire,

Carmarthenshire and Ceredigion. Information was requested by sending each school a letter outlining the information required (see Appendix 1) Of the 46 letters sent to each secondary school and college only 12 replies were received. The information collected using this process repeatedly highlighted the PLASC system as the key means for monitoring the numbers of BME groups and their progress in school. Data from the PLASC system (web site) was therefore used as a means to assess BME pupils within Wales and the region in primary and secondary education. The initial survey letter, although only providing a 26 % response rate did serve to highlight schools that may be willing to participate in further qualitative data during the study and several respondents also contributed valuable insights which are highlighted during this report.

- The destination and choices made by students from different ethnic groups in the south west Wales region was assessed by analysing data made available to the researchers by Careers Wales West, the organisation responsible for providing careers advice to secondary school and post 16 young people within the region. The raw data provided by Careers Wales West has been converted into percentage values as appropriate in order to compare and contrast between different BME groups. Most data is a snapshot for 2005 or 2006 Due to the low numbers of BME groups living in the study area caution is needed when interpreting the data and such issues are highlighted within the results section.
- Data from UCAS, HESA as well as from specific Higher Education Institutes in Wales and within the study region was analysed in order to compare and contrast the numbers and proportions of different BME groups accepting places and participating in higher education. For most data either a snapshot of 2005/2006 is provided or a timeline over the last five years. The raw data provided by these organisations and institutes was analysed in a way that allows the percentages of students in the UK, Wales and specific regions to be compared in terms of their ethnic group not only in general terms but also in terms of specific courses studied. This provides a method to compare recruitment in specific types of courses. Most of the data is compared in terms of educationally focused versus non-educationally focused higher education courses. Where possible courses have been separated according to their JACS code and this information is indicated in the results.

2.4 Qualitative data

Initially the authors of this report identified and made contact with different community groups representing BME groups in the south west Wales region. These groups are described in Chapter 4. Each group was contacted via an initial phone call in order to arrange meetings, and then follow up letters / emails were sent to group representatives willing to organise or participate in interviews (see Appendix 2). Schools identified in the initial letter survey (see section 2.1) as having BME students were contacted via email or phone in order to arrange with schools the feasibility of undertaking interviews with groups of their students. Six schools- one in Swansea, three in Carmarthenshire, one in Pembrokeshire and one in Ceredigion agreed to participate in the qualitative research. Due to limitations in terms of the timetables of the young people, the interviews were arranged by the school in order to facilitate parental consent and to ensure students did not miss important school lessons or activities. The information provided to schools and parents can be seen in Appendix 3).

The nature of the community groups and representatives encountered as well as limitations on time for school pupils to attend interviews, qualitative data was collected in a variety of ways. Some semi-structured interviews were undertaken with individual participants, especially in situations where particular community representatives or parents were providing information. Other data was collected in very small semi-structured interview groups (2-5 representatives). In other cases where groups were larger the data collected was by means of a focus group where participants in the group provided their own thoughts and feelings but also interacted far more within the groups when providing information. For groups of young participants especially in the context of schools small interview groups / focus groups were deemed appropriate as the students did not know the interviewer previously and so individual interviews may have been inhibited in a one to one situation. In one school only one student was available; however she was willing to engage in the interview process. Table 2.2 provides an outline of the interview / focus groups undertaken and the number and nature of participants. Appendix 4 also provides an outline of the issues / questions presented in the interviews/ focus groups. From Table 2.2 it is clear that the age and composition of participants varied across groups with some focus group / interviews concentrating on particular BME groups and others especially in the school context speaking to a variety of different BME groups. Widening Access policy lead by HEFCW is targeting adult learners and young people from BME backgrounds. Research indicates that several BME groups enter higher education as mature students and so interviewing adult participants was deemed appropriate, especially as early

years training is already often accessed by more mature students (Trinity College Early Years tutor, pers. comm., 2007). Widening Access policy also prioritises the need to engage with students or students from BME backgrounds as well as socially and economically deprived backgrounds long before they reach school leaving age in order to encourage their participation and remove any negative stereotypes of higher education they may have (South West Wales Reaching Wider Partnership, pers. comm., 2007). Interviewing students in Year 8-Year 11 was therefore deemed appropriate in this context in order to understand the needs of students who have not already decided to enter higher education or training. The low representation of BME groups within the county meant that for most schools the BME heritage of each pupil within a school was different unless siblings were interviewed. The nature of most community groups meant they represented the needs and issues of particular BME groups and so focus groups in this context would provide data from only one particular BME group. During the interviews however the researchers maintained a record of participant's national identity, ethnicity and family background in order to be able to observe differences in the thoughts and opinions of different BME groups.

Table 2.2 The ethnic group, age, gender and location of interview participants The numbers next to ethnic groups in column one represent the interview number of the participant. E.g. All those with number 1 were interviewed together

Participant ethnic group/ origin (self evaluated) and interview number	Age (where available)	Gender
Cameroonian 1		Female
Cameroonian 1	16-17	Female
Singaporean 2		Female
Kenyan 3	19	Female
Kenyan 3	36	Female
Zimbabwean 3	20	Female
Polish 4	46	Female
Polish 5	33	Female
Congolese 6		Male
Algerian 7		Female
British	29	Female

Bangladeshi 8		
Filipino 9	56	Female
Filipino 10	30s-40s	Male
Filipino 10	30s-40s	Female
Filipino 10	30s-40s	Female
Filipino 10	14	Female
Filipino 10	14	Female
Filipino 10	17	Female
Bangladeshi 11		Male
Chinese 12	29	Female
Chinese 12	36	Female
Chinese 12	48	Female
Chinese 12	53	Female
British Bangladeshi 13	14	Female
British Bangladeshi 14	13	Female
British Bangladeshi 14	14	Female

British Chinese 14	13	Female
Turkish 14	13	Female
Afghan 14	13	Female
Polish 15	14	Female
Polish 15	14	Female
Polish 15	13	Female
Polish 15	13	Female
Polish 15	12	Female
Nepalese 15	13	Female
Nepalese 16	14	Female
British Indian 16	13	Female
British Indian 16	14	Female
Mixed White / Black Caribbean 16	14	Female
Mixed White / Black Caribbean 16	14	Female
British Pakistani 17		Male
Mixed White / Sri Lankan 18	17	Female
Mixed White / Pakistani 18	17	Female
Guyanese 18	17	Female
British Chinese 18	17	Female
Mixed White / African 18	18	Female
Mixed White / Sri Lankan 18	17	Female
Hungarian 19	16	Female
British Bangladeshi 20	12	Female
British Bangladeshi 20	13	Female

The method used to sample interviewees was to some extent very subjective and depended to a great deal on the groups and schools willing to participate. Swansea is represented by 40 participants, Carmarthenshire by 18, south Ceredigion by 2 and Pembrokeshire by 1. Therefore the qualitative data does not represent the population in its entirety or systematically. The data to some extent also reflects the fact that the BME population is higher in the Swansea area and also the fact that this area has far more well established groups and organisations representing the needs of BME groups. In some cases several BME groups based in Swansea had a remit for the whole of south west Wales. Despite these limitations the range of participants interviewed does provide an opportunity to identify the issues relevant to some BME groups living within the region in more detail than general statistical data. Interviews were also undertaken with a Head teacher and Deputy Head teacher representing two schools, one located in Swansea, the other in Carmarthenshire.

Participant data was where possible recorded with a hand held digital recorder. Some of the schools were unwilling for students to be recorded in which case detailed notes of the interviews / focus groups were taken by hand.

The ideas of workshop participants at the 'Looking In and Reaching Out' conference were also noted and incorporated into this report and included the views of individuals, educators, community groups and service providers.

Recent studies in Wales (Scourfield et al, 2002; EALAW, 2003; EOC, 2007b), in Swansea (Lyle, 2006) and in Carmarthenshire (Gardner and Lanman, 2006) have also interviewed participants from BME backgrounds and include some issues relevant to this study and therefore findings from these studies are also included throughout the discussion of the qualitative data (Chapter 4) in order to provide a context for the results in this study

Chapter 3- Literature review and analysis of quantitative data

3.1 BME groups in Wales and south west Wales

3.1.1 Non white BME groups

According to the 2001 census, Wales has a BME population of 61,580 (2.1% of total population), a lower proportion than the UK's population of 4,635,269 (7.8% of population) (see Tables 3.1a and 3.1b). Carmarthenshire, Pembrokeshire and Ceredigion have less than 1.5% of the respective counties populations from BME groups with only Swansea having a proportion over 2% (see Table 3.1 a). In Wales and the UK as a whole the highest proportion of BME groups are found in the urban areas. For Wales the highest number and proportion of BME groups are found in Cardiff (see Table 3.1c) reflecting the pattern in the UK where over 45% of the BME groups in the UK live in London (ONS, 2001). Rural counties such as Carmarthenshire and Pembrokeshire have some of the UK's lowest proportions of BME groups (ONS, 2001). Ceredigion has the 6th highest level proportion of BME groups in Wales (still under 1.5%), which may be surprising for such a rural county and probably reflects the importance of having a University and hospital within the county.

Asian groups form the highest proportion of BME groups in Wales and the UK as a whole with over 41% of the Wales BME population and 50.12% of the UK BME population coming from an Asian background. However Wales has a higher proportion of people from a mixed background (32%) (Table 3.1b) than either the UK (14.6%) (Table 3.1c), or any of the other home nations (Table 3.2). There is some variability in terms of the BME group profile for the counties within the study area. Pembrokeshire and Ceredigion have people from mixed backgrounds as the highest represented BME group (over 35%) followed by the Asian group (under 30%) (see Table 3.1 b). Carmarthenshire has similar proportions of BME groups from mixed and Asian backgrounds (see Table 3.1c). Swansea's profile in terms of BME groups reflects that for Cardiff and the UK more closely than the other counties in the study region, having over 40% Asian BME groups in the population and only 23% of mixed background BME groups. This may reflect the urban nature of this county and the fact that the areas have far more distinct established communities than the more rural counties. Census, 2001 for example highlighted that Swansea has 2212 Asian residents with the largest proportion of these being Bangladeshi (1015 residents). These groups are often located in distinct parts of the city forming recognisable communities. Identifying such distinct communities in Carmarthenshire, Ceredigion and Pembrokeshire within the non-white community is difficult. A full and

detailed profile of the ethnic groups in Wales, Carmarthenshire, Pembrokeshire, Swansea and Ceredigion can be found as indicated in section 2.2.

Table 3.1 The BME population of Wales and the counties within the study area of this report in terms of non white groups (ONS, 2001). Table a) shows the actual numbers and percentages compared to the total population of Wales or county respectively b) shows the percentages of each BME group making up the none white population c) indicates the BME population numbers and percentages for Cardiff (the area in Wales with the highest numbers and percentages of BME groups) and the UK as a whole.

a)

Area	All People	Non White	Mixed	Asian	Black	Chinese
Wales	2,903085	61,580 (2.1%)	17,661 (0.61%)	25,448 (0.88%)	7,069 (0.24%)	11,402 (0.395)
Carmarthenshire	172, 842	1,623 (0.94%)	527 (0.30%)	550 (0.318%)	138 (0.080%)	408 (0.24%)
Pembrokeshire	114,131	1,026 (0.90%)	366 (0.32%)	302 (0.265%)	88 (0.08%)	270 (0.24%)
Swansea	223,301	4,806 (2.2%)	1,106 (0.5%)	2,215 (1.00%)	290 (0.13%)	1,195 (0.54%)
Ceredigion	74,941	1,037 (1.38%)	397 (0.53%)	272 (0.36%)	115 (0.15%)	253 (0.34%)

b)

Area	Non White	Mixed	Asian	Black	Chinese
Wales	61,580 (2.1%)	17,661 (32%)	25,448 (41%)	7,069 (11%)	11,402 (19%)
Carmarthenshire	1,623 (0.94%)	527 (32%)	550 (34%)	138 (9%)	408 (25%)
Pembrokeshire	1,026 (0.90%)	366 (36%)	302 (29%)	88 (9%)	270 (26%)
Swansea	4,806 (2.2%)	1,106 (23%)	2,215 (46%)	290 (6%)	1,195 (25%)
Ceredigion	1,037 (1.38%)	397 (38%)	272 (26%)	115 (11%)	253 (24%)

c)

Area	All People	Non White	Mixed	Asian	Black	Chinese
Cardiff	305,353	25,729 (8.43%)	6,084 (24%)	12,080 (47%)	3,898 (15%)	3,667 (14%)
UK	58,789194	4,635269 (7.8%)	677117 (14.6%)	2,331423 (50.21%)	1148708 (24.80%)	247403 (5.3%)

Table 3.2 Comparison of the percentages of non-white BME groups in the four home nations

	Wales	England	Scotland	Northern Ireland
Non white BME group population	61,580	4,459,470	101,677	12,569
Percentage of non-white BME groups in population (%)	2.12	9.08	2.01	0.75
Mixed BME group percentage of BME population (%)	28.7	14.4	12.6	26.4
Asian or Asian British/Scottish BME group as percentage of total non white BME population (%)	41.3	50.4	54.1	21.3
Black or Black British/Scottish BME group as percentage of total non white BME population (%)	11.5	25.4	7.9	9.0

3.1.2 White BME groups

1.3% of Wales indicated in the Census, 2001 that they belonged to White groups other than British or Irish. However due to no categories provided in the Census it is difficult to assess who these groups represent. Carmarthenshire, Pembrokeshire and Ceredigion have Other White groups representing over 1.2% of their population; the highest BME groups when compared to non white BME groups (see Section 3.1.1). Only Swansea has Other White groups representing a smaller proportion (1.55%) than the non white population in the city (at 2.2%). Since 2004 there have been major changes in migration into parts of Wales linked to the accession of the A8 (former eastern block countries) into the European Union (see Table 3.7) and therefore the figures taken in the 2001 census probably underestimate the numbers of other white groups who have migrated into Wales since 2004. In the context of this study it is significant that Carmarthenshire is the county in Wales which is the top destination for migrants from A8 accession countries. Since 2004 until the first of April 2007, 2635 migrants (over two thirds being Polish) have applied for worker registration within the county, with the most being residents in the Llanelli area (see Table 3.6). The numbers do not include those yet to register or self employed people, therefore the numbers could be higher.

The influx of new migrants will have significant implications for local services including education especially as the families of migrants will be attending local schools and colleges and may have additional needs in terms of acquiring English / Welsh skills. Census 2001 data and the lack of differentiation between White groups means that these new migrants could be unrepresented or overlooked and therefore future data collection will need to incorporate these groups more effectively into research statistics.

Table 3.5 Numbers and percentages of White Other groups apart from White British and Irish in Wales and study region (ONS, 2001)

Wales	Carmarthenshire	Pembrokeshire	Swansea	Ceredigion
37,211	2,141	1,558	3,469	1,408
1.3%	1.24%	1.37%	1.55%	1.88%

Table 3.6 Numbers of migrants from A8 countries in Wales and the counties important to this study in terms of number of applications to join the worker registration scheme

(taken from <http://new.wales.gov.uk/docrepos/40382/40382313/statistics/economy/sa11a.pdf?lang=en>)

	2004-2005	2006	2007 (first quarter)	Cumulative total to date
Wales	7,920	6,870	1,435	16,225
Carmarthenshire	1,260	1,080	295	2,635
Pembrokeshire	245	250	55	550
Swansea	235	250	70	555
Ceredigion	135	130	25	285

Table 3.7 Working Registration Scheme initial approvals of A8 migrants in Wales by country of origin

Taken from: <http://new.wales.gov.uk/docrepos/40382/40382313/statistics/economy/sa11a.pdf?lang=en>)

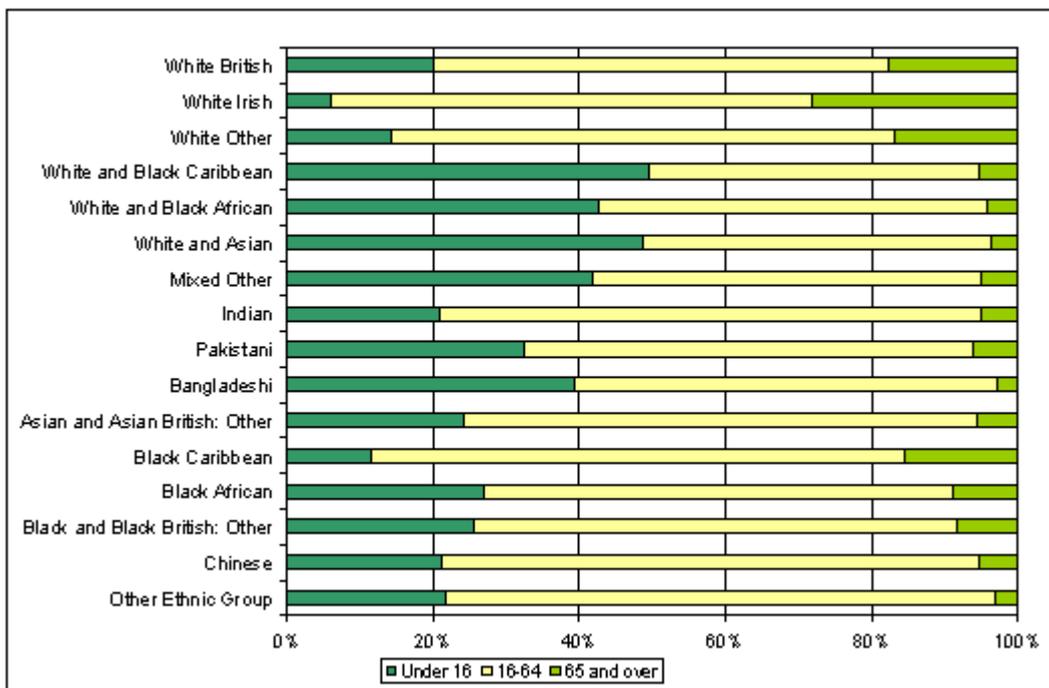
Country of origin	Number in Wales
Poland	10,785
Slovakia	2,450
Lithuania	985
Remaining A8 countries (Estonia, Hungary, Latvia, Slovenia, Czech Republic)	2000

3.1.3 The age profile of different ethnic groups in Wales

Several BME groups have younger age profiles than the White British communities, for example those from Mixed backgrounds have over 30% of their population under 16 years of age compared to only 20% in the White British population. Other BME groups such as Bangladeshi and Pakistani also have a higher proportion of under 16 year old children as well as more of the population aged between 16 and 65 compared to the more aging White British population (see Figure 3.1). Such data suggest that in the future larger cohorts of young people in some BME groups will lead to proportionally more BME groups in the student population compared to the general population.

Figure 3.1 Broad age distribution by ethnic group in Wales, 2001

Chart 1.3 Broad age distribution by ethnic group, 2001



Source: 2001 Census of Population, Office for National Statistics

Taken from 'A Statistical Focus on Ethnicity in Wales'

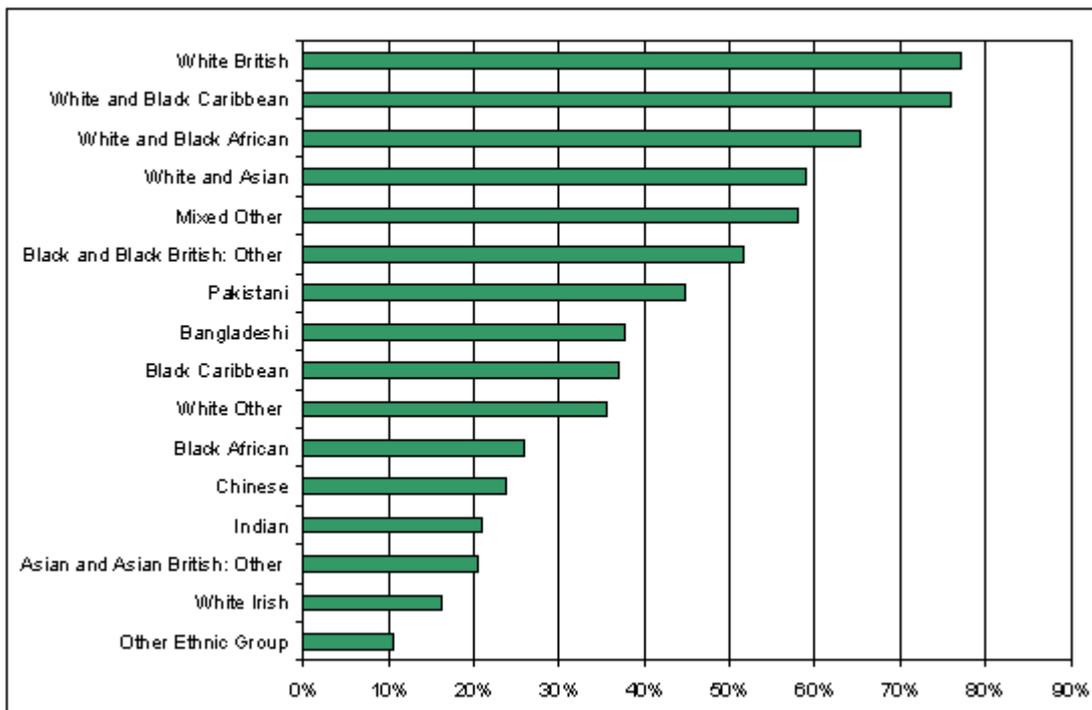
http://new.wales.gov.uk/legacy_en/keypubstatisticsforwales/content/publication/compendia/2004/sb53-2004/sb53-2004-ch1.htm

3.1.3 Place of birth

The proportion of different ethnic groups born in Wales is very varied, depending on group (see Figure 3.2). Nearly 80% of those stating they were White British were born in Wales. Over 50% of all Mixed groups were born in Wales. Asian groups such as Bangladeshi and Pakistani had between 35% and 42% of the population born in Wales, with only just over 21% of those in the Indian group born in Wales. Under 40% of the White Other group was born in Wales. Some of these findings reflect the younger age profile of these BME groups, increasingly representing second and third generation communities.

Figure 3.2 Percentage of Welsh residents born in Wales by ethnicity, 2001

Chart 1.4 Percentage of Welsh residents born in Wales, 2001



Source: 2001 Census of Population, Office for National Statistics

Taken from 'A Statistical Focus on Ethnicity in Wales'

http://new.wales.gov.uk/legacy_en/keypubstatisticsforwales/content/publication/compendia/2004/sb53-2004/sb53-2004-ch1.htm

3.1.4 Welsh language ability

20.8% of the total Welsh population are able to speak at least some Welsh with 21% of White and 18.1% of Mixed groups able to do so. For all other BME groups less than 7% are able to speak at least some Welsh (see Table 3.8). Such statistics are unsurprising as the highest numbers and proportions of BME groups reside in the larger urban areas of Cardiff, Newport and Swansea, where a far lower proportion of Welsh speakers can be found among the general

population. The high proportion of Mixed Welsh speakers may be influenced by the higher proportion in traditionally Welsh speaking areas such as Carmarthenshire, Ceredigion and Pembrokeshire.

Table 3.8 Welsh language ability of different ethnic groups in Wales

	Reported as able to speak at least some Welsh	Reported as able to speak at least some Welsh (%)
Total in Welsh population (over 3 years old)	582, 368	20.8
White	576,832	21
Mixed	2910	18.1
Asian/ Asian British	1648	6.9
Black/ Black British	443	6.5
Chinese or other ethnic group	534	4.8

3.1.5 Religion and ethnicity in Wales

White Christians are the largest group in Wales with 2,069800 of the population (71% of the total population) (see Figure 3.3). The majority of Mixed and Black BME groups are also Christians (Figure 3.3) with 3,800 Black Christians and 8,900 Mixed Christians in Wales according to the 2001 census (Statistical Focus on Wales, 2004).

Of the non Christian faiths the largest groups in Wales were Muslim (0.7% of population). Within these groups the largest groups were Pakistani Muslims (7,200), and Bangladeshi Muslims (5,000) with the majority of Bangladeshi and Pakistani groups being Muslim (see also Figure 3.3). The next largest groups were Indian Hindus (4,500) and White Buddhists (3,200) (Statistical Focus on Wales, 2004).

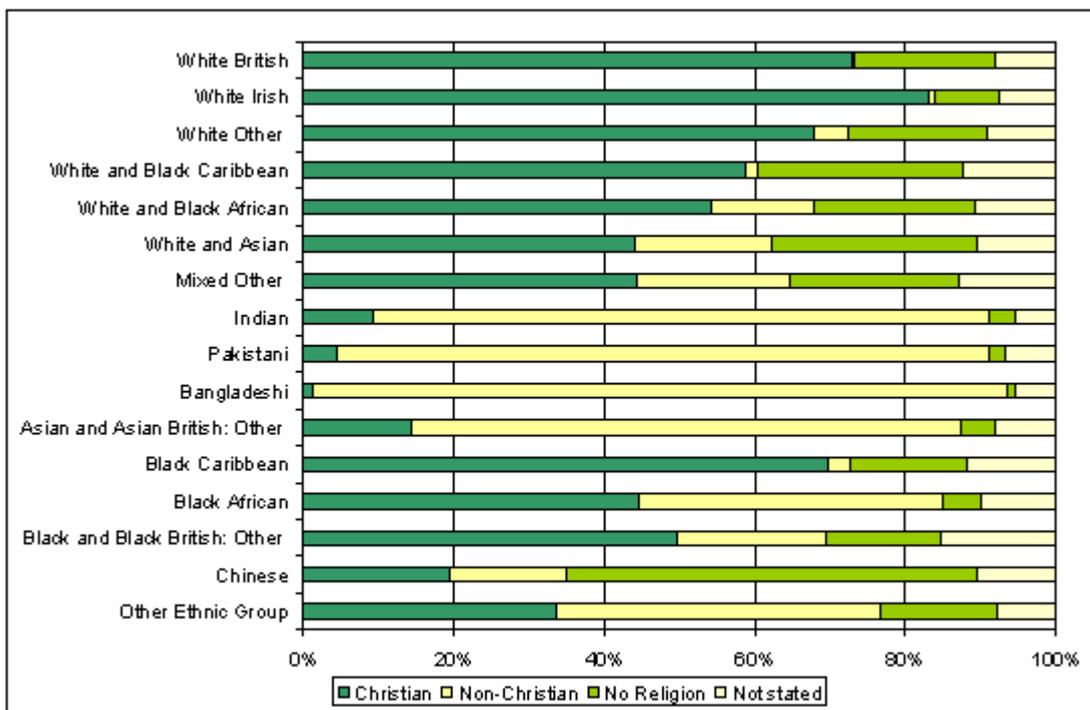
Those from an Indian Background had the most diverse religious backgrounds with 54% Hindus, 19% Sikhs and 9% Christians.

18% of those questioned stated they had no religion, with the Chinese groups having more than 50% stating to have no religion, and over 25 % of the Mixed groups stating this. Only 3% of Asian groups stated they had no religion (Statistical Focus on Wales, 2004).

Swansea has a high proportion of Bangladeshi groups making up its BME population and these are very likely to be Muslim. Recent Polish migrants with a Roman Catholic heritage have impacted on the local Roman Catholic Church and school system. For BME groups in rural settings the predominance of white only Christian religious settings can also isolate minority religious groups. For several groups religious and cultural issues interact and it is difficult to discuss BME education without being aware of these issues.

Figure 3.3 Religious composition of different ethnic groups in Wales (ONS, 2001)

Chart 1.5 Religious composition of ethnic groups, 2001



Source: 2001 Census of Population, Office for National Statistics

Taken from 'A Statistical Focus on Ethnicity in Wales'

http://new.wales.gov.uk/legacy_en/keypubstatisticsforwales/content/publication/compendia/2004/sb53-2004/sb53-2004-ch1.htm

3.2 Overview-Ethnicity and education

It has long been recognised that there is inequality in the educational achievement of different BME groups in the UK (Lyle, 2006). Assessing this inequality by evaluating one generic BME group is impossible as there are stark differences between the achievements of individual ethnic groups (Cassen and Kingdon, 2007). It is also confounded by the variety of ways different researchers categorise ethnicity, often with no consistency between different studies and problems associated with assessing a dynamic group where migration trends impact on the numbers and origin of different BME groups far more than for the majority White British

population within the UK. Statistics often also mask generational issues and so the factors impacting on recent migrants can be very different to those for second and third generation citizens. Such issues have been problems encountered when analysing data for this study and are discussed further later in the report.

3.2.1 Ethnicity and compulsory education-a UK and Wales perspective

Consistently Chinese / Chinese British and Indian / Indian British children are the highest achievers in terms of assessment results during compulsory education. A recent report by the Rowntree Foundation (Cassen and Kingdon, 2007) highlighted that pupils from a Chinese or Indian background are least likely to be among low achievers in terms of their GCSE / GNVQ exam results when compared to White British and other BME pupils in England. Both groups also have the highest percentages of any other ethnic groups achieving 5A*- C grade GCSE across the UK (Cassen and Kingdom, 2007). Such high achievement was also highlighted for Welsh schools in the EALAW report (2003) and in 2005 statistics measuring KS1 to KS4 outcomes in Welsh schools (Statistical Directorate, 2006). *The dynamics of secondary school attainment of minority ethnic students in Wales* (WAG, 2006) indicates that at KS2 all BME groups except White other, Chinese and Asian Other achieve on average lower attainment scores than the White British group. At KS4 however students from Chinese, Asian Other, Indian, Other and White Other ethnicities outperform White British students. The *Ethnicity and Education* report (DfES, 2006) which focuses on English compulsory education indicated that Indian, Chinese, Irish, White and Asian pupils consistently had higher levels of attainment than other ethnic groups across all Key Stages. In contrast Gypsy/Roma, Travellers of Irish heritage, Black, Pakistani pupils consistently had lower levels of achievement than other ethnic groups across all key stages.

Data consistently highlight that Black Caribbean, Bangladeshi and Pakistani pupils are achieving less favourably than the general population. These three groups demonstrated higher levels of low achievement in terms of GCSE/ GNVQ exam results at KS4 in England (Cassen and Kingdon, 2007) with Black Caribbean students achieving the lowest results (Cassen and Kingdon, 2007). The EALAW report (2003) demonstrated similar issues with these three BME groups having lower numbers of high achievers than the White, Indian, Chinese or Mixed BME groups in Wales. This report also highlighted other groups with low achievement including Yemeni, Somali, Far East Asian and Black African groups (EALAW, 2003). At KS4 in Wales Black Caribbean, Black African, Pakistani and Bangladeshi BME students achieved lower

scores than the White British students (WAG, 2006). In 2005, those students grouped together as Black (including Caribbean, African, and any other black background) achieved less well than other ethnic groups at all key stages from KS 1 to KS 4 (Statistical Directorate, 2006). Evaluating such data is however difficult as for some specific Black African groups levels of attainment are comparable to the highest achievers.

The achievement of BME students is further complicated by their progression through school. For example male students from Black Caribbean backgrounds are known to achieve similarly to the general population until Key Stage 1 but then their attainment drops off dramatically through Key Stage 2, 3 and 4, authors suggesting a range of factors for such problems including institutional racism, social and family factors (Bhattacharyya, Ison and Blair, 2003). However such factors are difficult to determine especially, as Black Caribbean girls are beginning to significantly out achieve their male counterparts (REC, 2006). Most BME groups apart from Black Caribbean also show faster rates of progress on average between the ages of 11 and 16 than White British pupils in terms of their attainment levels at KS 2 and KS 4 in Wales (WAG, 2006).

Indian / Indian British groups are the most able groups to escape from low achievement, with 86 % of all Indian children in the bottom achievers at KS2 able to improve into higher achievement categories (Cassen and Kingdon, 2007) indicating benefits for their long term social mobility.

Despite such contrast in the achievement of BME school children the reasons for such differences are not purely linked to ethnicity. It is very difficult to uncouple social economic factors such as parents' socio economic class, the deprivation of the local community etc from ethnicity. BME pupils in England are more likely to experience deprivation than White British pupils (DfES, 2006). 70% of Bangladeshi pupils and almost 60% of Pakistani and Black African pupils live in the 20% most deprived areas in England compared to only 20% of White British pupils (DfES, 2006). For example Pakistani, Bangladeshi and Black African groups are amongst those people in the lower social economic groups in the UK. A recent report indicated that Bangladeshi, Pakistani and Black African groups are at the highest risk of being poor (Platt, 2007). Muslims are the religious group with the highest rates of poverty (Platt, 2007). Alarmingly over half of Pakistani, Bangladeshi and Black African children are growing up in poverty (Platt, 2007). New migrants such as those from Eastern Europe can also be socially

disadvantaged. Socio-economic deprivation can have significantly negative implications for student achievement (Cassen and Kingdon, 2007) and it is interesting that when studies such as that by the Rowntree Foundation (Cassen and Kingdon, 2007) take account of other factors linked to socio economic issues when analysing student achievement then Bangladeshi, and Pakistani students out achieved their white counterparts, and Black Caribbean students achieved similar outcomes to White British pupils (Cassen and Kingdon, 2007). Indian and Chinese students are often in the higher socio-economic groups and part of their success may be explained by this. The EALAW report (2003) also highlighted socio economic background as a key feature determining achievement with the greatest proportion of BME higher achievers coming from families where the father was in a non-manual profession. Some groups such as the Somalis had a 70% male unemployment rate and those BME students from unskilled, unemployed or retired backgrounds had the highest proportion of low achievers. However socio economic issues alone cannot explain differential achievement as the EALAW report noted *'43% of pupils from manual backgrounds attained on or above the expected level for their year group, with 23% achieving above'* (EALAW, 2003)

Several new migrants and established BME groups have English as an additional language and speak another or several other language(s) in the home environment. Both EALAW and the Rowntree report emphasise the proficiency of a child's English can have major implications for a student's general achievement at school. EALAW noted that for their study English language competence was significantly different between low and high achieving student groups with far higher proportions of fluent, competent and developing competence English users within the high achieving groups. Some reports suggest that low levels of attainment of African and Asian origin children during primary school is influenced by their competency in the English language, suggesting however this disadvantage disappears by KS 3, and often these groups are high achievers by KS4. Bilingual and multilingual children may develop further learning benefits from using a range of languages (Barbieri, 2006). Only a minority of the BME groups in Wales attend Welsh medium /bilingual schools (EALAW, 2003) however the implications for BME groups in such schools and their Welsh as well as English competency skills would be an interesting area to explore.

There are also key differences linked to gender in the attainment of school children in the UK. For all ethnic groups' girls out achieve boys in terms of gaining five or more A*-C passes at GCSE. However the relative gap in achievement between girls and boys varies between BME

groups with 79% of Chinese girls and 71% of Chinese boys achieving 5 A*-C GCSE (8% difference between genders) and only 40% of Black Caribbean girls and 25% of Black Caribbean boys achieving 5 A*-C (15% gender difference).

Despite reporting lower levels of achievement for some BME groups research also highlights that these students progress through KS1 to KS4 at a higher rate than White British students indicating that these groups are doing better than White British students, but by the end of KS4 have not had enough time to 'catch up'. Lower achievement and attainment rates for some BME groups as well as some negative perceptions of education fostered during compulsory schooling can have major negative implications for the progression of these students into further education and training and employment opportunities (Runnymede Trust, 2002). The Rowntree Report noted in their study that low achievers were more likely to be unemployed, in unskilled employment or to enter criminal activity (Cassen and Kingdon, 2007).

3.2.2 Compulsory education and ethnicity in Wales and south west Wales

3.2.2.1 The population of BME students in compulsory education

Although the levels of non white and White BME groups make up no more than 3.4% of the Welsh population (non-white 2.1% and white 1.3%) according to 2001 census, the percentage of school children over the age of 5 years old in maintained schools in Wales is higher than this at 4% (3.5% for primary and 4.5% for secondary schools) (see Table 3.9). This probably reflects the younger age profile of several BME groups, and recent migration into the Welsh population, as well as more recent growth in those placing themselves in the Mixed population. A similar trend can be seen in the counties of this research study where Carmarthenshire and Pembrokeshire have BME proportions in the school population of 1.7% and 1.5% higher than the general county population of less than 1% (see Table 3.10). The proportions in Ceredigion and Swansea's schools at 3.1% and 5.2% respectively are over twice the percentage in the general county's population (see Table 3.10). The young profile of several BME groups suggest that there could be further increases in the proportion of BME groups in local schools and that their needs in terms of support and inclusion will continue to be an important priority.

Table 3.9 Number and percentage of pupils aged 5 or over by ethnic background in primary and secondary schools in Wales (PLASC data, January 2006)

Ethnic groups	All maintained schools (primary and secondary including Special Schools)	Primary maintained	Secondary maintained
Total pupils	422,262	205,462	213,045
White	395,334 (93.6%)	191,775 (93.3%)	200,065 (93.9%)
White British	389,737 (92.3%)	189,134 (92.1%)	197,131 (92.5%)
Traveller of Irish Heritage	164 (0.04%)	65 (0.03%)	96 (0.05%)
Gypsy/Roma	349 (0.1%)	256 (0.1%)	90 (0.04%)
Any other white background	5,084 (1.2%)	2,320 (1.1%)	2,748 (1.3%)

Table 3.9 continued

Mixed	6,032 (1.4%)	3,333 (1.6%)	2,642 (1.2%)
White and Black Caribbean	1,680 (0.4%)	911 (0.4%)	748 (0.4%)
White and Black African	622 (0.1%)	373 (0.2%)	245 (0.1%)
White and Asian	1,476 (0.3%)	853 (0.4%)	613 (0.3%)
Any other mixed background	2,254 (0.5%)	1,196 (0.6%)	1,036 (0.5%)
Asian	6,094 (1.4%)	3,377 (1.6%)	2,662 (1.2%)
Indian	1,169 (0.3%)	632 (0.3%)	533 (0.3%)
Pakistani	2,047 (0.5%)	1,143 (0.6%)	881 (0.4%)
Bangladeshi	2,070 (0.5%)	1,132 (0.6%)	917 (0.4%)
Any other Asian background	808 (0.2%)	470 (0.2%)	331 (0.2%)

Table 3.9 continued

Black	1,884 (0.4%)	948 (0.5%)	872 (0.4%)
Black Caribbean	225 (0.1%)	95 (0.05%)	129 (0.1%)
Black African	1,319 (0.3%)	673 (0.3%)	628 (0.3%)
Any other Black background	300 (0.1%)	180 (0.1%)	115 (0.1%)
Chinese	876 (0.2%)	419 (0.2%)	450 (0.2%)
Any other ethnic group	2,109 (0.5%)	1,204 (0.6%)	893 (0.4%)
Unknown/not stated	9,973 (2.4%)	4,406 (2.1%)	5,461 (2.6%)
Non-white BME groups	16995 (4%)	9281 (4.5%)	7519 (3.5%)
All BME groups	22,592 (5.4%)	25233 (5.8%)	10453 (4.9%)

Table 3.10 Number and percentage of pupils aged 5 or over by ethnic background in primary and secondary schools in south west Wales (PLASC, January 2006)

Local Education Authority	All pupils	No category provided	White	Mixed	Asian/ British Asian	Black/ British Black	Chinese/ British Chinese	Other	Total BME groups
Carmarthenshire	24,262	574	23,284 (98.3%)	203 (0.9%)	126 (0.5%)	13 (0.1%)	27 (0.1%)	35 (0.1%)	404 (1.7%)
Pembrokeshire	16,999	606	16,393 (98.4%)	133 (0.8%)	60 (0.4%)	15 (0.1%)	26 (0.2%)	24 (0.1%)	258 (1.5%)
Swansea	30,651	804	28,259 (94.7%)	422 (1.4%)	709 (2.4%)	125 (0.4%)	58 (0.2%)	274 (0.9%)	1588 (5.2%)
Ceredigion	9,349	480	8,869 (96.7%)	132 (1.5%)	53 (0.6%)	28 (0.3%)	24 (0.3%)	54 (0.6%)	291 (3.1%)

3.2.2.2 The national identity of students

Of those students in compulsory education in Wales 64% of White British students indicated their national identity as being Welsh, 7% as English, and 29% as British and 0.5% as another national identity (see Table 3.11). For those of any Other White background only 44% considered their national identity to be Welsh, 7% as English, 18% as British and 34.9% as another national identity. Fewer than 15% of Asian, Chinese and Black students indicated they were Welsh. 50% and 47% of Asian and Chinese students respectively considered themselves to be British with over a third of these BME groups considering themselves to have another national identity. Only 27% of the Black groups and 22% of the Other ethnic groups considered themselves British, with 58% of Black and 67% of other ethnic groups considering themselves to have another national identity. 44% of the mixed groups stated they were Welsh with 36% stating they were British and only 13% suggesting another national identity, those being non-white BME groups most likely to state they were Welsh (see Table 3.11). Considerations of national identity and also the difference between groups in terms of Britishness and Welshness may be significant in terms of social cohesion, and when choosing areas of study in Wales as some universities such as Trinity College promote a bilingual and Welsh ethos which may significantly influence students who do not associate themselves with such a culture (explored further in Chapter 4).

Table 3.11 The national identity of pupils aged over 5 years old in maintained schools in Wales (PLASC, January, 2006)

National Identity	All pupils	Not stated	White	White British	Any other white background	Mixed	Asian	Black	Chinese	Other ethnic group
Welsh	241,606	2,539	235,140 <i>(64%)</i>	232,929 <i>(64%)</i>	2,211 <i>(44%)</i>	2,421 <i>(44%)</i>	691 <i>(13%)</i>	175 <i>(11%)</i>	113 <i>(14%)</i>	173 <i>(9%)</i>
English	25,291	229	24,505 <i>(7%)</i>	24,317 <i>(7%)</i>	188 <i>(4%)</i>	373 <i>(7%)</i>	97 <i>(1.8%)</i>	43 <i>(3%)</i>	18 <i>(3%)</i>	26 <i>(1.4%)</i>
British	112,763	1,252	105,654 <i>(29%)</i>	104,748 <i>(29%)</i>	906 <i>(18%)</i>	2,001 <i>(36%)</i>	2,648 <i>(50%)</i>	427 <i>(27%)</i>	377 <i>(47%)</i>	404 <i>(22%)</i>
Scottish Irish or Other	8,822	310	3,505 <i>(1%)</i>	1,732 <i>(0.5%)</i>	1,773 <i>(34.9%)</i>	724 <i>(13%)</i>	1,831 <i>(35%)</i>	918 <i>(58%)</i>	290 <i>(36%)</i>	1,244 <i>(67%)</i>

3.2.2.3 Socio-economic issues and ethnicity in Welsh schools

Free School Meals entitlement has consistently been used by researchers and government as a measure of poverty levels in school children. Children entitled to Free School Meals in Wales are from families entitled to Income Support or Job Seekers Allowance or Child Tax Credit and are not in receipt of Working Tax Credit and are therefore amongst the lowest income families within the UK. A recent WAG (2006) report also demonstrated a strong link between achievement and the level of entitlement to free school meals: as the level of Free School Meal entitlement increased, the level of achievement decreased, suggesting a correlation between economic deprivation and educational achievement. Table 3.12 indicates that 16.5% of all school pupils in Wales are entitled to Free School Meals. 16.1% from White British backgrounds. Some BME groups have Free School Meal entitlement levels which are higher than the general levels, most notably the Traveller of Irish Heritage and Gypsy/Roma groups (see Table 3.12). The Black BME groups also have very high levels of entitlement especially among Black African student which is almost three times that of the general population. Mixed groups especially White and Black Caribbean and White and Black African groups also have higher rates of entitlement as do Pakistani, Bangladeshi and Any Other Asian background. The Chinese and Indian groups have very low Free School Meals entitlement compared to the general school population, with the Chinese less than half that in the general population, which indicates the higher economic affluence of these BME groups on average (see Table 3.12).

Table 3.12 Eligibility of pupils over five years old for Free School Meals in maintained schools in Wales (PLASC, January, 2006)

Ethnic groups	All maintained schools (primary and secondary)	Primary maintained	Secondary maintained
All pupils eligible for FSM	69,167 (16.5%)	37,896 (18.4%)	31,271 (14.7%)
White	63,325 (16.2%)	34,845 (18.2%)	28,480 (14.2%)
White British	62,381 (16.1%)	34,295 (18.1%)	28,086 (14.2%)
Traveller of Irish Heritage	73 (45.3%)	34 (52.3%)	39 (40.6%)
Gypsy/Roma	206 (59.5%)	159 (62.1%)	47 (52.2%)
Any other white background	665 (13.1%)	357 (15.4%)	308 (11.2%)

Table 3.12 continued

Mixed	1,460	(24.4%)	863	(25.9%)	597	(22.6%)
White and Black Caribbean	517	(31.2%)	311	(34.1%)	206	(27.5%)
White and Black African	191	(30.9%)	115	(30.8%)	76	(31%)
White and Asian	257	(17.5%)	150	(17.6%)	107	(17.5%)
Any other mixed background	495	(22.2%)	287	(24%)	208	(20.1%)
Asian	1,177	(19.5%)	568	(16.8%)	609	(22.9%)
Indian	109	(9.4%)	51	(8.1%)	58	(10.9%)
Pakistani	463	(22.9%)	248	(21.7%)	215	(24.4%)
Bangladeshi	510	(24.9%)	226	(20.0%)	284	(31%)
Any other Asian background	95	(22.2%)	43	(9.1%)	52	(15.7%)

Table 3.12 continued

Black	874 (48.0%)	454 (47.9%)	420 (48.2%)
Black Caribbean	64 (28.6%)	23 (24.2%)	41 (31.8%)
Black African	707 (54.3%)	363 (53.9%)	344 (54.8%)
Any other Black background	103 (34.9%)	68 (37.8%)	35 (30.4%)
Chinese	41 (4.7%)	23 (5.5%)	18 (4%)
An other ethnic group	536 (25.6%)	266 (22.1%)	270 (30.2%)
Unknown/ not stated	1,754 (17.8%)	877 (19.9%)	877 (16.1%)

3.2.2.4 Attainment of BME pupils in Wales

During KS1 the White and Mixed groups have the highest proportion of pupils achieving the expected level or above in core subjects with the Black groups having the lowest proportion (see Table 3.13). The proportion of expected level or above achievers declines for all ethnic groups from KS1 to KS4 however consistently from KS2 onwards Chinese pupils have the highest proportion of achievers, in some cases more than twice that of any other ethnic group. The Black group consistently had the lowest achievers across all key stages. For all groups except the Chinese there are dramatic drops in achievement between KS1 and KS4 which suggests a need to evaluate why this group is succeeding far more effectively than other groups including the dominant White British population (see Table 3.13).

Data from 2005 (at

<http://new.wales.gov.uk/docrepos/40382/40382313/statistics/other/sa9.pdf?lang=en>

suggest that particular groups within BME categories are achieving differentially in Wales. Indian pupils on the whole are out achieving (apart from Key Stage 2) other groups within the Asian category. The Indian group however is performing under the national achievement average throughout Key Stage 1-3 but at the end of Key Stage 4 attain GCSE results higher than all other groups apart from the Chinese, indicating a significant achievement progression in the final 2 years of compulsory education. Bangladeshi followed by Pakistani students are among the lowest achievers when compared to the national all pupils' achievement levels with less than 42% achieving 5+A-C GCSE grades, although they are amongst the highest number achieving 1+A*-G GCSE grades. Black pupils appear from the statistics to have the lowest achievement levels although due to small numbers statistics for individual Black BME groups are unavailable. From the data available Black African groups have a lower percentage of pupils achieving the expected level through Key Stage 1-4 with only 30% achieving 5+A*-C GCSE and only 77% achieving 1+A*-G GCSE. This data is consistent to that in England and the UK as a whole (see section 1.2.1). A detailed analysis of pupils' achievement in Wales linked to ethnicity and gender can be found at:-

<http://new.wales.gov.uk/docrepos/40382/40382313/statistics/other/sa9.pdf?lang=en>

A study commissioned by WAG (2006) followed a cohort of children through secondary education between 2000 and 2006 in Wales, starting at age 11 and monitoring achievement at KS2, KS3 and KS4. Achievement was measured as teacher assessments in English, Welsh, maths and science at KS2 and KS3. At KS4 the total GCSE score was measured. This study

produced equivalent results to other UK and Welsh based studies with Black and south Asian students entering secondary education with lower attainment levels. In fact at KS2 all groups except White Other, Chinese and Asian Other had lower scores than White British pupils. By KS4 Black Caribbean, Black African, Pakistani and Bangladeshi were still underachieving compared to their White British counterparts but the gap in attainment (test scores) decreased between KS2 and KS4 for all groups except the Black Caribbean group. All BME groups (except Black Caribbean) are therefore making faster progress through secondary school than White British students, with Chinese, Asian Other, Indian, White other and Other pupils all outperforming White British pupils in GCSE scores. Black African, Bangladeshi and Pakistani students make better progress during secondary school than White British but are still unable to 'catch up' due to their lower attainment level entry into secondary school. Black Caribbean students are the only group recognised as having an average decline in achievement from Key Stage 2 to 4 compared to White British children. In this study Black Caribbean also included Mixed White and Black Caribbean groups and so it is impossible to highlight any differences between these groups. The data also highlighted a gender gap between girls and boys, with girls outperforming boys in all groups apart from Indian and Chinese pupils. For Indian groups boys were achieving significantly better than girls. As in other studies, when socio-economic and personal factors were taken into account by the authors many of the differences in achievement between different ethnic groups disappeared, with only Bangladeshi students having significantly lower scores at Key Stage 2 and 3 and Chinese and Asian Other pupils having significantly higher scores. At GCSE when socio-economic and personal factors were controlled between groups, all groups apart for the Black Caribbean groups achieved higher scores than the White British group. These results appeared comparable to similar research in England (Wilson et al., 2006); however the authors noted that some BME groups perform less well in Wales when compared to their counterparts in England, most notably Bangladeshi pupils.

Table 3.13 The percentage of pupils from different ethnic groups in Wales achieving the expected level or above in English, Welsh (first language) mathematics and science in combination. Data taken from NAW, 2006

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
All	81.1	74	58.5	37.3
White	81.5	74.2	58.7	37.5
Mixed	81.1	75.4	61.4	33.1
Chinese	79.7	78.4	74.5	61.4
Unknown	76.4	71.5	56.3	24.7
Asian	73.4	69.4	48.4	33.2
Other	73.1	67.1	54.6	32.2
Black	63.3	58.5	38.8	21.6

3.4 Ethnicity and Post 16 education and training

Research in England by Kerr *et al.* (2002) suggests that BME groups are more likely and committed to staying on in post 16 education provision with only 15% of BME groups intending to leave education after their secondary schooling compared to 20% of White pupils. White 16 year olds were more likely to be in full time jobs or in government supported training than any other ethnic group (Kerr et al., 2002) with 82% of Black young people and 85% of Asians in full-time education at age 16 compared to only 69% of White people (Bhattacharyya, Ison and Blair, 2003). In 2002, 12% of the further education enrolments were from BME groups (Bhattacharyya, Ison and Blair, 2002) compared to 7.9% in the general population (ONS, 2001). The higher proportion of BME groups in further education leads to less following a work based route with only 4% of 16/17 years old in job or government training (Bhattacharyya, Ison and Blair, 2002). In Wales, and the south west Wales area similar trends were observed in 16-30 years old in post-16 education in 2004 (see Table 3.14).

There were also differences in the attainment of different working age ethnic groups in the UK, with BME groups more likely than White people to be studying for a qualification, particularly at degree or equivalent level (Bhattacharyya, Ison and Blair, 2002). BME groups however have different proportions studying different types of qualification. For example Black African students are less likely (8%) to be studying towards A-level or equivalent qualifications than White (21%), Indian (21%) or Pakistani (23%) students. However Black African (36%) Indian (39%), Chinese (64%) students were more likely to be studying for degree or equivalent qualifications than Black Caribbean (22%), Pakistani (30%) or White British students (26%).

44% of Bangladeshi groups and 32% of Pakistani groups in the UK had no qualifications in 2002 over twice as many than for most other groups (Bhattacharyya, Ison and Blair, 2003) with only 7% and 12 % of these groups respectively having degree equivalent qualifications (compared to over 16% in all other groups).

3.5 Destinations and post 16 choices in learning, training and employment in Wales and south west Wales

3.5.1 Ethnicity and post 16 education in Wales

In October 2006 the National Assembly of Wales's Department of Education, Lifelong Learning and Skills (DELLS) published the report *Ethnicity Statistics for the Post-16 Learning Sector in Wales* which highlighted the numbers and percentages of different 16-30 year old ethnic group students in a variety of post-16 education and training settings in Wales (DELLS, 2006). Some of this data is reproduced in this report in order to highlight specific issues however the original report provides far more detailed information.

The majority of post-16 learners in Wales, across all ethnic groups are in Further Education Institutions. The majority of all learners are White making up over 89% of any post-16 education setting. Asian groups are the most highly represented non white BME group in post 16-education. In terms of actual numbers BME groups are most highly represented in further education institutions although a higher proportion (4.2%) are at sixth forms when compared to other forms of post-16 setting (see Table 3.14). Different ethnic groups appear to differentially access different post 16 settings (see Table 3.15). For example only 67% of White students are in Further Education Institutes compared to 75%, 76% and 77% for Asian, Black and Other ethnic groups respectively. The Mixed groups have 68% participation in further education institutions but the highest participation in 6th forms of 20%. When compared to the White groups BME groups are less likely to participate in Local Education Authority provision or Work Based Learning (see Tables 3.14 and 3.15) with only 5% of Black learners in Local Authority provision and 4% of Asian and Other Ethnic groups in Work Based Training compared to the highest White participation rates of 9% and 13% for Local Authority and Work Based provision respectively.

Table 3.14 The numbers and percentage representation (in brackets) of different ethnic groups in education, employment and training routes in Wales (data from Department for Education, Lifelong Learning and Skills, 2006)

Ethnic group	Learners at sixth form (30th January 2005)	Learners at Further Education Institutions (1st December 2004)	Learners at Local Education Authorities (1st December 2004)	Learners at Work Based Learning providers (1st December 2004)
White	24,475 (89.1%)	151,185 (91.6%)	20,330 (95.2%)	28,815 (96.7%)
Asian	535 (1.9%)	2,945 (1.9%)	260 (1.2%)	165 (0.6%)
Black	185 (0.7%)	1,310 (0.8%)	70 (0.3%)	125 (0.4%)
Mixed	265 (1.0%)	835 (0.5%)	100 (0.3%)	135 (0.5%)
Other	155 (0.6%)	910 (0.6%)	70 (0.5%)	45 (0.2%)
Information refused	275 (1.0%)	825 (0.5%)	105 (0.5%)	35 (0.1%)
Not known	1,580 (5.8%)	7,030 (4.3%)	405 (1.9%)	480 (1.6%)
Total All groups	27,465	165,035	21,345	29,795
Total non-white BME groups	4.2%	3.8%	2.4%	1.6%

Table 3.15 The percentage representation of each ethnic group on different education, employment and training routes in Wales (data from Department for Education, Lifelong Learning and Skills, 2006)

Ethnic group and total number of those participating in post 16 education	Learners at sixth form (30th January 2005)	Learners at Further Education Institutions (1st December 2004)	Learners at Local Education Authorities (1st December 2004)	Learners at Work Based Learning providers (1st December 2004)
White 224805	11%	67%	9%	13%
Asian 3905	14%	75%	7%	4%
Black 1690	11%	76%	4%	7%
Mixed 1225	20%	63%	8%	10%
Other 1180	13%	77%	6%	4%

The situation for learners in south west Wales in 2004 reflects that for Wales as a whole, with the highest numbers of learners across all ethnic groups attending Further Education Institutions (see Table 3.16). Proportionally more Asian and Black students attended further education institutes than White or Mixed groups (see Table 3.14). A lower proportion of non-white BME groups attend Local Authority or Work Based provision than White groups with fewer than 6% of Asian, Mixed and Other groups in Work Based provision. BME group participation in the south west Wales region is 2.4% compared to a general population of 1.2% in the region, with only the Mixed groups under represented compared to the general population (see Table 3.17).

Table 3.16 The numbers and percentage representation (in brackets) Year 11 students from each ethnic group on different education, employment and training routes in south west Wales (data from Department for Education, Lifelong Learning and Skills, 2006)

Type of post-16 provision	White	Asian	Black	Mixed	Other	Information refused	Not Known	Total
Sixth Form	4400 (7.9%)	40 (5.0%)	5 (2.6%)	35 (19.4%)	20 (7.8%)	145 (53.7%)	40 (2.4%)	4685
Further Education Institute	35,965 (64.5%)	600 (75.4%)	150 (78.9%)	115 (64%)	175 (68.6%)	75 (27.8%)	1375 (82.8%)	38,455
Local Education Authority	8645 (15.5%)	110 (13.8%)	15 (7.9%)	20 (11.1%)	45 (17.6%)	50 (18.5%)	165 (9.9%)	9050
Work Based Learning	6755 (12.1%)	45 (5.7%)	20 (10.5%)	10 (5.6%)	15 (5.9%)	No data	80 (4.8%)	6925
Total	55765 (94.3%)	795 (1.3%)	190 (0.32%)	180 (0.30%)	255 (0.46%)	270 (0.46%)	1660 (2.8%)	59115
Total percentage BME groups	2.4%							
Total BME groups in population according to Census 2001		0.73%	0.10%	0.39%	0.16%			1.2%

A more detailed breakdown of Year 11 students (from data collected by Careers Wales West which represents careers provision in Carmarthenshire, Pembrokeshire, Swansea and Ceredigion) indicates that Indian, Black African, Pakistani and Chinese groups are the groups most likely to continue in full time education within the region, with Black Caribbean, White and Bangladeshi students the least likely to do so, although over 70% of all groups continue in education after Year 11 (see Table 3.17). The Mixed group is represented in the Any Other group and so it is difficult to assess the individual participation of this group. Very low numbers of BME groups are represented in other learning / employment sectors, and therefore it is difficult to provide any clear conclusion on the percentages observed although it would appear that work based training employed is the least popular route across all ethnic groups with no BME representatives (see Table 3.17). In terms of actual numbers Bangladeshi BME pupils are the most likely to enter employment or not to be in full time education or employment (see Table 3.17).

Table 3.17 Ethnic Breakdown of Year 11 Pupils in south west Wales 2005 (data from Careers Wales West)

	Continuing in full time education (schools and colleges)	Work based training non employed	Work based training employed	Employment	Not in full time education, training or employment	Unknown	Moved away	Total
White	6677 (77.5%)	723 (8.39%)	167 (1.94%)	338 (3.92%)	600 (6.96%)	110	111	8726
Black-African	18 (94.7%)	1 (5.26%)	0	0	0	0	3	22
Black Caribbean	5 (71.42%)	1 (14.28%)	0	0	1 (15.79%)	0	3	10
Indian	11 (100%)	0	0	0	0	0	1	12
Pakistani	14 (93.3%)	1 (6.67%)	0	0	0	0	0	15
Bangladeshi	23 (74.2%)	2 (6.45%)	0	1 (6.67%)	4 (12.9%)	1	1	32
Chinese	13 (86.7%)	1 (2.78%)	0	0	1 (6.66%)	0	2	17
Any other group	93 (86.1%)	3 (2.78%)	0	3 (2.78%)	7 (6.48%)	2	6	114
No information on ethnicity	192 (68.10%)	21 (7.45%)	2 (0.71%)	19 (7.45%)	35 (12.41%)	13	27	309
Total	7056	753	169	361	648	126	154	9257

Year 13 clients in the Careers Wales West region are most likely to enter higher education with 63.53% of White groups and 40.74% of non-white BME groups doing so. The lower

percentage of BME groups entering higher education seems to be linked to the higher proportion (22.22%) compared to the 9.98% White group remaining at 6th form suggesting that a higher proportion of BME groups remain longer at 6th form. Connor et al. (2004) has indicated that a higher proportion of some BME groups enter higher education as mature learners. In recent years areas of Swansea have been home to groups of asylum seekers which may also account for these higher figures, where students benefit from longer periods in school. The highest proportion of BME students outside full-time education in the region were in employment (see Table 3.18).

Table 3.18 Destinations of Year 13 clients in study area 2006. Percentage values (percent within non-white or white ethnic group) and actual values (in brackets) shown. Data pooled to show all non-white students compared to white students within the *Careers Wales West* region encompassing Carmarthenshire, Pembrokeshire, Swansea and Ceredigion (data from *Careers Wales West*)

	Non white groups	White group
Full Time Education FE College	7.41% (6)	6.9% (174)
Full Time Education- 6th form	22.22% (18)	9.98% (249)
Part Time Education	0	0.12% (3)
Full Time Education School up to Yr 11	8.64% (7)	0
Full Time Education Higher Education	40.74% (33)	63.53% (1585)
Employed	9.88% (8)	12.02% (300)
Unable to enter Education, Training or Employment	2.47% (2)	0.72% (18)
Not in employment, education or training	0	(2.9%) 71
Vocational Training 19+	0	0.08% (2)
Work Based Training Employed	2.47% (2)	0.56% (14)
Work Based Training Non – employed	0	0.04% (1)
Work Based Training Prep Training	0	0.28% (7)
No response	4.75% (3)	2.28% (57)
Moved Away	1.23% (1)	0.52% (13)
Total	81	2471

The low numbers of non white groups in Year 13 in 2005 make it difficult to draw any conclusions from the destination data. Table 3.19 highlights the destinations of individual BME groups present in the region. The majority of Chinese, Indian, Black Caribbean, Black Other, Black African and Other groups entered full time Higher Education (over 60% for all these groups) while less than 35 % of Asian Other, Pakistani and Bangladeshi did so, with

these groups having the highest percentage remaining at sixth form, suggesting a higher proportion remain longer in the school sector (see Table 3.19) consistent with Connor et al., 2004 findings.

Table 3.19 The percentage within BME groups and the actual numbers (in brackets) of Year 13 students following different education, training or employment routes in the Careers Wales West region (data from Careers Wales West)

	Asian Other	Indian	Bangladeshi	Chinese	Pakistani	Black Caribbean	Black Other	Black African	Mixed White /Black African	Other
Full Education FE College	0	16.7% (1)	0	0	0	0	0	0	0	18.18% (3)
Full Time Education- 6th form	66.7% (2)	16.7% (1)	50% (5)	27.3% (3)	42.9% (3)	0	0	33.3% (1)	0	18.18% (3)
Full Time Education_ Higher Education	33.3% (1)	66.7% (4)	30% (3)	72.7% (8)	14.3% (1)	100% (1)	66.7% (2)	66.7% (2)	100% (1)	60.61% (20)
Employed	0	0	0		0	0	33.33 (1)	0	0	3.30% (1)
Unable to enter Employment, Education or Training	0	0	0	0	0	0	0	0	0	6.61% (2)
Not in employment, education or training	0	0	0	0	14.3% (1)	0	0	0	0	3.30% (1)
WBT Employed	0	0	10% (1)	0	0	0	0	0	0	3.30% (1)
No response	0	0	10% (1)	0	28.57% (2)	0	0	0	0	3.30% (1)
Moved Away	0	0	0	0	0	0	0	0	0	3.30% (1)

Of those BME who chose higher education in the Careers Wales region in 2006, none indicated that they were attending any institutes west of Swansea with the majority of non-white BME groups choosing English universities, followed by universities from Cardiff and Swansea. White groups however had a far wider range of destinations including the more rural universities of Trinity College, Lampeter, Bangor and Aberystwyth (see Table 3.20).

Table 3.20 The HE choices made by different ethnic group clients in the *Careers Wales West* region, actual values shown for 2006

Ethnic group	University	English Uni.	Uni. of Glamorgan	Uni. of Cardiff	UWIC	Uni. of Swansea	Swansea Institute	Trinity College	Royal College of Music and Drama	Uni of Aberystwyth	Uni. of Bangor	Uni. of Lampeter	Uni. of Newport	NE Institute of Health	Scottish Irish, Europe and other
Black African		2													
Black Caribbean						1									
Black Other			1												
Pakistani	1														
Bangladeshi		1	1			1									
Chinese	1	5	1	1											
Indian				1											
Asian Other					1										
Other	3	5	1	3	1	4	2								
White	152	334	65	202	110	185	86	81	2	89	14	7	8	2	35
White Welsh		20	4	15	15	19	1	10		17	5	7	8		
White Irish			1												
White British			1												

Despite high participation rates in further education by several BME groups data suggests that the attainment rates of non-white BME groups are lower than for white groups (over 13% less for non-white groups) suggesting that inequalities in attainment during compulsory education remain into post-16 qualifications (see Table 3.21). Data with a more detailed analysis of different BME groups was not available, as school data suggests that it is likely that some BME groups underachieve compared to others (see section 3.3).

Table 3.21 The percentage of 16-30 year old students in Wales in 2006 attaining qualification outcomes (data from Department for Education, Lifelong Learning and Skills, 2006)

Ethnic group	Female	Male	All
White	62%	58%	60%
Asian	51%	45%	48%
Black	40%	40%	40%
Other ethnic	55%	40%	47%

3.6 Ethnicity and higher education

Connor et al. (2004) and Bhattacharyya, Ison and Blair (2003) have provided extensive research exploring issues linked to higher education and BME groups in England, which provides a useful insight into issues relevant in the UK and other home nations. BME groups are more likely than White groups to participate in higher education with over 15% of UK undergraduates in English higher education Institutions, The Open University and on degree level courses in further education colleges in 2000/2001 being from BME groups compared to 9% in the working population (Bhattacharyya, Ison and Blair, 2003). Data consistently indicates that BME groups are well represented within the undergraduate student population with an average participation rate of 56% compared to 40% for the general student population (Connor et al., 2004) and only 38% for the White population. However participation rates vary within the BME groups with only 39% and 40% of Bangladeshi and Mixed heritage groups being undergraduates (degree and sub degree) respectively and over 70% being Indian or Chinese.

65% of all degree undergraduate students were on full time degree courses with 70 % of BME groups on first degree programmes being in full time study. At degree level Asian students are more highly represented within full time study with over 75% of most Asian groups including Indian, Bangladeshi, Pakistani and Chinese students on full time courses. The proportion of Black Caribbean and Black African students in full time study is far lower at only approximately 52% for both these groups (Bhattacharyya, Ison and Blair, 2003; Connor et al., 2004). The research also

indicated that a higher proportion of Black BME groups entered higher education from employment and on average when older than other ethnic groups indicating this may account for the lower full time status (Connor et al., 2004).

In terms of gender, reports consistently indicate participation rates which are higher among woman than men (Bhattacharyya, Ison and Blair; 2003; Connor et al, 2004; EOC, 2006) with BME woman having the highest participation rates (58%), followed by BME men (55%), white women (41%) and white men (34%). For some BME groups men do outnumber women with Pakistani and Bangladeshi having more than 10% less women than male undergraduates in 2001 and 2004 (Bhattacharyya, Ison and Blair, 2003; EOC, 2006). There was also a large gender gap between Black Caribbean males and females, with only 36% men compared to 52% females participating at this level (EOC, 2006).

By the age of 19 BME groups are as likely as White people to gain higher education entry qualifications (Connor et al., 2004) and for those groups underachieving at GCSE such as Black Caribbean groups, there is a suggestion that further education provides an inclusive supportive environment encouraging learning and achievement (Aymer and Okitikpi, 2001). However the type of entry qualification and the post-16 route taken to enter higher education varies considerably between different ethnic groups. For example accepted UCAS applicants in 2002 from White (11.4%), Chinese (21.1%), Indian (12.2%), Asian Other (13.9) and Mixed Ethnic groups were more likely than other BME groups notably Bangladeshi (3.9%) Black Caribbean (2.8%) to have studied at independent schools (UCAS cited in Connor et al., 2004). For White, Chinese and Indian students, school was the most dominant previous educational establishment prior to higher education study (UCAS cited in Connor et al., 2004) with over 35% of each of these groups following this route. In contrast fewer than 20% of Black groups followed the school entry route with over 35 % entering higher education via a further education route. The route of entry also influences the type of qualifications these different BME groups attain prior to entering degree higher education. Over 70% of White, Indian, Pakistani, Bangladeshi, Chinese, Asian Other and Mixed groups enter higher education having studied A-levels or equivalent Level 3 vocational courses compared to fewer than 50% for Black Caribbean and Black African groups. These groups however are more

likely to enter via HND/HNC or Access routes with over 10% of all Black groups following Access routes compared to fewer than 4.5% for all other ethnic groups (HESA cited in Connor et al., 2004) Again the dominance of Access routes reflect the higher likelihood of Black groups entering higher education as older students (Bhattacharyya, Ison and Blair, 2003; Connor et al., 2004). Further differences between ethnic groups can be observed when the nature of academic or vocational entry course is analysed. Only 57% of BME groups compared to 68% of White students had 2 or more A-levels when accepted onto degree courses in England in 2000 (UCAS cited in Connor et al., 2004). Chinese, Indian, Other Asian, Other and White groups having more than 60% with 2 or more A-levels. A lower proportion of Black African (35%), Black Caribbean (40%), Black Other (44%), Bangladeshi (57%) and Pakistani (53%) students entered with two or more A levels, with higher proportions of these groups (over 22%) compared to 13% in the White group following GNVQ/ BTEC qualifications (more vocational routes) and for Black groups a high level compared to other ethnic groups entering via Access courses (UCAS cited in Connor et al., 2004).

On average BME groups have lower entry qualifications than the White student population. For example UCAS 2000 data (cited in Connor et al., 2003) showed that there were differences in the proportion of accepted higher education applicants with 21 points or more at A-level with fewer Black Caribbean (19%), Bangladeshi (26%), Black African (25%) and Pakistani (29%) students achieving over 21 points. In comparison over 40% of Chinese, White and Indian groups achieved 21 points or more.

Variation in the nature of entry qualifications, attainment, and route can all have major implications on the chances of different groups proceeding to higher education as well as defining where they study, especially as different institutes and courses are differentiated by their entry qualifications. This may go some way to explain why there is a very uneven distribution of BME groups geographically, across institutes and courses in the UK. Almost half of BME students at English institutes were studying in London reflecting the higher proportion of BME groups within the capital's population. (Bhattacharyya, Ison and Blair, 2003). There was a relatively large cluster of BME students in the other big cities where there was larger

proportions of BME groups in the general population. BME groups accepted on to first degree courses were also more likely to travel less distance on average than White students which reinforces the link between large urban institutes and the majority BME participation. The type of University chosen by BME groups was also uneven with the majority studying at post-92 Universities. However within BME groups there is also variation the majority of White, Indian, Chinese, and Asian Other students studying at pre-1992 universities and the majority of other BME groups in post-1992 universities (HESA, ILR data cited in Connor et al., 2004). This trend can be seen clearly in London where 60% of BME students are in post-1992 universities and only 36% in pre-1992 universities (Bhattacharyya, Ison and Blair, 2003).

The distribution of BME groups on different higher education courses in England was polarised with BME groups more likely to study certain subject areas than others. (HESA data 2001 cited in Connor et al., 2004). In terms of first degrees in higher education institutes in England (excluding the Open University). The majority of BME groups in 2000/2001 studied Computer Science, Medicine, Dentistry and Law (over 30% participation in each of these subjects). However some subjects had very low BME participation rates including Humanities, Education, Languages and Creative Arts and Design (under 10% participation). Students of Black Caribbean, Black African, Indian, Pakistani, Bangladeshi and Chinese groups were most likely to study Mathematics and Computer Sciences or Business and Administration Studies with these subjects being popular across all socio economic backgrounds (Bhattacharyya, Ison and Blair, 2003). Law, Creative Arts and Design as well as Biological Sciences were popular among Black Caribbean and Black African students. Black African students were also well represented on engineering courses. Indian students made up the majority of those BME students studying the most popular subject areas, with Pakistani students also represented well on the Law, Medicine and Dentistry courses (Bhattacharyya, Ison and Blair, 2003). Polarisation of subjects among BME groups can dictate the nature of higher education institutes chosen. For example until recently Medicine courses could only be followed at pre-1992 universities and required entry via specific subjects and high A-Level scores and would not be viable for several more vocational based entry routes.

However it would appear that more than entry qualification levels of attainment are influencing BME groups' participation and choice of course or institute of study. Several recent projects have explored the different factors which can contribute to differential access to higher education by different BME groups. Some of these factors include the influence of teachers, careers guidance, parents, community, geography (studying closer or away from home) and socio-economic constraints. In reality such influences are difficult to separate and can all contribute to higher education outcomes for potential students from all groups, however there are some notable issues that appear to influence BME groups more than their White British counterparts:-

3.6.1 Value of education

The value placed on education by parents, siblings and peers is important in influencing all students and research indicates that BME groups value education more than their White British counterparts (Connor et al., 2004). For example BME groups see education as an important social mobility tool (Connor et al., 2002 cited in Connor et al., 2004) and data suggest that they have more perseverance to attain qualifications. Evidence suggests that Bangladeshi and Pakistani students are more likely than other groups to be still at school or in sixth form in their third compulsory year (Payne, 2003) indicating a determination to improve grades or acquire the qualifications required for further study. Research for all ethnic groups indicated that parental encouragement to go to University increased the chances of their children entering higher education (MORI, 2002). Connor et al.'s (2004) interview survey with potential students indicated that parental help in making higher education decisions was the most important factor recorded by Black African, Pakistani, Bangladeshi and Indian students. Parents were seen as more important for all BME groups when compared to the views of White students (Connor et al., 2004). Parent surveyed within the same survey were actively involved in choosing University destinations for their children, accompanying them on Open Days and interviews and discussing their options with them and the wider family (Connor et al., 2004).

Most students in Connor et al's survey (2004) indicated that improved careers and financial opportunities after leaving University were reasons for becoming undergraduates and were more likely to cite this reason than the White students in the

study. Other research confirms such findings with Asian and Black students from different socio-economic groups were more likely to cite improved employment opportunities as a reason to enter higher education than White students (Connor and Dewson, 2001). Asian students in Payne (2003) also indicated that higher education qualifications would facilitate job opportunities.

3.6.2 Socio-economic issues

Of course, as with compulsory education it can be difficult to separate issues of ethnicity from socio-economic issues. Research indicates that several BME groups enter higher education from lower socio economic classes (Connor et al., 2004) and as for all ethnic groups this can have negative consequences in terms of participation and attainment, and can provide further constraints in terms of financing studies. It is worth noting that despite several BME groups in undergraduate study being from less affluent socio-economic classes they remain well represented in higher education, suggesting that much could be learnt in terms of widening access from the other drivers that encourage participation from these groups, that seems to be missing from sections of the White British population. Connor et al. (2004) noted that some BME groups, most notably Bangladeshi and Pakistani groups were more likely than White groups to study in local institutes, remaining at home during study, indicating that economic reasons, as well as family commitments and cultural norms of remaining close to parents and community may contribute to this.

3.6.3 Attainment and job opportunities

Despite the high representation of BME groups overall within higher education the attainment of some BME groups is lower than that for white students (Connor et al., 2004). For example Connor et al (2004) found that BME students were more likely than white students to leave degree courses before completion. Within BME groups Black students were more likely than Asian students not to complete (Connor et al., 2004). However when factors such as entry route and qualifications, gender, age and subject of study were taken into account the difference between different groups was significantly reduced, suggesting these factors were more important than ethnicity in determining degree completion. In their interview survey of undergraduate students Connor et al. (2004) identified issues such as lack of staff support and isolation as reasons cited by BME students more often than white students as reason for wanting

to leave. Other research also indicated that financial issues, problems developing relationships and getting support from tutors as well as difficulties in a very socially diverse environment also contributed towards leaving a course (Yorke, 1999; Davies and Elias, 2003) However reasons for leaving are often very personal and subjective and vary within and between BME groups.

Fewer BME groups overall and individually gained a 2.1 or first class degree than White students in 2001 (Connor et al., 2004). This was the case even for BME groups who are among the highest achievers in compulsory education in terms of GSCE and post-16 qualifications. Only 3.7 % of Bangladeshi, 4.5% of Pakistani, 3.3% of Black African and 2.9% of Black Caribbean degree graduates in 2001 and 2002 in England achieved a first class degree compared to 10.7 % of White groups. Chinese, Indian Asian Other, Mixed and Other all had over 6.5% First Class Achievers. However all were lower than the 10.7% for the White group. 48.9% of the White groups achieved a 2.1, higher than the proportion for all other BME groups, with Black African and Black Caribbean achieving less than 33% in this degree award. All other BME groups had a lower proportion achieving a 2.1, in all cases under 39% apart from the Mixed and Other group (47% and 41.5%) respectively. The majority of BME groups were represented most highly within the 2.2 grade (overall 40.1%) compared to only 31% for the White group with more BME groups (17.8%) represented with third or unclassified degrees, most notably the Black African and Asian Other predominating within this grade. A research report by Cambridge University using data from HESA 2004 (cited in Scales and Whitehead, 2005) indicated a similar trend highlighting in their study lower performance for Black Caribbean, Pakistani and Bangladeshi students (although all students at Cambridge performed well above the national average for other HE institutes in the UK). A survey of Black Caribbean, Pakistani and Bangladeshi students in Cambridge suggested that financial hardship and worry about finance, a difficulty in or fear of fitting into Cambridge socially, and lack of motivation in terms of the course studied were indicated as reasons for lower achievement (Scales and Whitehead, 2005). Of course other factors not linked to ethnicity may be affecting attainment with Connor et al. (2004) citing entry qualification (higher achievers tend to have higher entry grades and have taken academic rather than vocational entry routes), age (older students tend to be higher achievers), socio economic status as well as several other factors (see Connor et al.,

2004 and DfES, 2006) for a more detailed review. The authors of this study created a multivariate model which tried to control for factors such as age, gender, entry qualifications and attainment, socio-economic status, subject studied, term time accommodation, institution attended and disability, which are known to affect degree attainment (see DfES, 2006 for more detailed discussion). However they still found that although the gap was reduced different BME groups were underachieving. Of course this may simply indicate that the model chosen was not robust enough and factors that were not included such as EAL status, term-time working, parental education and income would reduce the achievement gap further.

However the statistics are viewed it is clear that in the real world underachievement in terms of degree outcomes can have very negative consequence for student progression in terms of employment and opportunities in the labour market. The importance of the degree award achieved is also increasing since the recent expansion of higher education participation. Connor et al.'s (2004) research indicated that issues such as isolation, choosing the wrong degree course and term time working were issues more likely to affect some BME groups than the general undergraduate population and could link to lower levels of achievement- reflecting Scales and Whitehead's Cambridge findings (Scales and Whitehead, 2005). The perception of choosing the wrong degree suggests that the polarisation of subjects towards some professions due to family and cultural values can have negative attainment where the course is not necessarily one the student enjoys or is motivated to study. This suggests that influencing parental and community values in terms of which degrees and careers are deemed important and worth pursuing may be necessary to prevent some students studying courses which are not appropriate. Connor et al. (2004) provides a detailed discussion of these issues.

3.7 Ethnicity and Higher Education in Wales and south west Wales

In order to assess and compare participation rates in higher education in Wales compared to the UK. UCAS, HESA and data from Welsh institutes has been analysed.

UCAS data available at <http://www.ucas.ac.uk/figures/enq/> provides data quantifying several factors affecting student application and acceptance to undergraduate study (degree and HND) for the UK and home nations over the last decade. In this report

data comparing 2006 UCAS admissions data of acceptances on all undergraduate courses in Wales (which includes students who are domiciled in Wales and students studying in Welsh higher education institutes) with all acceptances within the UK has been used.

Only 5.3% of Wales's UCAS accepted students compared to 18.3% of UK accepted students in 2006 were from non white BME groups (see Table 3.20). This is probably due to the lower representation of BMEs in Wales as a whole and the lack of large urban areas in Wales (with Connor et al., 2004 highlighting the majority of BME groups study in large metropolitan areas). Wales also has only a few specialist centres e.g. medical schools, pharmacy schools and therefore cannot attract the high proportion of some BME groups choosing this subject route.

7.8% of the UK (Census, 2001) are non white BMEs compared to 2.1% in Wales indicating that in both Wales and the UK recruitment of BME groups is more than twice that in the respective countries.

There are some notable differences in the proportion of different BMEs accepted through UCAS in Wales in 2006 compared to the UK, although caution is needed when assessing these statistics as there are very low numbers of BME groups in Wales compared to the whole UK. For example the majority of BMEs in the UK are Indian, whereas in Wales they are Pakistani (see Table 3.22). The proportion of Mixed heritage students is higher in Wales than the UK (see Table 3.22) reflecting the general higher proportions in Wales compared to the UK. However Wales has significantly less Black African and Black Caribbean UCAS accepted students in 2006 than the UK.

Table 3.22 The actual numbers and percentages (within different ethnic groups) of UCAS accepted students in 2006 in Wales and the UK

Ethnic Origin	Wales	UK
Asian - Bangladeshi	79 (8.6%)	3147 (5%)
Asian - Chinese	87 (9.5%)	3311 (5.2%)
Asian - Indian	104 (11.4%)	14066 (22.3%)
Asian - Other Asian background	78 (8.5%)	4015 (6.4%)
Asian - Pakistani	113 (12.8%)	9012 (14.3%)
Black - African	87 (9.5%)	10973 (17.4%)
Black - Caribbean	17 (1.9%)	4725 (7.5%)
Black - Other black background	16 (1.7%)	1110 (1.8%)
Mixed - Other mixed background	93 (10.2%)	3016 (4.8%)
Mixed - White and Asian	102 (11.1%)	3045 (4.8%)
Mixed - White and Black African	28 (3.1%)	1053 (1.7%)
Mixed - White and Black Caribbean	49 (5.3%)	2171 (3.4%)
Other ethnic background	63 (6.9%)	3541 (5.6%)
White	15060	262507
Unknown	1172	19872
Total	17148	345564
Total Number and percentage of non white BME groups	5.3% (5.7%)	18.3% (19.4%)

For Wales and the UK as a whole the participation of male and female BME and White groups is similar with the largest gender gaps (more female than male acceptances) among Black Caribbean, Mixed White / Black Caribbean and Mixed Other groups. Most interestingly all Asian groups have a higher female acceptance rate (if only slightly for some groups) than for males (see Table 3.23) indicating that older statistics suggesting lower participation for Pakistani and Bangladeshi female groups (Connor et al., 2004) may now not be the case. In Wales only Chinese, Mixed White and Asian and Other ethnic groups and White groups have a higher male than female participation but the differences are relatively low, highest at 8% for the Chinese groups. The relative difference in male and female acceptance is lower for these groups in the UK apart from the White groups where the male acceptance is slightly higher (see Table 3.23).

Table 3.23 The percentages within different ethnic groups of UCAS accepted students in 2006 in Wales and the UK according to their ethnicity and gender

Ethnic Origin	Wales		UK	
	Male	Female	Male	Female
Asian - Bangladeshi	51.9	48.1	49.7	50.3
Asian - Chinese	54	46	50.2	49.8
Asian - Indian	41.3	58.7	49	51
Asian - Other Asian background	46.2	53.8	50.7	49.3
Asian - Pakistani	46.9	53.1	49.9	50.1
Black - African	46	54	47.1	52.9
Black - Caribbean	35.3	64.7	35.7	64.3
Black - Other black background	37.5	63	42.9	57.1
Mixed - Other mixed background	37.6	62.4	40.5	59.5
Mixed - White and Asian	53.9	46.1	49.3	50.7
Mixed - White and Black African	42.9	57.1	45.4	54.6
Mixed - White and Black Caribbean	38.8	61.2	39.2	60.8
Other ethnic background	52.4	47.6	46.5	53.5
White	50.5	49.5	53	47
Unknown	41.9	58.1	44.5	55.5

In both Wales and the UK the majority of all BME groups were accepted through UCAS in 2006 when they were 20 years or under. However proportions varied significantly with over 65% of Asian and Mixed groups and fewer than 50% for Black and White groups in Wales (see Table 3.22). The trend was similar in the UK however over 50% of Black groups are 20 years old or under and Black Caribbean groups have A levels of participation of 66.2% compared to only 47% in Wales. Again, caution is required when assessing such data as very low numbers of Black Caribbean students were accepted to study in Wales (see Table 3.22).

In Wales over 25% of accepted Black groups were between 25 and 39 years old supporting Connor et al. (2004) findings that more of these BME groups enter education as mature students (see Table 3.24). In the UK the proportion of Black 25 to 39 year old students accepted by UCAS was less than that in Wales but was still higher than for other BME groups in Wales (see Table 3.24). Interestingly in both Wales and the UK White groups also had relatively high acceptance among groups over the age of 21 suggesting that the majority White group is becoming more likely to study as mature students than several BME groups including Mixed and Asian groups (see Table 3.24).

Table 3.24 The percentages within different ethnic groups of UCAS accepted students in 2006 in Wales and the UK according to their ethnicity and age

	Wales				UK			
	20 and under	21-24	25-39	40 and over	20 and under	21-24	25 -39	40 and over
Asian - Bangladeshi	96.2	1.3	2.5	0.0	88.1	8.4	3.3	0.2
Asian - Chinese	89.7	9.2	1.1	0.0	87.5	8.7	3.3	0.6
Asian - Indian	87.5	5.8	4.8	1.9	90.3	6.7	2.6	0.4
Asian - Other Asian background	75.6	3.8	16.7	3.8	76.2	13.2	9.0	1.6
Asian – Pakistani	78.8	13.3	7.1	0.9	83.8	11.4	4.4	0.4
Black - African	44.8	16.1	29.9	9.2	56.7	16.4	22.0	4.9
Black - Caribbean	47.1	17.6	29.4	5.9	66.2	14.3	14.8	4.6
Black - Other black background	37.5	25.0	37.5	0.0	59.1	19.9	18.0	3.0
Mixed - Other mixed background	74.2	14.0	8.6	3.2	77.9	12.8	7.7	1.7
Mixed - White and Asian	85.3	11.8	2.9	0.0	86.1	8.6	4.4	0.9
Mixed - White and Black African	67.9	10.7	21.4	0.0	65.4	18.4	14.0	2.2
Mixed - White and Black Caribbean	69.4	12.2	14.3	4.1	78.9	11.2	8.8	1.1
Other ethnic background	79.4	7.9	9.5	3.2	76.3	11.7	9.9	2.0
White	46.1	24.7	19.4	9.8	45.5	24.7	22.4	7.4
Unknown	81.5	8.3	7.9	2.3	83.0	8.2	6.8	2.0

In Wales the majority of all ethnic groups apart from the Black groups were accepted through UCAS from comprehensive schools (see Table 3.25). In the UK the trend is similar with the majority of Black groups being accepted from further education colleges (see Table 3.25 and Table 3.26). However the acceptance levels via comprehensive schools is less, and acceptance via further education colleges is higher for all ethnic groups in the UK than in Wales. This may reflect a higher proportion of school based sixth forms in several regions of Wales. Notably higher percentages of Indian, Chinese and Mixed White/ Asian students were accepted from Independent Schools in Wales with equivalent trends in the UK. These BME groups (apart from the Chinese) were also the most likely to come from higher social-economic classes

(in terms of their families careers) in Wales and the UK see Table 3.27 and Table 3.28). This is a trend also highlighted in other publications (Connor et al., 2004). The data in Table 3.27 and Table 3.28 also highlights that some BME groups have far lower representation in the higher socio-economic groups. This is notable for Bangladeshi groups in the UK and Wales and consistent to results in other recent reports (Connor et al., 2004). Interestingly Black Caribbean accepted students in Wales have far higher proportions in higher management and professional careers compared to the Black Caribbean students in the UK which may reflect the lower levels of Black Caribbean students studying or resident in Wales (see Table 3.27 and 3.28).

Table 3.25 The percentages within different ethnic groups of UCAS accepted students in 2006 in Wales according to their ethnicity and previous education sector.

	Comprehensive School	Further/Higher Education	Grammar School	Independent School	Other	Other maintained	Sixth Form Centre	Sixth Form College	Unknown
Asian - Bangladeshi	45.6	35.4	0.0	1.3	0.0	8.9	8.9	1.3	6.3
Asian - Chinese	44.8	21.8	0.0	10.3	1.1	5.7	5.7	0.0	13.8
Asian - Indian	34.6	15.4	0.0	26.9	0.0	1.9	1.9	1.0	14.4
Asian - Other Asian background	41.0	30.8	0.0	6.4	0.0	1.3	1.3	1.3	17.9
Asian - Pakistani	49.6	20.4	0.0	5.3	0.9	5.3	5.3	1.8	12.4
Black - African	28.7	35.6	0.0	3.4	1.1	2.3	2.3	1.1	27.6
Black - Caribbean	23.5	52.9	0.0	5.9	0.0	0.0	0.0	0.0	17.6
Black - Other black background	37.5	43.8	0.0	0.0	0.0	0.0	0.0	0.0	18.8
Mixed - Other mixed background	35.5	31.2	0.0	5.4	1.1	11.8	11.8	1.1	12.9
Mixed - White and Asian	41.2	29.4	0.0	15.7	0.0	2.0	2.0	1.0	7.8
Mixed - White and Black African	32.1	28.6	0.0	0.0	3.6	14.3	14.3	0.0	21.4
Mixed - White and Black Caribbean	30.6	40.8	0.0	0.0	0.0	10.2	10.2	0.0	14.3
Other ethnic background	36.5	34.9	0.0	4.8	0	4.8	4.8	0.0	12.7
White	47.2	30.6	0.0	3.6	1.8	4.2	4.2	0.4	9.7
Unknown	3.4	3.4	0.0	1.3	0.3	0.2	0.2	0.1	91.0

Table 3.26 The percentages within different ethnic groups of UCAS accepted students in 2006 in the UK according to their ethnicity and previous education sector

	Comprehensive School	Further/Higher Education	Grammar School	Independent School	Other	Other maintained	Sixth Form Centre	Sixth Form College	Unknown
Asian - Bangladeshi	26.3	34.3	1.6	2.0	1.0	1.9	1.9	21.4	7.8
Asian - Chinese	21.9	24.7	7.1	17.8	2.1	0.8	0.8	12.0	6.3
Asian - Indian	25.8	22.9	4.4	12.1	1.9	0.8	0.8	14.7	6.6
Asian - Other Asian background	19.9	30.4	4.9	11.2	2.2	1.2	1.2	9.7	11.9
Asian - Pakistani	24.4	28.8	2.5	4.8	2.9	0.8	0.8	20.0	9.6
Black - African	12.8	44.5	1.0	2.6	1.5	1.4	1.4	10.0	22.7
Black - Caribbean	14.2	51.9	1.0	1.8	1.9	1.0	1.0	12.1	12.4
Black - Other black background	13.3	43.9	1.4	2.6	2.2	0.8	0.8	8.3	23.1
Mixed - Other mixed background	21.0	33.0	3.4	10.2	1.9	1.0	1.0	12.7	10.3
Mixed - White and Asian	23.8	23.1	5.5	19.3	2.2	0.6	0.6	10.8	6.9
Mixed - White and Black African	18.4	33.6	2.4	8.3	2.2	1.0	1.0	10.1	19.9
Mixed - White and Black Caribbean	21.8	41.3	1.8	4.6	2.2	0.8	0.8	12.2	10.0
Other ethnic background	21.4	35.0	2.8	8.4	1.9	0.8	0.8	10.3	13.0
White	30.2	26.7	6.1	9.7	2.0	0.7	0.7	11.1	8.3
Unknown	3.5	5.8	0.7	2.6	0.6	0.1	0.1	1.9	83.7

Table 3.27 The percentages within different ethnic groups of UCAS accepted students in 2006 in the Wales according to their ethnicity and social class

	1. Higher managerial and professional occupations	2. Lower managerial and professional occupations	3. Intermediate occupations	4. Small employers and own account workers	5. Lower supervisory and technical occupations	6. Semi-routine occupations	7. Routine occupations	8. Unknown
Asian - Bangladeshi	3.8	7.6	2.5	11.4	0.0	24.1	13.9	36.7
Asian - Chinese	13.8	16.1	2.3	10.3	0.0	25.3	1.1	31.0
Asian - Indian	30.8	19.2	6.7	5.8	1.0	4.8	1.9	29.8
Asian - Other Asian background	20.5	23.1	3.8	6.4	0.0	9.0	3.8	33.3
Asian - Pakistani	12.4	12.4	8.8	15.0	2.7	4.4	0.9	43.4
Black - African	14.9	8.0	5.7	1.1	0.0	13.8	4.6	51.7
Black - Caribbean	23.5	5.9	17.6	0.0	0.0	17.6	5.9	29.4
Black - Other black background	0.0	18.8	6.3	0.0	0.0	25.0	0.0	50.0
Mixed - Other mixed background	16.1	19.4	10.8	4.3	2.2	12.9	7.5	26.9
Mixed - White and Asian	28.4	16.7	7.8	9.8	1.0	9.8	2.9	23.5
Mixed - White and Black African	0.0	21.4	10.7	7.1	0.0	14.3	7.1	39.3
Mixed - White and Black Caribbean	8.2	18.4	24.5	2.0	2.0	10.2	8.2	26.5
Other ethnic background	28.6	19.0	3.2	4.8	0.0	19.0	1.6	23.8
White	14.1	24.3	11.5	6.5	4.4	11.3	5.6	22.3
Unknown	2.5	3.7	0.8	1.0	0.3	1.2	0.1	90.4

Table 3.28 The percentages within different ethnic groups of UCAS accepted students in 2006 in the UK according to their ethnicity and social class

	1. Higher managerial and professional occupations	2. Lower managerial and professional occupations	3. Intermediate occupations	4. Small employers and own account workers	5. Lower supervisory and technical occupations	6. Semi-routine occupations	7. Routine occupations	8. Unknown
Asian - Bangladeshi	2.4	8.1	2.4	9.8	0.5	22.0	8.6	46.2
Asian - Chinese	12.5	15.9	7.9	9.9	0.6	24.3	3.3	25.6
Asian - Indian	13.1	17.3	10.9	7.9	3.4	13.9	8.0	25.4
Asian - Other Asian background	13.4	18.8	9.4	5.1	1.3	13.3	4.2	34.4
Asian - Pakistani	6.9	11.8	5.4	15.2	2.4	10.3	8.0	40.0
Black - African	7.2	20.1	8.0	1.6	0.9	14.1	3.3	44.8
Black - Caribbean	6.8	22.3	14.7	2.8	2.3	14.2	3.2	33.7
Black - Other black background	0.0	18.7	9.8	2.4	1.1	14.9	2.7	43.5
Mixed - Other mixed background	16.0	25.2	10.5	4.6	2.2	10.0	3.6	27.8
Mixed - White and Asian	24.9	25.4	11.1	5.2	2.2	9.0	2.3	19.9
Mixed - White and Black African	12.9	21.2	8.9	4.1	0.9	12.1	3.5	36.4
Mixed - White and Black Caribbean	9.8	24.0	12.2	4.1	2.8	14.3	4.5	28.3
Other ethnic background	16.0	18.1	6.3	5.9	1.9	10.5	4.9	36.4
White	18.8	25.6	11.8	5.8	4.1	9.9	4.5	19.5
Unknown	4.7	5.4	2.2	1.3	0.4	2.0	0.7	83.2

The UCAS tariff is the value of qualifications required by accepted applicants to enter higher education. Points represent entry qualifications in terms of levels and grade with more points representing higher attainment levels. A clear pattern between ethnic group acceptance and tariff is unclear and would require far more detailed analysis to provide valid relationships, however in Wales and the UK accepted White

groups have higher percentage levels with 180-540 points than any other BME group (see Table 3.29 and Table 3.30). Black groups in both regions have far lower percentage levels with 360-540 points see Table 3.29 and Table 3.30. This level of points is equivalent to more than 3 A grade A-levels and the higher percentage of some Black groups following vocational routes or access course (Connor et al., 2004) may be the reason for this. The fact that Black groups have the highest levels with no points required in both Wales and the UK, would confirm this with an indication that a high proportion are offered unconditional offers based on their experience as mature students. In Wales, in contrast to the UK the highest level of 360-540 points is seen in Asian rather than White students (see Table 3.29 and Table 3.30), although reasons for this are unclear.

Table 3.29 The percentages within different ethnic groups of UCAS accepted students in 2006 in the Wales according to their ethnicity and UCAS tariff.

	No points required	1-179 UCAS tariff points	180-359 UCAS tariff points	360-540 UCAS tariff points
Asian	21.0	18.4	35.1	25.4
Black	62.0	12.5	18.3	7.5
Mixed	29.8	15.1	36.0	19.1
Other	28.6	12.7	33.3	25.4
White	25.2	13.1	41.4	20.3

Table 3.30 The percentages within different ethnic groups of UCAS accepted students in 2006 in the UK according to their ethnicity and UCAS tariff.

Tariff	No points required	1-179 UCAS tariff points	180-359 UCAS tariff points	360-540 UCAS tariff points
Asian	20.6	17.7	40.0	21.7
Black	51.3	16.0	26.3	6.4
Mixed	30.4	11.2	32.9	25.4
Other	33.0	14.5	34.1	18.5
White	23.9	9.1	36.3	30.7

Data comparing the courses applied for and accepted by UCAS students according to ethnic origin and ethnic groups can be accessed at:

<http://search1ucas.co.uk/fandf00/index.html>

There is far more data than can be presented in this report however UCAS data for accepted students in 2006 indicates that education based courses (JACS code X) are recruiting proportionally less BME students than White students in the UK and Wales and that recruitment is lower in Wales than the UK as a whole (see Table 3.31). When contrasted with other subject areas such as medicine, dentistry or allied subjects the recruitment gap can be seen to be very large. For example over 16% of accepted students onto medical based courses are of Asian origin far higher than the proportion from White backgrounds. The UCAS data for 2006 also indicates that Law and

Business and Administration are also recruiting well among BME groups. Although dominated by White students the proportion of White BME students studying education based courses is lower than for courses such as medicine indicating some polarisation in choice of subject area for all groups.

UCAS data (at <http://search1.ucas.co.uk/fandf00/index.html>) highlights clearly a disparity between Wales and the UK in terms of recruiting onto education based courses and further highlights the polarisation of subject areas for some BME groups, and can be analysed further at the UCAS web site.

Table 3.31 The percentage of accepted UCAS students in 2006 onto education based courses and medicine, dentistry and allied courses according to total course numbers and within ethnic group numbers (in brackets).

	Education JACS code X		Medicine, Dentistry and Allied courses JACS Code A and B	
	Wales	UK	Wales	UK
Asian	1.1 (0.2)	5.2 (2.0)	2.8 (13.4)	16.9 (16.5)
Black	0.7 (0.1)	2.3 (1.8)	1.2 (21.7)	5.5 (10.7)
Mixed	0.9 (0.05)	1.5 (2.0)	1.5 (12.5)	2.4 (8.5)
Other	0.3 (0.02)	0.5 (1.8)	0.7 (25.0)	1.6 (14.5)
Unknown	4.1 (0.2)	4.9 (3.2)	3.8 (7.2)	3.9 (6.5)
White	92.9 (3.2)	85.7 (4.2)	87.6 (12.8)	69.7 (8.7)

Swansea University, Cardiff University, Bangor University, UWIC, the Open University in Wales and Trinity College all provided some data or comment regarding the proportion of BME groups studying across their College or / and the proportion studying education based courses. The data was provided in different formats was collected using different criteria dependent on the institute's data methodology (outlined in Table) **and cannot be compared between institutes**. However all institutes indicated that the recruitment of BME groups onto education based courses was lower than the average recruitment of BME groups across all courses within the institute and reflects data in England (Connor et al., 2004) and the general UCAS statistics for Wales (see Table 3.32).

Table 3.32 The percentage of BME and White groups studying education based courses at different Higher Education Institutes in Wales. Cardiff University, Bangor University and Trinity College, Carmarthen also have the percentage of BME students studying all courses across the College for comparison (in brackets) Data for Swansea indicates FTE rather than actual students and this may be responsible for the far higher BME percentages noted here.

	2003/2004		2004/2005		2005/2006		2006/2007	
	BME	White	BME	White	BME	White	BME	White
Swansea University- The percentage of Full Time Equivalents studying education based X JACS code courses	21.54	78.46	20.83	79.17	21.29	78.71	21.33	78.77
Cardiff University- percentage of BA Education degree students	2.9 (5.9)		4.5 (6.0)		7.1 (6.3)		9.1 (7.0)	
Bangor University- percentage of School of Education students	0.77 (2.4)		1.14 (2.21)		1.03 (2.4)			
UWIC	Education courses have a smaller percentage of non-white BME groups than the UWIC average							
Open University, Wales-percentage of undergraduate reservations within Faculty of Education	3.1		4.2		2.3			
Trinity College, Carmarthen – percentage of Education based courses across College as a whole	0.28 (2.3)		0.78 (2.88)		1.6 (3.2)		1.6 (3.5)	

Table 3.33 highlights data for Trinity College in 2006/2007 where education based courses including teacher training and early years courses are recruiting less BME groups than non education based courses. The problem when analysing ethnicity data is also highlighted where those providing no information are represented far more than any BME group and therefore may be adding bias to the data. Also the high proportion of Other White responses over 25% of the College's intake is in fact made up to a large extent by White Welsh students who do not want to state they are British.

Table 3.33 Data for Trinity College Carmarthen comparing the ethnicity of students on education and education based courses in 2006/2007. This data has been analysed by removing part time modular courses where it is unclear what is the nature of the course and therefore the figures may vary from those in Table 3.27. The figures are percentage values.

	Education based	Non-education based
White British	71.64	66.28
White Irish	1.24	3.15
Other White***	25.12	26.37
BME groups	0.70 (Wales-2.1)	1.71 (Wales-2.1)
Black or Black British - Carribbean	0.21	0
Black or Black British - African	0	0.32
Asian or Asian British - Bangladeshi	0.068	0.11
Chinese	0.14	0
Other Asian Background	0	0.11
Mixed - White and Black Carribbean	0.14	0.32
Mixed - White and Asian	0.14	0.11
Other Mixed Background	0	0.21
Other Ethnic Background	0	0.53
Not Known	1.24	2.42
Information refused	0.07	0.11

3.8 Progression and employment

BME graduates in England did appear (in Connor et al., 2004 study) to find it more difficult than the White group to progress into employment. For some groups higher initial unemployment (up to six month of graduating) for Pakistani, Bangladeshi and Black African men and women reflect the general higher unemployment rates for these groups. The highest BME achievers in terms of education qualifications (Indian and Chinese groups) also performed less well in terms of employment than the White group. Several recent reports highlight a long term inequality in terms of employment, pay and progression for most BME groups in the UK (EOC, 2007a) and Wales (EOC, 2007b) and for some groups especially Pakistani and Bangladeshi woman there are very large inequalities (EOC, 2007a). In terms of graduate employment and progression Connor et al., (2004) suggests that some BME groups (following the dominant traditional professions) do on average attain higher paying careers than their White counterparts. However BME graduates are under represented in several large private companies, reflecting recruitment methods that tend to target pre 1992 universities, a lack of role models from BME groups encouraging these routes and discriminatory selection methods (Connor et al., 2004). It is beyond the scope of this report to discuss employment issues in detail, however several recent sources provide useful insights into this area generally (EOC, 2007a; Platt, 2006; Connor et al., 2004) and in the context of Wales (EOC, 2007b; Sullivan, Clutton and James, 2005).

3.9 Ethnicity and Early Years Education

Difference in participation and attainment during early years' child care and provision can also be observed among different ethnic groups. Fitzgerald *et al.* (2002) observed that 99 % of White parents sent their 3-4 year old children to a nursery provider compared to 88% of BME children of the same age. There was also difference in the type of nursery provider different ethnic groups used with 24% of White parents compared to only 10% of BME parents using a playgroup or preschool group. However more BME parents (33%) used nursery classes compared to only 16% of White parents (Fitzgerald et al., 2002).

The use of childcare such as Mother and Toddler Groups, Childminders and After School Clubs was 22% amongst children with white parents and 10% amongst children with BME parents. Within ethnic groups however there are also differences in the participation in early year's provision. For example Black parents were more likely (16%) than White parents (11%) or other BME groups to use nursery schools. Black parents were also more likely (15%) than Asian parents (5%) to use child care provision (Fitzgerald et al., 2002). Sammons *et al.* (2002) undertook a longitudinal study tracking 3000 pre school children and found that there were differences in the average attainment of different BME groups when tested for verbal and non verbal cognitive skills when entering preschool with White children recording the highest mean scores and the lowest scores recorded for Pakistani and Black African children. However differences in non-verbal communication skills between these groups were not significantly different when other factors such as socio-economic issues were taken into account suggesting that these earlier differences may be linguistic issues. Most revealing within this study was the fact that for certain outcomes especially pre-reading and early number concepts children from some BME groups (including Black Caribbean) and children for whom English is an additional language made greater progress during preschool than White British children or children for whom English is a first language. These results were significant even when socio-economic and parent's education level was taken into account. Such findings reinforce the benefits that preschool provision can provide some BME groups in terms of learning opportunities. This is further highlighted when those groups achieving the best levels of progress during preschool education (Black Caribbean, Black African and children with English as an Additional Language) are those less likely to achieve the expected outcomes during Key Stage 1-4 suggesting early years practitioners have valuable insights to offer post 5 education.

Recent reports although highlighting the benefits of early years provision also underline the problems faced by BME groups in accessing such provision (Daycare Trust, 2007; EOC, 2007a), and the under representation of child care and early years practitioners working within this sector (Daycare Trust, 2007).

The very interesting survey of 110 women from Swansea (the majority being of Bangladeshi or Chinese heritage) was reported in *A Child Care Feasibility Study* by

Swansea MEWN Cymru (1998). This report highlighted some key issues relevant to child care provision and BME groups in Swansea. For example 65% of those women surveyed had limited or no knowledge of child care provision in their area. 47% of those with no knowledge were in the 25-44 years old age category, the category most likely to have children eligible for child care provision. Within the survey only 55% of the women questioned had used some form of child care with a very large proportion (45%) having used no such provision. Of those who expressed an opinion on the child care provision they had used (26 individuals) 88% were entirely satisfied with the provision. For those who were only fairly happy or not satisfied with the provision provided issues cited were linked to language difficulties, the cost of provision and isolation from other parents, as well as issues linked to the organisation and suitability of the care setting.

Of those who had not used childcare some of the reasons cited for not doing so were linked to lack of information on where provision took place or how to find out about provision, communication and language difficulties, unsuitable hours of provision (requirement for evening care when parents at work) and cost of care. Women who had not used child care indicated that they would have liked to use a range of different provision for their children including Parent and Toddler groups, holiday play schemes, childminders, playgroups and after school clubs although no respondent indicated wishing to use a crèche. 35% of all the women surveyed indicated that they would value an after school/ homework club which would help their children with their studies. This was particularly prevalent amongst the Bangladeshi and Chinese groups whose English language skills may be limited and so such provision support their children's learning. 20% of those questioned also indicated a baby sitting circle would be useful allowing mothers to enjoy more social activities. Affordability and locality of the child care provision were seen as crucial by women in the study in terms of accessing child care. 32% of those surveyed were not prepared to pay for child care, with 22% saying they would use child care if it were free. 56% of women would / could only take their children to a child care provision within walking distance of their home as several had no access to a car or could not drive.

44.5% of the women surveyed indicated that they would value support when first attending a child care setting e.g. someone who could go with them to introduce them

when they first attended. A lack of information linked to the marketing and publicity of child care material in Swansea was highlighted during the report indicating a need for multilingual material located in areas accessible to BME groups within the city. The fact that 50% of the women surveyed cited child care as a reason they were not in employment, education or training and that child care provision could also provide valuable time for social activities and attendance at English classes indicated the need to make such provision accessible.

In the survey it was interesting that 24.5% of those surveyed would like to be childminders, 20% would be interested in working in playgroups, 39% would be interested in forming a parent and toddler group, and 19% were interested in working in a crèche. However of those surveyed with child care qualifications very few were working in child care, the report indicating that language difficulties and the low esteem in which child care employment was held within some BME communities could provide an explanation for this (MEWN, 1998).

One key conclusion from the report by MEWN Swansea (1998) was that key to aiding BME children and women to participate in child care provision was

‘stronger links between ethnic minority groups, colleges and other relevant bodies to promote child care as a valued occupation’.

Despite now being nearly 10 years old the MEWN Report (MEWN, 1998) does highlight issues that remain a focal point for BME groups and early years’ child care provision today. For example only 5% of the UK nursery workforce is from a BME group’s background despite almost 8% of the UK population coming from a BME group. Due to several BME communities having a less ageing demography than the White British population the proportion of BME children eligible for child care or schooling compared to equivalent age groups in the White British population is in fact higher than 8%. The representation of workers in this early years arena is therefore highly unrepresentative of the actual ethnic make up of communities. The Preschool Learning Alliance’s *Meeting the Workforce Challenge* report (Jeffels, 2005) highlighted that BME students wishing to access early years training were unable to do so because of lack of information regarding courses, indicating the importance of

out reach workers and effective marketing material. In some areas (often with more than 50% BME population) the demand for training was far higher than the training places available. Several college tutors within the study however cited that childcare was devalued as a training option and career with stereotypical ideas of child care as a non profession or an easy option (Jeffels, 2005). Tutors in the study indicated that undervaluing early years work led to some students losing confidence and becoming demoralised with this area of work. Jeffels cited several problems inhibiting the access of BME groups to early years training reinforcing issues in the MEWN Swansea based report (MEWN, 1998) including financial constraints inhibiting access to training, difficulties some BME groups had travelling outside their immediate area to attend courses, family commitments, and fears linked to isolation and discrimination. MEWN (1998) and Jeffels (2005) provide similar recommendations highlighting the need for local, flexible community based training and early years' provision, accessible information regarding provision, outreach programmes and community workers able to promote access to training and child care and enhanced funding to allow access to training and child care. The Commission for Racial Equality believe that the early years settings provides an excellent opportunity for bringing people from different ethnic backgrounds together as parents or children see also (Siraj Blatchford, 1994). Lane (2006) also highlights the link between community cohesion and the need to promote positive attitudes and behaviour on diversity from a very young age. Increasing the diversity of those working in early years settings, promoting further access to children from all BME groups is a key route to increasing the interaction of people from different backgrounds.

In Wales only 3.5% of the childcare workforce is from an ethnic minority (with 2% from a non white group) (Care Council Wales, 2006). 2.1 % of the whole population was recorded as a non-white group in the 2001 Census (ONS, 2001). However the proportion of children from BME groups is more than in the White British group suggesting that the BME workforce in early years and child care setting should increase further to reflect the needs of these children's communities.

3.10 Workforce data- BME employment in education and care sector

3.10.1 Compulsory Education

In 2000/2001 6% (817) of primary school trainee teachers and 8% (1028) of secondary school trainee teachers were from BME groups in the UK (overall population 7.8%), with BME groups more than three times less likely to enter teacher training courses than the White population (Runnymede Trust, 2002). The government set a target to recruit 9% of teacher trainees by 2005/2006. Ross (2001) highlighted that only 5% of qualified teachers in England were from BME groups with 28% of Asian teachers under 30 and 69% of Black teachers in the 30-45 age group. This research also highlighted that BME teachers were less likely to have positions of greater responsibility, with only 31% of White male teachers on the basic main grade salary compared to 46.3% of Asian and 43.8% of Black Males. Of the teachers who qualified before 1986 10.7% of the White teaching population were head teachers compared to only 4.9% Asian and 3.9% Black head teachers. Data published by the Training and Development Agency for Schools (TDA) in 2006 show that 12% of trainee teachers are from BME groups –representing 3900 people a 126% increase since 2001. This increase is over the 9% target for 2005/2006, although reports indicate further increases are needed to offset the future retirement of older BME groups and natural increase in school populations. Data from England also indicated that BME school governors were also under represented within Local Education Authorities (Scanlon, Earley and Evans, 2002).

In Wales recruitment and representation of BME among BME groups appears not as successful as in England as indicated in Table 3.34. Less than 1% of teachers in March 2007 were non-white BME groups, with 1.5% being White (non-British) groups (GTCW, 2007). The proportion of BME newly qualified teachers was higher at 1.97% for non-white and 4.9% coming from BMEs including White groups (GTCW, 2007). Only 0.64% of head teachers came from non-white BME groups with 1.8% coming from BMEs including white groups (GTCW, 2007). However caution is needed when analysing these values as a high proportion of head teachers and teachers did not state an ethnic group. When this is taken into consideration (with only the teachers who stated their ethnic groups included) just over 1% of teachers and head teachers were from non-white BME groups with approximately 3% from BMEs including white groups (GTCW, 2007). The proportions for newly qualified

teachers remained similar as only 7 of these did not state an ethnic group (see Table 3.34).

Despite recruitment drives the proportion of teachers from BME groups is less than that in the general or Welsh school pupil population reinforcing a need to drive recruitment in this sector as highlighted in the Furlong Report (Furlong, Hagger and Butcher, 2006).

Table 3.34 The number and percentage (in brackets) of different ethnic groups within the Welsh teaching profession in 2007 (from GTCW, 2007)

Ethnic group	Number of teachers	Number of newly qualified teachers	Number of Head teachers in service
Any Other Ethnic group	48 (0.12%)	2 (0.12%)	0
An Other Asian Background	16 (0.03%)	3 (0.18%)	0
Bangladeshi	7 (0.018%)	1 (0.07%)	0
Indian	27 (0.07%)	3 (0.18%)	2 (0.11%)
Pakistani	28 (0.07%)	7 (0.4%)	0
Black African	13 (0.03%)	0	0
Any Other Black Background	8 (0.02%)	1 (0.07%)	0
Black Caribbean	16 (0.04%)	0	0
Chinese	14 (0.04%)	0	0
Mixed Any Other Mixed Background	60 (0.2%)	4 (0.3%)	7 (0.4%)
Mixed White and Asian	32 (0.08%)	5 (0.3%)	1 (0.05%)
Mixed White and Black African	12 (0.03%)	2 (0.12%)	1 (0.05%)
Mixed White and Black Caribbean	15 (0.04%)	3 (0.18%)	0
White Any Other White Background	571 (1.5%)	45 (2.8%)	21 (1.2%)
White British	27,617 (71.4%)	1,496 (94.7%)	1,041 (59.21%)

I do not wish my ethnic group to be recorded in any way	570 (1.5%)	7 (0.4%)	28 (1.6%)
Unknown	9,631 (24.9%)	0	657 (37.3%)
Total	38,685	1,579	1,758
Total BME non white percentage	0.8% (1.04%)	1.96% (1.97%)	0.63% (1.03%)
Total BME non white and white percentage	2.1% (3.04%)	4.8% (4.9%)	1.8% (3%)

3.10.2 Further Education Workforce

The percentage of BME groups in Wales is 2.1% (ONS, 2001) however only 1.2% of those employed by further education institutes in 2003 were from non-white BME groups (see Table 3.35). No Mixed heritage personnel were recorded indicating that the proportion of BME staff neither reflects the student or general communities served by further education institutions. In 2000/2001, 7% of further education college staff were from BME groups (less than the 9% in the general population). In contrast to Wales, Black (and not Asian groups) were the most highly represented BME staff in further education colleges in England. The data for Wales or England does not indicate the role these staff play within the sector and so it is unclear whether the BMEs are lecturers or in other areas of further education work.

Table 3.35 Further Education Workforce data Dec 1st 2003 (data from Department for Education, Lifelong Learning and Skills, 2006)

Ethnic group	Actual numbers of staff employed by Further Education Institutes	Percentage of staff employed by Further Education Institutes	Percentage in total Wales population (census, 2001)
White	11,945	98.9%	97.9%
Asian	70	0.6%	1.1%
Black	35	0.3%	0.2%
Mixed	0	0.0	0.6%
Other	35	0.3%	0.2%
Total		1.2%	2.1%

3.10.3 Higher Education Workforce

Over 6% of the total higher education academic workforce was from non-white BME backgrounds in Wales in 2004/2005. For all ethnic groups except the mixed group more males than females were represented in academic positions. Asians were the most well represented BME group reflecting their higher representation in the general and undergraduate student population. Very small percentages of Mixed and Black groups were represented. Again this data must be viewed with caution as those not providing ethnicity data are a higher percentage than for any BME group. It is also difficult to assess from the data provided how many of the academic staff represented as BME groups are first, second or third etc. generation citizens (see Table 3.36).

Table 3.36 All teaching and research academic staff in Welsh higher education institutions in Wales excluding Open University by gender, age group and ethnic group 2004/2005. Taken from HESA 2004/2005 staff record. * denotes value under 5. In brackets percentage of total BME groups.

Male

Age Group	White	Black	Asian	Mixed	Other	Not known/refused	Total
Under 30	487	*	28	*	9	33	563
31 to 40	1,064	9	90	6	17	53	1,238
41 to 50	1,177	17	58	5	15	47	1,320
51 to 60	1,165	*	23	*	15	67	1,273
61 and over	345	0	*	*	*	28	378
Not known	9	0	0	0	0	13	22
Total	4,246 (88%)	29 (0.6%)	202 (4.2%)	18 (0.4%)	57 (1.2%)	242 (5%)	4,793

Female

Age Group	White	Black	Asian	Mixed	Other	Not known/refused	Total
Under 30	473	*	30	8	6	30	548
31 to 40	871	*	37	8	12	45	976
41 to 50	880	8	26	6	6	48	974
51 to 60	598	*	7	*	*	33	645
61 and over	86	0	0	0	0	*	90
Not known	9	0	0	0	0	*	13
Total	2,916 (89%)	16 (0.5%)	100 (3%)	24 (0.7%)	26 (0.8%)	164 (5%)	3,246

3.11 Key issues

All levels of education demonstrate an inequality within attainment, progression and participation for BME groups in the UK and Wales. Early Years, Compulsory, Further and Higher education also have an under representation of BME professionals entering these sectors ensuring that educational and learning settings remain overly dominated by the White British majority even in areas where the proportion of the population from BME backgrounds is high or the majority (see Chapter 3). Some researchers indicate that the low representation of BME groups within learning professions serves to exacerbate the problem further where BME groups are disenfranchised or do not associate these types of careers with their own communities or themselves (Runnymede, 2002). The perceived low status of some teaching / child careers within certain BME cultures also serves to further alienate BME groups, especially where some groups already have polarised higher education choices linked to traditional professions such as law, medicine or dentistry.

In Wales more so than in England teaching is under recruiting BME groups and the representation of BME groups within the profession is particularly low (see Section 3.). The early years and further education sector also have low numbers of BME professionals, highlighting a need to observe why this might be the case.

Chapter 4 explores the views of several different BME groups in south west Wales in terms of their experience of education and their aspirations in terms of further study with a view to highlight why educational and early years courses are under recruiting BME groups (as indicted in this chapter) and also to understand why BME groups appear to be underrepresented within the south west Wales's higher education institutes and education studies courses, especially at Trinity College.

Chapter 4

Chapter 3 highlighted some issues that may be important in influencing the choices BME students make when deciding on education and career pathways. There was also evidence that in Wales BME groups remain under represented in education based courses including teaching and early years training. This study interviewed BME people in south west Wales (as indicated in Table 2.1- Chapter 2) in order to explore possible issues and problems faced by BME groups when accessing education. Each interview has been analysed in order to highlight important themes which form the structure of this chapter. Participants remain anonymous and are represented by numbers. The views expressed by interview participants have also been contrasted with other recent studies within Wales or south west Wales.

4.1 The value and importance of education among BME groups

The value of education to several BME groups has been highlighted in many research reports and articles (e.g. Connor et al., 2004; Allen, 1998) with a suggestion that strong parental and community support and commitment to education mitigates other negative issues such as being in a lower socio-economic groups (Connor *et al.*, 2004) and may explain why several BME groups are well represented on undergraduate courses despite (on average) having lower entry qualifications (Connor *et al.*, 2004). Allen's (1998) quantitative study indicated that irrespective of social class and cultural background the general consensus was that family was very encouraging, proud and supportive of BME students' plans to enter higher education. In a questionnaire study BME respondents (84%) (from comparable social classes to White respondents) indicated that their family put a far higher value on education than did the White respondents (55%) (Allen, 1998). Modood (1993) indicates that some BME groups use higher education as means to ascend social classes, improve job prospects or improve on their parent's economic/social position. Singh (1990) also suggested that encouraging educational achievements meant parents earn recognition, and status within their own communities.

The participants in this study reflect a strong support and value for education, with no participants indicating that education was not important.

An Algerian mother highlighted the strong need / compulsion for education as crucial for her children's wellbeing.

Education is the first thing I got for my daughters – they have to be educated.

A British Bangladeshi woman and a Singaporean woman's views reflected the outcomes of several publications (Allen, 1998; Modood, 1993; Connor et al., 2004 Ahmed, 2001) that higher education is seen as the only viable option post-compulsorily education and that choosing an alternative route would be unconventional and difficult.

Speaking in terms of a Bangladeshi community point of view, I'm quite fortunate in that my family are quite educationally focussed. The basic expected of you was that you would get a degree. It wasn't even GCSE, the standard was a degree. Obviously, having older brothers and cousins who had graduated it was just the done thing. In fact, if I said I wanted to drop out, that would be an issue

Bangladeshi female

Mum installed a strong reading habit and emphasised education as a stepping stone. I knew growing up that I had no choice but to get a degree.

Singaporean female

A Hungarian Year 10 (15 year old) restated this when asked whether her parents thought education was important:

Who's parents don't talk to them about education?

Later going on to say:

Because today people can't live without education.

One African focus group clearly highlighted a strong family and cultural support and promotion of education where educational achievement is a central part of family life

For example one respondent indicated that

'When you walk in you're asked 'how many marks did you get' and not how did day' go' When I got 98% I was asked – 'where did the 2% go'?

Education was also seen as an important mechanism to increase economic and social status within this group. One respondent's father was a lecturer and therefore she wanted to do something in businesses of '*higher status than her father's occupation*'

She added that:

Mum worked in admin and also went to university. Grandparents didn't have university education but expected her to go to university. Whatever class you are you want your kids to succeed.

The African group participants indicated that gaining an education was a means to gain economic prosperity and to pay back for parent's support. There was a perceived obligation to do well educationally in order to provide for their family, with the group shocked at the existence of nursing homes and the way older people were treated by their families in the UK. The choice of subject and career was strongly linked to the need and desire to earn money in order to support parents.

Monetary thing. Parents struggle to pay fees and you feel it is your duty to excel, you know you're going to end up in University

'Need to do well financially to be able to look after parents and expect to end up providing for parents. Can't begin to imagine putting parents in home'.

Such views are consistent with that of Modood (1993) and Singh (1990) indicating that the child's educational status can benefit the status and economic well being of the whole family and community. The African community focus group agreed that although Africa is vast there is a consistency of culture and attitudes especially towards education and jobs and parental expectation. In the view of the focus group being educated and successful is far more important than sporting or artistic prowess suggesting that:-

You are a celebrity if you are bright and if you are successful not if you play football or act.

A male Bangladeshi man (parent and older brother) from Swansea indicated his desire for his family to obtain a degree in the UK, having sent his younger sister to boarding school as he felt she was talented and was worth investing in. For this respondent obtaining a higher education in the UK was a means to reflect their achievements in Bangladesh, and again suggest this as an important means of social mobility and integration within UK society (as in other studies EOC, 2007b; Modood, 1993).

No one in family has a degree in UK yet (large family in Leicester and north of England) although have in Bangladesh. I want to see one of my brothers and sisters get a degree over here.

A Cameroonian mother indicated more strongly the importance of education as a means to inclusion and equality for BME groups

The only way that you can stand shoulder to shoulder with a white person is to use your head and if you don't study you won't use your head properly. I think it's a very strong tool, very powerful

The lower achievement of several well educated BME groups in the job market (EOC, 2007b) or being over qualified within their career has led some researchers to indicate that gaining qualifications is a means for BME groups to overcome racism in the recruitment market (Connor et al., 2004) which is implicit in the Cameroonian's comments.

Despite several responses linking education with economic, career and social benefits some respondents also valued education for its own worth. A Bangladeshi man living in Swansea said that

Neither of my parents were educated but valued education. My mother says that a person will get old but knowledge will stay young.

A Polish mother indicated that she didn't think about economic advantages in relation to her children's education suggesting that there are:

*So many interesting things, world is so interesting, have to study or you will miss it.
World is just wonderful.*

When asked if this respondent assumed her children would go to University she replied.

I suppose so but it was different in Poland as there was only one path to follow and if didn't follow this wouldn't be good enough. System of matriculation. Here lots of different options and can find out what interested in. In Poland if you don't do it at a certain age it's very difficult to get back in the (education) system.

This was echoed by another Polish woman's response

Yeh (hesitantly) but it just seemed like the natural thing. Different in Poland than it is here, the education system and the attitudes of people is that the more knowledge you get and the more certificates you've got the more chances you've got. Not everyone goes to university naturally but for many people graduating from secondary school it is the natural way, it's just as simple as that. There aren't that many opportunities to start work if you just graduate from secondary school, people aren't very interested in employing you. Not many employers who would take an 18 year old and teach them qualifications.

For several different BME groups in this study, and as will be highlighted later in this chapter some BME groups (especially first generation parents or children) were influenced by the cultural norms and education system practices of their country of origin, where often higher education was seen as the only route to a higher ranking career. As indicated in the response above the situation in the UK means that several vocational and academic pathways now exist and that parents and specific BME communities need support to become aware of the complexities of the system. As noted in Chapter 3 and explored further later in this chapter the polarisation of some BME groups into certain traditional degrees can be counterproductive in terms of attainment if students are not motivated by the subject area and this may also be influenced by a lack of awareness of other alternative avenues of study or training. One African student suggested some validity to this view point when stating:

*I have two younger brothers who have both been educated here. I can see a difference in parental attitude. One brother excels at science but other brother good at art and has been encouraged by parents because they can see that there is a possible end result. I don't think this would have happened in ***** as parents didn't feel could get anywhere in life with arts, music or drama. I was good at sport but wasn't encouraged for the same reason. 'Where will that take you?'*

The participants within this study reflected a broad range of educational and social backgrounds and it is positive that across all social groups education was seen as a valuable opportunity. It is well documented that historically BME groups and their families value education as a tool to become established and prosper in a new society (Connor et al, 2004 Ahmad, 2001; Allen, 1998). Promoting such positive values across broader UK society would be valuable especially among British White groups also under represented in higher education.

4.2 Influences on choice of higher education course

4.2.1 Relatives, community and friends

The responses from focus groups and interview participants reflected the importance of parents and other relatives when choosing courses and institutes in which to study also highlighted in several other research publications (Connor et al., 2004; Cassidy, O'Connor and Dorrer, 2006; EOC, 2007; 2007b).

An African participant underpinned the importance of her mother's influence when choosing a higher education pathway:-

When young wanted to be doctor but realised wasn't for her. Mum kept saying she would make a really good lawyer and would make loads of money. Lots of influence growing up to do law.

The above participant is now studying law.

Another African participant again indicated her mother's strong influence in choosing what to study

Doing 'A' levels in Business, Law & French. When I was in school I wanted to do Leisure and Tourism but my Mum wouldn't let me so I had to do 'A' levels

Her mother provided further insight:-

I initially wanted her to do law. Observing her growing up, her manner and ways she would be good at that sort of career. Completely different from her sister, she would question everything I wanted her to do, she would want to know why. She's assertive. I thought that would be good for her but she wasn't interested. I tried and tried.

This 6th former has now applied for places to do International Marketing & French. This choice was influenced by her father who suggested marketing as something that sells in the job market.

Other African community participants also highlighted the importance of family and community influences with comments such as:-

Wouldn't ever consider subjects like art, music, etc. as know these wouldn't be acceptable to parents

Another African participant studied an International Baccalaureate at College and decided to study International Relations in England, although her parents were not happy with this subject choice at first saying that:-

African parents try to live ideal life through you but I decided that I wanted to choose own life and subject. Parents were not happy at first but are now supportive. I wanted to study in Bristol as wanted whole new experience and to be independent. African parents tend to baby you.

The Filipino community focus groups also indicated the importance of family, community and friends in influencing career and study progression, however for this

community nursing was the key sought after career, with the majority of focus group participants from this community either being nurses or starting on an education route towards being nurses. Several participants highlighted that often those studying course unrelated to nursing or allied medical fields were encouraged to change track by family and relatives.

A Filipino student said that she wanted to be a nurse:-

Very Filipino thing to do nursing – Filipinos famous for being a nurse so I guess that that is a huge influence.

indicating that several people taking nursing in Philippines because of recruitment from UK and US.

Nursing was also a very prevalent career within families suggesting that families would then try and persuade children and other relatives to follow this profession. One female nurse from the Filipino community group's mother and grandmother had been a nurse. Another male student nurse explained that his sister had a degree in finance but he had encouraged her to take a degree in nursing "*so that she could get a good job*". A female nurse within the focus group also echoed this with her sister now enrolling on a nursing degree, following a degree in another subject.

Other parents within Filipino groups indicated that they wanted their children to enter the medical field. For example one male student nurse said that he wanted his children to go into the medical field. Another male's daughter was in a local Further Education college studying Tourism but his wife (also a nurse) wanted her to take up nursing. The daughter had now decided that she's willing to take up nursing though taking a nursing degree in the Philippines as her friends are studying there. Several younger participants indicated that friends were also influential in their career choices. The daughter reflected on her mother's influence indicating that she had chosen tourism as she likes travel but that her parent's were not happy about it, her mother wanted her to do something medical as it would be a better career with more money:

I don't know what to do yet – I want to do lots of things. I've begun to realise that maybe I'd be OK with nursing as I like biology and helping people so willing to give it a try. My friends have told me that it's a good course and my Mom and her friends are telling me about the benefits of it.

The Filipino group also underlined the importance of friends as an influence on education choice and stated that their education choices were very much linked to the job at the end. Some felt pressured into taking a nursing course because friends were doing so.

Friends were a very strong influence, a stronger influence than parents.

The Bangladeshi community interviews and focus groups in Swansea provided several interesting themes regarding the influences on educational choices. There were also several interesting issues and contrasts drawn between the impacts of religion, culture, socio economic and educational status of parents and the wider Bengali community and how these influenced student choices.

One male Bangladeshi parent indicated that:-

Most of the parents push their kids to be accountants, doctors, surgeons and lawyers.

However he took a far less polarised approach when advising his younger sister on subject choice, but did influence the place of 6th form study:-

Sat down with sister after GCSE and I asked her what sort of things she liked. She said that she wanted to work with people and help people. He doesn't like the college atmosphere so I preferred her to go into 6th form. Too much freedom and I've seen how people have taken advantage of the freedom and how this influences peer group members. She decided on psychology. She wants to be involved in politics and stuff.

When asked whether he would see it as an option for his sisters to stay in halls of residence he replied :-

No I wouldn't see this as an option. I used to go to parties and some of the things I witnessed were scary and I wouldn't want my sisters to be in the same situation.

A British Bangladeshi woman involved in working with young Bengali people however suggested that the polarisation of subject choice was becoming less pronounced.

10 years ago there was a trend, there were only certain subjects that people did but now I'm finding that there's a variety of courses and subjects' people do there's no specific trend. Because there are people going into arts. I know people going into fashion. There are people doing accounts – a variety of subjects really, psychology, sociology, English, nursing so it is a wide spectrum of subjects now.

She also indicated that:

I would say that for the majority there are strong family influences there, especially for girls in the Bangladeshi community –it's a huge influence - where they go and what they study. There are a minority that will decide and go where they want but the majority (of decisions) are family based.

This participant also expressed her own views of the strongest influences in terms of girls studying post 16 and provided a context in which to assess the replies of the young school girls interviewed within the communities she works with.

Within my family people have gone away to study but personally it's not something I would have done anyway. But it is a constraint for family members, certain families don't allow girls to go out. And it's not advisable either because as daughters you're meant to be protected by your brothers and fathers - this is the role of protection and when you're not living with them they can't protect you. They have to fully maintain you. I have no obligation in my family home. As soon as my father passed away my brothers are legally my direct protection and they have to take care of all my well being so legally they have a responsibility to look after me. I have no responsibility for paying towards bills. This is the Islamic tradition – inheritance wise they get

*double what I get because their responsibility is to maintain me. This is why traditionally girls do not go away from home. Some do go away, they have to, like doing pharmacy. One of my **** is in the final year of **** at ****. She got married at 18 but went to **** at 22. Her husband is really supportive and moved to **** so that she could continue her education.*

However she added :-

There are girls who don't have that support at all. In some cases I'm dealing with girls who actually have to finish their education at 16 – there's no post 16 education. The family won't allow it at all. It's an unacceptable way for the girls in that particular cultural background.

Such contrasts were highlighted in the responses of British Bangladeshi school girls within the Swansea area indicating that widening access to higher education amongst this community must understand such cultural, religious and socio-economic contrasts, and should also work with such communities to provide education that can coexist with cultural practise.

The British Bangladeshi woman had her own views on why for some pockets of the Bengali community education especially for women was undervalued or difficult to access

*There's those who follow the culture above the religion and those who follow the religion above the culture. And it's such a split that you can see it in certain area as well. I'm finding geographically, more cases in the **** community - without stereotyping - where post – 16 education is not appreciated. When you look at the family background there, they tend to be families who have come from Bangladesh, their parents have come from Bangladesh but had no education in Bangladesh and not appreciating education and are not literate themselves in their mother tongue which means they don't have the access to the knowledge which the religion states. An Islamic woman has an equal right to education – if you have son and a daughter but can only afford to send one into education you look at the one who is most able*

rather than the gender, whereas in Bengali culture they will look at the boy immediately as he is going to provide so what's she going to do with her education. ...

Some others have even said to me that I don't want you coming and supporting my daughter you're giving her influences that don't exist in our culture, you're breaking cultural barriers and cultural values because at your age you're not married and what's this education at the loss of motherhood and wife. And I said no it's not the case because my family, my cousins have got married but continued their education.

However UK based statistics and those in Chapter 3 of this document highlight that there is a rapid growth in university education amongst Bangladeshi women often due to high job aspirations and strong parental support (Ahmed, 2001; Bagguley and Hussain, 2007). Suggesting that as in the majority white community socio-economic deprivation and lack of educational achievement among parents is a barrier to education and can cross all ethnic groups.

4.2.3 Careers Advice

Surprisingly very few of the BME groups interviewed suggested Careers Advice guidance as an important influence in their careers choices. Those in school did when asked indicate that they were involved with the guidance system and young British Bangladeshi students indicated that female advisors as well as male would be beneficial in terms of them feeling at ease during consultations.

A teacher in Carmarthenshire school with a significant proportion of Eastern European students indicated that current Careers Advice for new migrants must be mindful of language barriers suggesting that Careers Advice in, for example Polish would be required for several of the students in her own school with limited English skills.

EOC (2007b) and participants in the 'Looking In and Reaching Out' seminar indicated that culturally inappropriate or insensitive careers advice as well as negative attitudes towards a student's career aspirations was problematic, highlighting a need

for careers advice departments aware of racial and cultural needs. EOC (2007b) suggested that careers advice that incorporated parents would also be beneficial for several groups.

4.2.4 Career and economic progress

For some respondents the link between education and job outcomes was particularly strong with those from the African, Bangladeshi and Filipino groups highlighting an importance for the subject chosen at college and university to have a good career outcome. Several of the students in school from a diverse range of backgrounds including mixed heritage students also highlighted the values of education as a means for better job and ultimately career prospects

For example an African female respondent suggested that subjects with a clear career benefit would be avoided even if they were interesting subjects

*Liked drama and did well at 'O' level but knew couldn't take this as an A level subject
- 'where is it going to take you'.*

A member of the Filipino focus group stated that Filipinos wanted to work abroad to earn more money and that nurses are in demand – this being the primary reason for choosing nursing. Pay was seen as the primary motivator. For example Doctors who are highly regarded and well respected in the Philippines are taking up nursing in order to be able to leave the Philippines to gain employment. Nursing was viewed as a currency to leave the Philippines to earn more money rather than a high status profession in itself. It was noted in the Filipino focus groups that more people are now taking education based courses as they can now go the USA as teachers. Again the choice of degree course was linked to marketability of the resulting career. As noted previously in this chapter the consequences of polarisation of career choices and the perceived avenues of higher education route which first generation parents feel are appropriate, may have strong influences on second generation children. Within the UK system however such polarisation of a few subject areas may not always be appropriate for all students in terms of motivation or achievement.

4.2.5 Financial constraints

For some participants financial constraints were also seen as important when selecting where to study. One African student participant said that

*I wanted to go to **** and applied to **** and **** as older sister there doing medical science. Also applied to **** and ****. But because sister in **** and Mum paying would be too expensive for me to go to **** or ****. Have decided to stay at home otherwise Mum would be paying for 3 houses.*

Her mother confirmed her influence on the decision of where to study and that this was made on a financial basis especially as both daughters would be at University at the same time. She would have liked her daughter to have gone to Cardiff as this is a good University but had to balance the family's other needs.

Students from local schools highlighted some financial influences and some in one school in Carmarthenshire indicated that staying in Wales was preferable as this would lower their University fee costs compared to going to England.

4.2.6 Role models

Several researchers view role models as particularly important for BME groups e.g. Bagguley and Hussain, 2007. In terms of choosing a career, particularly education based careers several of the participants indicated the influence role models had. School participants from the Bangladeshi community in Swansea highlighted that older siblings and other relatives having studied provided important role models and were also strong voices encouraging younger sisters to access education and to follow the courses they would like to study, rather than follow traditional routes. A British Bangladeshi female participant indicated that:-

Yes, this is one thing that was quite positive for my upbringing as well. I already had cousins who were older than me who had already graduated and were in professional roles - female cousins – so again the role model was already set within the family so I wasn't the first. In fact, I was the first to do an arts or humanities subject but mainly my family was science based so that did cause a bit of a problem actually, because initially it wasn't appreciated. Even my A levels weren't so appreciated because I did Sociology, RE and Religious Studies. I've always been quite interested in religious studies and the social aspect of things. I did Art as well; I also wanted a career in Art (laughs) so I chose subjects which were not the norm in my family. We've got mainly computer sciences or pharmacy or midwifery those kind of medicine backgrounds or to do with science. Most or actually 90% of them do that. It's only now since I did the social sciences that other cousins have followed and done psychology and sociology but before that it wasn't appreciated because they didn't see a career with this.

One Bangladeshi male participant who works with a BME youth group indicated that:-

Role models are very important, definitely important. One thing I use with all my kids (youth groups) when they're confused. I ask them to imagine 5 different models walking past you - surgeon, lawyer, policeman, teacher, plumber- which one would you like to be. I've never had anyone choosing the teacher. This is working with young men. It definitely may be a different story with the females. Being a teacher involves helping the young people quite a lot, this might be an interest for Bangladeshi girls, even boys, to pursue that career as a teacher as they see themselves as helping others when they become a teacher.

But the bad news is this – recently I met a friend an Arab friend and his wife is a qualified teacher but she cannot get a job in south Wales at all so they are moving this week to London. This is the second or third person who is a qualified teacher that I have noticed has moved away from Swansea. They are going towards London, going towards where there are other ethnic minorities. White teachers might not want a job in certain areas and so there might be a chance for an ethnic minority person to get that job.

There are no natural role models in Swansea and that respect – the boys that I grew up with who are pharmacists or accountants are moving away for work. Teachers are a minority of a minority so even harder.

Role models working in education were also seen as important:-

I've never seen a coloured teacher. In old school in Reading loads of coloured teachers

British Indian female school participant

A woman from Singapore working with BME groups in Swansea stated:-

It would be useful to have a profile of women who teach – Cardiff Muslim school. Women here need to see people like that as role models.

Participant in an African focus group indicated that:

Black males especially need role models. Don't have avenue to follow. Don't see black teachers and lecturers. Once role models others will follow.

A male British Pakistani lecturer in a higher education institute in south west Wales also noted that for local young BME groups non-white role models were missing.

Nobody in text books, nobody who teaches them

Jiwani and Regan, 1998 highlighted a positive response by undergraduate student asked if being taught by a BME member of staff would benefit their overall learning experience indicating that appropriate role models are important.

4.2.7 Barriers to studying education based courses and becoming educators

There were several suggestions why education and teaching seemed to be under recruiting locally. One Cameroonian mother indicated racism as an important barrier:-

Barrier to BME people to go into teaching because of racism and attitudes towards black teachers. Teachers will say that they are ridiculed and have things thrown at them, for example. Majority of children will be white and some will have learnt racist attitudes.

You would have to be very strong and very brave as a BME person going into teaching there would be so many problems to face and it would be so difficult to make progress in that career.

She also thought racism may prevent the employment of BME teachers.

A school student from the Filipino community indicated that:-

I'd be OK teaching young children but wouldn't want to teach children like me as I know what kids my age do to teachers.

This sentiment was repeated by several of the school age participants suggesting that 'cheeky' and 'chopsy' students would be off putting to this career.

A Bangladeshi father indicated that there may also be other motivations for not employing BME teacher locally

Yes it's much harder. Say for example school governors are looking at the application of an ethnic minority. They may want to employ that teacher but they may think that they would get more abused than a white teacher and so not want to put them in that situation. I don't view everything as racism.

4.2.8 Status of teaching

An Algerian mother living in Swansea suggested that teaching did not have the same status as other higher ranking professions

Yes, more status and more money associated with being a doctor than a teacher

A British Bangladeshi woman suggested that teaching was respected but not as much as some other professions:-

Teaching was actually one of the things they didn't mind but it wasn't seen as a high ranking profession like medicine, law. It's an Asian thing, an Asian traditional thing where they can only identify family status - by medicine, doctor. If you've got a doctor in the family, or pharmacist, if you've got lawyers those are the high ranking careers, those are the ones that the community identifies as high ranking jobs.

However a Filipino mother indicated that :-

In Philippines teaching has a high status. My daughter and two sisters are teachers.

A Bangladeshi father living in Swansea suggested that the status of teachers in Bangladesh was far higher than in the local area indicating it would have been a suitable carer for his youngest sister:-

I would have pushed her towards this as it would have been a role model for the family. I was amazed that the respect that my peers showed teachers in Bangladesh when I went back, there's more respect. I don't think that people see teachers as a good role model at this stage and I think that's sad. The respect element for teachers isn't high at all. They themselves experience disrespecting their teachers and so this isn't the best advertisement.

The African focus group respondents indicated that the status of teaching was lower than some other professions and that teaching in the UK is far less appealing than teaching in their county of birth.

One respondent who's mother was a teacher said:-

When I used to go to school and see what was happening there and then go to my Dad's office and see a swivel chair there was no competition

Another African focus groups respondent indicted that:-

Teachers never spoke well of their profession – told children they should become pilots, doctors etc. Big cultural shock coming to school in Swansea. Teachers not in control and used to having someone in control of the class

Another respondent suggested teachers in the UK are not respected:-

If I was going to teach would only teach in Africa or maybe lecture. In Africa teachers treated with respect ... see the way that teachers are treated here.

School participants across the study indicated some other barriers including the level of work and knowledge required for the role and on the whole most would be more prepared to become primary rather than secondary school teachers.

4.2.9 General barriers to accessing courses and barriers to accessing Trinity College

Language was seen as a possible barrier for some BME groups in Swansea and Carmarthenshire

A Singaporean woman working with BME groups indicated that there were:-

Lots of barriers for Muslim women – Asian especially – engaging with the mainstream or going into employment. Language is a huge problem - lots of cases where British born boys get brides from 'back home' so there is a high percentage of women who come here who don't speak English and are unlikely to learn to speak English.

Another barrier is filling out forms – forms can be very scary and difficult for people. Could have a service which was culturally and religiously appropriate to help potential applicants fill out forms.

A deputy head teacher in Llanelli indicated that language was a major barrier to learning for new Eastern European migrants and that these students required more EAL and language support in order to fulfil their potential. She noted that language

problems where several students were arriving in school with no English skills in a relatively short period of time had overwhelmed the county's current EAL provision. Polish students within the school also highlighted the benefits they had from language support and learning assistance who were themselves Polish.

In terms of choosing to study in particular local institutes other barriers were identified and again varied between communities and where they were found within the study region For example an African participant started that BME students could feel isolated:-

Not a large visible black African population in Swansea. Started sending asylum seekers and refugees to Swansea in 2003 and even now they are still the majority of the black African population in Swansea. Link this to going to live in Carmarthen – would be highly isolated and would know the problems they would be faced with. I think that this would be a very big problem in terms of getting BME people to study in Trinity College.

The fear of isolation was also highlighted by a Chinese participant:

*Already part of community and Carmarthen considered to be more Welsh, Chinese like to be in a group where it's more close knit. If you live in another place it's uncertain so at least you know where you are, having lived in Swansea I've adapted to it. I've never moved away since I've emigrated here – maybe as far as ***** when I got married and that's the furthest I've been.*

A British Bangladeshi female participant also highlighted that Trinity has a very low profile in some BME communities

*When you live in Swansea and you have to stay in Swansea you can only go to a limited number of courses.
If they could travel they would probably go to Cardiff. So far all the UCAS forms that I've filled in with clients, I've not had the request for Carmarthen once. Some of them probably don't even know Trinity College exists. I didn't know about it until I started working and went to a conference there and I was interested in religious studies.*

A sentiment echoed by other participants

I don't even know what courses they do or what they specialise in. I don't even know where it is to be honest with you.

Chinese female participant

Hadn't been aware that Trinity College offered degree courses

Singaporean female participant

A Singaporean female participant also indicated that the Christian ethos of the college may be a barrier to some groups, although other participants did not see this as a barrier.

The first thing I think is a major barrier – Trinity College has a reputation for being a Christian College – even though it might be totally different course it still might put up a barrier.

4.2.10 Early Years Education

Several participants were not clear on what early years education actually referred to and that degrees existed in this field. Some young participants did see this as a possible future career which would provide many useful skills for their own future family life. Others indicated that this type of profession would be badly paid and of a lower status than some other professions. African focus groups respondents highlighted a low status for child care professions because:

Middle class people have help to look after children so nursery school teacher would have even lower status than teacher. Might want to open nursery business that could be different.

A British Bengali participant highlighted that young Bengali women were taking up training in early years but are unable to gain employment and that in the future provision which is culturally appropriate for the communities children will need this

situation to change, in order for the workforce to reflect the community it is serving, issues also highlighted by the Daycare Trust (2004; 2007) and MEWN (1998)

So far the girls who have done the basic certificate level haven't succeeded in getting a job in this profession and I think that has an effect on future aspiration for other girls. The woman who is running the crèche for MEWN is from the mainstream community. I think as time goes by childcare facilities will be in huge demand for this community as the girls who are succeeding in education and employment are looking for childcare facilities for their children but they want to keep their cultural values in tact at the same time so they are looking for Just the same way as you have Welsh nurseries – they want their children to be able to communicate with them and their grandparents.

4.2.11 Racism and Isolation

Several studies have highlighted the experiences of racism by BME groups in Wales (Lyle, 2007; Gardner and Lanman, 2006; Sullivan, Clutton and James, 2005; Scourfield et al., 2002) also highlighted within this study. Incidences of racism within the school setting by fellow pupils and teachers can serve to undermine BME students' confidence and provide a very negative school experience and is unacceptable socially and in relation to legislation (The Race Relations (Amendment) Act 2001; The Children Act, 1989). However racism was experienced by several participants, suggesting that locally there is need to raise awareness within the whole population and education sector of diversity issues, and for education settings to prepare and publish a Race Equality Policy which is fully implemented in order to ensure an equality of educational experience for local BME groups.

One teacher referred to me as 'Your people' feel isolated. Parents also isolated

Mixed White/ Black Caribbean female school participant

My family is all white except me- I don't see father. Feel different, sometimes people think I'm a family friend when out with family rather than a sister or daughter

Mixed White/ Black Caribbean female school participant

In primary school we were the odd ones out, the only ones

British Indian female school participant

Sisters wear hijab. Eldest sister had problem in comprehensive, children used to bully her and spit at her because she is a Muslim and try to pull her scarf off.

Bangladeshi male participant

*Went to ***** School – children not performing well academically. Put in lowest class purely based on cultural and racial origin – low expectations initially but moved to highest class and then was encouraged by teachers. Only other black child in school (boy) not good academically and good at football so encouraged to do this, allowed to miss lessons*

Kenyan female participant

Scourfield et al's., (2002) study in the South Wales Valleys, in a predominately white setting had several parallels to the south west Wales region and highlighted good practice and recommendations of how the incidents of racism and isolation of local BME groups could be improved. This study provides many good suggestions that could be adopted in the south west Wales locality also.

The inclusive nature of current school provision was also highlighted as an important factor influencing the experience and perception of school education locally. Some students in Carmarthenshire indicated that sometimes they felt singled out by teachers because of their BME backgrounds.

Maybe we are singled out by teachers because we are coloured. Need multicultural school, education.

British Indian female school participant

Young participants indicated that inclusive teaching which was aware and interested in different cultures and BME backgrounds provided a positive impact on their educational experiences and reflects the opinions in other research projects (Modood and Acland, 1997; Runnymede, 2002; Scourfield et al., 2002; Lyle, 2007).

We had a religious teacher who was genuinely interested. Other students thought I was the favourite but teacher just wanted to find out. Now she's gone unfortunately. She created an organisation with bracelet symbolising our religions in school and our origins. She gave everyone an opportunity – a forward thinking teacher. It felt good when she taught us. She was interested, cared in us, didn't think we were all the same

British Indian female school participant

4.2.12 Attracting BME groups

Participants have several interesting recommendations and good cases of best practice when colleges try to encourage BME participation locally, stressing the need for colleges to be proactive and work with local BME groups in order to design courses pertinent to their needs. The importance of fostering good links between communities and educational establishments has been highlighted in several other studies including Bagguley and Hussain (2007) and Ethnic Minorities and Higher Education Research Forum (2004). One participant also indicated the importance of Colleges researching BME focused media, forming part of BME group's cultural experience in the UK. Targeting advertisements in BME magazines and TV would be another good way of raising the profile of any college and demonstrate the willingness of establishments to engage with students. Whatever the method, sensitivity is needed in this area. For some BME communities specific targeting was seen as important. For other groups participants did not want to feel they were being made to stand out.

*It would be good if they could make the links themselves. For example, when ***** College and ***** College want access to BME people they usually do workshops here (CEMVO) and show them what's available. It's about showing people where you are and what you can offer*

Singaporean female participant.

This is a women only course organised through MEWN (Minority Ethnic Women's Network) and Swansea Institute – lack of minority women teachers. Identified barriers to access and decided to make tailor made course – content the same but time of teaching and childcare facilities different. Course ends before school finishes. Tailor made in this sense but not in content. For this particular group childcare was the main barrier as all married with children.

British Bangladeshi female participant

Seeing black people on posters would attract me to college. I have white friends but some things happen in my life that white friends wouldn't understand. I'd know that black people would understand – for example the need to work to support education. Perhaps an advert directly linked to black people – positive discrimination. Once

*some black people go to the college then others would follow. When I came to ****I was the only black child in the school*

Kenyan female participant

4.2.13 Generation and community establishment

The interviews in this study highlighted clearly that not only are different BME groups different but as migration is always taking place the experiences of new migrants can be very different to those of 2nd and 3rd etc generation migrants. A British Pakistani lecturer from a local higher education institute highlighted that the experiences of new migrants such as the Eastern Europeans in Carmarthenshire today may be more similar to the experiences of the parents and grandparents of more established Asian groups in Swansea. He went on state that there is a *vast difference in the experience of a Bengali who has lived in the UK for 2 years and that for a Bengali who's grandparents arrived 50 years ago*, and that these differences must be recognised as statistics often only consider ethnic origin without recognising important generational differences.

A Polish mother's response below also highlights the need to recognise the motivations and reasons for groups migrating to the UK as this will also influence their socio economic and educational achievements.

*Different reasons for migration now – economic not political. In Wales and locally from what I've seen migrants not very well educated and some not even skilled. Nationalized farms collapsed – people didn't even own land – and many people came to area from the same village on the eastern border. Work in **** packing food. Differentiation between people who have come under own initiative – carpenters etc. younger coming for adventure - rather than people who have been brought over by agency. The people who have come through an agency and work at Dawnpack are often older people in their 40's onwards and have come to work to support their families. Some whole families have come who have never been abroad before because they couldn't survive economically in Poland.*

As noted by a British Bangladeshi female living in Swansea marriage customs have meant that several families in Swansea's Bangladeshi community have maintained families where at least one parent is a first generation Bangladeshi. As a result the needs of several parents or spouses living in long established communities in terms of language and other support is similar to that of far more recent migrant communities.

There was also an important role highlighted in terms of the communities in which people already lived, with participants from more established and larger communities (such as the Bengali community) in Swansea highlighting some contrasting views to other BME groups living in more isolated rural or small town areas. In several parts of Carmarthenshire, Pembrokeshire and Ceredigion BME groups are a very small minority and lack an extended family or community within the area, for such groups this can be an isolating experience and such issues are explored further in Gardner and Lanman (2006).

Chapter 5

Conclusion and Summary

In the context of Trinity College recruitment of BME groups is at a proportion lower than that for Wales and the school student population locally and nationally. This reflects to some extent the low proportion of BME people in the south west Wales area, in particular the extensive rural locality from which Trinity College recruits a high proportion of students. However this research work also indicates that there has been a failure on the part of the College until recently to engage with local BME groups. Participants within the research project indicated several barriers associated with studying at Trinity College and this varied between different BME groups and between different parts of south west Wales, and included socio-economic constraints, fear of isolation, lack of ethnic diversity on campus and in the locality, and issues linked to the College's Christian and Welsh language / bilingual ethos. Trinity also provides a curriculum heavily based on education, performing and creative arts. Chapter 2 outlines that several BME groups demonstrate polarisation of subject choice, choosing subjects allied to medicine, business, computing, engineering and law as well as other 'traditional professions' with arts and education courses being less favoured, suggesting that several of Trinity College's courses may in themselves be less appealing.

Within Trinity College, as well as for other higher education institutes providing data, education courses including Initial Teacher Training were not as popular as non-education based courses in terms of the proportion of students studying at the College, reflecting the pattern in national UCAS and HESA data. The fact that recruitment onto Teacher Training courses is far higher in England at (approx. 12% of students) suggests that much work is needed in Wales and within south west Wales to fulfil the objectives of the Furlong report (Furlong, Hagger and Butcher, 2006) to increase BME teacher participation. The often negative perceptions of teaching and to a lesser extent early years careers as well as the examples of qualified BME teachers choosing to seek work outside the south west Wales area highlighted in this report, suggests there is a great deal of work to do to increase the representation of BME groups locally.

Trinity College will in the next few years move further into Welsh medium BEd degree provision and this may also have major implications for BME recruitment with most BME groups apart from the Mixed heritage groups having far lower than 20% of their population being able to speak Welsh. Welsh medium secondary schools have very low BME representation as indicated by our discussion with local schools and in the EALAW report (2003). Such schools will be an important part of recruitment for education based training in Trinity's future, but will also represent a pool of recruits unrepresentative of different local BME communities, which may further exacerbate low recruitment among these groups.

Trinity College (as well as other higher education institutes located in more rural settings) face dual problems in terms of attracting BME groups living in rural or urban settings. Several well established communities such as the Bengali, Chinese and Filipino communities living in Swansea indicated that there were several socio-economic and cultural reasons for not leaving the security of their own community to study at Trinity. Several indicated that they would choose to study in Swansea referring to a fear of isolation they may encounter in a small rural town removed from their own family and community network. Others highlighted that they would prefer to study in an area where they already knew there would be other friends or family present indicating the important influence of role models. Others highlighted that living at home and attending the most local higher education provider would be less of an economic burden.

Several rural participants did not consider Trinity College as a place of study. The rural participants lived in less diverse areas. These participants and their direct family were often the only representatives of their own ethnic and heritage groups within their school or community. Several therefore wanted to study in a more urban, cosmopolitan area and experience a multi-cultural atmosphere, some indicating that study at Trinity would be too similar to their current experiences. It would be interesting to consider beyond south west Wales, in other British regions, what are the perceptions of Trinity College. Some courses within the College do recruit well beyond Wales but whether these courses have a higher proportion of BME groups is unclear.

In Carmarthenshire there has been a dramatic rise in the numbers of Eastern European migrants from A8 accession countries since 2004, with Carmarthenshire having the most of these migrants when compared to other counties in Wales. Poles make up the majority of this new wave of migration into the county and are often unfamiliar with the local education structures and have very limited English / Welsh skills, some children arriving with their parents are therefore entering primary and secondary education with no English and therefore find it difficult to access and integrate into school life and academic pursuits. It is crucial that these students are able to access effective language support as part of their education, an issue highlighted by several participants, in order to allow them to make educational progress within the county, but also to help them integrate socially into a new area. However it is not only new migrants that may have language support needs. More established communities' students may also have EAL needs. For example the Bengali community in Swansea have third and fourth generation individuals, but due to marriage customs, one parent through the generations has always arrived from Bangladesh as a first generation migrant and often has limited English skills. EAL workers note that although students may speak very fluent English their written skills may be less academically sound and this can have knock on consequences in later study. Providing good, easily accessible EAL support is therefore essential from a young age. Provision in Swansea is far better developed than in other areas of south west Wales, indicating opportunities to exchange ideas and good practice between different LEAs. The unexpected influx of new migrants into Carmarthenshire makes providing adequate EAL support a growing priority.

As noted by several participants in the study and seminar workshop activities, all BME groups have a variety of different needs and these needs also vary within different generations, socio-economic classes, education status and cultures within particular BME groups. For example the needs of Black African children from well-educated, parents with fluent written and oral English skills in rural Carmarthenshire will be very different from those of unskilled Eastern European migrants with very little English knowledge. The experiences of those from mixed heritage backgrounds are also unique and influenced by the nature of their dual heritage and their bond to the dominant local white community. These specific differences and issues cannot be highlighted by statistical data that tends to bulk different BME groups together, and

within each group ignores generational and other issues. More detailed investigations exploring the experiences of different individuals are needed to provide a fairer insight.

The Christian nature of Trinity College and its bilingual ethos may raise conflicts for some BME individuals. Within this study some participants indicated that the role of Christianity in the College may be off-putting for some students linked to other religions. In the study several of those interviewed found they identified more with Britain than Wales and linked this to their lack of Welsh language and culture. The Welsh language and culture is a strong factor in Trinity College's identity. For Trinity providing a non-exclusive image is important where prospective students understand that the bilingual Christian nature of the College goes hand in hand with a vision for community participation and social inclusion and that the majority of students from any ethnic background are neither practising Christians or Welsh speakers. One way of doing this would be to engage with different BME communities actively. Throughout this report the importance of parents and role models in influencing careers and education choice has been noted. Trinity and any other higher education institute must actively engage with communities in order to find out what their needs are and then work in partnership to create worthwhile learning experiences. Often parents provide important advice and therefore need to be well informed about the education sector in order to provide the best guidance for their children, and colleges can support the delivery of such information. Careers advisors also have a duty to be aware of cultural issues in order to provide guidance that is useful and will help BME groups make informed choices which are sensitive to their cultural and religious needs. For some specific groups providing tailored provision which reflects their needs may be one way forward, as long as this is delivered and designed sensitively and does not stigmatise groups. Throughout this study the lack of awareness of Trinity by several respondents underlined this issue and the important need for Trinity not only to engage with different groups more effectively but also to explain its portfolio of courses and roles more clearly.

In terms of Wales as a whole this study confirms an under recruitment of BME students into education based courses and an indication that the negative experiences of some BME groups during PGCE courses and the lack of diversity of staff in Welsh

schools has led to qualified BME groups seeking employment in larger urban areas in England. In terms of Early Years professions there was a variety of responses, with some judging primary teaching as a valuable profession and others seeing childcare as a low value job in terms of status and economic benefits. Several participants were unaware of what Early Years actually meant and what type of careers this could lead to indicating that this is an area that needs further awareness raising initiatives. Within the report however feedback from participants indicated that Early Years careers were under recruiting BME employees, those with qualifications within the field often facing several barriers when trying to gain employment and therefore not entering the profession. Such negative recruitment stories exacerbate the lack of diverse provision and therefore provide child care that does not reflect the community being served.

Some students interviewed in this study spoke of the racism they experienced locally and in school, and also indicated negative stories where teachers did not take any interest in the specific cultural and religious needs of their BME students. There has been a recent increase in racist incidents directed at Eastern European migrants in Carmarthenshire, as well as other racist incidents throughout the region and such experiences only serve to further alienate BME groups locally and nationally. Participants indicated that teachers and activities which were designed to engage BME groups and value their experiences were strong motivators for making students feel engaged and included, and such good practice is also highlighted in other reports. Such examples need to be celebrated and used as learning tools in order that BME groups feel education professions are routes they would feel comfortable following.

The need for language provision has already been stated however this should be done with care as several participants indicted experiences where they were confronted by people who presumed being from a BME background meant having weak English skills, which of course is not the case. Neither should language support needs be confused with low academic skills where BME groups are penalised because of language communication despite having very high academic abilities. Recent studies indicating that BME groups do not attain as well as white British students during higher education provides alarming reading. The experiences of students during higher education must be explored in order to highlight what factors make this the

case. Support during higher education must be accessible by all ethnic groups equally. The issues linked to social activities and recreation during college must also be explored in order to ensure some BME groups do not feel excluded from college life. It is also crucial that the widening access agenda ensures students are supported through to graduation rather than only to enrolment.

Chapter 6

Recommendations

These recommendations have been drawn from the input of participants during the research project interviews and the feedback from workshops during the ‘Looking In Reaching’ out seminar. The recommendations offer practical ideas on how to remove some of the barriers facing BME groups entering higher education.

- English as Additional Language (EAL) needs must be recognised in further and higher education and provision made available for those students who require support. Widening access initiatives designed to develop the written language skills of EAL pupils would be another valuable tool to ensure students can reach their potential during higher education study.
- Education professionals must be aware of BME cultures and provision. Targeting a generic BME group cannot identify the needs of particular communities or groups. The needs of different BME groups vary greatly and is influenced by socio-economic, educational status, language skills and generational and gender issues. Sensitivity is also required in order to design programmes that accommodate these needs. For some specific BME groups initiatives that target them may be worthwhile, for others such initiatives could be perceived as singling them out. It is therefore essential that those involved in such widening access initiatives have close partnerships with communities in order to reflect and respect their needs. Initiatives driven by BME communities themselves (as highlighted in the Looking In Reaching Out presentations) can be very beneficial and promote confidence among participants.
- The role of parents in guiding their children’s educational futures was important for several groups in the research study and workshops. Parents should be involved in widening access initiatives and careers advice. Careers advice for students and parents together would allow parents an insight into careers they may previously not have considered for their children, and may help eradicate any myths about the suitability of certain careers. Visits to university, widening access workshops which involve parents as well as their children may also help demystify higher education and college life and highlight the benefits to both parents and prospective students. For young

people who wish to attend higher education but who have parents resistant to this, joint initiatives may empower young people to talk to their parents about the benefits of higher education and qualifications. Such programmes would also allow parents to familiarise themselves with the variety of routes and courses available in higher education and to see the benefits of less traditional subject areas and the careers these could lead to.

- Widening access initiatives which allow students to visit local higher education institutes were seen as important and several of the ideas generated in the workshops are already part of the South West Wales Widening Access Partnership portfolio. Specific ideas included:-
 1. Open days with an informal format where transport costs were paid allowing more groups to attend.
 2. Opportunities to experience a proper student day and learn more about student life in higher education.
 3. Subject specific summer schools in higher education institutes allowing students to discover more about specific disciplines.
 4. Opportunities for current higher education students to go into local schools and discuss student life with school pupils.
 5. Opportunities to meet and shadow current students in higher education in order to get an insight into student life.
 6. Workshops designed to explain higher education options, routes, fees, accommodation and other higher education issues.
 7. Opportunities for taster days.
 8. Free transport should be provided, so that students and schools find it easier to attend widening access activities.

- Several participants felt widening access needed to target young pupils in year 9 in order to provide them with several opportunities prior to becoming 16 to find out and discuss higher education. This is currently part of widening access work within Trinity College and the South West Wales Widening Access partnership.

- Current Summer School provision tends to be residential in nature. In order to accommodate some BME groups where parents may not be willing for

students to stay away from home non-residential schools should be provided. These could run for one a day week over the summer holidays and would be a good way to break down parental fears about higher education.

- Marketing, recruitment and widening access initiatives could also provide more information to prospective students. Open days should be advertised more widely and target a wider range of community and school organisations. Trinity and other colleges should familiarise themselves with and interact with groups that represent the needs of specific BME groups. Advertising in BME associated press and media would also demonstrate that Colleges are reaching out to these communities through the organisations they are familiar with. Advertising material could be more specific and may benefit from relating to specific BME groups in some instances and could be multi lingual in some instances. Careers advisors and teachers also need to have up to date information in order to advise their students appropriately.
- Courses should be delivered to reflect the need of participants. Courses that are run to take account of the school day will allow mothers and fathers with child care duties to attend. Flexibility in terms of time, but also the nature of groups is also important. For some cultures women only groups would allow more BME groups to attend. Courses that run in the evening may also allow those with commitments in the day to attend and suitable child care provision provided at these times would also encourage participation. For several communities, restaurant and other service industries are important employers, and make evening study difficult. Therefore courses that can fit around these long hour roles would also facilitate participation in learning. Several new Polish migrants work in large factories locally and investigating possible links that could be made with these companies in order to provide in house education initiatives could also be a way of supporting language and other learning initiatives. Online e-learning initiatives may also be useful methods for some groups to access educational opportunities
- There should be opportunities for education practitioners, students and organisations to network regularly and to become aware of any initiatives or sources of funding that could be utilised. For example the Looking In and Reaching Out seminar has lead to the development of some collaborative

projects between schools and widening access groups as well as between community groups and local higher education colleges. More easily accessed online interaction facilities flagging up initiatives and partner organisations would also be valuable resources.

- Encouraging BME students to access education based training and careers require long term changes within the education system. New teachers, child carers and other education practitioners must be aware of and sensitive to the needs of different BME groups, and in their own practice strive to provide inclusive settings. This can only be achieved by incorporating staff development and training which highlights these issues from the perspective of BME groups. If BME students feel their experiences and input is valued and recognised this should help provide more positive education experiences and in turn increase the value attached to education professions. As a result of the Looking In and Reaching Out seminar some of the delegates will contribute workshops or lectures to undergraduate education and early years based courses, with a view to highlight the barriers and problems several BME groups face. This will be an opportunity to raise awareness among tomorrow's education practitioners.
- Listening to the needs of BME communities is essential in order that new initiatives succeed. Colleges such as Trinity must work with different groups and provide a curriculum and courses that are accessible in terms of timing, location and content. Some ideas highlighted by research participants include:-
 1. Providing language immersion courses as part of degree study for new migrants to improve their English skills.
 2. Outreach activities which involve running courses in venues close to or in their own community that can be accessed easily.
 3. Mentoring activities for GCSE and other school activities which can support students learning. Such mentoring can be of particular help to students where parents do not have the language or educational skills to support their own children's learning as much as they would like.

4. Provide real stories and examples of BME students who have succeeded in higher education or in education based careers, in order to see that positive role models do exist
5. Courses that are developed in close partnership with BME groups and organisations and therefore are lead or have a strong input from BME groups.

Chapter 7

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Appendix 1

Dear

I am working as a researcher at Trinity College, Carmarthen. Recently our Widening Access team has commissioned a piece of research investigating the recruitment of students from ethnic minorities in south and west Wales onto education based higher education courses, with particular reference to Early Years education. The research hopes to uncover whether ethnic minority students are underrepresented on degree level education courses and if so what are the barriers to their recruitment.

As a starting point I would like to undertake a survey of secondary schools in south and west Wales (Pembrokeshire, Carmarthenshire, Swansea, Bridgend, Neath-Port Talbot and Rhondda Cynon Taff) in order to quantify the numbers and proportion of ethnic minority students enrolled at these schools.

I would be very grateful if you could spare some time to let me know:

- **Whether you monitor the number of ethnic minority students within your school and how this is achieved**
- **The size of your school (student numbers) and the number of ethnic minority students within the school**

Any insights or comments you may have on how ethnic minority students from your school progress after secondary education would also be useful. I am particularly interested in assessing any trends linked to ethnic minority students accessing higher education and what subject areas they choose to study at degree level. I would also like to discover if ethnic minority students in south-west Wales choose to study in higher education establishments local to their home, in other parts of Wales, or in the UK.

I would be very grateful for any information you could provide me with. **The data you provide will remain strictly confidential and your school's anonymity will be protected at all stages of the research.**

You can email your responses directly to me at g.tinney@trinity-cm.ac.uk or phone me on 01267 676605. I have also enclosed a stamped addressed envelope if you would prefer to respond by mail.

Thank you for your help with this research. Once the research is published I will be very happy to provide you with a completed report. Please do not hesitate to contact me if you require any further information.

Yours sincerely
Glenda Tinney

Appendix 2

Dear

Re: Research Project into Widening Access to Higher Education

I contacted you recently regarding the research project that I am conducting with Clare Grist for Trinity College, Carmarthen, on widening access to education based higher education courses for people from black and ethnic minority (BME) communities. I am now writing to you to ask for further assistance, if possible, in identifying young people to take part in the face to face interviews which form an important part of the research project.

Our study is defining a BME person in accordance with the Commission for Racial Equality guidance as: - 'anyone who would tick any box other than the 'White British' box in response to an ethnicity question on a census/survey form'. We are therefore interested in the whole range of non-white, white and mixed ethnic backgrounds.

I am hoping that you will be able to assist in identifying female young people who would be willing initially to take part in the face to face interviews with possible participation in a focus groups at a later date.

The planned dates for the interviews are 26th, 27th, 28th March and the 26th, 27th April. It is anticipated that each interview would take up to an hour and could be held in the school or another location convenient to you and/or the interviewee.

There will be a seminar on 19th September to launch a report of our findings and invitations will be extended to all those who have participated in the research.

I will be following up this letter with a phone call towards the end of next week but if you would like to contact me in the meantime you can do so on G.Tinney@trinity-cm.ac.uk or 01267 676605.

Yours sincerely,

Dr. Glenda Tinney

Appendix 2

Dear

My name is Clare Grist and together with Dr. Glenda Tinney, I am currently engaged on a research project for Trinity College, Carmarthen. This research project is investigating the recruitment of students from different black and minority ethnic (BME) groups in south and west Wales onto Education and Early Years Education higher education courses.

I am writing to ask for your support in undertaking this research which we hope will be able to provide some insight into the apparent low recruitment of BME students to education based higher education courses (highlighted in several other reports).

The project involves literature based research, analysis of census and other statistical information as well as interview and focus groups. We are sure that the most interesting and insightful data will come from talking directly to people from a variety of BME groups across south and west Wales. We are therefore very keen to organise interviews and focus groups as soon as possible with both young people and adults who may be considering entering higher education.

I am hoping that you will be able to assist in identifying individuals who would be willing to take part in the face to face interviews and have attached a letter which could be circulated to potential interviewees.

Our study is defining a BME person in accordance with the Commission for Racial Equality guidance as:- 'anyone who would tick any box other than the 'White British' box in response to an ethnicity question on a census/survey form'. We are therefore interested in the whole range of non-white, white and mixed ethnic backgrounds.

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I will be following up this letter with a phone call towards the end of next week but if you would like to contact me in the meantime you can do so on G.Tinney@trinity-cm.ac.uk or 01267 676605.

Yours sincerely,

Clare Grist

Appendix 3

Participation in a Research Project into Widening Access to Higher Education – Trinity College Carmarthen

Dear Parents / Guardians

My name is Glenda Tinney and I am currently working with Trinity College, Carmarthen on a research project looking to widen access to degree courses in education / early year's education.

I am looking for volunteers to take part in the face to face interviews which will be an important part of the research project.

I am interested in the views and attitudes of young people who might be considering entering further or higher education whether or not they are interested in education or early years. I want to discover what the barriers might be to taking these courses and look for ways to tackle these in the future. The study is focussed on people who would not tick the 'White British' box on a census/survey form.

The interviews will take no more than an hour and will be arranged with staff at ***** School at a time to suit individual pupils. I have also attached a list of the type of questions I would like to discuss with pupils.

I would be very grateful if you would agree for your child to take part in an interview. If you are able to do so then please complete the reply slip below.

Dr. Glenda Tinney

.....

Name:

I give permission for my child to take part in an interview

Parent / Guardian:

Name:

Signature:

Please return to: ***** School

Appendix 4

The sorts of questions we would like to cover in the interview are:-

1. In terms of future study which subject areas appeal to the pupils? Which subject areas would they choose to follow? Why?
2. Have they thought about future careers that would appeal to them? Why are these appealing? Which careers do they think they will follow? Why? Are there any careers they would not consider? Why?
3. In terms of their future when choosing GCCE / A level /degree options and careers what issues influence the choices they make? Influences can be far reaching from friends, parents, interest etc.
4. Have the pupils ever considered studying to work with children in some way? If so why? Are there any reasons such work wouldn't appeal?
5. What are the pupils' thoughts on working with children or within an educational setting?
6. Would a job in an educational / child field appeal to the pupils or not? Why? What are their perceptions of these types of career in terms of status, fiancé etc.
7. Have the pupils ever considered studying to work with young children (0-7 years)? What are their thoughts on this area of work? Is this an area that appeals or does not appeal to them? Why?
8. If the pupils were thinking of further study after school what would influence their decision on where to study next?
9. Do students have any opinion about studying locally or further a field. Do rural or urban universities appeal to them most?
10. What are pupils own perceptions of school and education? Do they like school? Why? Are there any negative things about school? What support would they like to get the most out of school education?
11. How often have they seen teacher's or child professionals from a black and minority ethnic group background? Would they consider their own schools to be diverse and multi cultural? Do they think teachers and professionals are interested in their heritage and culture? Is this important to them?
12. Is studying after they are 16, in college or university important to them? Why
13. How is education regarded within their family, friends and wider community? Is teaching or working with children a valuable profession?
14. There will be some questions linked to ethnic background, national identity and home background in order for us to put responses into context.