



# **Mapping Ethnicity in the Highlands and Islands**

***Access to Further and Higher Education among Minority Ethnic Groups in Moray and the Highlands and Islands***

Research and report for the  
North Forum for Widening Participation in Higher Education

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## FOREWORD

The North Forum for Widening Participation in Higher Education is one of four Regional Forums for Wider Access in Scotland, which are funded by the Scottish Funding Councils for Further and Higher Education. It was set up in late 1999.

The Forum is a partnership of all of the FECs and HEIs in the North of Scotland (Grampian, Moray and the Highlands and Islands) and other organisations that are interested and involved in lifelong learning, including local authorities. A full membership list is set out at the back of this report.

The Forum's mission statement is: "To work in partnership to increase the number of people from under-represented groups in the North of Scotland who progress on to higher education and to work together to reduce barriers to progression between education sectors."

The overarching aim of the Forum is to develop a strategy to increase the number of people in the North of Scotland from under-represented groups who participate in higher education (i.e. advanced courses and above) and to implement this strategy through a defined work programme. This work programme is made up of projects that are agreed by the Executive Group. The projects are either commissioned by the Executive Group or are the result of bids from partner institutions or organisations.

This research is the result of a bid from Inverness College. The report has two aims; to identify barriers faced by minority ethnic groups in the research study areas in accessing

further and higher education; and to recommend practical ways in which those barriers may be removed or reduced and access to further and higher education be improved for minority ethnic groups. The report followed on from another Forum funded project called 'Toolbox II', which recommended that initiatives should be developed to increase minority ethnic participation in post-school education in the Highlands and Islands.

The research findings cover a wide range of issues and are being taken forward on various levels within the Forum and by individual institutions. For example, the study has led directly to the development of a proposal by The Open University in Scotland to develop a 'diversity pack' to promote post-school education directly to black and other minority ethnic groups, including refugees and asylum seekers, across the whole of Scotland. The Open University's project is funded jointly by all four of the regional Forums.

Prof. John Harper  
Chair, North Forum  
July 2005

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# **Executive Summary**

## **1. Background**

- 1.1. In 2003, Inverness College was successful in securing funding from the North Forum for Widening Participation in Higher Education to undertake research on minority ethnic access and participation in further and higher education. The overall aim of the research was to identify barriers to access and participation in further and higher education amongst minority ethnic groups. The project focused on the following council areas: Highland, Moray, Eilean Siar (the Western Isles) and the Orkney and Shetland Islands. These are referred to as the 'research study area' in the report.
  
- 1.2 Drawing on the 2001 Census, the research identified the main demographic trends amongst the minority ethnic groups, highlighted some of the barriers faced by minority ethnic groups in accessing and participating in further and higher education and identified some gaps in provision. The research confirmed findings of previous studies on the experiences of minority ethnic groups in rural areas: that services providers in general (including post school education providers) are lagging behind in addressing issues of diversity, and in developing an ethos, policies and practices, which value diversity wherever they are located (Netto et al: 2001; de Lima 2004).

## **2. Methodology**

- 2.1 A 'mixed methods' strategy was employed and included the following: a literature review to provide the context for the study; analysis of the 2001 Census to identify the main demographic trends; questionnaires to colleges/higher education providers to obtain a snapshot of current provision and relations with minority ethnic groups in the research study area; and questionnaires, focus groups and interviews involving minority ethnic individuals and groups to obtain their views on access and participation in further and higher education.

## **3. Findings**

### **3.1 Demographic Trends**

- 3.1.1 The demographic profile of the minority ethnic population in the research study area is consistent with the demographic trends highlighted in the 2001 Census for Scotland as a whole in relation to, for example, growth in population, diversity in ethnic identities, age, place of birth, as well as issues such as qualifications and economic activity profiles (Scottish Executive, 2004).
- 3.1.2 7.2% (363,589) of the Scottish Population lived in the research study area, of which 0.8% (2,926) was from minority ethnic groups. It is important to note that the Census figures do not include migrant workers who are an increasing feature of the rural landscape. There was a presence of minority ethnic individuals in all but one of the wards in the research study area.
- 3.1.3 The minority ethnic population had a significantly younger age profile (more than 80% were less than 50 years old) than the population as a whole and about 50% were born out-with the UK. Whilst caution has to be exercised in making stereotyped assumptions about people born overseas, the study did seem to suggest that the latter group (especially those with little or no qualifications or where communicating in English was a problem) may experience more difficulties in accessing and interpreting information about further and higher education opportunities for themselves and their young people.
- 3.1.3 Although there were slight variations in the ethnic composition of the minority groups across the research study area, diversity was the norm. People of 'mixed' minority ethnic background constituted the largest category (between 24 % and 27%) of the minority ethnic population in each of the research study Council areas, except Moray, where the 'mixed' category was the joint largest with the Chinese community.

3.1.4 In general, the minority ethnic gender profile of the research study area was similar (i.e. 49% males: 51% females) to that of the ‘White’ population in the area. However, there appeared to be greater gender differences in council areas with lower minority ethnic populations: men were more likely to outnumber women in areas such as Orkney, especially amongst some communities, for example the Indian and Pakistani/Bangladeshi/Other South Asian groups.

3.1.5 A significant number of people were in managerial/ professional positions, which may mean that there are at least a substantial proportion of minority ethnic households who have experience of higher education and are potentially in a position to guide their young people in making post school decision choices. The two minority ethnic groups with low qualifications were the Chinese and Pakistani/ Bangladeshi and other South Asian groups.

## **3.2 Rights not Numbers**

3.2.1 The Census data highlights the risk that the rights of minority ethnic groups to services are likely to be neglected, especially in a context where organisations have tended to emphasise ‘numbers rather than needs’. Their small but growing number and the dispersed and diverse (ethnically and in terms of social class) nature of rural minority ethnic households has resulted in a neglect of their perspectives in policy, planning and delivery of services, compounding their sense of social and cultural isolation. Their low absolute numbers has an effect on the barriers they experience in making themselves visible to public policy, developing common interests and in persuading service providers, including further and higher educational institutions, to focus on their ‘needs’ and their right to services irrespective of their numbers.

## **3.3 Diversity - Potential Learners**

3.3.1 Drawing on the Census analysis and research amongst minority ethnic groups, their educational needs are diverse, and cut across ethnic, class and geographical boundaries. Five categories (not necessarily mutually exclusive) of potential ‘learners’ with varying post school educational needs were identified: the ‘well-

informed' group; adult re-trainers with overseas qualifications; English Speakers of Other Languages (ESOL) or those with English as a Foreign Language (EFL) needs; adults without qualifications but who have potential for career development; and the poorly informed group.

### **3.4 Provision for English Speakers of Other Languages (ESOL) or English as a Foreign Language (EFL)**

- 3.4.1 Three providers— i.e. colleges, local authorities and the voluntary sector- offered ESOL/ EFL provision. There were some geographical areas (North and West Highlands, Orkney) where college based ESOL/ EFL provision does not appear to exist. Although, there were some examples of collaborative initiatives across sectors, these were not the norm.
- 3.4.2 The study found a high level of demand for ESOL/ EFL provision amongst the participants. The majority of participants expressed frustration at the lack of adequate provision, in terms of volume, large size of some of the classes and poor resources. This was particularly the case for those living in the Inverness- shire and Ross-shire areas.
- 3.4.3 Many felt that the Highlands and Inverness in particular, despite its city status, did not demonstrate an ethos that welcomed diversity, and this was exacerbated by the lack of a systematic infrastructure that supported ESOL/ EFL teaching and learning. As a consequence, the area was felt to be missing out on opportunities for attracting more students.

### **3.5 Post School Decision Making and Participation**

- 3.5.1 The main motivation for engaging in further study was employment related. Education was perceived as the main mechanism for achieving social mobility.
- 3.5.2 Although, minority ethnic people in the research study area appear to be under-represented in the local institutions, the reasons for this could be due to a combination of factors. For example, lack of availability of subjects (e.g. medicine

and law) favoured by minority ethnic groups and the failure of promotional and marketing strategies to engage proactively with minority ethnic groups and individuals. In addition, most participants lacked information and understanding of what is available in the local institutions and the majority were unaware that the UHI Millennium Institute was established and offering higher education.

- 3.5.3 Word of mouth was the main vehicle for accessing information. Family, relatives and friends were the primary sources of information in relation to further and higher education opportunities across all age groups. Institutional efforts at marketing and promotional activities did not reach most of the minority ethnic population.
- 3.5.4 Post school decision-making is a complex process that is affected by structural factors (e.g. ethnicity, gender and class) as well as by individual choice and preferences. The two most important factors in decisions about location of study were availability of relevant course options and the reputation of the institution. Buying into a ‘known brand’ was seen as critical in making decisions as to where to study.
- 3.5.5 Although there were a number of adult participants who expressed a preference for their young people to have the option of studying in their local area, the majority perceived the society and culture to be ‘too insular’. Most young people felt socially and culturally disengaged from the majority culture and preferred to be in an environment which was more culturally diverse and which explicitly valued diversity.

## **3.6 Access to Further and Higher Education**

- 3.6.1 The main barriers to accessing post school education appeared to be: language barriers and lack of/inadequate ESOL/ EFL provision; lack of understanding of the qualifications framework and the employment opportunities that may arise from undertaking specific qualifications; poor guidance and advice especially in relation to those with overseas qualifications; and lack of flexibility of provision in the Colleges.

### **3.7 Once in the System, What Then?**

- 3.7.1 Those who had participated in post school educational provision, especially ESOL/EFL expressed positive views about their course experiences and their relationship with their tutors/lecturers. The lecturers were described as being supportive, despite the institutional context in which they had to work.
- 3.7.2 However, the majority of participants felt that the local institutions lacked an ethos that reflected a respect for diversity and the absence of a diverse workforce was seen as a disadvantage. In addition, the majority of participants expressed disappointment at the lack of consultation, responsiveness and understanding on the part of educational providers with regard to their specific educational needs. This was particularly the case when it came to offering relevant and appropriate course guidance and advice, making information more accessible and understandable, and offering courses that are flexible to meet their specific needs.

## **4. Recommendations**

### **4.1 Focus on needs and rights to services rather than numbers**

The colleges and higher education providers in the research study area should adopt a more proactive approach to addressing the needs of minority ethnic groups and give serious consideration to how they might promote positive relations with all sections of the communities.

In collaboration with other bodies and initiatives (e.g. health, local authorities; community planning), institutions could be making more of an effort to understand the nature of the communities they seek to serve by: using current and local/regional data sources (e.g. Census 2001) to plan provision more effectively at local and regional levels; being more creative and proactive in accessing and consulting 'hard to reach' groups, for example, by establishing contact with individuals/ 'gatekeepers', agencies and groups who are in touch or are working with minority ethnic individuals/ households as well as using resources such as the electoral roll for supplementary information.

## **4.2 “One Size Fits All” will not work**

Mass marketing and promotional approaches are inappropriate when the potential minority ethnic post school market is highly differentiated.

Colleges and higher education providers need to explore more creative methods of communicating and conveying information about their courses and qualifications that make it meaningful to this audience.

Institutions may wish to consider a range of strategies. For example: developing more outreach marketing/ promotional activities, by going out to communities; organising taster sessions; mentoring schemes to promote a better understanding of the curriculum and what it leads to with regard to qualifications and employment; and translating key documents (e.g. course overviews and access to funding) into relevant languages.

It is also important to ensure that information is circulated to the relevant networks and publications accessed by these groups.

Provision of specialist advice and information to those with overseas qualifications should also be addressed collaboratively through the North Forum.

## **4.3 ESOL/ EFL provision**

Academic Partners of the UHI Millennium Institute working at the local authority level as well as the regional level (i.e. Highlands and Islands) in collaboration with other sectors (such as the local authorities and voluntary sector) should explore how and in what ways the unmet demand in ESOL/ EFL provision might be addressed.

There is a need to explore and clarify the roles that different providers may play in ESOL/ EFL provision, drawing on the strengths of each sector, for example, provision for absolute beginners may be best provided in informal settings by the local authority and voluntary sectors, whereas advanced provision may be more appropriately provided by the colleges.

In general there is a need for the provision to be more systematic with a vision of how students may progress not only from one level to another of ESOL/EFL provision but also to other educational provision.

#### **4.4 Guidance, support and information**

Staff involved in guidance and support need to be more skilled and sensitive to the diverse needs of minority ethnic groups.

The UHI Millennium Institute could provide a useful mechanism for Academic Partners to work collaboratively with parents, schools, community groups and all relevant guidance professionals to develop a more holistic approach to information and guidance with regard to post school provision.

North Forum working in collaboration with agencies such as the Scottish Qualifications Authority should explore ways of providing accessible, relevant and appropriate information sensitively, including making the qualifications framework easier to comprehend.

#### **4.5 Institutional commitment- embedding an ethos which respects and values diversity**

Recruitment processes should emphasise skills such as 'cultural sensitivity' (i.e. a sound knowledge and experiential base of diversity issues) and working with diversity. Such skills should be included as part of the person specification for all posts. In addition, job advertisements should be widely circulated to places and publications that are relevant to under-represented groups.

In general, senior management of the institutions based in the research study area need to clearly demonstrate their commitment to equality, by establishing an ethos where individuals feel respected and valued.

Institutions need to give serious consideration to how they engage with diversity issues proactively at different levels of the organisation and across different functional areas (e.g. management, reception, recruitment marketing, curriculum and teaching).

They need to consider how effective they are in preparing all learners to work and live in an increasingly diverse society, irrespective of the presence or absence of minority ethnic groups and individuals.

#### **4.6 The role of North Forum**

North Forum could provide a useful mechanism for institutions to collectively address a number of issues raised by this report, for example data collection, consulting with communities, training of staff, developing more accessible information, as well as sharing of good practice. In addition there is also scope for this research and its findings to be used more widely by the other Widening Access fora in Scotland.

# **1. Introduction**

## **1.1 Background**

- 1.1.1 This research on minority ethnic access and participation in further and higher education was commissioned by the North Forum on Widening Participation in Higher Education in 2002, and was undertaken by Inverness College between 2003 and early 2004. The rationale for exploring minority ethnic access to further and higher education was based on a number of factors, including a widespread recognition that there is a dearth of information on minority ethnic participation, and their experiences in post school education in Scotland generally, and in rural areas, in particular (e.g. Pawney et al:1998; HMIE, 2001). In addition, 'Toolbox 2' funded by the North Forum on Widening Participation in Higher Education (North Forum for Widening Participation, March 2004), recommended that initiatives should be developed to increase minority ethnic participation in post school education in the Highlands and Islands. This is especially pertinent in the context of the requirement for colleges and higher education providers to implement the Race Relations (Amendment) Act 2000, as well as in addressing issues such as widening access and social inclusion. The role of the UHI –Millennium Institute in widening access in the region, in relation to 'young students from state schools and under-represented groups' has been quite rightly recognised (UHI Millennium Institute, 2004). However, the extent to which such widening access initiatives have addressed the needs of minority ethnic individuals would appear to be limited.
- 1.1.2 The small, diverse (in terms of social class and ethnicity) and scattered nature of the minority ethnic population in the North Forum area provides a challenge for colleges and higher education providers seeking to widen access to educational provision. Furthermore, it would appear, from a recent report in relation to further education in England, the view that there is no need for specific policies because the size of the population of minority ethnic is small, continues to persist: "Some colleges in the north-east and south-west of England, where ethnic minorities are relatively small, tend to say they do not need such policies because they do not have many ethnic minority students." (Midgley, April 13, 2004).

1.1.3 The situation has become more complex with the recruitment of migrant labour in the North of Scotland, an issue which this report highlights, but does not address in any detail. While many individuals at the strategic decision making level view the recruitment of migrant labour as critical to the socio-economic development and regeneration of the Highlands and Islands, evidence gathered in the course of undertaking this project suggests that there are mixed reactions at community level as well as poor access to services, including education.

## **1.2 Aims**

The main aims of the project were to:

- Identify barriers faced by minority ethnic groups in the research study area in accessing further and higher education.
- Recommend practical ways in which barriers may be removed or reduced and access to further and higher education improved for minority ethnic groups.

## **1.3 Objectives**

The key objectives were to:

- Identify and highlight the main demographic trends and profile of the minority ethnic population for the research study areas drawing on the 2001 census.
- Explore and highlight the barriers faced by minority ethnic groups in accessing further and higher education and ways of overcoming these barriers.
- Identify gaps in provision.
- Identify and highlight good practice and examples of success.
- Explore practical ways in which access can be improved and gaps in provision can be filled.

## **1.4 Definitions**

### **1.4.1 Geographical coverage- research study area**

The project focused on the following council areas that are part of the North Forum on Widening Access: Highland, Moray, Eilean Siar (the Western Isles) the Orkney and Shetland Islands. These are referred to as the 'research study area' throughout the report.

#### **1.4.2 Defining ethnicity**

Although initially, for the purpose of this study, the term ‘minority ethnic’ was adopted to focus mainly on the ‘visible minorities’ (e.g. those of African, Asian, Caribbean, South American, Middle-Eastern descent, Black British, people of mixed cultural heritage, as well as asylum seekers and refugees), as the project progressed, it became apparent that there were other groups (mainly East Europeans) who faced considerable barriers in accessing education. The latter were included in the study, if they were involved in classes for English Speakers of other Languages (ESOL) or English as a Foreign Language (EFL). The term ‘minority ethnic’ has been used in preference to ‘ethnic minority’, to acknowledge the fact that we live in a society comprising of many different ethnic groups: the Scots and the English are also ethnic groups. However, some groups are in a better position to exercise power and control access to resources, and evidence suggests that those from ‘visible’ minority ethnic backgrounds tend to experience more barriers in accessing services than people from the majority ‘white’ communities (Bhavani, 1994; Modood et al: 1997; Netto et al: 2001).

#### **1.4.3 Post school education**

References to ‘post school education’ in the report refers mainly to further and higher education. However, in the context of this project, institutions involved were:

- UHI-Millennium Institute (UHI-MI) Academic Partners and institutions (for example, the Open University) offering further and higher education opportunities in the research study area, and were also members of the North Forum on Widening Participation in Higher Education.
- Informal English language provision offered by the local authorities and the voluntary sector.

### **1.5 Challenges and Limitations**

1.5.1 The project faced a number of challenges which impeded progress at times, and made the task of drawing the project to a close quite problematic. The two main challenges were accessing minority ethnic households and analysing the 2001 Census data.

- 1.5.2 Accessing minority ethnic households for interviews and focus groups was a time consuming process with little positive result at times. Persuading people to engage in projects was problematic particularly in a context where many feel over-researched. The route into accessing minority ethnic groups and households varied across the research areas. Focus groups were organised in Inverness, Eilean Siar and Shetland, dependent on the presence and willingness of a local person to act as the organiser and co-ordinator. Plans to have a focus group in Moray had to be abandoned due to time constraints. Organising focus groups in areas such as Orkney proved to be quite problematic. This may partly be a reflection of the fact that some areas are in the early stages of addressing race equality issues.
- 1.5.3 There were also other barriers to accessing minority ethnic participants: for example, in some cases agencies who purported to work with minority ethnic groups in the Highlands, were either unwilling or ineffectual in accessing minority ethnic groups, highlighting the problems of relying on 'gatekeepers'. Indeed, none of the agencies established to work with minority ethnic groups as their sole remit seemed in a position to suggest any participants. Consequently, the principal researcher had to rely on her previous and current contacts with minority groups/households and agencies and the electoral roll to identify potential participants. In addition, in the case of one institution, issues around data protection made it difficult to access individuals, and after a lengthy process of responding to information about the project very little came of it.
- 1.5.4 The semi-structured interviews on the whole tended to yield limited information because of the time taken to built rapport and trust. In contrast, the focus groups provided fairly good information as individuals were able to share and explore issues together. In a small number of cases, the level of English of the participants meant that the conversation had to be conducted at a level that they could understand and respond to effectively: consequently it was not always possible to explore complex issues. The questionnaire response rate was very low. To some extent this was not unexpected given the low return rate for questionnaires in general. It is also likely that language barriers may have prevented some households from completing the questionnaires.

- 1.5.5 Census data highlighting the general demographic trends regionally as well as nationally became available in early 2003. While this provided a good starting point, analysis of the data for the research areas taking into account other variables such as economic activity, type of employment as well as understanding the relationship between variables (i.e. gender and ethnicity, ethnicities and economic activity and so on) proved to be time consuming. While much time was spent on this activity, difficult decisions had to be made about which statistics to include/exclude in a way that made sense and avoided spurious conclusions. Furthermore, issues of confidentiality and anonymity meant that some of the data (e.g. Charts 3-10) was only available in aggregated form, hiding potential differences between minority ethnic groups.
- 1.5.6 An additional issue that emerged was the presence of migrant labour, which the project was unable to focus on, given the remit and the resources available. There was a presence of migrant labour working in local industries, including fish processing, short bread, textiles and nursing homes, across the research study area. The nationalities and status of these migrants varied, e.g. Iraqi-Kurds, Brazilians, Bulgarians, Latvians, Portuguese and Ukrainians. While many of these workers were recruited in groups, there were a number of migrants who were here individually on migrant worker permits working in the hospitality industry, for example. The presence of these groups in the research areas has been of concern to agencies delivering public services. In general, there was a lack of clarity based on conflicting advice from the relevant agencies at national level, with regard to what public services they were entitled to. An issue that has been raised consistently by agencies who have contact with these workers is the need for English language provision. The responses of agencies across the research study area have varied in relation to this issue, with some areas making provision available using literacy funding to other areas making no provision and prioritising their resources on those who are 'permanently' resident in the local area.

1.5.7 It is important to highlight that the project does not claim to be comprehensive and some of the gaps, especially geographically, have been highlighted. It nevertheless provides a unique insight into minority ethnic groups' experiences of accessing post school education in a rural context adding to a developing body of literature on rural minority ethnic households.

## **1.6 Structure of report**

Having described the methodology, the report provides an overview of relevant literature and the 2001 Census for the research study area, followed by the main findings. The findings section summarises the key themes that have emerged from a questionnaire sent to the relevant academic institutions, as well as discussions with some of the key stakeholders. It also highlights the main findings that have arisen from the semi-structured interviews, focus groups and questionnaires undertaken with minority ethnic people. The report ends with a conclusion and recommendations.

## **2. Methodology and Sample**

The study used a range of methods and involved five components, which aimed to generate quantitative data drawn from the 2001 census as well as qualitative information from the providers of post school education and minority ethnic groups in the research study area.

### **2.1 Project Information**

An information sheet about the project was produced and circulated to a wide range of agencies across Moray and the Highlands and Islands. Press releases were published in all the local newspapers, and through the regional and local radio stations. The overall aim was to publicise the project as well as to invite participation in the project (Appendix 1).

### **2.2 Desk based research**

A literature search and review was undertaken to set the context for the study. It sought to identify the ways in which rurality impacts on the lives of minority ethnic groups as well as highlighting issues considered significant in relation to minority ethnic access, choice and experiences of participating in further and higher education, including issues related to the curriculum.

### **2.3 2001 Census analysis**

This section of the report provides an analysis of minority ethnic groups for the research study area arising out of the 2001 Census and identifies some of the policy implications that emerge for post school institutions operating in the area. The source for this section of the report is based on ‘Scotland’s Census 2001. General Register Office for Scotland.’ at [www.scotland.gov.uk](http://www.scotland.gov.uk) and the National Statistics Website at [www.statistics.gov.uk](http://www.statistics.gov.uk).

### **2.4 Information from Colleges**

Questionnaires were sent out to 10 Colleges/Institutions in the research study area to obtain an overview of minority ethnic participation and specific initiatives targeted at minority ethnic groups (Appendix 2).

## **2.5 Minority ethnic groups**

### **2.5.1 Methods**

Given the difficulties in accessing minority ethnic groups and to maximise opportunities for gathering as much data as possible to reflect the diversity of the population, the fieldwork with minority ethnic groups involved two main components:

- Semi-structured interviews and focus groups involving minority ethnic individuals over the age of 16.
- Postal questionnaires targeted at minority ethnic households.

### **2.5.2 Focus of fieldwork**

Although the questions and format were adapted for the different methodologies, in general, the focus was on the following issues (See Appendix 3):

- Knowledge of post school provision in the Highlands and Islands/local area.
- Experiences and views about accessing information on post school educational provision.
- Views, attitudes, aspirations, and considerations with regard to accessing further and higher education.
- Expectations of further and higher education and gaps in provision.
- Experiences of engaging in local provision and views on how provision might meet the needs of minority ethnic groups more effectively.

### **2.5.3 Sampling: Semi structured interviews and focus groups**

Opportunity sampling was the main method used to access minority ethnic groups and individuals. Contact was made with relevant academic institutions and agencies as well as key ‘gate-keepers’ who were known to have contact with minority ethnic people. The mechanisms for accessing minority ethnic groups varied from area to area. In some areas, the best route in was through adult literacy and voluntary sector provision (e.g. Workers Educational Association (WEA)), whilst in other areas it was through health promotion (Western Isles) and through English Speakers of Other Languages (ESOL) and English as a Foreign Language (EFL) provision usually delivered at the local colleges (e.g. Inverness, Shetland and Moray). In total, 78 people were involved: nine semi- structured interviews were undertaken with 11

individuals; and seven focus groups involving 67 individuals took place, representing a variety of ethnicities, ages, social classes, genders and geographies. Due to adverse weather conditions, the focus group organised in Eilean Siar attracted only two participants. However, these participants were the main ‘gatekeepers’ in their respective communities and were in a strong position to contribute to the study.

#### 2.5.3.1 The interviews and focus groups lasted between 45 minutes to one hour and a half.

With the exception of two focus groups (where there was a note taker present), all the other focus groups and interviews relied on the interviewer taking notes. The principal researcher/project manager conducted all the focus groups and interviews. This ensured consistency across focus groups and interviews. The Chinese focus group took place bilingually with a Chinese interpreter and translator present.

#### 2.5.4 Sampling: Questionnaires

While it was anticipated that the return rate for questionnaires was likely to be poor, on balance it was decided that questionnaires would be used to supplement the information gathered through the other methods utilised. The main method used to access minority ethnic households for the purposes of the questionnaire was the edited electoral roll for all the research areas.

434 questionnaires were sent to minority ethnic households identified across the research study area (i.e. Moray, Highlands and Islands). It is recognised that not all minority ethnic individuals are easily identifiable and many may have chosen not to have their names listed. For example, an analysis undertaken by Shetland Islands Council revealed that 15-16% opted out of having their names listed publicly with no specific trends in relation to particular groups opting out identified. However, in the absence of other data sources, the electoral roll is another practical tool to use in accessing minority ethnic households. 34 questionnaires were returned by respondents in the Highland area and a further 15 were returned by Royal Mail as ‘Address Unknown’ or ‘No longer at this address’. With the exception of one, all those in the latter category were from the Highlands. No returns were received from Moray and the Islands.

### **3. Review of Literature**

The literature review focuses on three areas to provide a context for the project and the methodology adopted:

- The impact of rurality on minority ethnic individuals and households.
- Post school education and minority ethnic groups.
- Policy implications.

#### **3.1 The Impact of rurality on minority ethnic groups**

Before specifically focusing on minority ethnic groups and their access to and experiences of post school educational opportunities, it is important to provide an overview of the ways in which minority ethnic groups experience life in rural areas generally as education is, for most, one aspect of their lives which is impinged upon by other factors (e.g. access to services in general). This review summarises the literature on three issues:

- Neglect of rural minority ethnic perspectives and experiences.
- Barriers affecting minority ethnic groups in rural areas.
- Experiences of racism.

##### **3.1.1 Neglect of rural minority ethnic perspectives and experiences**

3.1.1.1 Minority ethnic residents in rural areas are in a ‘double bind situation’: on the one hand, they are highly visible as individuals because of their low numbers and diverse backgrounds, and on the other hand, they are quite invisible as a client group to the public services, given their low numbers and diverse backgrounds. Research has also shown that the visibility of minority ethnic households and their low numbers also makes them more vulnerable to racist abuse and attack than in urban areas (Lemos 2000; Rayner 2001). The low numbers of people in any one ethnic group diminishes the possibility of mutual support and increases their sense of social and cultural isolation as well as increasing the need for more collective public support and understanding in addressing their needs.

3.1.1.2 In general, there has been a neglect of rural minority ethnic perspectives in research; for example, one of the most significant recent studies of rural Scotland made no reference to rural minority ethnic groups (Shucksmith et al: 1996). Although more recent literature makes passing references to ethnicity as a potential factor which may frame people's experience of how rurality is experienced, there is a continued failure to embed or 'mainstream' factors such as ethnicity in their discussions (e.g. Shucksmith 2004). While this might, perhaps, illustrate the difficulty of accessing these groups, it also highlights an underlying assumption that has pervaded academic literature on the 'rural': that 'ethnicity' is seen as being 'out of place' in the countryside, reflecting the 'Otherness of people of colour' (Agyeman et al: 1997 p199).

3.1.1.3 There has been a modest increase in equality activities in rural areas amongst some sectors in the post Macpherson era (The Stephen Lawrence Enquiry, 1999), and amongst other public sector bodies in the light of the Race Relations (Amendment) Act 2000. However, the impact of the latter on rural minority ethnic households is not yet evident. In the last ten years, specialist methods of research, focusing on minority ethnic groups and voluntary and public services in contact with them, have yielded significant information. A mapping exercise on rural race issues across Britain undertaken for the Commission on Race Equality (CRE), between 2001-2 reviewed a plethora of local and regional studies focusing on rural minority ethnic experiences (Fife Regional Council 1989; Craig and Manthorpe 2000; Dhalech 1999; Garland et al: 2002; Jay 1992; Kenny, 1997; Lincolnshire Forum for Justice 1998; de Lima 2001; 2004; Netto, et al: 2001; Scottish Executive 2001; SCVO 1994). This review of existing research highlighted a number of themes in relation to rural minority ethnic households which are summarised in the next two sections.

### **3.1.2 Barriers affecting minority ethnic groups in rural areas.**

3.1.2.1 Existing research confirms that minority ethnic people in rural areas do not have access to appropriate and relevant services (e.g. Garland et al, 2002; de Lima, 2001; Netto et al: 2001). Despite some advances in the light of the Race Relations (Amendment) Act 2000, statutory and voluntary sector agencies are still

overwhelmingly ‘White’, offering what is often termed ‘colour-blind’ services –viz. service provision is open in theory at least ‘to everyone regardless of race colour or creed, and there tends to be a resistance to ‘special provision’ for particular groups’ (The Lincolnshire Forum 1999).

3.1.2.2 Problems of service delivery are compounded by issues of size, dispersion, and diversity. A recurrent theme which emerges from the research reports is that the emphasis continues to be on a ‘numbers led’ rather than a ‘needs led’ approach (de Lima submitted to CRE 2002). Often rural minority ethnic households are so isolated that they are not always aware of other minority ethnic households in the area, internalising the prevailing dominant ideology: “that there are not many households like them”, and so, they should not expect their needs to be met. The internalisation of this perception may also be seen as part of their survival strategy which results in minority ethnic households putting up with a great deal, “fitting into the system”, rather than challenging it. Consequently, the perspectives and the needs of minority ethnic households are rarely reflected in the policies and services of agencies, such as local authorities, health authorities, enterprise networks and the private and voluntary sectors, across the majority of rural areas of the UK.

3.1.2.3 Specific barriers and needs identified by previous research (e.g. Smallbone et al: 2000; de Lima 2001; 2004; Netto et al: 2001) are as follows:

- Social and cultural isolation.
- Lack of access to information and advice.
- Inappropriate and culturally insensitive services which do not take into account their needs.
- Communication and language barriers
- Lack of recognition of and respect for minority ethnic cultures in schools, youth groups and communities in general.
- Lack of capacity building support for minority ethnic households to develop their ability to engage in policy developments to influence service provision.
- Lack of effective infrastructures to address issues of racial harassment and discrimination

- The absence of impact assessment in relation to policies and practices with regards to racial equality.
- Lack of access to legal assistance and advice on immigration issues locally: this can be especially difficult for refugees, asylum seekers and migrant workers.
- Generally, a lack of recognition of multiple-discrimination, for example, the experience of minority ethnic females (or, indeed those with a disability, the elderly, etc.) differs in some respects from that of men from the same community.
- Business support providers have made little effort to make contact with minority ethnic business enterprises. In general, there is a lack of recognition and involvement of minority ethnic businesses, particularly on the contribution of the food and cultural businesses to the tourist industries.

#### ***3.1.2.4 Experiences of racism***

Racism in rural areas is experienced in a wide range of settings, for example, near the home, at school and in the community. Research has consistently shown that racial harassment is a feature of day to day rural life. Whilst the available evidence suggests that verbal abuse and threats are the most commonly reported incidents, there appears to be growing evidence that such incidents also involve physical assaults and neighbourhood disputes, and that minority ethnic businesses are at greater risk (Garland et al: 2002; Dhalech 1999; Lemos 2000; de Lima 2001; RAHMAS 2001). There continues to be a lack of confidence and trust in the system, and minority ethnic households are often reluctant to take action against perpetrators for fear of reprisals, resulting in under-reporting of racial incidents. Their isolation and the lack of ongoing support on the ground, compound their experiences of social exclusion.

3.1.2.5 In addition to poor access to services, minority ethnic people in rural areas are doubly disadvantaged due to experiences of racial discrimination in a wide range of contexts: for example, in accessing employment, education, health, social and leisure facilities (Garland et al: 2002; de Lima 2001). In a focus group undertaken for the CRE rural mapping exercise (de Lima 2002) rural students from minority ethnic backgrounds reported feeling isolated and lacked support even from student

groups within their institutions. For example, in one institutional context an attempt to set up a multi-faith group for Muslim students as a means of overcoming isolation was viewed negatively by other students. Minority ethnic students, despite being UK born, felt they were constantly perceived as ‘passing through’, rather than as permanent residents. Often in these circumstances and in the words of one of the students the reaction tended to be: “...let’s keep our heads down and maybe the problem will go away.” (de Lima 2002 CRE Mapping Exercise).

## **3.2 Post School Education and Minority Ethnic Groups**

This section presents a review of the literature focusing on a range of issues under the following three broad headings:

- Post school education and career choices at age 16 plus.
- Access and participation to further and higher education.
- Experiences of minority ethnic students in further and higher education.

### **3.2.1 Post- School Education and Career Choices at Age 16 plus**

Various models have been used to make sense of post school educational choices. Broadly, one can distinguish between quasi-economic models that emphasise a process of individual information gathering and rational choice, and those that provide a more ‘socially embedded’ explanation, on the other. The quasi-economic model portrays the individual as a rational decision-maker, collecting facts and evaluating them in relation to a schedule of clearly defined preferences. In this model, the way for government to influence the young person to choose higher education and the university to attract the student is to provide a hard edged economic calculus of the personal financial returns to education and hard facts that enable the student to rank the universities and choose. A more socially embedded model explores how individual perceptions are conditioned by factors such as personal experience, differential skills and family social capital, social class, gender, ethnicity. The implication of this kind of model is that both government and university have to work on changing the context for the individual’s choice and on the individual’s perceptions. Although these two models may appear to be poles apart, points of agreement can be found.

### **3.2.1.1 Quasi-economic model**

The quasi economic model views the university application decision as a consumer purchase decision. Drawing from Kotler (1997), Moogan et al (1999 p 212-214) suggest the following consumer decision steps:

Problem recognition→ Information search→ Evaluation of alternatives→ Purchase → Post purchase evaluation.
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In its simplest form, such a model would assume away problems such as uncertainty, costs and access to information. However, Moogan et al (1999) recognise the importance of reducing these barriers if opportunities are to be extended to all. They adopt an intermediate position, drawing attention implicitly to the need not only to recruit students but to retain them by ensuring that what they get is what they hoped for: "...the best outcomes for all parties' results from good matches between student values and college characteristics. It is to our advantage to provide both the process and the information that make such matches possible". (Cain and McClintock 1984, cited in Moogan et al: 1999).

Moogan et al's (1999) findings based on a focus group at a Sixth form College, and a questionnaire survey of student visitors to an open day at a 'new' university, both of which included minority ethnic representation, can be summarised as follows:

- *The problem recognition stage:* The study found that in the case of both groups, teachers and parents played a vital role in making students aware of the possibility of going to University, with 25% relying on themselves among the school sample. Initial expectations of university, included:
  - improving knowledge and education
  - hard work; lots of facilities
  - enjoyment/ meet new friends
  - gaining independence/ self development

- *Information search stage:* Word of mouth was the main source of information with parents and friends playing a critical role. The main motives for going to university at this stage related to job and qualification opportunities, although other relevant factors were also investigated, e.g. course content, location, reputation, grade requirements and prospectuses.
- *Evaluation stage:* The factors that were critical in making a choice of where to study were course content and location. Grade requirements acted as a constraint. The choice process could take from a couple of weeks up to several months or more.

The reliance on parents for information on post school educational opportunities identified by Moogan et al (1999) is particularly significant for first generation minority ethnic students, whose parents may not be well educated and/ or have no previous experience of higher education in the UK. Reliance on their judgement of the published information, the assistance of gatekeepers to higher education (e.g. school teachers and careers staff) and on a restricted circuit of word of mouth information may potentially result in inappropriate post school decision making which could have an effect on retention and success.

### **3.2.1.2 Socially embedded model**

A major example of a more socially embedded study of post school choices is that of Ball et al (2000). Following a substantial cohort from an inner city school, and also a referral unit, they provide a rich analysis of the social context which conditions young people's post school choices. Among the points they highlight about young people and post school decision making are:

- Young people are not only making decisions about their future economic identity, but are also forming relationships and finding their place as young adults in the contemporary society that surrounds them. Education and career choices may take second place to these other choices or may be confused by these other choices.

- They internalise the ethos of contemporary economic culture that emphasises individualism and competition between nations and individuals and which places responsibility on individuals for their own economic welfare. They tend to blame weaknesses in themselves for their inability to make out in the educational system and climb on the ladder of economic success. In addition, stress, failure to see their ‘best’ interests, competing distractions and lack of application are some of the factors identified as potential barriers to participating in post school education.
- Young people are influenced by the contemporary culture of consumerism. To them, people are what they consume. This fact can work as an incentive driving young people to work to achieve the consumption patterns they think they should aspire to. In other cases, consumer culture may be damaging: young people from middle class homes are distracted from the discipline of education by the comfort of what they have, whilst others from less well-off homes are prevented by the seeming impossibility of aspiring to better than they have.
- Class, gender and race provide constraints and possibilities: “Very few of the young people referred to their social class or gender in any direct way - although some of the ethnic minority young people saw their race as a key aspect of their identity” (Ball et al: 2000 p 6). Ball et al (2000) demonstrate that class, gender and race do condition perceptions and act as constraints in accessing educational opportunities. For example, a young person from a middle class family is likely to have more social capital, in terms of general knowledge of the educational system and career opportunities, as well as more financial resources. ‘Race’ appears as a factor along side the others: drawing on the biographies of the young people in the Ball et al (2000) study, the young person is first and foremost a middle class or working class child, in a stable or unstable home, has a positive or negative ‘learning identity’ based on their experiences at school and in the community. The working of ‘race’ as a factor, alongside others, will be explored more in the following section.

Ball et al (2000) demonstrate that a range of social factors have to be included when considering young people's decision-making and in planning appropriate intervention strategies. Young people cannot be considered as simple maximisers of educational choice without considering the context in which they make decisions. The following section explores the implications of this analysis for minority ethnic groups in more detail.

### ***3.2.1.3 Making sense of post 16 school choices: minority ethnic groups***

The strength of what has been described here as the "socially embedded" explanation is that it relates individual decisions to a broader set of factors that might be perceived as constraining or broadening perceptions and possibilities. Young people do not make their educational choices based on a simple economic calculus in which all are equally placed in the educational and career market place. In this context, it is essential to recognise that communication from further and higher educational institutions to young people and their parents cannot succeed if it is one-dimensional. Prospectuses, advertising, and face to face communication need to be planned to take account of the diversity of contexts from which the young people come.

Before considering student choice in further detail, it is important to be aware that continuing their education is not the only option for young people, however much the system pushes them. Ball et al (2000) highlight various other options that may be taken up: some young people may find their own jobs or training experiences; some quite able and middle class young people may drop out for a while; whilst yet others may find jobs on the margins of the consumer economy working casually for bands or as disk jockeys; and many young people may choose to mix study and work in order to raise an income that will help them to participate in society as consumers. One may suppose that these opportunities for postponement or alternative economic niches may be more limited and more difficult to access for all young people in rural areas (see Shucksmith 2004) and it would appear that minority ethnic young people in rural areas find even fewer opportunities (de Lima, 2001).

On the issue of post school decision making, Taylor (1992) identified 'internal' and 'external' factors which have an influence. Internal factors include the degree of family support and encouragement. Allen (1998a) found that minority ethnic parents were more likely to encourage their offspring to go into higher education: "As to why they had decided to take a higher education course, ethnic minority respondents were more likely to say that they had done so due to family pressure or to satisfy family aspirations" (Allen 1998a p.73). This was also confirmed in a study by Acland et al (1998 p78) who reported that: "Almost all of the Asian informants, regardless of class or gender, felt that there was a strong 'push' factor with parents insisting on degree study. Asian parents stressed the importance of education in overcoming racial and socio-economic barriers."

Furthermore, factors such as the encouragement and support given by the external environment to the potential student, for example, the quality and attitude of the school attended as well as the quality of communication by post school institutions play a critical role in post school decision making. The potential student's experience of school can be an important factor. For example, Ball et al (2000) refer to 'damaged' learners, whose experience of education had not been rewarding. Osler (1999) with regard to final year undergraduates from minority ethnic backgrounds, reports that: "One striking feature running through five of the eight accounts is that of a culture of violence in schools". (Osler 1999 p42) Racial harassment seemed to be 'most acutely felt' when minority ethnic students were a small minority in the school. Experiences of negative stereotyping and low teacher expectations were also prevalent in some of the schools attended by the respondents in Osler's study (1999). Although these students made it through to higher education, others might not, and of course such experiences might potentially condition the students' response to their new institution.

The post school educational market place is another factor. Examining the issue of 'ethnic mix' of institutions, Ball et al (1998 p171) argue that:

The post 16 Education and training market... is suffused, structured and inflected by ideas of 'race' and 'racism'. Race is a significant analytical category in relation to all of the issues with which we are concerned. These are student choice, provider recruitment and marketing, access to courses and retention.

Institutional approaches to recruitment, marketing, access and retention were racialised in the sense that the staff of the colleges in which they studied were aware of their market place and their student profile, but in a rather stereotyped way. They often had stereotyped views of the characteristics of, for example, 'Black' male students or 'Asian' students. These views were also sometimes internalised by minority ethnic students themselves. For example, they cite three 'Black' women who were concerned at the possibility of being in a college with a large number of 'Black' students, who were seen as possibly not being serious about their studies and likely to 'distract' or 'harass' them (Ball et al: 1998).

Research evidence on the significance of 'ethnic mix' in post school institutional choices is not clear cut, as highlighted by the reaction of Black women students cited above. Although, Ball et al (2002) found that class was more important than 'ethnic mix' in making decisions about which university to attend, 25 out 65 respondents cited 'ethnic mix' as a factor that affected their choice:

Choice was, for some students, in part about sustaining aspects of their ethnic identity or having this identity valued and defended, or at least not having to defend or assert the value of their identity. Some higher education contexts were seen as more tolerant of difference, or perhaps more accurately, these were contexts where difference and diversity were 'normal'. (Ball et al: 2002 p348)

Taylor (1992) reported that minority ethnic groups tended to apply to institutions near their homes or to institutions that seemed to provide support, because they had a substantial number of students from minority ethnic backgrounds. Acland et al (1998) showed that almost all of the Asian respondents in their study did not wish to study in an institution or a city with 'few Asians'. For most of the respondents in their study:

...the full-time prospectus was considered to be an important indicator of the suitability of the HE institutions for someone of their ethnic background. They looked to the prospectus and other pre-entry information for pictures of Asians or ethnic minority students to see if it was the sort of place they would fit in. (Acland et al: 1998 p79)

Marketing materials and prospectuses which not only present welcoming images that project diversity, but also follow it up with written information that demonstrates that institutions are serious about providing a supportive environment are critical, in attracting students from diverse cultural backgrounds.

The availability of appropriate subjects is another important issue. Allen (1998a) highlights how often minority ethnic families have high hopes but little knowledge of their options:

There was a feeling that although many parents wanted their children to take courses in subjects such as medicine, law or business studies, their understanding of higher education institutions was limited, as the majority had not been to higher education themselves. As a result, they could not provide adequate advice or support in their off-spring's decision-making process. (Allen1998a p71)

The literature review on post school decisions highlights the complexity of student choices and the dangers of treating minority ethnic students as a homogenous category. It highlights the importance of institutions understanding the context in which young people make post school decisions and reinforces the importance of ensuring that marketing, promotional material and recruitment processes take into account the diverse needs that exist to help facilitate retention and success.

### **3.2.2 Access and Participation in Further and Higher education**

#### ***3.2.2.1 Participation in further and higher education***

There is a notable lack of research information on access to further education amongst minority ethnic groups: much of the research has tended to focus on higher education. With regard to the latter, comprehensive statistical data on the ethnicity of applicants and entrants to universities was first gathered by the Polytechnics Central Admissions System (PCAS) in 1989 and the Universities Central Council on Admissions (UCCA) in 1990. A ten category ethnic classification enabling comparison with Census data was agreed with the Office of Population Censuses and Surveys (OPCS). Prior to this only limited case studies were possible (Taylor1992).

As Taylor (1992) points out collection of data is not of itself ethnic monitoring. What is required is analysis and explanation of the data. Taylor studied UCCA's 1989-90 data and Modood et al (1994) studied the 1992 data for both UCCA and PCAS. The authors engaged in a significant debate with UCCA about the reasons for the difference between minority ethnic applications and acceptances. UCCA argued (according to Modood et al: 1994) that, compared to the population as a whole:

- There were a disproportionate number of minority ethnic applicants for 'high demand' courses, such as medicine and law and less for 'low demand' courses such, as education.
- They also applied to study at a more restricted range of universities, rather than spreading their bets.
- Minority ethnic applicants had lower 'A' level scores, attended comprehensive schools or further education colleges rather than independent schools and had retakes.

All these factors were taken as either explaining lower performance or as resulting in lower 'A' level scores or as indicators of lower ability or commitment. However , both Taylor's (1992) and Modood et al's (1994) analyses showed that even when these factors were taken into account minority students were still less likely to be accepted. The following two main themes emerged from the two studies that continue to remain relevant today:

- The minority ethnic population as a whole is, if anything slightly, over-represented in university applications (Taylor1992).
- There is no simple minority/majority explanation of differences in access and achievement. There are significant differences between individual minorities: for example, Indian, Chinese and Black African tend to be over-represented in applications and acceptances in old and new Universities , while Bangladeshis are under-represented in both types of institutions and Pakistanis and Black Caribbean students were over represented in 'new ' universities (Modood et al:1994).

### **3.2.2.2 Scottish experience**

Pawney et al (1998) briefly discuss access and post compulsory education in their review of research in Scotland and highlight the patchy and small scale nature of research into education and minority ethnic groups in Scotland generally, as well as a dearth of relevant studies with regard to access, participation and attainment issues in further education. Research into ethnicity and higher education undertaken by Walsh et al (1995) and Hampton et al (1997, both cited in Pawney et al: 1998) highlight the following:

- Although, in their study area of Strathclyde Region, Scottish resident minority ethnic applicants, other than ‘black’ groups, had been fairly successful in their applications, admissions procedures and acceptance criteria were found to be a barrier. Acceptance varied according to ethnic origin and acceptances for ‘black’ applicants were lower than for any other ethnic group in Britain.
- Other barriers, besides admissions, included: lack of accessible information, the general ethos of higher education institutions ignored the culture and experiences of minority ethnic groups, the curriculum content, a general feeling of isolation and the existence of covert and /or overt forms of discrimination.

The authors also claimed that the Scottish experience was different from the English because of the different make up of the minority ethnic population in Scotland. One can amplify the last point by examining the 2001 Census. For example, the Black Caribbean population makes up 12% of the minority ethnic population in England but only 2% in Scotland. Whilst the poor school performance of Black Caribbean boys has been a major concern in England, this issue does not appear so relevant in Scotland. By contrast the Pakistani and Bangladeshi ethnic groups, whose family educational background tends to be low, make up around 35% of the minority ethnic population in Scotland and 22% in England. Furthermore, the experience of Scottish “visible” minority ethnic groups is likely to be different because at 2% of the population they represent less of a critical mass than 9% in England and nearly 29% in London (Scotland’s Census 2001. General Register Office for Scotland; [www.statistics.gov.uk](http://www.statistics.gov.uk)).

'Access' courses are another route into further and especially higher education. With the exception of a study undertaken by Connelly et al (1999) on access courses and minority ethnic participation, there is a dearth of information on this subject in Scotland. The authors found it difficult to assess how successful 'Access' courses were in reaching the minority ethnic population. Their estimate was that the courses were reaching approximately the same proportion of the minority population as of the population as a whole, when the courses might reasonably be expected to reach more people, because of the needs in some Ethnic groups. For example, poverty and unemployment among young Pakistani and Bangladeshi adults were significantly higher than for their age group as a whole. While they acknowledge the difficulties that colleges may have in publicising the courses to minorities who constitute a small proportion of the total population, they noted a "passive" approach to publicising the courses rather than a proactive one, which sought to establish dialogue with minority ethnic group organisations. They also reported that colleges had a lack of clarity as to what their equal opportunities policies should mean in terms of practice and there were low levels of ethnic monitoring. However, ethnic monitoring in itself will not achieve a great deal unless it is used to reflect on practice.

The dearth of reliable data due to inconsistent monitoring, a high non -response rate to the questions on ethnicity and attempts to protect confidentiality and anonymity has meant that information on issues such as participation, retention and progression in relation to minority ethnic groups in further and higher and education has tended to be unreliable (HMIE 2001; SFEFC 2003; SHEFC 2003). Whilst an 'Aspect Report' produced for the Scottish Further Education Council by Her Majesty's Inspector of Education (HMIE) in 2001 on 'Racial Equality in Scottish Further Education Colleges' highlighted the existence of some good practice in further education colleges which required to be more widely disseminated, the report (HMIE, 2001 p 17-18) also highlighted a number of gaps, for example:

- Three quarters of the further education colleges lacked effective policies that addressed 'race' in relation to issues such as staff recruitment, development and promotion, teaching and learning materials and assessments.

- Over a third of the colleges had no links with groups/agencies that represented the interests/views of people from minority ethnic backgrounds.
- The presence of a small number of staff from minority ethnic backgrounds.

Taking into consideration the limitations of the data- for example, the lack of disaggregation by ethnicity, given the ethnic variations in access and participation discussed previously- information gathered as part of the Scottish Funding Council's attempts to monitor their race equality schemes, suggests that the participation rates for 'non-white' ethnic groups' in further and higher education is higher than their proportion of the Scottish population as a whole. However, there are differences amongst the 'non-'white' ethnic groups in relation to both participation patterns and subjects studied. For example, in further education, they form a higher proportion of students in areas such as Administration, Arts, Humanities, Hospitality and the Social Sciences, and a lower proportion in subjects such as Agriculture, Horticulture, Health Care and Medicine. By contrast, in higher education they tend to form a greater proportion of students in medicine and related subjects and computing sciences and less so in subjects such as the Arts, Education and Media Studies (SFEFC 2003 and SHEFC 2003).

### **3.2.3 Experience of further and higher education**

Once in the system, what are the experiences of minority ethnic students? The majority of the research discussed in this section refers to universities. The review found a dearth of similar research in relation to further education. The issues that have been highlighted by research can be categorised broadly under four headings:

- Curriculum.
- Learning, teaching and assessment.
- Relationships with fellow students.
- Institutional issues.

### **3.2.3.1 Curriculum**

The ‘Eurocentric’ nature of the curriculum in schools, and increasingly, at universities has been receiving considerable attention. The focus has been on the ways in which such an emphasis can result in devaluing the cultures, values and identities of those from minority ethnic backgrounds, often resulting in a lack of confidence and feelings of isolation (e.g. Bains 2002; Brah 1996; de Lima, 2001). Osler (1999 p 47) in her study of undergraduate’s reports:

Students’ experiences of schooling appear to have had a significant influence on their expectations of higher education. Most of the undergraduates did not expect a multicultural curriculum within higher education; they were not surprised when black people’s experiences were marginalised or ignored... most had resigned themselves to learning contexts in which their own experiences and cultures were not considered.

This can be contrasted with the findings of Acland et al (1998) where a number of the respondents in their study expressed disappointment and surprise that the curriculum did not include minority ethnic experiences sufficiently, for example, in history or social sciences. Nor did the curriculum deal adequately with multi ethnic or anti-racism issues that are relevant to many professional subjects. There were not enough minority ethnic writers included in the literature covered by courses. Providing specialist modules (e.g. equal opportunities) on selected courses was considered an inadequate response. These findings were also confirmed by a qualitative study undertaken by Allen (1998b p 88 - 89), who argued that there was a strong:

...overall dissatisfaction in the way that anti-racism had failed to permeate their courses in a more rigorous way...black students questioned the relevance of the curriculum when it failed to introduce their specific experiences of being black into the classroom and lecture hall.

The author suggests that the students were driven to find an ‘alternative curriculum’ and bookshops which acknowledged black heroes, such as Malcolm X or Gandhi, in their attempts to counteract what they perceived as the ‘Eurocentric’ bias of the curriculum.

### ***3.2.3.2 Learning, teaching and assessment***

Evidence also suggests that students express concerns about the processes involved in teaching, learning and assessment. Acland et al (1998) and Allen (1998b) found that students were concerned about the way in which racism subtly affected the way staff interacted with minority ethnic students as well as the ways in which prevailing racial stereotypes might affect the evaluation process, especially in a context where assessment procedures lacked transparency. Examples of staff/student interactions included insensitive comments being made by staff about minority ethnic people, the prevalence of stereotypes (e.g. 'Asian parents are too strict'), the use of 'inappropriate 'ethnic minority metaphors' and so on (Acland et al:1998; Bains 2002). However, while the undergraduates in the Osler (1999 p 47) study viewed their experiences of university positively, she points out: "This is not to suggest that they necessarily found university staff more sensitive to the needs of black and minority ethnic students than their school teacher, but that often they were seen as more remote." There was a recognition that this 'remoteness' may have been a consequence of the restructuring of university work with a greater emphasis on research and publications and a 'downgrading of pastoral work'.

On the issue of achievement patterns, studies undertaken in London based on two new Universities and on degree courses in the social sciences, business and electrical engineering (Van Dyke 1998) and the Manchester Medical School (Esmail et al, 1998) suggest that Caribbean students fared better at course work than examinations. In contrast, Asians performed better in anonymous written examinations or written objective tests. However, those involved in medical training tended to fail in practical inter-personal assessments administered by predominantly 'White' consultants in hospital situations. Van Dyke's study (1998) also found ethnic variations with regard to issues such as progression, retention and graduation.

### ***3.2.3.3 Relationships with fellow students***

Osler (1999 p 52-53) found that her respondents were most critical when it came to discussing relationships with other students. For example, she describes the experiences of Gail, one of the respondents in her study, as follows:

“...but Gail, who was living in university accommodation at the same institution, found that her initial attempts to mix socially with ‘White’ students were quietly rebuffed. Although she worked alongside ‘White’ students on her chemical engineering course, Gail had chosen to spend time with other black students.”

Feelings of social and cultural isolation were expressed by the students in the Osler (1999) and the Allen (1998b) studies. The Asian women in Osler’s study (1999) also argued that decisions to wear western or traditional dress tended to affect the way in which others responded, often resulting in lack of contact between themselves and other students. Minority ethnic students often had to make a decision to wear western clothes to deflect racial harassment experienced by wearing traditional clothes. Students who chose to wear traditional clothes such as the ‘Hijab’ (head scarf) encountered racial abuse and harassment.

Allen (1998b p 87) also highlights the subtle ways in which racism operates: ‘...it is the glance and the unsaid.’ Bains (2002 p 6) in her study of the experiences of South Asian university students also found that they expressed feelings of isolation from their peers, especially where there were few Asians on the course:

“For many South Asian students of my generation, they were the first to attend university in their families. It is a leap into ‘White’ universities, where narratives of alienation and loss are acute.”

Even student led organisations are not immune from racism (see Acland et al, 1998). Partly out of choice, and partly to counter the ‘exclusionary tendencies of their ‘White’ peers’, students from minority ethnic backgrounds tend to form their own informal networks of support and develop alliances with others from minority ethnic backgrounds. For example, Allen (1998b) found that African-Caribbean and Asian students had created a physical space and a network in the University they were studying. This informal network had both educational and political functions: they met to discuss the ‘pedagogies and practices of the institution’ as well as to discuss and work out strategies for problems they had encountered within the institution.

### **3.2.3.4 Institutional issues**

Most of the research confirms that the culture of many Universities tends to ignore the experiences and traditions of students from minority ethnic backgrounds. They have been poor at responding to or providing for the specific needs of particular groups; for example, appropriate prayer facilities on campus for Muslim students. Whilst policies on equal opportunities exist in most post school educational institutions, particularly given the Race Relations (Amendment) Act 2000, the challenge is for the ways in which polices might be used to: "...influence the institutional culture and to challenge an ethos which pays little attention, either in intellectual or social terms, to the cultural, religious, linguistic and conceptual traditions of a culturally diverse intake. (Osler1999 p 52)

A number of studies also suggest that the respondents in their studies consistently raised the lack of minority ethnic teaching staff and the absence of 'ethnic minority role models' (Bains 2002; Modood et al: 1998). The issue of under-representation of minority ethnic groups among further education college staff at all levels and especially at senior management levels has been recently highlighted in relation to England: "...today just five of some 420 principals in England, and only six out of 600 in the UK, are black. While 14% of students come from ethnic minorities, just 7% of staff are from ethnic minorities." (Midgley April 13, 2004)

The presence of minority ethnic staff and an appropriate gender balance were seen as an important demonstration of the institution's commitment to equal opportunities. It was also perceived as facilitating the development of an inclusive curriculum and ethos, as well as being crucial with regard to having individuals who would empathise with the students, especially in relation to their experiences of racism. Furthermore, minority ethnic role models were also seen as crucial in developing confidence among students from a similar background in terms of future aspirations (see Bains 2002; Allen 1998b).

### **3.3 Policy Implications**

- 3.3.1 The literature review has highlighted that the issue of post school education and minority ethnic groups in Moray and the Highlands and Islands cannot be understood without taking into account the ways in which minority ethnic groups experience living in rural areas in general. As previously highlighted the demographic characteristics of the population has resulted in a neglect of their perspectives in policy, planning and delivery of services. Their access to services, information and advice in general has tended to be poor.
- 3.3.2 The impact of the Race Relations (Amendment) Act 2000 is yet to be assessed and may have heralded changes in further and higher education institutions. However, in general, providers of education have rarely seen the presence of minority ethnic groups in rural areas as a potential market, nor have they seen the need to include a curriculum which recognises diversity and addresses issues of racism directly, due to the internalisation of the popularly held view that 'they are not many of them here and so there is no problem' (see Midgley 2004). The assumption that education which recognises diversity or 'anti-racist education' is only relevant where there are minority ethnic groups is highly questionable, especially given the emphasis on 'employability' and the role of education in preparing people for the world of work, against a background of globalisation and an increasingly diverse work force.
- 3.3.3 In addition, the pressure on institutions to recruit overseas students also adds another dimension with regard to the adequacy of the infrastructure both within institutions as well as externally within the communities to address the needs of overseas students. How is education rising to this task? According to Osler (1999 p 53): "...there are indications of a number of 'White' students who are currently ill-equipped to live, study and work in a multi-ethnic community. Schools and universities have a continuing responsibility to prepare such students to overcome their current limited horizons."

- 3.3.4 Research (e.g. Ball et al: 2000; 2002; Modood et al: 1994; 1998 Osler 1999) on minority ethnic groups and access and participation in higher education confirms the importance of not perceiving minority ethnic groups as a homogenous category. They highlight the importance of taking into account the impact of different ethnicities, social class and gender in relation to post school educational choices, access to institutions as well as experiences once in the system.
- 3.3.5 Much of the research reviewed in this report identifies the need for institutions to develop an ethos and policies which value diversity, promote race equality as well as acknowledging the ways in which racism can result in the exclusion of some groups. Other specific factors that are considered essential in ensuring minority ethnic students are on a level playing field when they enter further and higher education are, for example, marketing and promotional literature which appeals to all sections of the communities and conveys a sense of inclusivity, recruitment of minority ethnic staff, a curriculum that values and reflects the diversity of Britain and Scotland at present, appropriate information, advice and support systems and transparent evaluation and assessment procedures.

## **4. Minority Ethnic Profile –Census Analysis**

### **4.1 Introduction**

- 4.1.1 The main aims of this section which analyses the published 2001 Census are:
- To present some of the demographic trends on minority ethnic groups in the research study area.
  - To identify the implications of these demographic trends with regard to further and higher education.
- 4.1.2 The age structure and gender profile of the minority ethnic population is important in considering likely future population trends. From the economic activity, occupation and industry data, numerical and proportional indicators of factors such as, social class and educational level are drawn out to provide information on minority ethnic ability to access and progress in further and higher education as highlighted in the literature reviewed. Place of birth can be a crude indicator supporting the literature on language or other difficulties in accessing the system.
- 4.1.3 The census uses a 15 category 'standard' classification (e.g. Table 1; Charts 1 and 2) to give the basic numbers in each local authority and ward area. More detailed tabulations use a more restricted 'simple' 5 category classification (e.g. Charts 3-10). These categories were agreed by the Census authorities and the Commission for Racial Equality (CRE 2001, see also GROS 2003). This may be necessary to protect individual confidentiality, but also has the effect of reducing one's knowledge of issues such as the socio-economic profile of different minority ethnic minority groups. In the 'simple' classification, 50% of the minority ethnic population in the research study area is classed as 'other'. This does at least serve to bring out one message of the literature review, i.e. purely generalised approaches that do not seek to identify and respond to the needs of individuals are likely to be ineffective.
- 4.1.4 It is also worth bearing in mind that the published census statistics for small areas are subject to various adjustments to protect individual confidentiality. Three methods are used: (1) Increasing the minimum population represented in each table or giving only summary statistics, (2) Swapping a small number of records between areas with small populations, (3) Adjusting some very small counts so that individual

information cannot be identified. Obviously in some cells of some tables used in this report the numbers are very low, perhaps only 0 or 1. It might be reasonably assumed that where numbers are low some of these disclosure control measures are used (see GROS 2003).

## 4.2 The Scottish Context

- 4.2.1 Drawing from Scotland's Census 2001 (GROS, 2003), the 2001 Census results (see Table 1, and Appendix 4, Tables 4-6) indicate that minority ethnic groups made up 2.01% (1991 Census:1.25%) of the Scottish population. This constituted a 62% increase in the minority ethnic population since the 1991 Census. Out of a minority ethnic population of 101677, 31% (31,793) were from the Pakistani community, 16% (16,310) from the Chinese community and 15% (15,037) from the Indian community. People from 'Mixed 'backgrounds made up just over 12.5% (12,764).
- 4.2.2 Just over 70% (71,317) of this minority ethnic population was made up of communities with roots in South and East Asia, particularly Pakistan, China, and India, while communities with roots in Africa, and the Caribbean comprised 7% of Scotland's minority ethnic population.

**Table 1: Scottish Population by Ethnic Groups- All People.**

Percentages	% of Total Population	% Minority Ethnic Population	Base
'White' Scottish	88.09	na	4,459,071
Other 'White' British	7.38	na	373,685
'White' Irish	0.98	na	49,428
Any other 'White'	1.54	na	78,150
Indian	0.3	14.79	15,037
Pakistani	0.63	31.27	31,793
Bangladeshi	0.04	1.95	1,981
Chinese	0.32	16.04	16,310
Other South Asian	0.12	6.09	6,196
Caribbean	0.04	1.75	1,778
African	0.1	5.03	5,118
Black Scottish	0.02	1.11	1,129
Any Mixed Background	0.25	12.55	12,764
Any other	0.19	9.41	9,571
All minority ethnic	2.01		101,677
All Population	100	100	

Source: Scotland's Census 2001. General Register Office for Scotland, Table KS06

4.2.3 According to the 2001 Census, 68% of all those in the 'White' category lived in urban areas, a further 14% in small towns, and 19% in rural areas. By contrast, 88% of the minority ethnic population lived in urban areas, 6% in small towns, and 6% in rural areas (see Table 2 and Appendix 5 for definitions of areas). Whereas 38% of all 'White' groups lived in large urban areas, 71% of the minority ethnic population lived there, where they made up 3.6% of the Scottish population. 60% of ethnic minority people lived in Scotland's four largest cities (Glasgow 31%, Edinburgh 18%, Aberdeen 6%, and Dundee 5%). The remaining 40% were concentrated mainly close to the larger cities, with smaller percentages being dispersed throughout the more remote and rural areas of the Scottish mainland and islands. 18% of all 'White' groups lived in rural areas, as contrasted with 6% of the minority ethnic population.

**Table 2: Urban and Rural All 'White'/all minority ethnic groups - Percentages**

	Large Urban Areas	Other Urban Areas	Accessible Small Towns	Remote Small Towns	Accessible Rural	Remote Rural	Base
All White	38	30	11	3	13	5	4964813
All minority ethnic	71	17	5	1	5	1	98450

Adapted from Scottish Executive, 2004, Table 1.12, p 24

### 4.3 Research study area minority ethnic population in the Scottish Context

4.3.1 7.2% (363,589) of the Scottish Population lived in the research study area, of which 0.8% (2,926) were from minority ethnic groups (see Table 3). The numbers of minority ethnic individuals between parts of the research study area varied from 1,671 in Highland (0.8% of the Highland population) to 86 in the Orkney Islands (0.46% of the Orkney Islands population). It is important to note that there had been a significant increase in the minority ethnic population of the constituent parts of the research study areas since the 1991 Census; for example, this increase was 51% in the Highland and 45% in the Western Isles.

**Table 3: Research study area in the Scottish Context**

	Population		Population	
	All	%	Minority Ethnic	%
Scotland	5062011	100	101677	2.01
Research Study Area	363589	7.18	2926	0.8
Highland	208914	4.13	1671	0.8
Moray	88940	1.76	765	0.88
Eilean Siar	26205	0.52	172	0.64
Shetland Isles	21988	0.43	232	1.06
Orkney Isles	19245	0.38	86	0.46

Source: Scotland's Census 2001. General Register Office for Scotland, Table KS06

#### **4.4 Demographic Profile of minority ethnic groups in the research study area**

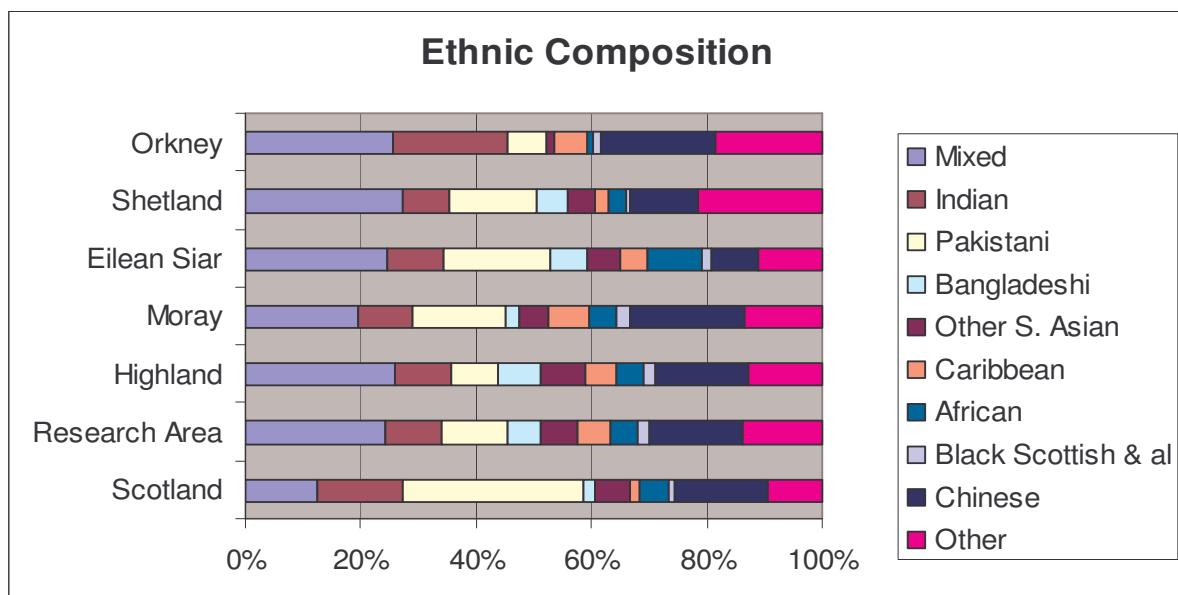
Table 7 in Appendix 4 and Charts 3-10 in this section use the ‘simple’ classification of ethnicity mentioned earlier. For example, data for the Pakistani, Bangladeshi and Other South Asian (PBSA) communities is aggregated and the ‘other’ category includes ‘other’ as well as ‘Mixed’, African, Afro-Caribbean, Black Scottish and other Black categories. Selected data for each of the research study council areas are presented in Appendix 6 (Tables 16-40). It is interesting to note some differences between these areas for example:

- There were greater gender differences in council areas with lower minority ethnic populations; i.e. for example, men were more likely to outnumber women in areas such as Orkney.
- Shetland had a higher rate of economically active minority ethnic people, in contrast to Moray and the Western Isles where it was lower.
- There were a high number of minority ethnic individuals with degree and above level qualifications in Orkney; in contrast, the numbers in Moray were low.
- Orkney had a very small minority involved in occupations such as hotel/ catering/ retail and a high number of professionals.

#### 4.4.1 General demographic trends

4.4.1.1 Chart 1 (see also Appendix 4, Table 7) shows that the ‘Mixed’ ethnic group made up the largest constituent (24%) of the research study area ethnic minority population (cf. Scotland 13%), differing from the Scottish minority ethnic population, where the Pakistani community were the largest community (e.g. 31%). The Chinese community were the second largest minority ethnic group in the research study area (e.g. 16%) as well as in Scotland (see Appendix 4, Tables 4, 5, and 6). While the third largest category in the research study area was the ‘Other’ group (e.g. 14%), in Scotland the Indian population was the third largest group (e.g. 15%). South and East Asian groups together made up 33% of the research study area population, whilst those of African ethnic origin constituted 11%.

**Chart 1: Relative Size of Minority Ethnic Groups by Research Study and Council Area - Percentages**



Source: Scotland's Census 2001. General Register Office for Scotland, Table KS06

4.4.1.2 People of ‘Mixed’ minority ethnic background constituted the largest category (Between 24 % and 27%) of the minority ethnic population in each of the research study Council areas, except Moray, where the ‘Mixed’ category (20%: 150) was the joint largest with the Chinese community (20%: 151). In Eilean Siar and the Shetland Isles, the Pakistani community made up the second largest community,

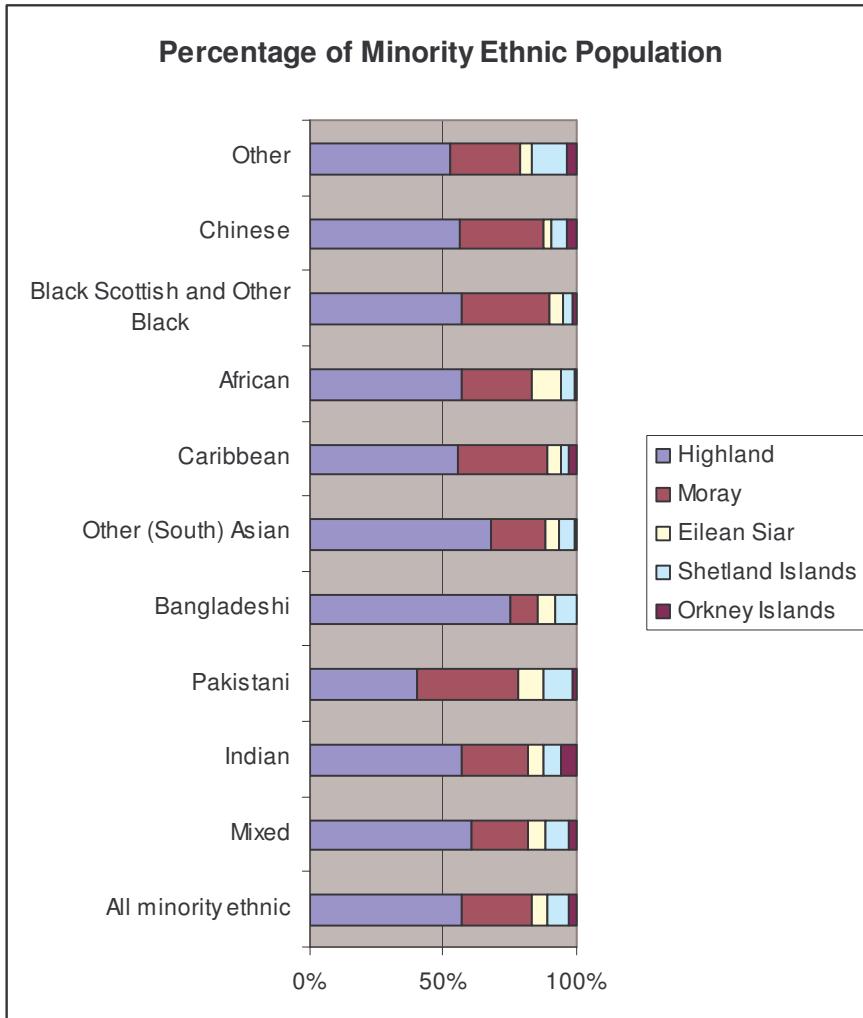
whilst in the Orkney Islands, members of the Indian and Chinese communities constituted the largest groups. In Highland, the Chinese was the second largest community (16%: 271), and the 'Other' category, the next largest group (13%: 212).

4.4.1.3 At a Council level, the minority ethnic population form a small proportion of every Council Area. Indeed, minority ethnic communities, households or individuals are present in all but one of the wards in the research study area, although, as elsewhere in Scotland, they are more concentrated in and around the urban, or urban-accessible areas.

4.4.1.4 57% (1671) of the research study area minority ethnic population lived in Highland Region. Moray had the next largest population (26%: 765). Smaller populations were present in each of the other three Council Areas: for example, Shetland Islands 8% (232) Eilean Siar 6% (172); and Orkney Islands 3% (86) (see Appendix 4 Tables 4, 5, and 6).

4.4.1.5 Chart 2 below shows the percentage of research study area minority ethnic populations in each Council Area. Over 50% of each minority ethnic group lived in Highland Region (with exception of the Pakistani community, of which, only 40% lived in Highland). Indeed, two thirds (127) of Other South Asians, and three quarters (126) of Bangladeshis lived in Highland. After Highland Region, Moray is clearly, the next most important Council Area for the different minority ethnic groups.

**Chart 2: Research Study Area Minority Ethnic Population Living in Each Council Area- Percentages**

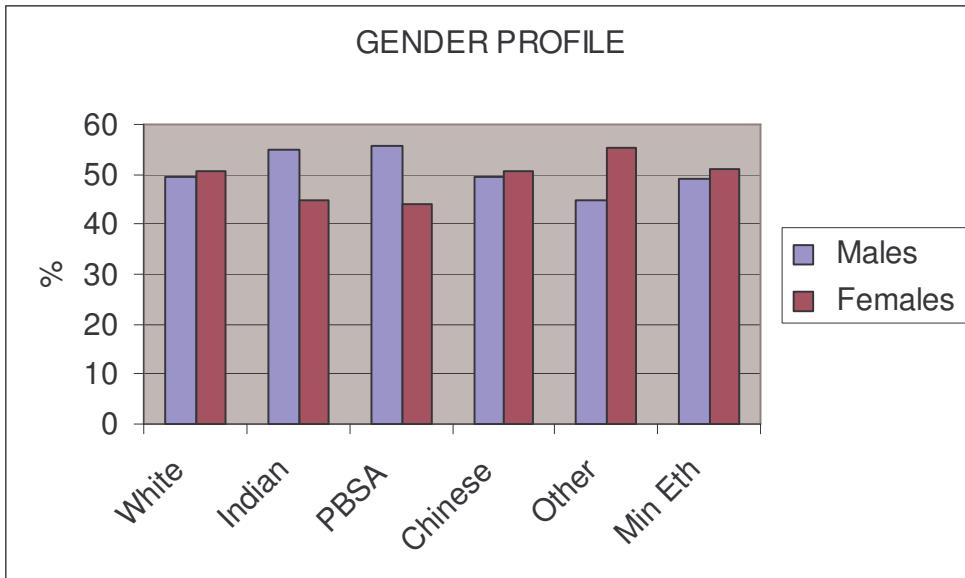


Source: Scotland's Census 2001. General Register Office for Scotland, Table KS06

#### 4.4.2 Gender profile in the research study and council areas

For Scotland, and the research study area, there were a slightly higher proportion of females to males. Although the minority ethnic population gender profile of the research study area was similar (i.e. 49% males: 51% females) to the 'White' community, the Indian and Pakistani/Bangladeshi/Other South Asian (PBSA) communities consisted of more males than females (approximately 55%: 45%). The larger 'Other' category, by contrast, was distinct by its 45%: 55% female majority (see Chart 3, and Appendix 4, Table 8).

**Chart 3: Research Study Area Gender Profile by Ethnic Groups- Percentages**

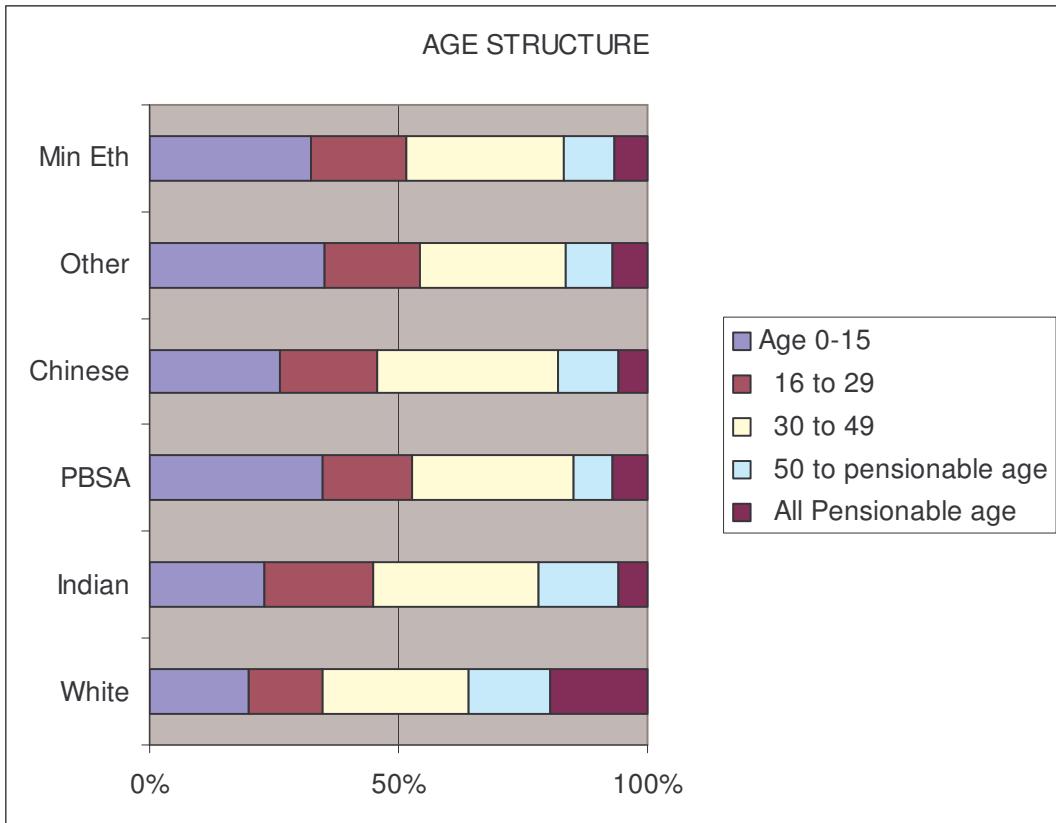


Source: Scotland's Census 2001. General Register Office for Scotland, Table CAST07

#### 4.4.3 Age structure

The research study area minority ethnic population was significantly younger than the population of Scotland and the study area as a whole. All minority ethnic communities had a significantly lower proportion of people over 50 (see Chart 4 & Appendix 4, Table 9). For example, more than 80% of the minority ethnic population in the research study area were less than 50 years old, as compared to 64% of the population of the research study area as a whole. The Pakistani/ Bangladeshi/Other South Asian, and 'Other' communities particularly had a younger age structure, with 35% of their populations falling in the 0-15 age band, compared to 20% for the 'White' population. The Chinese and Indian communities had 26% and 23% respectively in the 0-15 age band, but had a higher proportion (36%, Chinese; Indian, 33%; White, 29%) in the 30-49 age bands.

**Chart 4: Research Study Area Age Structure by Ethnic Group- Percentages**

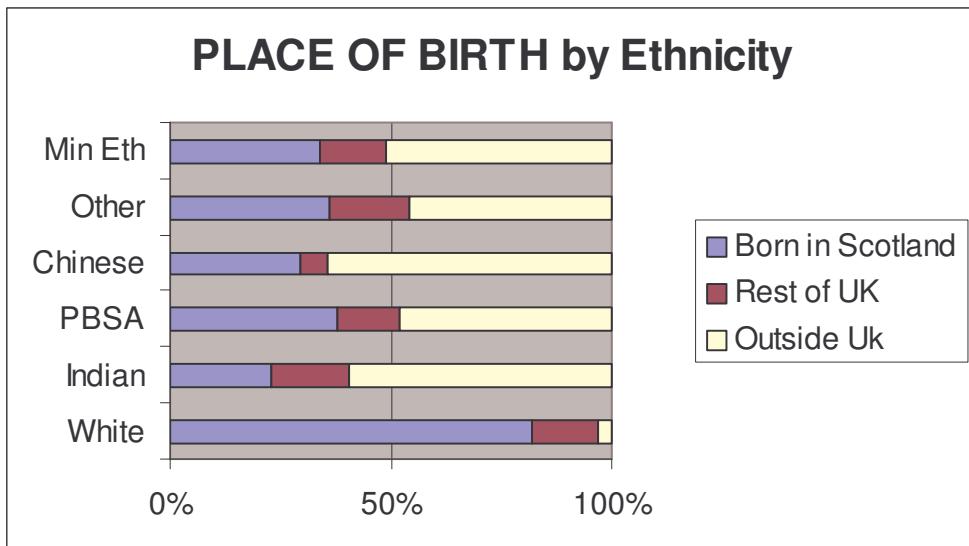


Source: Scotland's Census 2001. General Register Office for Scotland Table CAST07

#### 4.4.4 Place of Birth

Just over a third (34%) of the research study area minority ethnic population was born in Scotland. This was particularly the case for the Pakistani / Bangladeshi/ Other South Asian group (38%), and the 'Other' category (36%). More than half of the minority ethnic population (51%) were born abroad. For example, in relation to the Indian and Chinese communities, the percentages were 60% and 65% respectively (Chart 5 & Appendix 1, Table 10).

Chart 5: Research Study Area Place of Birth by Ethnic Group- *Percentages*



Source: Scotland's Census 2001. General Register Office for Scotland Table CAST07

#### 4.4.5 Labour market and Education profile

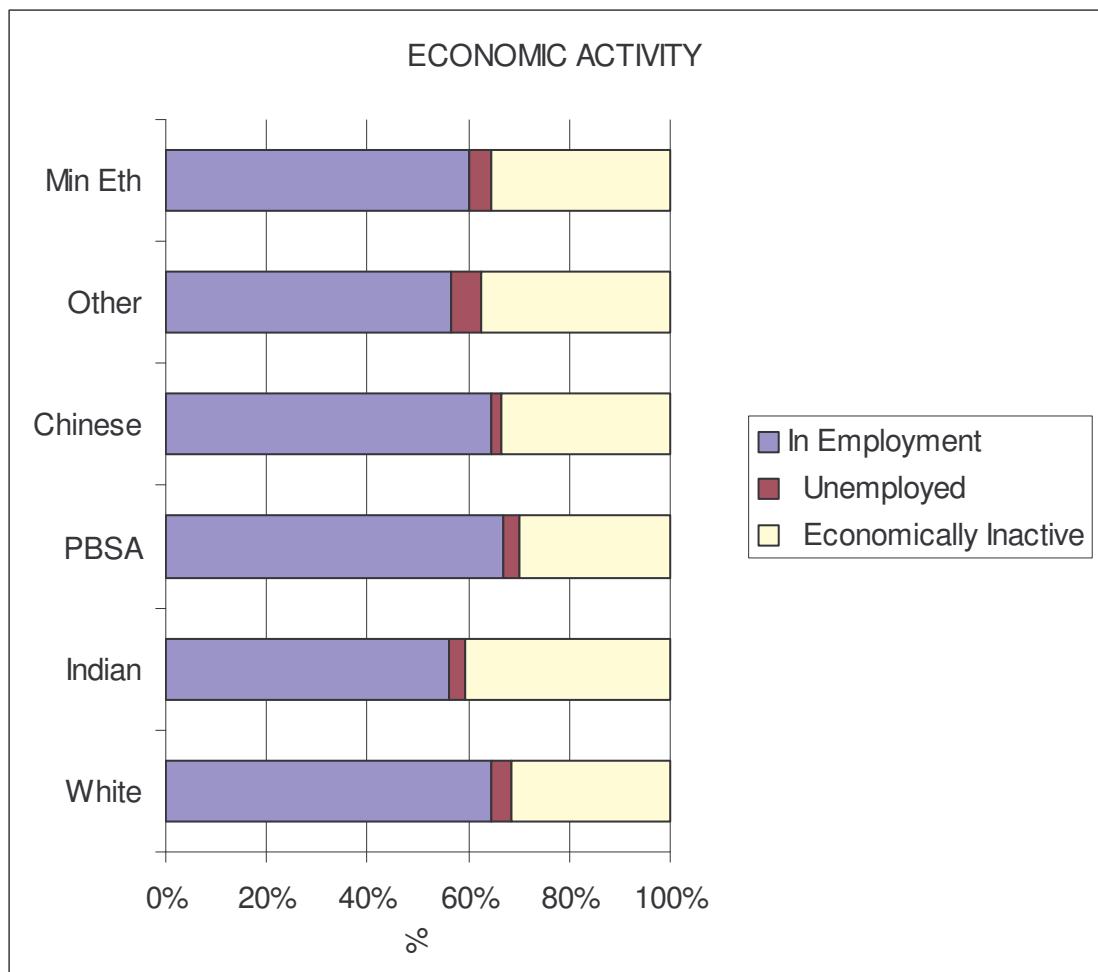
##### 4.4.5.1 Economic activity rates

The economic activity rate (includes those unemployed) is defined as "...the ratio of the economically active population to the working population (16-60 years for women and 16-65 years for men" (Scottish Executive, 2004, p 36). Chart 6 (See also Appendix 4, Table 11) shows that the economic activity rate of the research study area minority ethnic groups is lower (65%) than that of the 'White' group (69%). The 'Other' category and the Indian community had even lower economic activity rates (e.g. 'Other' 63% and Indian, 59%).

The level of unemployment between the 'White' and minority ethnic population was the same (4%); however, the 'Other' category experienced a significantly worse unemployment rate (6%), whilst the Chinese community showed a lower rate (2%).

On average, the proportion of economically active individuals in the minority ethnic population was greater than in the majority White population (35%, minority ethnic; 31%, White). The highest levels of economic inactivity were found in the Indian community (41%) and 'Other' category (37%).

**Chart 6: Economic Activity Rates in the Research Study Area by Ethnic Group-Percentages**



Source: Scotland's Census 2001. General Register Office for Scotland Table CAST07

#### **4.4.5.2 Economic activity Profile**

Examining Chart 7 (see also Appendix 4, Table 12) reveals that there were distinctly different economic activity profiles between the different groups. Where as more than half (53%) of the 'White' population were employees, under half (43%) of the minority ethnic group were. This was accentuated in the Chinese community, where only 39% were employees. 28% of 16 to 24 year olds were employed in the minority ethnic population, compared to 54% for the 'White' population. Less minority ethnic individuals aged 25 years and over were employed (47%), when compared to the 'White' population (53%).

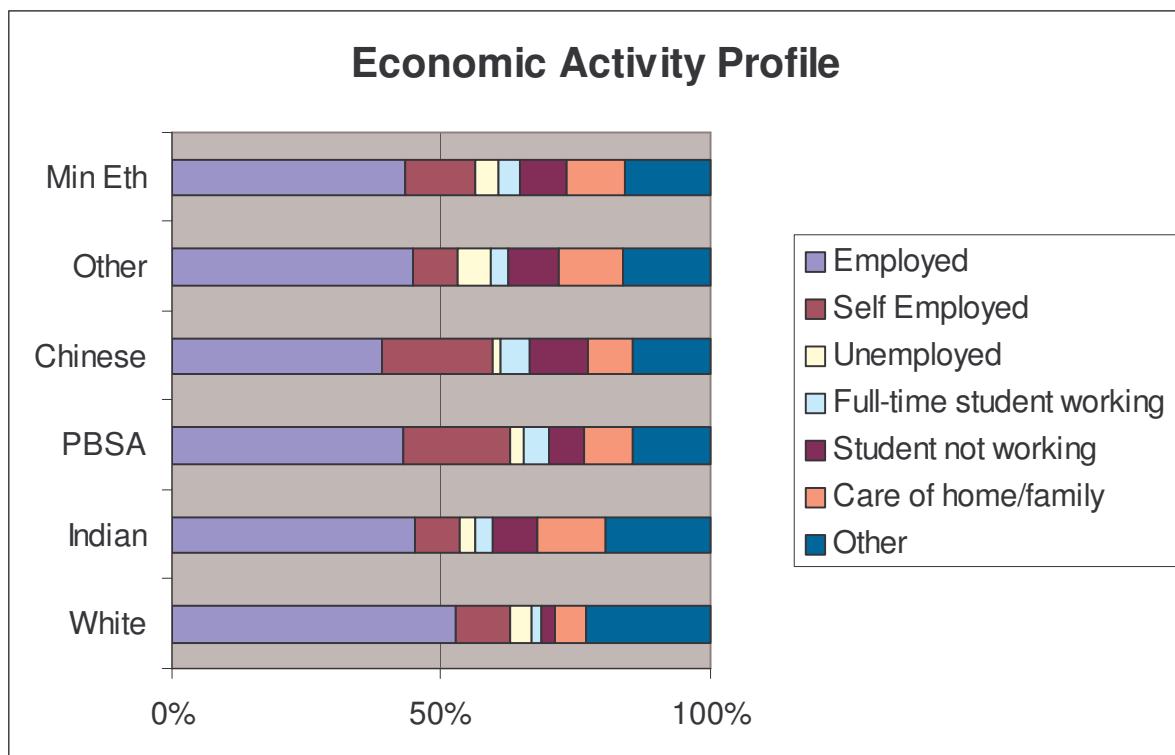
The minority ethnic population had a higher rate of self employment (13%) compared to the 'White' population (10%). This was particularly the case in the Pakistani/ Bangladeshi/Other South Asian, and Chinese communities, where 20% were self employed. 16% of 25 and over minority ethnic individuals were self-employed, compared to 11% of the majority 'White' population.

Considerably more of the minority ethnic population were students (13%), compared to 5% of the 'White' population. 16% of the Chinese community were students.

Members of the minority ethnic population were nearly twice as likely to be 'looking after the home/family' (11%), compared to the "White" category (6%). This was particularly evident in the Indian community (13%), and 'Other' group (12%).

Fewer members of the minority ethnic population (16%) categorised themselves as being either 'Retired, Permanently Sick or Disabled', or some 'other category', compared to 23% for the majority 'White' population.

**Chart 7: Economic Activity Profile in the Research Study Area by Ethnic Group-Percentages**



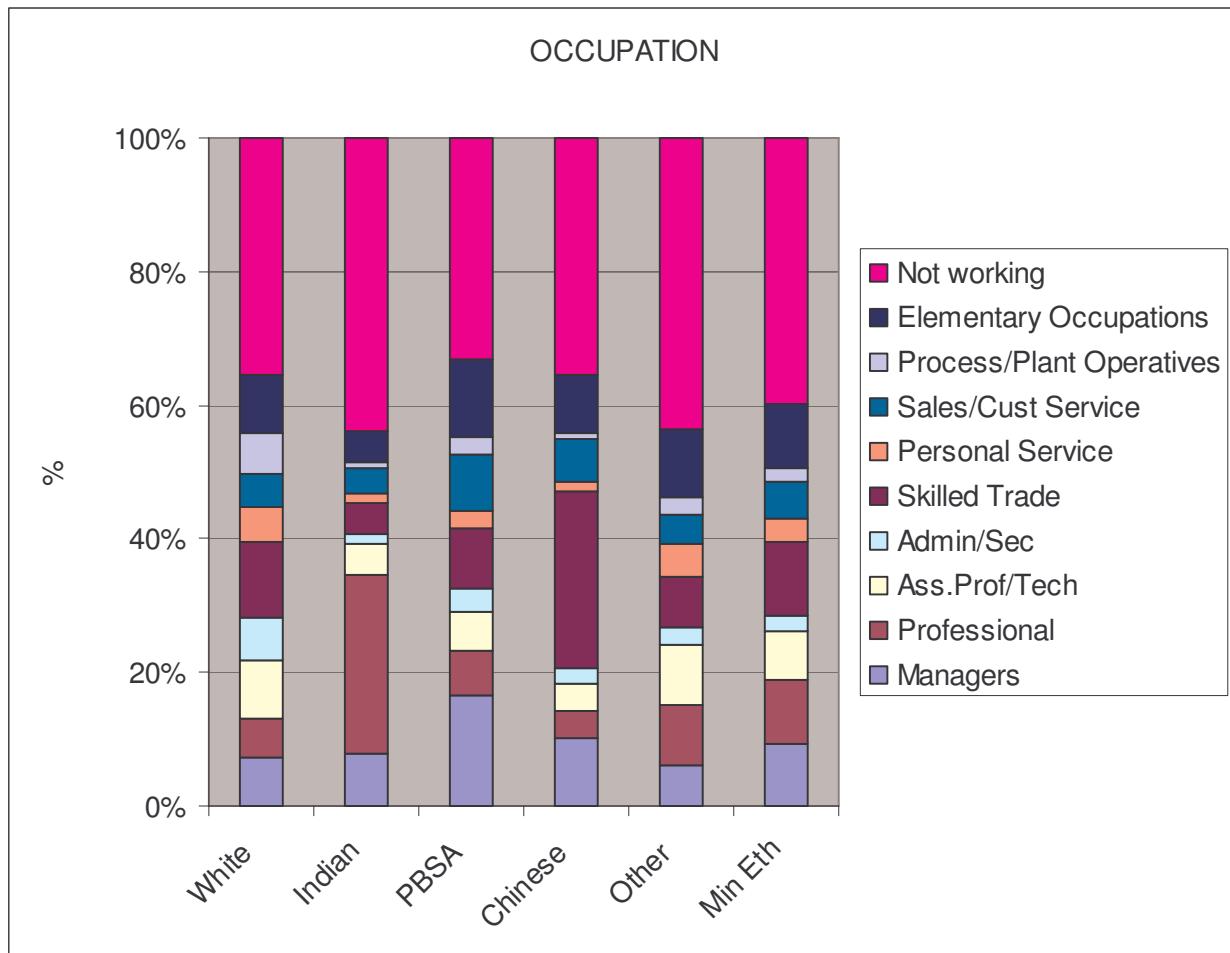
Source: Scotland's Census 2001. General Register Office for Scotland, Table S208

#### **4.4.5.3 Occupation**

The occupation profile of the research study area differed from the Scottish profile, principally in the significantly higher proportion of 'Skilled Trades' workers (11%, Scotland 7%). Chart 8 (Appendix 4, Table 13) shows the occupation profile of the research study area. Minority ethnic groups differed from the 'White' population in the following ways:

- 10% of minority ethnic workers were professionals, compared to 6% for the White population. The Indian community, particularly, had a high rate of professionals (27%). The 'Other' community also had a higher rate (9%). It is interesting to note that both the Indian community, and 'Other' category also had significantly higher than average Group 4 (Degree /Professional) qualifications (see Chart 10 and Appendix 4, Table 15), and involvement in the Health & Social Work (Indian, 19%; 'Other', 11%; White, 8%) (Appendix 4 Table 14). By contrast, the Chinese community had a lower than average proportion of professional workers (4%).
- 9% of minority ethnic workers were classified as 'Managers and Senior Officials' (White, 7%). Both the Pakistani/Bangladeshi/Other South Asian and Chinese communities had a higher proportion of 'Managers and senior officials' (PBSA, 16%; Chinese, 10%). Both these communities also had a higher than average participation in the Hotel/Restaurants sector (Chinese, 45%; Pakistani/Bangladeshi/Other South Asians, 21%; White, 5%) and level of self-employment (20%). The Pakistani/Bangladeshi/Other South Asians also had a higher proportion of workers in the Wholesaling/Retailing sector (PBSA, 19%; White, 9%).
- The minority ethnic groups had the same rate of 'Skilled Trade' workers (11%) as the White population. However, 26% of Chinese workers were in 'Skilled Trade' occupations.
- Although the minority ethnic groups had, on average, the same rate of 'Elementary Occupations' workers (9%), as the majority 'White' population, there were more workers from the Pakistani/Bangladeshi/Other South Asian (11%) and 'Other' category (10%) employed in these 'Elementary occupations' (Unskilled).

**Chart 8: Occupation in the Research Study Area by Ethnic Group- Percentages**



Source: Scotland's Census 2001. General Register Office for Scotland, Table CAST07

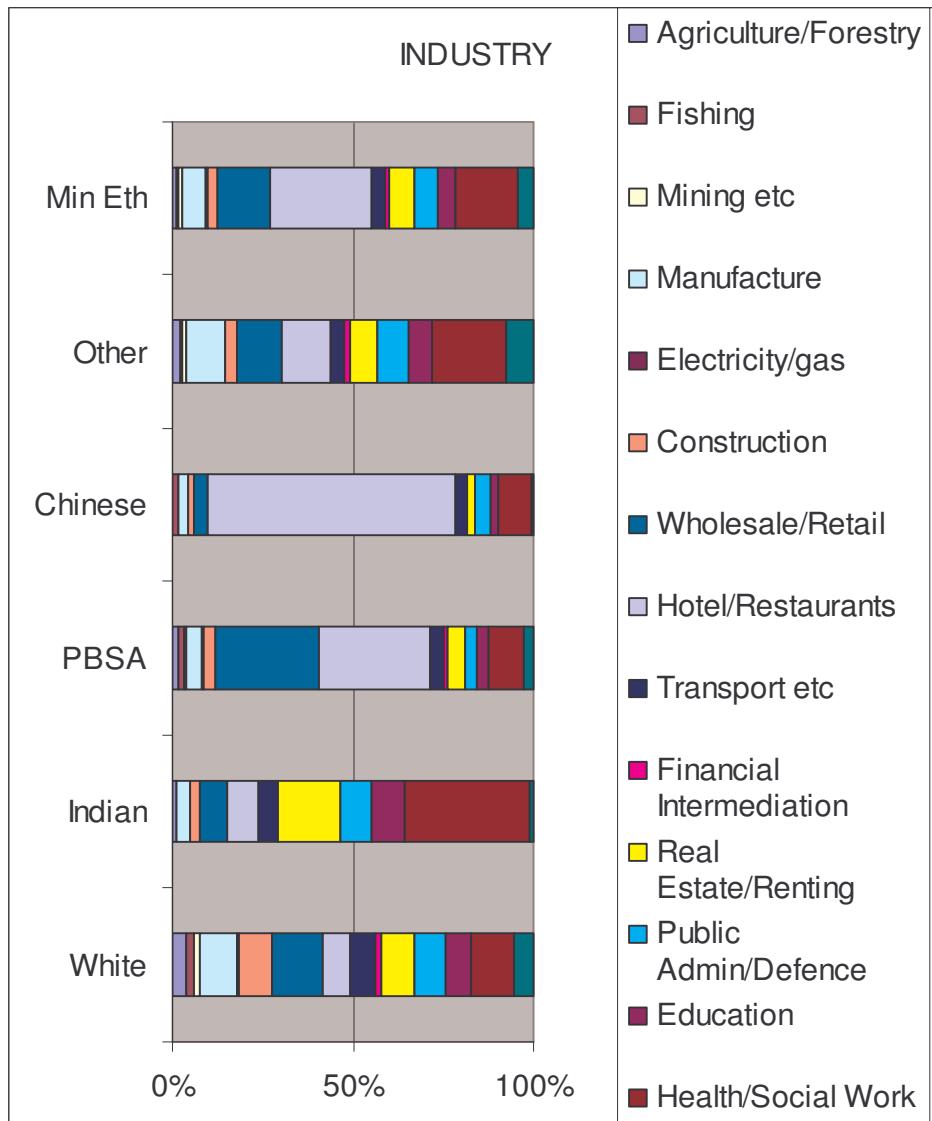
#### 4.4.5.4 Industry

The research study area had more Farming, Hunting and Fishing employment (3%) compared to the Scottish 'Industry' profile (1.3 %) (See Chart 9 and Appendix 1, Table 14). In addition the Construction, Hotel/Restaurants industries as well as employment in Public Administration and Defence (approximately 6%, compared to between 3.5 to 4.4% in Scotland) were the main employers in the research study area. Financial Administration was the only category of employment significantly under-represented (1%, Scotland 3%).

Chart 9 shows the industries in which minority ethnic groups were represented, and the trends can be summarised as follows:

- Minority ethnic groups were heavily involved in the Hotel/Restaurants sector. (17% of workers; White, 5%). This was particularly the case for Chinese workers (45%), Pakistani/Bangladeshi/Other South Asian workers (21%), and ‘Other’ workers (8%).
- In the Wholesale and Retail trades, the Pakistani/Bangladeshi/Other South Asian communities were significantly over-represented (19%, ‘White’: 9%).
- In the Health and Social Work sector, employment of members of both the Indian community (19%), and the ‘Other’ category (11%) were significantly higher than that of the ‘White’ population (8%).
- The Indian community were also over-represented in the Real Estate/Renting and Business Activities sector (10%, ‘White’: 6%).
- In all other industrial sectors, except for Manufacture and Financial Administration, the minority ethnic communities were under-represented.

**Chart 9: Industry in the Research Study Area by Ethnic Group- Percentages**



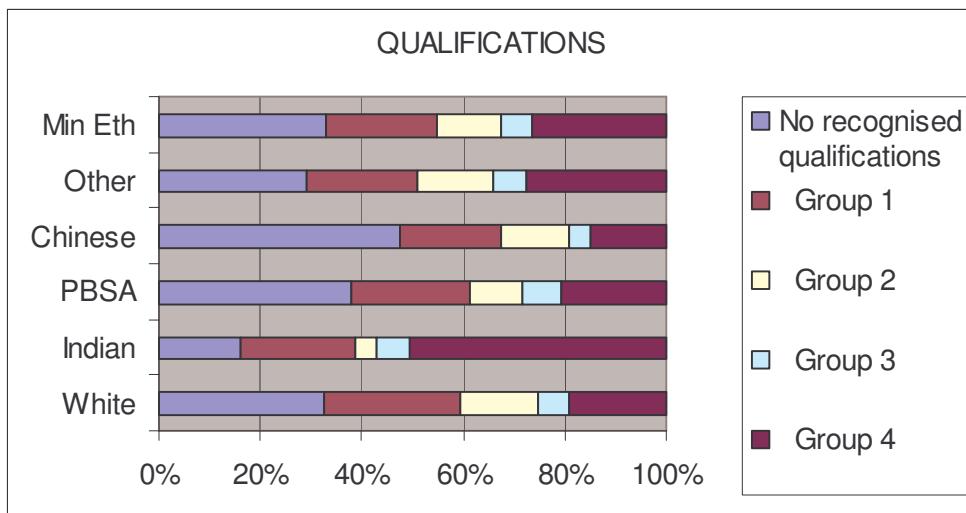
Source: Scotland's Census 2001. General Register Office for Scotland Table CAST07

#### **4.4.5.5 Qualifications**

An examination of Chart 10 (see also Appendix 4, Table 15) reveals that with the exception of the Chinese community, all minority ethnic groups in the research study area had a higher percentage of individuals with Group 4 (First Degree, Higher Degree or Professional) qualifications than the 'White' population. The difference between the Indian community percentage (50%), the 'Other' category (28%), and the 'White' population (19%), was dramatic. In contrast, only 15% of individuals from the Chinese community had Group 4 qualifications.

At the other end of the qualification spectrum, those with no qualifications, or qualifications out with the groups specified were significantly over-represented in the Chinese (47%) and the Pakistani/Bangladeshi/Other South Asian (38%) communities, compared with 33% amongst the 'White' population.

**Chart 10: Qualifications in the Research Study Area by Ethnic Group- Percentages**



Source: Scotland's Census 2001. General Register Office for Scotland, Table CAST07

#### Chart Category Definitions:

Group 1: 'O' grade, Standard grade, Intermediate 1&2, C&G Craft, SVQ 1&2

Group 2: Higher grade, CSYS, ONC, C&G Advanced Craft, and RSA Advanced Diploma, SVQ 3

Group 3: HND, HNC, RSA Higher Diploma, SVQ 4&5

Group 4: 1st Degree, Higher Degree, Professional qualification

## 4.5 Overview

The main themes that have emerged from the census analysis can be summarised as follows:

- 7.2% (363,589) of the Scottish Population lived in the research study area, of which 0.8% (2,926) was from minority ethnic groups. The analysis of the 2001 census confirms that while the minority ethnic population is growing, it continues to be small in number, is diverse (ethnically and in terms of social class) and scattered.

- Minority ethnic groups are diverse. People of ‘mixed’ minority ethnic background constituted the largest category (between 24 % and 27%) of the minority ethnic population in each of the research study Council areas, except Moray, where the ‘mixed’ category was the joint largest with the Chinese community. In Eilean Siar and the Shetland Isles, the Pakistani community made up the second largest community, whilst in the Orkney Islands, members of the Indian and Chinese communities constituted the largest groups. In Highland, the Chinese was the second largest community and the "Other" category, the next largest group. If the three composite categories ('Mixed', 'Other South Asian' and 'Other') are aggregated, then these together make up 44% of the ‘visible’ minority ethnic population of the North Forum study area, and between 38 to 53% in the five council areas. In other words, it is not possible to simply read off the characteristics and experience of individuals from the ethnicity statistics. It is critical to ensure that, for example, recruitment processes, curriculum design and student support take into consideration individual learning history.
- Each of the five minority ethnic categories identified in the “simple” Census classification has a significantly younger age profile in the research study area than the population as a whole. Other things being equal, the minority ethnic population can be expected to grow by natural increase.
- Approximately 50% of the minority ethnic population was born outside the UK. It is highly probable that this group might experience more difficulties in accessing and interpreting information about further and higher education opportunities for themselves and their young people.
- At a Council level, the minority ethnic population formed a small proportion of every Council Area: there was a presence of minority ethnic groups/ /individuals in all but one of the wards in the research study area. However they tended to be concentrated in, or around the urban, or urban-accessible areas. 57% of the research study area minority ethnic population lived in Highland Region. Moray

had the next largest population (26%) and smaller populations were present in each of the other three Council Areas.

- The minority ethnic population has a significant number of people in managerial/professional positions. The Chinese are the only ethnic group in the research study area who have a lower proportion of graduates than the population as a whole. 50% of Indians had degrees. In terms of the analysis developed by Ball et al (1998; 2002) this ought to mean that there are at least as large a proportion of minority ethnic families who have experience of higher education and are able to guide their young people, as in the population as a whole.
- It would appear that the two key populations that require to be targeted in terms of low qualifications are the Chinese and Pakistani/ Bangladeshi and other South Asian groups. However, it is highly likely that the aggregation in the latter category hides differences between groups. The data for Scotland suggests that the Pakistanis, followed by the Chinese are least likely to have qualifications (Scottish Executive 2004 p 51-53). The concentration of these groups in the hotel/ catering and retail industries indicates the benefits to these groups of retraining to add value in their existing occupations or to diversify into other industries.
- It is important to recognise that there are as many differences within ethnic groups as between them. For example, while 38% of the Chinese community (between the ages of 16-74 years) in Scotland as a whole have no qualifications, the proportion without qualifications is much higher among the 35-74 age group than the 16 to 34 age group (Scottish Executive 2004 p 51). From the analysis of the Census, it would appear that the minority ethnic population may be categorised into five groups of possible ‘learners’ (which are not mutually exclusive) to help make sense of their needs in relation to further and higher education, with the caveat that it is essential to exercise caution in making stereotyped assumptions about specific groups:

- *The 'Well-informed' group:* Those who are in the 16-24 category and their parents who are in a position to make well informed educational choices, for example, the Indian and possibly African communities. Given the aggregation of data it is difficult to be precise with the latter group, however, the Scottish data suggests that Indians, Africans, and people of 'other' ethnic groups are most likely to have degrees (Central Statistics Unit, 2004:51-53)
- *Adult re-trainers with overseas qualifications;* these may include the Indian community as well as a range of other ethnicities, which are difficult to disaggregate due to the use of the 'simple' classification system adopted to ensure confidentiality and anonymity (e.g. East Europeans and Africans).
- *Adults who are English Speakers of Other Languages (ESOL) or English as a Foreign Language (EFL) speakers.* These include individuals mainly born overseas who may or may not have formal educational qualifications. For example, the Chinese, Indian, a number from South Asia, but also other groups, e.g. East Europeans and migrants.
- *Adults without qualifications but who have potential for career development,* for example, mainly the Chinese, Pakistani and Bangladeshi communities.
- *Poorly informed group,* for example, 16-24 year olds and their parents (for example the Chinese and Bangladeshi communities in particular), who do not come from professional families and/or have little or no experience of higher education, and UK labour markets to make the best choices or make sense of the information they receive.

## **5. Post School Provision and Minority Ethnic Groups in the Research Study Areas– A Snapshot**

### **5.1 Background**

- 5.1.1 This section draws from a questionnaire that was sent in summer 2003 to the nine colleges based in the research study area, and the Open University. The aim was to provide a brief overview of how the institutions were addressing the needs of minority ethnic students. This was also followed by informal discussions with some of the main stakeholders (e.g. Adult Basic Education, health and so on) who had an interest in addressing the needs of minority ethnic groups.
- 5.1.2 It is important to emphasise that the information in this section is a brief snap shot in time, and it is possible that the situation, in terms of race equality policies and collection of data on ethnicity, in particular, may have progressed since last summer, given the requirements of the Race Relations (Amendment) Act 2000, and the feedback to institutions of an audit of Race Equality Schemes commissioned by the Scottish Funding Councils in 2003.

### **5.2 Progress: Race Equality Policies and Monitoring**

The main findings that emerged from the questionnaire are:

- All of the institutions, with the exception of one (this institution had a generic equality policy) had specific race equality policies /schemes and action plans, a number of these being in draft form.
- All of the institutions had an identified person responsible for the policy, often the Principal or Depute/Assistant Principal.
- With the exception of one institution, all reported that data was disaggregated by ethnicity. However, only two institutions provided some statistical information on specific ethnicities and programmes of study, and one showed evidence of using Census data to make sense of minority ethnic participation rates in further education in their area. Given the tendency for a high non-response rate in relation to the ethnicity question caution has to be exercised in interpreting the information provided. Based on the two institutions which did respond with data,

it would appear that minority ethnic students were enrolled on the following courses: Access, National Certificate (NC) level courses in vocational subjects such as Hairdressing and Childcare, as well as on Higher National Diploma (HND) courses such as business studies and computing. Modes of study included a range from full –time to a large number studying part –time and in the evenings.

- In general, visible minorities appeared to be below their share of the North population as a whole. Typical numbers were anything from 12 to 50 minority ethnic students out of total enrolments of approximately 5000, with perhaps nine different ethnicities present.
- Five institutions had overseas students, ranging from two to twenty-five in number in 2002-3. These were mainly from European countries, including Eastern Europe, with a small number from Asian countries.
- There was some ESOL/EFL provision which is discussed in more detail below.
- Whilst four institutions reported having some contact with minority ethnic communities and households, none of the institutions provided any specialist provision targeted at the needs of minority ethnic groups in their communities.

### **5.3 English for Speakers of Other Languages (ESOL) / English as a Foreign Language (EFL) Provision**

- 5.3.1 The ESOL/EFL provision on offer in the research study area broadly fell into two categories: classes targeted at those who have little or no English communication skills and those who have some language skills. Generally, provision for the former in most areas tended to be funded by the regional literacy initiatives through the voluntary and local authority sectors in some areas (e.g. Highland and Eilean Siar) and through the local authority /regional literacy initiatives and local colleges in others (e.g. Shetland and Moray). There is no distinction made in the provision between providing teaching ESOL/EFL to those who are in Scotland/UK temporarily from those who are permanent residents, as the English language needs of these two groups are likely to be different

- 5.3.2 ESOL provision, particularly at the basic level, is provided by a range of agencies, such as the Adult Basic Education service, Community Education or by the voluntary sector (e.g. Workers Education Association, Caithness Voluntary Group). The provision at this level tends to be free. The classes are structured but informal, focusing on developing functional literacy. The learners may often move on to other levels, usually at the local college if this is available. In general, college provision is viewed as the next step for those with some knowledge of English. In one area (e.g. Caithness) ESOL provision has been developed by a voluntary organisation in response to a perceived gap in provision in the area.
- 5.3.3 For those who have some English language skills the main provision is through the local colleges, which, with the exception of one College, tend to charge for the provision. Four Colleges (i.e. Inverness, Lewis Castle, Moray and Shetland) provide English as an Additional or Foreign Language (ESOL/EFL) classes. Two of the other institutions in the research study areas said such support was made available if it was required to facilitate access to study. There are some geographical areas (North and West Highlands, Orkney) where there are gaps in provision.
- 5.3.4 The ESOL/EFL provision, where it is provided, varies. It tends to be part-time, with one institution offering both daytime and evening provision and others offering one or the other. Two institutions offered students the possibility of sitting the Cambridge Certificate Examination, which is the most widely (internationally) recognised qualification for students studying English as a Foreign Language. One college offered students the option of undertaking SQA communication modules. At least three colleges provided classes at different levels- i.e. beginners, lower and/ or upper intermediate and advanced. However, in general the provision was minimal across the study area and individuals rarely had the opportunity to study ESOL/EFL for more than three hours per week.

## **6. Profile of Minority Ethnic Individuals Involved in the Research**

### **6.1 Overview**

This section provides a brief overview of the profile of minority ethnic individuals involved in the study, reinforcing the diversity highlighted by the 2001 Census. While the notion of obtaining a representative minority ethnic sample was neither feasible nor appropriate and the problems of drawing conclusions from small numbers is recognised as problematic, the profile of all those involved in the study (e.g. focus groups, semi-structured interviews and questionnaires) tended to concur with a number of issues highlighted in section 4 as follows:

- The participants in the focus groups and interviews and questionnaire respondents, taken as a whole represented, at least 10 different ethnicities, highlighting the diverse nature of this group.
- The majority were mainly living in urban or urban-accessible areas.
- The majority were aged between 30-55 years.
- Apart from a very small minority, the majority were born out-with the UK. Scotland, however, was the next common country of birth.
- The majority of women, even those with qualifications, classed themselves as not available for work. Having to look after children was cited as one of the main reasons and, for a large number of women in the study, inability to communicate in English was also an issue.
- In general, qualification levels among the Indian and African participants were highest, at first-degree level and beyond, with the majority of Chinese participants being the least well qualified. The latter was also the case for the very small number of Bangladeshis involved in the study.
- With the exception of those in the Health/ Medical profession, most were involved in a narrow range of sectors (retail and catering). A small minority were dispersed in other sectors, e.g. computing, administration, hospitality and fish processing. The majority of the Chinese were involved in the catering industry, and self employment was high among the Chinese, Bangladeshi and Pakistani participants. There were a number who were underemployed, working mainly in semi-skilled or unskilled jobs, despite having a range of qualifications.

- Given the demographic characteristics of the minority ethnic participants, their post school educational needs vary and need to be taken into account in relation to information and advice as well as in developing appropriate provision, an issue which is elaborated in this section.

## **6.2 Profile of Interviewees**

- 6.2.1 Nine interviews were conducted with 11 individuals: two of these were conducted in pairs. All, except one interview (i.e. a telephone interview), were conducted face to face in venues that suited the individuals. The interviewees, from Inverness-shire, Ross-shire and Moray, represented 10 different ethnicities (e.g. Thai, Vietnamese, African, Chinese, South American, mixed cultural heritage, Russian and East European, Egyptian and Iranian). All, except one, were born out-with the UK. Time spent in the Highlands ranged from six months to approximately 23 years and the majority had moved to the Highlands for personal reasons, e.g. work, family and marriage. The age range varied from 17 years of age to mid 50's and included four males and seven females.
- 6.2.2 The group included two full time students attending school or their local college, an Open University student and at least six of the participants were attending a range of part –time English language classes. The educational qualifications amongst this group included: one with a PhD, and two with degrees in Computing and Theology, all obtained overseas. In addition, there were two participants with qualifications - a degree in Business Studies and an HND in Beauty Therapy- obtained at one of the local colleges. All, except one, had some contact with the local colleges: for the majority this involved accessing English language courses. Apart from the full time school student and four interviewees who described themselves as ‘housewives’, the rest were in work. Two were in part-time work and the rest worked full time. The majority, including the individual with a PhD, worked mainly in semi and unskilled jobs (e.g. assembly line work, beauty therapy, shop assistant), with one exception, where the individual could be said to be working in a job that was ‘middle-management’ (e.g. Project co-ordinator).

### **6.3 Profile of focus group participants**

- 6.3.1 Seven focus groups were organised, five in the Highlands and one each in Eilean Siar and Shetland. The location of the focus groups depended on having local contacts that were willing and in a position to bring together minority ethnic individuals within a tight timescale. This resulted in five focus groups in the Highlands taking place in Inverness, albeit drawing on individuals from Inverness-shire, Ross-shire and Moray. One of the five focus groups in the Highlands was targeted at the Chinese community due to the availability of a ‘gatekeeper’ who has the trust of the community. This focus group was conducted bilingually in Chinese and English and 25 adults attended.
- 6.3.2 In total, 67 individuals took part in the focus groups, representing at least 10 different ethnicities, reinforcing the diverse nature of this group as portrayed by the 2001 Census. 18 of the participants were males and the rest females, aged between 16 to approximately 60-65 years of age. The majority were aged between the late 20’s to 50’s and were born out-with the UK. As with the interviewees, reasons for being in the Highlands and Islands were largely personal, falling into two broad categories: work and family. With the exception of two focus groups, the majority of the other focus group participants were ESOL/EFL students, with a small minority of full time students attending one of the local colleges.
- 6.3.3 With regard to qualifications there were at least nine participants who had overseas degrees. Five or more of these were Indian women with medical qualifications, whose partners were working in local hospitals. This group also included one individual who had passed the relevant examinations to practice in Britain, but was unable to obtain work locally. There were three others with first degrees in subjects such as Food Technology, Philosophy, Accountancy and Chinese Medicine and one or two others with qualifications in vocational subjects such as beauty therapy. The range and level of educational qualifications tended to concur with the trends identified in the census data discussed in section 5, with the Chinese community being the least well qualified.

6.3.4 The majority of the participants were in work (full time and part-time), with a small number of women who were unable to work due to family/ childcare reasons. There were a small minority (3) who described themselves as ‘retired’. Of those in work, approximately six were self-employed in the catering and retail business, the others were involved in a range of occupations from managerial level jobs (e.g. doctor), skilled work (e.g. chef) to semi-skilled/ unskilled jobs (e.g. fish processing plants and cleaning). The majority of those involved in the Chinese focus group were in full-time employment, a number were self-employed, and all were involved in the catering business. As with a number of the interviewees, there was an issue of ‘under-employment’ amongst some of those doing semi-skilled/ unskilled work.

#### **6.4 Profile of questionnaire respondents**

- 6.4.1 Of the 34 returned questionnaires one was from an individual who did not class himself as a member of a minority ethnic group and consequently, did not complete the questionnaire. Slightly more than half of the respondents were females and the rest were males. The majority were married with a very small minority being single, separated or co-habiting. The age ranged from 18 to 61 years of age, although most were between the ages of 30 and 56 years. The ethnicity of those who responded included Indian, Chinese, African, ‘mixed background’ and ‘other’ with small numbers from the Bangladeshi and Pakistani communities and approximately six who described themselves as “White” Scottish /other ‘White’ British.
- 6.4.2 The respondents were generally from well-educated families with most possessing degrees at graduate and Masters level obtained mainly in the UK. At least 25 of the 33 had a close member of the family who had attended or were attending a University. 16 had also attended a further education college. There were five housewives amongst the respondents, four self-employed, three unemployed, 19 employed and two who refused to say. Approximately half of the households’ main earners were involved in the following occupations; doctors/consultant, engineers, restaurant proprietors, with a small number involved in sales, politics, Information Technology and fish processing. With regard to weekly household income, a small minority (e.g. 3) had incomes below £200, the majority had incomes between £201 and £700 (e.g. 14) and 8 had incomes over £1000, and 4 refused to say.

## **7. Post School Education: Minority Ethnic Experiences**

The main focus of this section is to report on the findings of the interviews, focus groups and questionnaires undertaken with minority ethnic groups in the research study area. This section attempts to bring together the information from all three methodologies and where differences were found between the groups these are highlighted. The section focuses on the following:

- Awareness of and access to post school education opportunities.
- ESOL/EFL provision.
- Post school educational opportunities.
- Experiences of those who have accessed post school education in the research study areas.
- Minority ethnic needs.

### **7.1 Awareness and access to information on post school education opportunities**

This section aims to:

- Provide an overview of the awareness of post school education provision amongst minority ethnic groups in the research study area.
- Identify sources of information highlighted by participants and their experiences in accessing information and post school provision.

7.1.1 Sources of information with regard to accessing post school provision included word of mouth (e.g. family and friends), careers advice, schools and libraries and job centres. Views on using the careers service were, however, mixed:

If you know what you want to do, people provide you with information; it is more difficult if you do not know what you want to do...I am not sure what I want to do with my life. The information [that the careers service] provide is useful. It gives you a better idea of options...but it is difficult if you do not know what you want to do... [The careers service] should try and focus more on what your strengths and weaknesses are and then give you the information.

(Bangladeshi male)

Allen (1998a) highlighted the strong role played by minority ethnic families in post school decision making in relation to their children: this was reinforced in this study. A number of the younger participants involved in the study highlighted the critical role of the family and relatives:

I would speak to my family to help me make the right choices...I have a lot of cousins and others I could speak to.

(Bangladeshi male)

My parents decided that I should study...at the College

(Sri- Lankan female)

- 7.1.2 The two recurrent barriers highlighted consistently by the majority of adult participants in the interviews and the focus groups were: a lack of understanding of the educational system and qualification framework and language barriers. In contrast, half of the questionnaire respondents reported no difficulties in finding out about post-educational opportunities. This may be related to at least two factors: the high educational level prevalent in this group as well as the fact that most of them had acquired their qualifications in the UK, and may be familiar with the system; both issues which previous research has highlighted as significant in making post school educational choices (e.g. Ball et al: 2002; Moogan et al, 1999).
- 7.1.3 Unsurprisingly, awareness of what post school education provision was available in the research study areas was also highest amongst the questionnaire respondents. This contrasted with rest of the participants who showed a poor level of awareness in general. It is highly likely that this low level of awareness as well as the language difficulties experienced could be related to the high proportion of participants who were born out-with the UK and could be described as the 'first generation'. In general, this group lacked the social and cultural capital available to those from middle class backgrounds with previous experience and knowledge of the educational system (e.g. Allen 1998b; Ball et al: 2002; Moogan et al: 1999).
- 7.1.4 Although anxieties about the lack of understanding of the prevalent qualifications framework were expressed by all participants. Most concerned were those who had

a range of overseas qualifications (e.g. medical, social science, beauty therapy and technology) the most, especially in relation to the UK/Scottish equivalence of these qualifications. One of the main issues that confronted most participants was trying to make sense of the array of Scottish Qualifications Authority (SQA) qualifications:

It is difficult to know what to choose. What the qualifications lead to?

(Indian female)

7.1.5 While at least half of the focus group participants and interviewees were keen to pursue further studies, for many of these individuals a number of barriers existed:

- Lack of information and advice on the value and currency of their overseas qualifications.
- Complexity of information on web sites and a lack of appropriate explanation of the qualifications framework and what they lead to.
- Lack of access to appropriate information due to their inability to communicate in English.
- Lack of interest on the part of the college providers in making links with minority ethnic groups.

The first two barriers were experienced mainly by adults with qualifications from overseas and with a good knowledge of English. For example, according to one participant who had an overseas degree and was looking to build on her qualifications:

There are good websites ...but often there is too much detail... there are lots of courses ....but what do the qualifications mean? What can you do with the qualifications? You have to be Einstein to understand the information. They need to simplify the information, make it straightforward to understand.

(Indian female)

7.1.6 Amongst the participants in the focus groups and interviews there generally was a poor understanding and awareness of the range of courses and qualifications available in the various post school institutions in the study area. Accessing non ESOL/ EFL provision was seen as more difficult, particularly in the Inverness area. Often individuals felt that they had to invest a great deal of time and effort and had

to have a high level of sheer determination to access what they wanted and many still felt that they did not get anywhere. The feeling was that the colleges they had approached did not make it easy for people to access information, that the institutions were seen as inflexible and there was a feeling of being 'passed around' from one person to another endlessly. For a number, inflexibility was related to being insensitive to the needs of individuals in arranging appointments, for example, where they might have childcare responsibilities. Very few participants were aware of events such as 'open evenings' and it was highly unlikely that they would attend these given the location and times of these events. Most felt that outreach events in the community were a much more effective way of getting across the provision available. In general, there was a feeling that the Colleges made little or no effort to make contact with minority ethnic groups, to find out what their needs are and how they might best meet them:

It takes a whole day at times, you get passed around from one person to another...it took one week to find out about the...course. They keep putting me off, left three messages and then they sent leaflets I couldn't understand.

(Afro-Caribbean female)

The reception desk is the first point of contact. They should be knowledgeable about what is on offer in the college, as if you do not get a positive response you don't go back...When I went to the college the first time, they gave me a few leaflets I had to take home and try and make sense of them myself. This is not feasible or possible for everyone to do...because of their language skills, or their lack of understanding of the system and the qualifications on offer.

(Middle Eastern female)

Efforts to find out what educational opportunities were available locally by arranging a visit to their local college were described by one group as 'a waste of time', as they felt that they could not make much sense of the courses that were on offer and they described the experience as being '...talked at by two people'.

The difficulties in accessing information are exacerbated when individuals lack confidence and/ or are unable to communicate in English. Even issues such as modes of study i.e. part-time, full-time and so on- can be confusing for individuals.

For example, a number failed to understand why in some cases ‘full-time’ meant attending college two days per week rather than five days. In many ways, the experiences of the participants in this study reflect the more general trend of poor access to services among rural minority ethnic households as highlighted in the review of literature.

- 7.1.7 While most participants were aware of the Open University, a very small minority of the participants were aware of the UHI- Millennium Institute. However even the small minority who were aware, were not sure if it really existed or indeed what it had to offer, as highlighted in the following statements:

I have heard about it ...but does it exist or not?

(Chinese male)

I have heard about it but don’t know much about it.

(Bangladeshi male)

- 7.1.8 In addition to a lack of understanding and recognition of overseas qualifications among post school educational providers, many participants felt that there was a lack of appropriate guidance and skills with regard to how they might build on their previous qualifications and experience to maximise their entry into the labour market:

We have certain qualifications but not enough guidance...how can we build on it? What are the opportunities here...? Which is the most important thing...that is really important to do to get a job? Opportunities are here...so many opportunities. We need someone to help us make the choices.

(Indian female)

- 7.1.9 Language barriers, language anxiety even among those who could speak English and the lack of effort on the part of colleges, in particular, in making information accessible and understandable, were issues that were consistently raised. The situation was especially acute for the majority of the Chinese participants as well as for those whose functional level of English literacy was low and/ or those who had little or no previous formal qualifications.

7.1.10 Language barriers also posed problems with regard to accessing other relevant information and services in post school education decision making, such as access to careers advice as well as information about sources of support and funding that might be available. The majority of Chinese parents in the study were unable to make sense of their children's progress at school and rarely attended parents' evenings where school progress is discussed. There was a high level of dependency on the children in relation to making sense of the system. The view that they may be losing out on possible sources of financial support in relation to their children's studies in further and higher education was most strongly expressed by the participants in the Chinese focus group. In most cases, parents depended on their children to fill in the relevant forms which were felt to be too complex for their children to handle. The difficulties of having to be responsible for these matters was also confirmed by the young participants involved in the project.

7.1.11 Given the lack of understanding and knowledge of post school educational opportunities and the qualifications framework that exists , it would seem logical to assume that accessing appropriate information and advice is critical to accessing appropriate post school educational opportunities. However as previously discussed in Section four (4.5) 'learners' are not a homogenous group, and therefore their need for information and provision will vary according to which one of the five categories they fall into.

7.1.12 Minority ethnic participants in the study were interested in two types of provision: English Language courses and other post school provision, including degrees and vocational courses. The next sections of the report will explore the issues that were raised by participants in relation to each.

## **7.2 English for Speakers of Other Languages (ESOL)/ English as a Foreign Language (EFL)**

The aims of this section are to:

- Describe the impact of not being able to communicate in English.
- Report the views and experiences of those who have accessed ESOL/ EFL provision in the research study area.

### **7.2.1 Impact of not being able to communicate in English**

7.2.1.1 The pattern ESOL/EFL provision in the research study areas was briefly discussed in Section Six (6.3). For more than half of the participants in this study, English language classes were their first priority which were linked to their day to day survival. Even amongst those who had a high level of language fluency 'language anxiety' was evident, particularly in relation to returning to study or work. Apart from being able to live/survive and participate in society, one of the other primary motivations for learning English for the majority of participants was to be able to find work or to be able to function more effectively in the jobs they were in. Returning to work was perceived as an essential priority by a number of participants enabling them to be independent as well as providing a means of meeting people:

I want to find a job in my profession [Physiotherapy], maybe open a business here.

(Russian female)

For this participant, and others in a similar situation, learning English was essential to getting themselves back to their profession, as in most cases their previous qualifications were not recognised. However, the process of getting back to work can be tortuous, time consuming and costly as well as off putting to those who do not have the right level of support and resources. Lack of reasonable English language skills can close off opportunities as well as result in individuals being under-employed – viz. having to work in jobs which were beneath their qualifications or previous experience:

Normally I prefer not to work with Chinese people, but because my English is not so good it is easier to get a job with another Chinese...

(Chinese male)

...because my English is not good, the only work I can get is physical work [in a hotel]...but my body is [not well enough to do physical work] and so I had to leave.

(Chinese female)

The latter participant had previously worked in what was described as 'high administrative' jobs in China. Her experience was not unique as there were a number of other participants in this study who found themselves in a similar situation.

7.2.1.2 For the majority of participants, understanding English and being able to speak English competently was seen as essential in enabling one to feel confident, as well as being able to participate fully in the society in which they lived. Many cited the lack of ability to communicate in English as a major barrier to mixing with people, amplifying their isolation:

...It is like being dumb...you cannot express yourself, your feelings...you cannot communicate...

(Russian female)

7.2.1.3 For a number, especially those who had little or no educational qualifications, lack of functional English was a major a barrier with regard to not only accessing services but also participating in activities which could be described as critical in carrying out specific roles, as parents, for example. In the words of one participant:

The parents won't go to the parent's evening because they do not understand English.

(Chinese male)

Allen's research (1998a p 73) highlighted the critical influence of minority ethnic parents in their children's post school choices:

A higher proportion of ethnic minority respondents were more likely to rate the influence of each of these individuals (Parents/ Guardians) as either 'very important' or 'important' than white students. Family members were also more likely to be sources of information about their current institutions for ethnic minority students.

Given the critical importance that all participants placed on education, lack of attendance at parents' evenings and the difficulties experienced in making sense of their children's progress, combined with the lack of familiarity with the educational system, made it highly problematic for many parents to engage effectively with their children's school education let alone post school educational decisions for their children and/ or themselves.

7.2.1.4 Problems relating to attending the doctor's surgery were also an issue that was consistently raised by a number of women, who reported that they often had to be accompanied to the doctor by their partners/ husbands/ in-laws and/ or their children. In the event of having to go there by themselves they resorted to using pictures, drawing on sheets of paper and gestures to describe their ailment. Not understanding the diagnosis, opportunities for misunderstanding and possibilities of misdiagnosis were felt to be high and was the cause of much anxiety, leading to a demand for health courses among the Chinese participants.

7.2.1.5 The lack of ability to communicate and understand English was also seen as a barrier to accessing other courses. This affected a number of self employed adults, who had little or no formal qualifications (i.e. adults without qualifications but who have potential for career development, section 4.5) and were involved in running businesses mainly in catering and the retail sectors, For example, a self-employed participant felt that his poor English language skills acted as a barrier to accessing business studies courses which he felt he might have pursued to add value to his business. The difficulties experienced particularly by the Chinese communities working in the catering trade were also highlighted in relation to accessing hygiene and health and safety courses, due to their lack of or poor understanding of English. In the case of one participant, as the only English speaker amongst those he employed, this meant he had to attend all the courses, and cascade the information to the others in the business as best as he could. With the exception of one area (Shetland), which had offered hygiene and health and safety courses in Mandarin for the Chinese businesses, this did not appear to be common practice elsewhere.

## **7.2.2 Access to ESOL/ EFL Provision**

7.2.2.1 The most common sources of information in accessing ESOL/ EFL provision was by word-of-mouth. In the majority of cases, the main sources of support and help in accessing information were spouses, family, friends and individuals from a similar ethnic background who had been or were accessing classes themselves. A small minority mentioned the public library, Adult Basic Education and a Multinational Company which provided information on local English Language facilities in the company brochure for overseas employees.

7.2.2.2 Participant views on whether or not accessing information on English language classes was easy or difficult depended to a large extent on their level of English, whether they had experience of accessing post school education previously and confidence. In the words of two participants (i.e. adult re-trainers) both of whom had reasonable communication skills in English and had post school qualifications obtained overseas (see section 4.5):

Every city has a college. Once you locate the college and make contact it is easy to get information about English Language classes.

(Chinese female)

I did not find it difficult, when you come to a place you expect to find classes at the local college or secondary schools...I expected it from the college.

(Slovakian female)

7.2.2.3 In contrast, there were others who found it difficult to access information- for example, adults who required ESOL and other basic cultural familiarisation provision and who did not possess any qualifications (highlighted in section 4.5). Their difficulties often related to their level of English and their lack of previous experience in accessing post school qualifications. The lower their level of English and previous qualifications, the more difficulties they were likely to experience in accessing information:

Husband found out for me...Inverness College is the only place around. It is difficult for a person who cannot communicate nothing it is easier with someone who can speak English.

(South American female)

I was very frightened to come to classes as my English was very poor.

(Thai female)

The latter participant felt that most Thai women lacked the confidence to find out what provision was available, let alone attend classes and needed support and encouragement to take the first step. This view was also reinforced by participants in the Chinese focus group. The feeling of being ‘frightened’ and the lack of confidence was a dominant theme among participants whose level of English communications skills were poor. The importance of more accessible language classes which were supportive, informal and helped to build people’s confidence , especially where English language skills were at a very basic level, was seen as vital by most participants in encouraging those who lacked the confidence to attend classes to take the first step towards learning the language.

### **7.2.3 Participants’ views of ESOL/ EFL teaching and learning**

Approximately half of the participants in the focus groups and less than half of the interviewees were accessing ESOL/ EFL provision mainly in Inverness and Shetland, when this study was being conducted. In Shetland, all of the participants accessed this provision through the local College, whereas in Inverness, individuals were accessing a mix of provision: college as well as private, local authority and voluntary sector based provision. Most of participants who had English language needs were highly motivated to gain fluency and maximised every opportunity to learn the language. They attended a combination of classes in their drive to develop competency in the language, supplementing the formal classes at the College with informal classes elsewhere. The commonest pattern of attendance was c.3 hours per week. The views expressed by participants accessing ESOL/ EFL provision can be broadly categorised as follows, each of which will be discussed in more detail:

- ESOL/EFL teaching and learning
- Inadequacy of provision
- Class sizes
- Administrative issues
- Barriers to accessing provision
- Resources to support English language learning
- Bilingual provision

### **7.2.3.1 ESOL/ EFL Teaching and Learning**

In general, those who were in a position to access ESOL/ EFL provision were very positive about their experiences and the following comment about a tutor was not an isolated remark:

I like the English class very much...it is very friendly and I love the teacher.

(Pakistani female)

All participants were very positive about the quality of teaching. However, those who had little or no English language communication skills, described their experience of attending English classes in a local college as ‘frightening’ and intimidating, because of the different levels of English that were spoken in a class, from students who seemed advanced to students who had very little English:

I was very frightened to come to classes as my English was very poor and there were many European students who seemed to know quite a lot.

(Thai female)

The situation has been changing and participants welcomed recent efforts (in some colleges) to assess levels of English competency so they are placed in appropriate classes. This is viewed as a positive development in providing an environment which is conducive to learning:

The teachers (at the college) are really nice, good personality, good help, and help to get into the culture. The pre-course assessment is good as they make sure we are studying at the right level.

(South American female)

Tutors were seen as vital sources of support in assisting them to learn English, and also more importantly, in helping them to understand the social and cultural mores of the local cultures and communities. This view was most strongly expressed by the participants whose functional literacy levels were low. In the majority of these cases, the language tutor was often the main or the only contact with the majority culture, taking on an extensive pastoral role. This was most often in a context with little or no infrastructure for supporting such students within institutions as well as the lack of appropriate support available externally within the local communities. For

most participants, there were few opportunities to meet people, which many of them put down to their inability to communicate effectively in English. In this context, attending classes was perceived as a lifeline and vital in developing confidence:

When someone tells you that your English is getting better that gives you confidence...it made me feel good about myself...it was like medicine for my heart...

(Thai female)

The classes focusing on functional literacy tend to be viewed as both a learning experience, as well as something that fulfilled social needs. With one or two exceptions, much of this provision is provided outside the colleges by a combination of local authority providers as well as by the voluntary sector and tends to be free of charge. The informal, yet practical focus of the classes is highly valued by participants and this provision is seen as critical before engaging more formally in the language classes provided by some of the colleges. The majority of the participants engaged in this provision expressed positive views about the provision in relation to their day to day English language needs being met flexibly. Most participants tended to regard their peers as friends and valued deeply the opportunity to get together. For a number, this was often the only occasion in the week when they met people who they felt were in the 'same shoes' as them:

The class is like a family...we communicate...have a social life and make friends.

(Iranian female)

Although the English classes based on functional literacy tended to attract mainly those whose level of English was low, this was not exclusively the case. In some areas (e.g. Shetland and Highland), attending classes with a focus on functional literacy was welcomed as an extra opportunity for practicing English, especially for those attending more formal English language classes. Some participants went to extraordinary lengths to access as many opportunities for practising their English as possible, from organising informal conversational groups themselves to paying a taxi fare of approximately £30.00 per trip to get to classes and back. In the majority of cases, they were not expecting or looking for more structured learning.

In general most participants commented favourably on the way they had been treated by staff, such as receptionists; when they have approached the relevant local college about ESOL/ EFL provision. However, the majority of participants in English Language classes across the research study areas felt that the provision for developing English language competency was inadequate. The majority of their criticisms were directed towards the institutions, mainly colleges, and these issues are discussed in more detail in the sections below.

#### ***7.2.3.2 Inadequacy of provision***

Lack of adequate provision, the minimal level of provision in terms of number of hours per week, lack of full time provision and bilingual English language support were seen as problematic by all participants, including those who responded to the questionnaires. The most common attendance pattern was approximately three hours per week and the majority felt that this was inadequate and expressed frustration with the slow nature of progress they were making in acquiring a reasonable level of competency.

The majority of participants felt that the provision of English Language classes was inadequate and that there was a need for more classes. Many were frustrated by issues such as the need for minimum numbers for classes to be set up and not being able to get into college classes because of waiting lists. The latter was particularly the case in the Inverness/ Ross-shire areas. The majority of participants in these areas expressed surprise at the lack of any English Language provision between June and August:

...between July and October there is a big gap...the college could do something...There is a need for full time English classes, there is a big gap. The college should have British Council approved status. My sister would like to come here and study full time...If it wants to become a city and attract tourism; it has to offer more opportunities for things such as learning English...

(South American female)

The lack of full time provision and British Council recognition were also seen as barriers in attracting people from overseas. Intensive English courses as well as evening English language classes were seen as desirable options. The more English classes there are on offer, it was felt, the more likelihood of attracting international students. Many of the participants were surprised at the low level of support for English language learning in Inverness given its claim that it is a city. A number of the participants who were attending English classes have made a positive choice about being in areas such as Inverness:

I have always lived in a big city and I did not want to live in another big city.

(Thai male)

I wanted to see Scotland...don't like England; I don't like city. Before I came here I liked to visit Scotland. I came to Edinburgh...my first city here...Scottish people are very kind...Liverpool was a big city...a lot of noise...here it is quiet, the air is clear, the scenery is very good.

(Chinese female)

Another recurrent theme that emerged in this context was the absence of any visible effort to address the needs of diverse communities and the lack of commitment to develop an environment which respects and celebrates diversity in Inverness in particular, which a number felt could potentially benefit from its claim to be a city:

Inverness could make a lot of money from Chinese people wanting to learn English...there are a lot Chinese people who want to learn English and they prefer to live in the environment in the Highland...they do not want to live in London.

(Chinese female)

In general, most participants felt that potentially there was a lot going for the Highlands and in particular for areas such as Inverness, but that the agencies made little or no effort to provide the infrastructure that is required to maximise the opportunities, especially in relation to people from other cultures:

Highland is a beautiful area, but there is a difference between a good environment and one that encourages a broad minded view. Inverness has to widen itself, broaden its views. People are still clinging to the past. Those in the hierarchy need to demonstrate their commitment to equal opportunity. Organisations pay lip service to equal opportunities. The informal racism is even more difficult than overt racism... you feel left out...attitudes need to change in a way that stops excluding certain people. Development comes from recognising difference and doing something about it...I can relate a lot to Inverness. It is like a town in...however, underneath the society, it is difficult to integrate/ interact with people.

(African male)

The case for bilingual provision was made most strongly by the Chinese communities in the research study areas on the grounds that the level of English among the majority of the adults was low and being taught bilingually would help them to make more effective progress, an issue which is highly debated amongst linguists.

#### **7.2.3.3 Class sizes**

The majority of those attending formal English classes in the Inverness area felt that the combination of inadequate provision and large class sizes (e.g. 12-14) militated against them making rapid progress and in developing reasonable competency in the language. Given the limited provision they felt that their learning would be maximised in medium sized groups (8-10), providing adequate opportunity to learn and practice the language. This view was expressed quite forcefully by those who were attending classes where they had to pay. Others felt there should be more informal provision at the local college to supplement the more structured learning so that learners were given opportunities to practice the language.

#### **7.2.3.4 Administrative issues**

There was some dissatisfaction with the administrative system in at least one of the colleges in the research study area, particularly the form filling (although the majority were at pains to emphasise the support they received from the lecturers in

completing this task) and the class time used to fill in forms. The role of the lecturers in administration caused considerable anxieties for some:

Here the teachers need to do administration jobs. In...teachers teach...enrolment should be done outside the class. Also having to receive new pupils in every class seems disruptive. New students should be enrolled outside the class by a secretary for the language area.

(South American female)

The majority felt that the administration (i.e. enrolment) should be taken out of the class room and dealt with separately out-with the classes by administrators rather than the lecturers. Many felt that often valuable time (given that students were paying for classes) was being lost due to lecturers having to do the enrolment. This was clearly emphasised by the students as a college issue rather than an issue that the lectures could do much about.

There were also mixed feelings about accepting new students into classes on an ongoing basis. On the one hand, there was a recognition that it could be them arriving in the middle of a session and the idea of having to wait for months for a place would be frustrating; on the other hand, there was also a feeling that this was disruptive to those who were there already as time was spent trying to bring the later comers up to speed. There was some recognition that things are slowly improving in relation to issues such as pre-course assessment and levelling of students, and even, to an extent, the administration, in that enrolments are being undertaken by lecturers out-with the class teaching time. Nevertheless, there was still considerable frustration about the involvement of lecturers in the process and an underlying anxiety amongst a number of students that this takes away from their time as learners, especially in context where they are paying for classes.

#### **7.2.3.5 Barriers to accessing provision and acquiring competency in English**

Apart from the inadequacy and the minimal nature of the provision, the times at which classes were offered as well as issues around childcare were also highlighted as barriers to accessing ESOL/ EFL provision.

The majority expressed concerns about the inflexibility of the provision in terms of time of day ESOL/ EFL classes were on offer. In some of the research study areas, all of the provision was during the day; in other areas, provision was in the evening and one area delivered most of its provision during the day with one informal class in the evening. Given the diversity of the participants and their circumstances- from those who were self-employed or in paid employment to those who were not in paid work- there is a need for institutions to develop flexible provision. For example, for the majority of the Chinese participants who were employed/ self-employed in the catering business in the Inverness area, Monday and Tuesdays between 1 and 4pm were the only times they could attend classes. A number pointed out that other language provision (e.g. French, Spanish, etc.) was available in the evenings and couldn't understand why similar opportunities were not available for ESOL/ EFL. In general, the underlying feeling was that the providers, particularly the colleges, did not have an understanding of the needs of minority ethnic groups. They suggested that there is a need for more dialogue between the providers and minority ethnic groups to develop provision that meets the needs of these diverse communities.

On the issue of fees, there was a mixed response depending on individual circumstances:

...for some people it is expensive. It depends on your income.

(South American female)

However, the majority of those attending classes felt that the fees, where levied by the colleges, were high. A number contrasted this with costs in other cities which were seen to be cheaper or free. A number of participants highlighted free ESOL/ EFL provision available to students in cities such as Edinburgh and Liverpool and were puzzled as to why such provision was unavailable in Inverness given its claims to city status:

If I stay in other cities, English language classes are free...lots of free English classes...

(Chinese female)

While the majority of participants wished to see more provision, the charges levied for the courses would act as a deterrent. All the participants in the Chinese focus

group felt that they should not pay for English language classes as they were already paying their taxes. There appeared to be the view among this group that there were many other groups (asylum seekers were mentioned specifically) who were accessing free provision and services and who did not contribute to the system of taxation. There was a strong feeling among this group that they were being denied access to their basic rights, because of their inability to speak English, which in turn affected their ability to participate effectively in society and to access services.

#### ***7.2.3.6 Resources to support English language learning***

While those who were accessing ESOL/ EFL provision appreciated access to computing facilities in colleges, in areas such as Inverness/ Ross-shire area many expressed disappointment at the lack of English language learning resources available in the local colleges as well as more generally (e.g. book shops). In general, bookshops and local colleges were seen as poorly stocked with regard to relevant texts and resources (especially Oxford texts for learners of English; examination material, e.g. Cambridge - preparation texts and tapes/audio material). This was seen as yet another barrier to making progress in acquiring English language competency in a reasonable time. Participants felt that there could be more opportunities for students to augment their English classes through access to 'language lab' type of facilities and more informal classes where they can practice their oral communications skills.

Whether or not participants felt that there were opportunities to practice English depended on their circumstances and their initial level of English. For some, who had Scottish/ British partners, there were opportunities to practice their English:

If I was alone it could be so difficult. One, because of the language and, second because of the culture. My husband helped me to find the college. I know people who have been living here for 10 years and they are isolated...but this depends also on the individuals. Scottish culture can improve by opening up and helping to understand more foreign cultures.

(South American female)

The need for a three way dialogue between the lecturer, student and the spouse was seen as critical so that there is a clear awareness of what is required and how the individual may be best supported. While there are many participants who have partners who are very supportive, this was not the case for all participants in the project:

My husband works all day and then has to do his books at night, he is too busy. He wants to eat and watch television...he does not want to help me practice my English...I can understand it...but he is not patient.

(Russian female)

He doesn't want to talk at times because he is tired...it is difficult for me to talk...I had to write things down...

(Russian female)

Lack of reasonable fluency skills in English combined with lack of adequate support can make it difficult for individuals to engage in community life, exacerbating their feelings of isolation and prolonging their acquisition of language competency:

It is very difficult to get to know people in the community, in Russia you can go to peoples' houses...knock on the door and have a cup of tea...

(Russian female)

This was contrasted with the perceived formality of living in Scotland, where one could not just drop in, but one has to arrange appointments weeks/ months in advance. For a number of women in particular, their sense of isolation in the locality where they lived was intense and much of their contact was with other students/ individuals who were also learning English. There was general disappointment and despair in relation to what was seen as the lack of interest and understanding about other cultures and the stereotyping that prevails:

People think that all Russians like vodka and Russia is full of Mafia on the street...

(Russian female)

Feelings of social and cultural isolation were often reinforced by living in a small town/ village where they were perceived as 'outsiders'. Furthermore, stereotyping, lack of interest in other cultures and lack of diversity (this was mentioned specifically

in relation to Inverness) were all highlighted as constant themes which contributed to their sense of isolation and difference, consequently making entry into Scottish and Highland societies an extremely stressful and difficult experience (see also de Lima 2001; Garland et al: 2002).

## 7.3 Post School Educational Provision

This section of the findings focuses on the following:

- Participation in post school education in the research study area amongst the participants
- 'Ethnic 'push factors
- Course Choices
- Barriers to access and participation

### 7.3.1 Participation in post school education

7.3.1.1 There were approximately 18 participants/ respondents who had previously or were currently accessing post school educational provision in the Highlands and Islands. At least 11 of these were those who responded to the questionnaires. The range of courses pursued were varied- e.g. vocational courses such as hairdressing , beauty therapy , first degrees in subjects such as, computing and business studies and post graduate qualifications. For the former courses, participants attended the local colleges, which are part of the UHI Millennium Institute; post graduate qualifications (mainly Masters level courses) were mainly undertaken with the Open University.

7.3.1.2 The majority of participants/ respondents cited enhancing work/career opportunities, increasing knowledge, being a 'useful person' (Not to be allowed to be a useful person, of course, can be experienced as a loss of self-worth or as being "blocked") and self development as the main reasons for accessing post school education opportunities:

I had been away from full time study for a long time and was fortunate to have other mature students. My expectations of the course were not just academic, but social as well... I did want to enhance my career prospects as well.

(Mixed Cultural Heritage female)

### **7.3.2 ‘Ethnic push’ factors**

7.3.2.1 The high value placed on post school education among minority ethnic groups and previously discussed in section 3 of this report was also evident in this study:

Education is a weapon. It is used to compete with other families...if one's children have got good results then the mother is proud...

(Bangladeshi male)

Without exception all the participants/ respondents in the study with children wished their children to access further or higher education providing the following reasons:

...a good education is important.

It enhances job prospects.

...increase in knowledge base and career.

It provides an opportunity to get into other fields of career apart from the family business.

(Focus group participants and interviewees)

7.3.2.2 The extent of parental influence on young people with regard to course choices has previously been discussed (section 3). To a large degree, the extent and quality of parental input in making post school educational choices is likely to depend on their educational level and English language fluency, which suggests that there are a number of young people who have to make choices with little real support. This was certainly raised as an issue by the Chinese community. While most parents said that the choice of study would be up to their children, underlying evidence suggested that there was a strong parental push to go on to further study and for specific subjects such as medicine, law, and business. Young people had often to struggle with and make sense of conflicting expectations:

My father sends confusing signals at times...he prefers me to focus on education and to do well and yet he also seems to wants me to do something with the family business. This can lead to conflict and it is not exactly what I want. He wants me to go into education and then he gives me signals he wants me to be involved in the business. I want to help out in the business, because I am the oldest and the closest. I wanted to do a computer course...may be set up a business and then if it did not work out I could get into the family business. There are expectations of you when you are the oldest child.

(Bangladeshi male)

Factors such as where one is in the hierarchy of siblings (e.g. oldest, youngest, etc.) among some communities (e.g. Chinese and Bangladeshi), also appeared critical in relation to whether or not one went into the family business or into further or higher education.

On the issue of location of study, as well as choice of courses, the responses were conflicting. All of the adult participants said that they would leave it up to their children to choose the subject and location:

I wouldn't hold my kids down...they can go wherever they are happy.

(Pakistani female)

However, this view was contradicted by a number of young participants who felt pressurised by their parents, once again confirming previous research evidence (Section 3):

My parents chose...because my father has a restaurant there and that is where they want me to go.

(Bangladeshi male)

When asked where he would choose to study given a choice, he made it fairly clear that it wouldn't have been the location his parents have chosen for him, but nor would he wish to study locally:

I would definitely not choose to stay here...I have been here all my life and would choose to go away as far as possible. It is very hard to keep your identity and your culture. It is nearly impossible, if you want to be accepted you feel forced to be like the others in the main culture. You feel so alone: that is one reason why I feel I would like to go somewhere where there are more Asians.

(Bangladeshi male)

This view was reinforced by other young people, e.g. a young student who was studying at a local college felt socially and culturally isolated, and despite parental concerns about moving away was intending to leave the area to carry on her studies elsewhere:

I do not have any friends here of my age. I study...go home and watch television. I don't have friends of my own age. I don't like it here; I prefer to be in London where I have friends.

(Sri-Lankan female)

These views and experiences, expressed by the young people in this study, confirm the findings of previous research which highlighted that the majority of young people from minority ethnic backgrounds felt that not enough was being done in schools in the Highlands, and in the research study areas generally to address diversity and anti-racist issues. Young people from minority ethnic backgrounds in this and other studies have felt that the lack of cultural diversity and an ethos which respects and values cultural diversity, as well as an overwhelming emphasis on integration and assimilation makes it problematic for young people to freely choose their own identities (de Lima 2000). The 'insular' nature of the Highlands was also raised by adults as a reason for young people leaving:

[The children] don't like Inverness. They see it as limited socially and work wise. The opportunities are limited and it is possible they may not come back.

(Middle-Eastern female)

7.3.2.3 While emphasising that location of study would be left to individual choice, at the same time most adults also expressed a preference for post school educational opportunities being made available locally. The main reasons given for studying locally were proximity to the family (e.g. being able to ensure that they ate the right food, etc.) and in some cases finance:

It's near home- Parents can guide children for their studies and through University life.

(Questionnaire respondent)

7.3.2.4 A number identified distance from home and/ or access to transport as important considerations in selecting an academic institution. However, the main caveat for the majority of participants/ respondents was that institution should have a good academic reputation for the courses to be studied. 'Brand, quality, accessibility and positive experience' were paramount in making choices:

The way the [institution] approaches distance learning is good...because it is a known brand...They have high standards. Overall, it is run very well.

(African male)

This was in contrast to the perceptions of a local college expressed by one of the participants:

In general the College does not have a good reputation...people speak of it in bad ways, as disorganised.

(South American female)

### **7.3.3 Course choices**

7.3.3.1 With a few exceptions, from adult perspectives, the main reasons for not studying in the research study areas were, lack of institutions with a 'known academic reputation' and lack of relevant undergraduate and postgraduate courses. With regard to the latter, comments such as these were not unusual:

I would have preferred to do a qualification in housing or social work but this was not available up here.

(Mixed cultural heritage female)

They would have stayed here if the educational job opportunities were there, but there were not available locally.

(Pakistani female)

7.3.3.2 A simple crude analysis drawn from the UHI Prospectus for 2002-3 and based on a House of Commons Select Committee report ([www.publicationsparliamentuk.parliament.uk/CM20000/CMSelect/Cmduemp/205/20502.htm](http://www.publicationsparliamentuk.parliament.uk/CM20000/CMSelect/Cmduemp/205/20502.htm)) suggests that courses (e.g. law, sciences and medicine) that are likely to be most popular with minority ethnic groups are not available at UHI Millennium institutions. Therefore, the opportunities for encouraging minority ethnic entrants in the short term may be limited.

7.3.3.3 However, research (e.g. Allen 1998b) does suggest that there might be a role for educational providers and advice agencies to provide enhanced support in helping some minority ethnic individuals make more informed post school education

choices. This is particularly important given the lack of appropriate information and/or educational qualifications of many parents in this study, who play a critical role in directing their children into occupations such as, medicine , law and so on, irrespective of whether this is appropriate or not. While the demand for courses among the participants varied greatly- for example, medical courses, post graduate courses in social work and teacher training, professional examinations in subjects such as accountancy, interpreting and translation and management, health and safety and computing- there was quite a high emphasis on courses such as medicine, law and engineering, reinforcing much of the research on this issue (e.g. Allen 1998a). For adults- especially among the Chinese and Pakistani participants- there appeared to be quite a high level of demand for basic courses in computing. The Chinese participants were particularly keen to have computing classes with bilingual keyboard facilities.

#### **7.3.4 Barriers to participation and access**

7.3.4.1 Some of the main barriers identified by participants to accessing relevant post school education have been highlighted previously- e.g. lack of access to relevant and appropriate information and advice; poor understanding among educational providers of overseas qualifications; lack of understanding of the qualification framework and what these potentially lead to; and poor communication skills in English. With the exception of the questionnaire respondents, very few participants were aware that higher education is available in the research study areas and the UHI Millennium Institute did not mean much to most.

7.3.4.2 For a number of women, issues such as lack of access to transport, childcare (access, inflexibility and costs) and being 'out of the study mode ' also acted as barriers:

I always wanted to be a doctor, but after I got married priorities changed. I have two children and how do I [sit the exams to practice in the UK]? Being with children for five years, I have not studied for a long time. In Bangladesh, I would have childcare...but here you have to pay a lot of money [on top of the examination fees]

(Bangladeshi female)

For those who finally make contact with institutions, the experience can be off-putting:

I dropped out of school with no qualifications. I would like a refresher...try languages. I would like to have a qualification...be a career woman. I did not know what I wanted ...but now, I have a baby and I am determined to make something out of my life. I speak to different people each time (referring to making contact with a local college) ...We want to do something...but keep getting the door slammed in my face.

(Afro-Caribbean female)

## **7.4 Views on provision from the perspectives of participants in education in the research study areas.**

- 7.4.1 Overall, experiences of those who had participated in post school educational provision in the local colleges were positive. The lecturers were described as being supportive, 'friendly and helpful'. However, for some individuals doing vocational courses:

There were not enough of practical experience opportunities. The subjects involved a lot of in-depth theory...science, physics, diseases these were useful and good things to know. It was harder than I thought. You needed a lot of practice for...t the NC level, they seem to do a lot of practice but the level is low. For...you need to find a placement, but you had to find it yourself. The practice opportunities provided at the College were poor.

(Middle –Eastern female)

- 7.4.2 On the issue of whether the courses had met their expectations, the responses were mixed: some were positive, particularly with regard to accessing work as a result of studying for the qualifications. This tended to be the experience of individuals who had studied vocational courses such as, hairdressing and beauty. However, not all were fortunate:

The course met my [social and confidence enhancing] expectations in some respects. I would have expected the degree to open more doors. I was getting interviews but not any offer of jobs...there was an invisible colour bar operating. [The college led me to expect to be able] to get managerial jobs from the qualifications. I applied to the Graduate Placement Scheme but nothing came of it...perhaps doing the HND would have been good enough.

(Mixed Cultural Heritage female)

- 7.4.3 One of the participants contrasted his experiences of studying with two different institutions (a local College and the Open University). While recognising that studying with the Open University requires a “high level of self-motivation and discipline” he nevertheless felt that:

The [Open University] course gives you a wide view; they respect the views of students. It is a participative course, through on-line discussions you feel you are part of the institution. If you are dissatisfied with the assignment there are people to talk to ... the feedback was good and you are not treated like a kid. You feel you have gained something even if you do not get the qualification...gained knowledge and skills which you can use anywhere. I feel like I understand the systems here and I have gained confidence...I can now go to my supervisors and ask questions ....I have a sense of belief in what I am saying.

(African male)

This was contrasted with his previous experience of attending a local College:

My experience of doing...course was a little disappointing. The workforce was restricted in terms of cultural diversity and in terms of their experience and knowledge of the subjects they taught, which did not take into account other cultural experiences. They appeared to have little interest or knowledge about what happened outside Britain. Lecturers were speaking down to you and they had false ideas of ‘developing countries’. They treat people like children. The college need a mix of staff, they need to widen their skills and experience and they need to recruit staff with different backgrounds.

For this and a number of other participants the lack of knowledge and acknowledgment of other cultures within the curriculum and the lack of diversity of the workforce were major weaknesses in the local institutions. The importance of addressing diversity in the curriculum and the work force is also an issue highlighted by a number of researchers on this subject (e.g. Acland et al: 1998; Bains 2002).

## 7.5 Recurrent Themes

- 7.5.1 A recurrent issue amongst most of the participants in the focus groups and the interviews was the lack of recognition and respect for other cultures in the communities in general, and a concern among adults and young people growing up in these communities about a loss of their identities:

Here in some senses I feel like a foreigner...I do not feel I fit...People's society here is so different. I am a Muslim and they do not understand what it is to be a Muslim.

(Bangladeshi male)

He goes on to elaborate further:

If [schools schools, colleges, and other institutions] don't know about other cultures, they won't value other cultures...the schools and Scotland as a whole are "culturally illiterate"....if [adults and teachers] are culturally illiterate themselves they are not going to be able to talk and value others cultures are they? They cannot value something they are not aware of.

- 7.5.2 Among most of the participants there was an acceptance of the inevitability of their situation (i.e. that their needs will not be met), given the small numbers. Many had internalised the prevailing dominant view that they should not expect their needs to be met given their small numbers:

Well we are not a large population...we are a very small minority, one in 1000 or something like that.

(Bangladeshi male)

Their lack of access to appropriate information and services, and a lack of recognition of their cultures were perceived as a 'fact of life'. There did not appear to be a sense that minority ethnic individuals should expect a certain level of service as their right. Rather, there almost seemed to be a reliance on the good will and / or benevolence of service providers. There was a strong inclination not to make a fuss or create trouble by being too demanding, but to accept things as they are. However it is important to note that the situation and attitudes of some minority ethnic groups is beginning to change, as agencies invest in building the capacity of communities. This is especially noticeable in relation to the Chinese community, who were emphatic about having access to services based on their right as tax payers.

- 7.5.3 In addition, issues of racism in accessing employment were also raised and acts as a deterrent to young people staying or returning to the research study areas:

They would have stayed here. [My son] had applied for a job. They did not give him the job because they said he was over-qualified. Sometimes it seems a bit racist...the people in the community are very nice...I meet lots of them as they come into the shop. I spend a lot of time talking to people. When [my son] applied for a job and did not get it, it was disappointing...It is disappointing when you have kids who have studied and have been part of this community and there is no support behind them.

(Pakistani female)

- 7.5.4 When asked if the local colleges and other relevant institutions could be doing more to address specific educational needs in relation to minority ethnic groups, the majority of the participants felt that more could be done. In general responses ranged from provision of added support such as, mentoring schemes where mentors were sensitive to the cultural needs of the groups, skilled guidance staff, to providing English language and cultural familiarisation classes.

- 7.5.5 Participants (mainly from the Pakistani and Chinese communities) expressed a desire for some provision to be made for classes in Urdu and Cantonese/ Mandarin in schools as well as out-with school:

...there should be a period at school...the children should be given a choice to learn their own language...otherwise they cannot be part of the family.

(Pakistani female)

The lack of recognition of the bilingualism of young minority ethnic people and the tendency to portray their bilingualism as a deficit (in contrast to perceptions of those who might be bilingual in European/ Celtic languages, where this is seen as an asset) was seen as part of the process of erosion of their identities.

There was a demand for Mandarin classes for young people and adults especially in the context of Hong Kong being part of China and Mandarin now being the official language. Participants were perplexed as to why foreign language courses such as

French and Spanish were offered, yet there was little or no recognition of non-European languages in the curriculum.

- 7.5.6 Apart from language courses, there was also a widespread demand for basic computing courses, among the Chinese community in the Inverness areas, and the Pakistani community in the Western Isles. It was felt that the times of year when the courses were on offer can be problematic for some communities. For example, having to be away on pilgrimage, and the time of day (evenings) can also make it difficult to access provision due to work patterns. In addition, there was an overwhelming demand from the Chinese focus group participants for basic computing classes to be provided bilingually with a bilingual key board if possible, as well as for classes on 'health issues'. The demand for the latter stemmed from concerns about a lack of understanding of medical terminology and fears of misunderstandings and misdiagnosis arising from visits to health professionals.
- 7.5.7 In general, it was felt that the post school educational provision in the research study area was not responsive to the needs of diverse communities and was not developed in consultation with the diverse groups that exist, consequently creating barriers to access and participation in post school education.

## **8. Conclusion**

Despite the challenges and the limitations of the study discussed in the introduction, many of the key issues that have emerged from the research reinforce the findings of previous research on minority ethnic access and participation in post school provision (e.g. Allen1998b; Ball et al:1998; 2000;2002; Modood et al:1997). This study has demonstrated that access and participation issues among minority ethnic groups is a complex affair which needs to take into account both, structural constraints, and individual choice and preferences. The diversity of the groups and their needs cut across both ethnic as well as class divides , which implies that 'mass marketing/promotional ' drives and initiatives will not work. Rather, what is required is a more sophisticated understanding of the communities and the market the colleges and higher education providers are seeking to serve, using a variety of data and approaches. This study is the first step in trying to map out the issues that require to be addressed and are summarised in this section. Section nine makes recommendations and suggestions for taking some of the issues that emerged from the research forward.

### **8.1 Literature Review**

The main issues that emerged from the literature review are as follows:

- The small numbers and the dispersed and diverse (ethnically and in terms of social class) nature of rural minority ethnic households have resulted in a neglect of their perspectives in policy, planning and delivery of services. Evidence also suggests that they are more vulnerable to racism (Rayner 2001).
- The Race Relations (Amendment) Act 2000 and widening access initiatives provide an opportunity for further and higher education to play a role in addressing the needs of minority ethnic groups. However, it is too early to assess the impact of legislation on the lives of minority ethnic groups. Providers of post school education and other services in rural areas have rarely seen the presence of minority ethnic groups in rural areas as a potential market. There is a lack of emphasis on diversity as an important element in curriculum design. The underlying assumption that focusing on diversity or 'anti-racist education' is

only relevant where there are minority ethnic groups is highly questionable to say the least, particularly given the widespread emphasis on the role of education as contributing to ‘employability’, against a background of globalisation and an increasingly diverse work force.

- Research (e.g. Ball et al: 2000; 2002; Modood et al 1994; 1998 Osler; 1999) on access to and participation in higher education reinforces the importance of recognising the diversity of minority ethnic groups. They emphasise the importance of taking into account the impact of different ethnicities, social class and gender in relation to marketing and promotional activities, post school educational choices, as well as experiences once in the system.
- Evidence suggests that many educational providers are lagging behind in addressing issues of diversity (e.g. Osler 1999), highlighting the need for institutions to develop policies and practices which value diversity wherever they are located, and promote race equality across the board, from institutional practices and structures to curriculum design and delivery.

## 8.2 Census Analysis

The analysis of the 2001 Census for the research study area identified the following trends that ought to be taken into account in providing further and higher education in the research study area:

- The analysis of the 2001 census confirms that while the minority ethnic population is growing, it continues to be small in number, is diverse (ethnically and in terms of social class) and scattered. People of ‘mixed’ minority ethnic background constituted the largest category of the minority ethnic population in each of the research study Council Areas, except Moray, where the ‘mixed’ category was the joint largest with the Chinese community. At a Council level, the minority ethnic population formed a small proportion of every research study Council area, however they tended to be concentrated in and around the urban, or urban-accessible areas.

- The minority ethnic categories identified in the ‘simple’ census classification have a significantly younger age profile in the research study area than the population as a whole. Other things being equal, the minority ethnic population might be expected to grow.
- Approximately 50% of the minority ethnic population of the research study area was born outside the UK. This could be an indicator of potential difficulties this group might face in accessing and interpreting information about further and higher education opportunities for themselves and their young people as well as possible issues around communication in English. Although, the latter interpretation (i.e. that all those born overseas have English language problems) has to be treated with extreme caution.
- With the exception of the Chinese group in the research study area, who had a lower proportion of graduates than the population as a whole, the minority ethnic population had a significant number of people in managerial/ professional positions. This ought to mean that there are at least as large a proportion of minority ethnic families who have experience of higher education and are able to guide their young people, as in the population as a whole (e.g. Ball et al:1998; 2002).
- The two minority ethnic groups with low qualifications are the Chinese and Pakistani/ Bangladeshi and other South Asian groups. However, it is highly likely that the aggregation hides differences between the latter categories.
- Although it is important to emphasise that there are as many differences within ethnic groups as between them and caution has to be exercised in making stereotyped assumptions about specific groups, the analysis of the census suggests that the minority ethnic population in relation to issues such as access to further and higher education may be tentatively categorised in five groups of potential ‘learners’ discussed in more detail in section 8.4.2 below.

### **8.3 Post school Provision and minority ethnic groups in the research study area**

A survey was conducted at the beginning of the study to provide an overview of the extent to which post school institutions (10 in all) in the research study area were addressing race equality policies as well as to develop an overview of ESOL/ EFL provision

8.3.1 While it is important to recognise that colleges may have made progress with their race equality policies since the survey was undertaken, the situation as it was in 2003 can be summarised as follows:

- With the exception of one institution (this institution had a generic equality policy), all other institutions had specific race equality policies /schemes and action plans in place and an identified person, usually at senior management level, responsible for the policy.
- Although, the majority of institutions reported that data was being disaggregated by ethnicity, only two institutions provided some statistical information on specific ethnicities and programmes of study.
- In general it would appear that visible minorities seemed to be below their share of the North population as a whole.
- None of the institutions provided any specialist provision targeted at the needs of minority ethnic groups in their communities.
- Less than half claimed to have some contact with minority ethnic communities and households.

8.3.2 The following is an overview of ESOL/ EFL provision in the research study area:

- The ESOL/ EFL provision on offer in the research study areas was geared towards the needs of two groups of individuals: those who have little or no English communication skills and those who have some language skills.
- ESOL provision, particularly at the basic level, was provided by a range of public and voluntary sector agencies, tended to be free and focused on encouraging functional literacy skills. The classes were structured, but informal, and learners often moved on to other levels, usually at the local college, if this was available.
- For those who had some English language skills, the main provision was through the local colleges, which, with the exception of one college, tended to charge for the provision. Half of the colleges in the research study area provided ESOL/ EFL classes. Two of the other institutions in the research study area said such support was made available if it was required. There were some geographical areas (North and West Highlands, Orkney) where college based ESOL/ EFL provision does not appear to exist.
- The ESOL/ EFL provision tended to be part-time. At least three colleges provided classes at different levels- i.e. beginners, lower and/ or upper intermediate and advanced. Two institutions offered students the possibility of sitting the Cambridge Certificate. However, in general, the provision was minimal across the study area and rarely did individuals have the opportunity to study ESOL /EFL for more than three hours per week.

## **8.4 Post school education and minority ethnic experiences in the research study area**

- 8.4.1 An important aspect of the study was to elicit the views of minority ethnic individuals and groups about access to further and higher education. Given the difficulties of accessing the minority ethnic population, three methodologies were used to maximise opportunities for gathering relevant information: focus groups, interviews and questionnaires. Opportunity sampling was used in relation to accessing participants for the focus groups and interviews. The information from all three methods was combined in reporting the findings. In total 112 minority ethnic individuals participated/ responded to the study. The main geographical gaps in terms of minority ethnic involvement were Orkney, Sutherland and Caithness and Moray.
- 8.4.2 Although it was neither feasible nor necessarily appropriate to draw on a representative sample, the profile of the minority ethnic participants in the study tended to concur with much of the 2001 census analysis:
- The participants represented at least 10 different ethnicities, highlighting the diverse nature of this group.
  - The age profile was younger, with the majority aged between 30-55 years, were born out-with the UK and living in urban or urban-accessible areas.
  - In general, qualification levels among the Indian and African participants were highest, with the majority of Chinese participants being the least well qualified.
  - Apart from those in the Health/ Medical profession and a small number in administration/ computing, the majority were involved in a narrow range of sectors (retail and catering). The ethnic differences were marked, with those from the Indian community in professions such as medicine and computing and the Chinese, Bangladeshis and Pakistanis in retail and catering.

#### 8.4.3 The main findings can be summarised as follows:

- Word of mouth was the main vehicle for accessing information. Family, relatives and friends were the primary sources of information in relation to both ESOL/EFL, as well as other further and higher education opportunities. Despite institutional efforts at marketing and promotional activities, events, such as open evenings, were not accessible to most participants. Web sites were felt to be complex and many found it difficult to make sense of issues such as the qualifications and modes of study. For the very small minority who accessed information the experience was mixed: positive and negative, the latter applied especially to individuals with overseas qualifications.
- Family/ parents were the most important influence in relation to post school education decision making for young people and there was a strong motivation amongst all the participants that their young people should go on to further study. The main motivation for engaging in further study for adults as well as young people was work related (i.e. to gain access to employment/ to improve career prospects). Personal and social development goals were mainly mentioned by adults.
- The two main factors that seemed relevant with regard to decision making about location of study were, that the course options should be available and more importantly, that the institution must have a ‘good’ reputation. Buying into a ‘known brand’ was seen as critical in making decisions as to where to study. Only a small minority of participants were aware of the UHI Millennium Institute. A small proportion of the adults in the study would like to see university level provision being developed locally, and would prefer that their young people have the option of studying in the research study area. However, the majority of young people as well as a number of adults felt that the society and culture of the area was ‘too insular’. Most young people felt socially and culturally disengaged from the majority culture and preferred to be in an environment which was more culturally diverse.

- While at least four institutions (three located in the research study area) claimed to have contact with minority ethnic groups in their local area, this was not corroborated by the minority ethnic participants in this study, who felt that their local institutions demonstrated little understanding of their educational needs. This was particularly the case when it came to offering relevant and appropriate course guidance and advice, making information more accessible and understandable, and offering courses that are flexible to meet their specific needs, for example taking into account their work patterns in scheduling of courses.
- The study found that there was a high level of demand for ESOL/ EFL provision at all levels among the minority ethnic participants. For at least half of the participants in this study, learning English and gaining fluency in the language was the number one priority. For some, this was a matter of survival in this society; for others, it was a stepping stone to further study and /or work. Participants in the Inverness/Ross-shire areas expressed a great deal of frustration at the lack of adequate provision, in terms of volume, size of some of the classes and poor resources. Many felt that the Highlands and Inverness in particular, despite its city status, did not demonstrate an ethos that welcomed diversity. This was exacerbated by the lack of a systematic infrastructure which supported ESOL/ EFL teaching and learning, and as a consequence, the area was felt to be missing out on opportunities in attracting more students.
- Minority ethnic individuals and households involved in the study were diverse, with different needs in relation to issues such as access to information and to post school educational opportunities. The situation is becoming more complicated with the arrival of migrant labour in many of research study areas, and who may have English language and other needs. This diversity can be best demonstrated by applying the notion of the five types of potential ‘learners’ (highlighted in section 4.5 of the report) to the minority ethnic individuals involved in this study. However, it is important to reiterate the caveat previously stated: that it is important to recognise differences within ethnic groups and that their positions may be subject to change. Furthermore, it is also important to

recognise that the categories are not mutually exclusive- for example, adults with overseas qualifications may also require basic ESOL/ EFL provision. ‘Those with ESOL needs and who possess no qualifications’ were the largest category in the study, with participants being fairly evenly spread across the other three. The high numbers of those with ESOL needs may have partly been a consequence of the way in which some of the participants were recruited to the project i.e. through ESOL/ EFL provision.

- (i) *The ‘Well-informed’ group.* Those in the 16-24 category and their parents who are in a position to make well informed educational choices. In the study, this was represented by mainly the Indian, African and Middle-Eastern participants, who were qualified at degree level and above, and, with a few exceptions, the majority had gained their qualifications in the UK. This group demonstrated a high level of awareness of provision in the research study area and expressed no difficulties in accessing relevant provision. There was, however, a tendency to choose or show a preference for subjects (e.g. medicine and law) which were not available in the institutions based in the research area and there was a high level of demand for post graduate qualifications.
- (ii) *Adult re-trainers with overseas qualifications.* This group included mainly Indians, East Europeans (e.g. Hungarians and Bulgarians) as well as a small number from the Chinese (mainland China) and African communities, with varying levels of English competency and degrees/ qualifications in a variety of subjects, including medicine, computing, accountancy and physiotherapy. The majority in this group were born overseas. However, even those with a reasonable fluency in English displayed a great deal of language anxiety and this was most evident amongst women who had been out of education for a period of time. The main barriers in accessing further or higher education for this group were:
  - Access to information which helps them to make sense of the Scottish/ UK qualifications framework and what these lead to with regard to employment.

- Lack of appropriate guidance and advice on how they might build on their overseas qualifications and experience.
- Experience of being ‘passed around’ between members of staff, and time lags in communication, when individuals have approached local institutions.
- Inadequate (especially in terms of volume) ESOL/ EFL provision which would help them to make rapid progress in gaining English fluency, so that they can move on to further study or work in occupations they have been trained for. For some in this category cost of provision was also an issue.
- Lack of access to affordable childcare.

(iii) Those with ESOL/ EFL needs. This included adults who require ESOL/ EFL and other basic cultural familiarisation provision. Approximately half of the focus group participants fell into this category and were mainly from the following communities: Chinese, Bangladeshi, South Asia (e.g. Thai and Vietnamese) and a small minority of East Europeans (e.g. Russians). The majority were born out-with the UK and have lived in the research study areas from anything between two to over 30 years. Most of the adults in this group experienced high levels of social and cultural isolation. Many expressed anxieties about a range of day to day issues often taken for granted- e.g. visiting the doctor- and the following issues were highlighted:

- An inability to communicate in English was a major barrier in accessing all services, including education. They were unable to carry out some aspects of their roles effectively: for example, most of the adults in this group felt that they could not attend parent’s evenings or keep a track of their children’s progress at school because of a lack of translation and interpreting facilities.
- Another source of anxiety amongst this group (and the Chinese in particular) was the fear that they and their children were loosing out on sources of financial assistance in accessing further and higher education. For most individuals in this category access to basic English language classes, which focused on helping adults gain functional literacy to be able

to survive and participate more effectively in the society, was the priority.

The Chinese in particular felt that given their level of English, bilingual provision would be the most effective way for them to acquire the language.

(iv) Adults without qualifications but who have potential for career development.

This group involved individuals mainly from the Chinese, Pakistani and Bangladeshi communities. The group involved a mix of employed and self-employed in the catering and the retail trades and there was an interest in undertaking courses, such as business management, health and safety and computing. For some members of this group, communication in English was a problem and could be a potential barrier in accessing information on educational opportunities and participating in educational provision. The other barriers to accessing post school education for this group were:

- Lack of awareness of appropriate courses on offer.
- Lack of appropriate access to information.
- Lack of understanding of the educational system and the qualifications framework.
- Long working hours.
- Lack of flexible provision that takes into account their work patterns.
- Lack of fluency in English.

(v) *Poorly informed group*, for example, 16-24 year olds and their parents(the Chinese and Bangladeshi communities in particular), who do not come from professional families and/or have little or no experience of higher education, and UK labour markets to successfully make the best choices or make sense of the information they receive. Unlike those in categories (i) and (ii) they potentially lack the social capital required to ensure that their children make the best possible post school choices. There is also an overlap with category (iv) with regard to their ethnicity and the barriers faced.

## **8.5 Views on provision from the perspectives of participants in education in the research study areas.**

- 8.5.1 The study included a small number of participants who were currently students or had been students in the past in the institutions based in the research study area. From the interviews undertaken with the participants, the study was unable to identify any good practice. However, in general, the experience of those who had participated in the local colleges was positive and the lecturers were described as being supportive.
- 8.5.2 Participants who had been or were students with the Open University commented extremely positively on the quality of provision, curriculum, student support and institutional ethos. In contrast, the colleges were perceived as lacking the same quality as the Open University (e.g. the curriculum in some areas was seen as lacking in an international perspective) and an ethos that reflected a respect for diversity. The latter it was felt was particularly reflected in the lack of a diverse workforce.

## **8.6 Minority ethnic needs**

- 8.6.1 The prevalence of stereotypes, a lack of recognition and respect for other cultures in the communities, in general, and a concern among adults and young people growing up in these communities about a loss of their identities were issues that were consistently highlighted by participants. Many participants were disappointed at the lack of proactive interest or commitment to diversity across most of the institutions in the research study area. However, among many of the participants there was an acceptance of the inevitability of their situation (i.e. that their needs will not be met, given the small numbers). Lack of access to appropriate information and services and a lack of recognition of their cultures were perceived as a ‘fact of life’.

8.6.2 Participants felt that the educational provision in the research study area was not responsive to the needs of diverse communities and was not developed in consultation with the diverse groups that live there, creating barriers to access. Most participants felt that colleges in particular could be doing more to meet their needs:

- Mentoring schemes where mentors were sensitive to the cultural needs of the groups.
- The appointment of skilled guidance staff that is sensitive to the needs of different groups, including awareness of overseas qualifications.
- Taster classes.
- Simplification of course information, qualifications and what these lead to.
- More ESOL/ EFL community based provision which is flexible and cultural familiarisation classes.
- Bilingual provision and language courses in Mandarin and Urdu.
- More contact with and consultation with minority ethnic groups.

## **9. Recommendations**

9.1 The tendency has been to reinforce the ‘numbers’ approach when it has come to addressing issues of diversity and race equality. However, it is probable that the demand for locally provided post school education could increase given the younger age profile among the minority ethnic groups and the growth in recruitment of migrant labour to the area.

### **9.2 Focus on needs and rights to services rather than numbers**

9.2.1 The institutions in the research study area should adopt a more proactive approach to addressing the needs of minority ethnic groups. They ought to make more of an effort to understand the nature of the communities they seek to serve and give serious consideration to how they might promote positive relations with all sections of the communities.

9.2.2 In collaboration with other bodies and initiatives (e.g. health, local authorities; community planning), institutions should be making more of an effort to understand the nature of the communities they seek to serve by:

- using current and local/ regional data sources (e.g. Census 2001) to plan provision more effectively at local and regional levels
- being more creative and proactive in accessing and consulting ‘hard to reach’ groups. This could be achieved by, for example, establishing contact with individuals/ ‘gatekeepers’, agencies and groups who are in touch or are working with minority ethnic individuals/ households, as well as using resources such as the electoral roll for supplementary information

9.2.3 Rather than working in isolation, ‘over-researching’ and ‘over-consulting’ small communities, institutions should pursue joint approaches to this work with other relevant agencies in their local areas. In some of the research study areas, mechanisms for joint working already exist, e.g. Community Planning Partnerships, however, these could be used more effectively to address the issues identified in this report.

### **9.3 “One Size Fits All” will not work**

Mass marketing and promotional approaches are inappropriate when the potential minority ethnic post school market is highly differentiated. Institutions should explore more creative methods of communicating and conveying information about their courses and qualifications that make it meaningful to diverse audiences. Institutions may wish to consider a range of strategies- for example:

- develop more outreach marketing and promotional activities by going out to communities;
- organise taster sessions;
- mentoring schemes to promote a better understanding of the curriculum and what qualifications and employment it can lead to;
- translate key documents (e.g. course overviews and access to funding) into relevant languages;
- ensure that information is circulated to the relevant networks and publications accessed by minority ethnic groups;
- develop a collaborative approach to the provision of specialist advice and information for those with overseas qualifications through the North Forum.

### **9.4 ESOL/ EFL provision**

- 9.4.1 Academic Partners of UHI Millennium Institute working at the local authority level as well as the regional level (i.e. Highlands and Islands) in collaboration with other sectors (such as the local authorities and voluntary sector) should explore how and in what ways the unmet demand in ESOL/ EFL provision might be addressed.
- 9.4.2 There is a need to explore and clarify the roles that different providers may play in ESOL/ EFL provision, drawing on the strengths of each sector, for example, provision for absolute beginners may be best provided in informal settings by the local authority and voluntary sectors, whereas advanced provision may be provided by the colleges more appropriately.
- 9.4.3 In general there is a need for the provision to be more systematic with opportunities for clear progression, not only from one level to another of ESOL/ EFL provision but also to other educational provision.

## **9.5 Guidance, support and information**

- 9.5.1 Staff involved in providing frontline services (e.g. receptionists) as well as those involved in providing guidance and support need to be better trained so that they are more sensitive to the diverse needs of minority ethnic groups.
- 9.5.2 UHI Millennium Institute could provide a useful mechanism for Academic Partners to work collaboratively with parents, schools, community groups and all relevant guidance professionals to develop a more holistic approach to information and guidance with regard to post school provision.
- 9.5.3 The North Forum should work in collaboration with agencies such as the Scottish Qualifications Authority to explore ways of providing accessible, relevant and appropriate information sensitively, including making the qualifications framework easier to comprehend.

## **9.6 Institutional commitment- embedding an ethos which respects and values Diversity**

- 9.6.1 Recruitment processes should emphasise skills such as 'cultural sensitivity' (i.e. a sound knowledge and experiential base of diversity issues) and working with diversity. Such skills should be included as part of the person specification for all posts. In addition, job advertisements should be widely circulated to places and publications that are relevant to under-represented groups.
- 9.6.2 In general, the senior management of the institutions based in the research study area need to clearly demonstrate their commitment to equality, by establishing an ethos where individuals feel respected and valued. They need to give serious consideration to how they engage with diversity issues proactively at different levels of the organisation and across all functional areas (e.g. management, reception, recruitment marketing, curriculum and teaching).

- 9.6.3 Institutions need to consider how effective they are in preparing all learners to work and live in an increasingly diverse society, irrespective of the presence or absence of minority ethnic groups and individuals.

## **9.7 The role of North Forum**

- 9.7.1 North Forum could provide a useful mechanism for institutions to collectively address a number of issues raised by this report, for example data collection, consulting with communities, training of staff, developing more accessible information, as well as sharing of good practice. In addition there is also scope for this research and its findings to be used more widely by the other Widening Access fora in Scotland.

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**Census data:**

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National Statistics Website: at <http://www.statistics.gov.uk>, Crown copyright material is produced with the permission of the Controller of HMSO

**PROJECT INFORMATION SHEET****Mapping Ethnicity in Moray, the Highlands and Islands: Access to Further and Higher Education amongst Minority Ethnic Households****Aims**

The aims of the project are:

- To provide a demographic profile of the minority ethnic population and their needs in relation to further and higher education.
- To identify barriers to participation in further and higher education with regard to people from minority ethnic households resident in Moray, Highlands and Islands.
- To make practical recommendations as to how participation rates might be increased.

***Why is the research needed?***

It is widely recognised that there is a dearth of information about minority ethnic participation in further and higher education in Scotland. It is believed that participation rates in the Highlands and Islands are lower than elsewhere. The total number of minority ethnic group residents in the study area recorded in the Census (2001) is growing, but is small, diverse and dispersed. Existing research does not provide the evidence base to assess whether their needs are understood or met by providers of further and higher education, an important issue for organisations to address in the light of the Race Relations Amendment Act (2001).

***For whom is the research being done?***

North Forum for Widening Participation in Higher Education.

***What is the area covered by the research?***

The council areas of Moray, Highland, and Orkney, Shetland and Eilean Siar and the colleges/universities involved in the North Forum and based in Moray and the Highlands and Islands as well as other relevant organisations.

***Definition of Minority Ethnic Groups***

It is recognised that defining minority ethnic groups is highly contested, however, for the purposes of this study the emphasis will be on 'visible' minorities and will utilise the ethnic categories used in the Census (2001).

***What methods will be used?***

- Desk based research
- Analysis of the 2001 census
- Survey of minority ethnic group households to identify aspirations, access issues, gaps in provision, suggestions about meeting problems
- Study of specific provision (e.g. English as a Second Language), sample survey of participants in this provision.
- Interviews with key stakeholders in the study area to identify existing policy and practice and obtain an overview of initiatives targeted at minority ethnic groups.

*How important is confidentiality in this research?*

Information given by individuals about themselves, or which could identify other individuals, will be regarded as confidential. This is a basic commitment of all social science research but is particularly important in this area to obtain the fullest and most authentic information, while at the same time respecting the privacy of the individuals concerned.

***How will the research be disseminated?***

A report will be produced for the sponsors of this project. This will highlight the key findings, including the demographic characteristics of minority ethnic groups in the study area, the barriers they face in accessing further and higher education, examples of good practice and further recommendations.

***Contact details***

For further information and in order to participate in the project please contact:

Ms Philomena de Lima (Project Manager) or Mr James Mackenzie (Research Assistant)  
Social Sciences, Department of Arts, Culture and Heritage, Inverness College (UHI Millennium  
Institute), 3 Longman Road, Longman South, Inverness IV1 1SA  
Telephone 01463 273519; email: [philomena.deLima@Inverness.uhi.ac.uk](mailto:philomena.deLima@Inverness.uhi.ac.uk)

## **APPENDIX 2**

### **QUESTIONNAIRE TO INSTITUTIONS**

Mapping Ethnicity in the Highlands and Islands: Access to Further and Higher Education amongst Minority Ethnic Households

1. Name of Institution: \_\_\_\_\_

2. College Contact for Race Equality/Equal Opportunities:

Name: \_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

3. A) Does the College have a Race Equality Policy/Scheme?

Yes       No

b) If Yes: Is there an Action Plan?

Yes       No

4. a) Does the College disaggregate student data by ethnicity?

Yes (Go to b & c)     No

b) How many minority ethnic students (from the Highlands and Islands)

have been studying at your Institution in:

2001- 2: \_\_\_\_\_ 2002-3: \_\_\_\_\_

**It would be helpful if you could attach any statistics you may have, including level and programme of study.**

5. a) Do you have any overseas students studying at your institution?

Yes (Go to be b and C)  No

b) How many? \_\_\_\_\_

c) Please state which countries the students come from:

6. Does the College provide:

English as an 'additional language':

Yes       No

Other specialist provision for minority ethnic students:

Yes       No

If yes, please state type of provision:

---

7. Does the College have contact with minority ethnic groups/households in their local area?

Yes       No

**THANK YOU FOR YOUR TIME.**

Philomena J F de Lima

**Please return this questionnaire by Monday 16<sup>th</sup> June 2003 together with any relevant race equality/equal opportunities policy documents for your Institution in the stamped address envelope provided.**

**QUESTION GUIDE FOR MINORITY ETHNIC PARTICIPANTS****Mapping Ethnicity in Further and Higher Education*****What is this research about?***

- The views of minority ethnic families about access to further and higher educational opportunities in Moray, Highlands and Islands.
- The experiences of minority ethnic students who are currently studying and former students in Moray Highlands and Islands.
- To explore ways in which colleges and universities might meet the needs of minority ethnic groups more effectively

The research will seek to identify and highlight possible barriers as well as examples of good practice and experiences

***How are we doing this research?***

We are using a number of methods:

- Focus groups
- Postal questionnaires
- Interviewing families and students

We would welcome participants in this research. Information will be kept confidential and no details that could identify individuals will be disclosed in the project report.

***Who is funding this research and why?***

The research is funded by the North Forum on Widening Access which includes all the colleges and universities based in the North of Scotland from Aberdeen to the Islands. The main interest in funding this project is to provide information that might help the colleges and universities to be more effective in meeting the need of minority ethnic groups.

***How to help or get further information:***

Contact:

Ms Philomena de Lima (Project Manager) or Mr James Mackenzie (Research Assistant)  
Social Sciences, Department of Arts, Culture and Heritage, Inverness College (UHI Millennium  
Institute), 3 Longman Road, Longman South, Inverness IV1 1SA  
Telephone 01463 273519; email: [philomena.deLima@Inverness.uhi.ac.uk](mailto:philomena.deLima@Inverness.uhi.ac.uk)

## **Question Guide**

**Questions: The questions and format were adapted for the questionnaire, focus groups and interviews.**

1. What sorts of post school educational opportunities do you think exist in the Highlands and Islands?
  
- 2.1 If you needed to find out information about local educational opportunities, where would you go?

**Prompt if no answers forthcoming:**

- Friends
- Relatives
- School
- Careers Advisers
- Job centres
- Other

- 2.2 How easy do you think it is to find out about post educational opportunities?

- 2.3 How could information be made more available?

3. Is accessing higher or further education important to you? and to your family?  
If important: why?

- 4.1 What factors would influence your choice of where you or your children study?

**Prompt if no answers forthcoming:**

- Academic reputation of the college/university
- Distance from home
- Access to transport
- Knowing someone who has studied at the institution
- Marketing information
- Entry grade requirements
- Course content
- High proportion of ethnic minority students
- Single sex classes
- The courses reflect the experiences and cultures of ethnic minorities

- 4.2 Would you encourage your children to study for a post school qualification locally?

Yes ...why    No ...why not?

5. What kinds of qualifications would you encourage them to study for?
- 6.1. Have you attended a college in the Highlands and Islands? Yes/No  
 If yes, what course/s were you doing? What was your experience like? e.g. positives/negatives- e.g. specific examples? Did the course meet your expectations? What made it a good/bad experience?
- 6.2. What suggestions could you make for improvement?
- 7.1. Are there any specific courses you are interested in that you feel should be made available locally? What are these?
- 7.2. Do you think the Colleges and Universities could be doing more for minority ethnic people in the Highlands? If yes, what sort of things?
8. Are there any other general points you would like to bring up about post school education in the Highlands and Islands?

<b>9 Please tick /complete all applies</b>			
<b>9.1 Gender</b>	<input type="checkbox"/> Female	<input type="checkbox"/> Male	
<b>9.2 Age</b>			
<b>9.3 Marital status</b>	<input type="checkbox"/> Single <input type="checkbox"/> Separated	<input type="checkbox"/> Married <input type="checkbox"/> Divorced	<input type="checkbox"/> Cohabiting <input type="checkbox"/> other- please specify
<b>9.4 Qualifications and place studied</b>			
<b>9.5 Status</b>	<input type="checkbox"/> Employed <input type="checkbox"/> Self –Employed <input type="checkbox"/> Housewife/Househusband  Unemployed  If employed/self employed state nature of job /business:		

	<b>Please tick one that applies</b>	<b>Ethnicity</b>	<b>Please tick one that applies</b>
<b>9.6 Ethnicity</b>			
White Scottish		Other South Asian	
Other white British		Caribbean	
White Irish		African	
Indian		Black Scottish or <del>any other Black</del>	
Pakistani		Any Mixed Background	
Bangladeshi		Any Other <del>Background</del>	
Chinese			

**Thank you for your time.**

Philomena de Lima, Inverness College

## APPENDIX 4

### RESEARCH STUDY AREA 2001- CENSUS DATA

**Table 4: Research study area Ethnic Composition**

#### Numbers

	Scotland Population	North Study	Highland Region	Moray	Eilean Siar	Shetland Isles	Orkney Isles
Scotland "Standard" definit							
Total Population	5062011	363589	208914	86940	26502	21988	19245
White Scottish	4459071	305573	176611	69948	24093	18728	16193
Other White British	373685	48358	26477	14629	1910	2660	2682
White Irish	49428	1884	1176	409	126	91	82
Other White	78150	4848	2979	1189	201	277	202
All "White"	4960334	360663	207243	86175	26330	21756	19159
All minority ethnic	101677	2926	1671	765	172	232	86
Mixed	12764	709	432	150	42	63	22
Indian	15037	289	165	71	17	19	17
Pakistani	31793	330	133	124	32	35	6
Bangladeshi	1981	169	126	17	11	13	0
Other (South) Asian	6196	188	127	39	10	11	1
Caribbean	1778	162	90	54	8	5	5
African	5188	140	80	36	16	7	1
Black Scottish and Other B	1129	58	33	19	3	2	1
Chinese	16310	480	271	151	14	27	17
Other	9571	401	212	104	19	50	16

Source: Census 2001 Table KS06

**Table 5: Research Study Area Ethic Composition**

**Percentages**

	Scotland	Research Area	Highland Region	Moray	Eilean Siar	Shetland Isles	Orkney Isles
	%	%	%	%	%	%	%
White Scottish	88	84	85	80	91	85	84
Other White British	7	13	13	17	7	12	14
White Irish	1	1	1	0	0	0	0
Other White	2	1	1	1	1	1	1
<b>All "white"</b>	<b>98.0</b>	<b>99.2</b>	<b>99.2</b>	<b>99.1</b>	<b>99.4</b>	<b>98.9</b>	<b>99.6</b>
<b>All minority ethnic</b>	<b>2.01</b>	<b>0.80</b>	<b>0.80</b>	<b>0.88</b>	<b>0.65</b>	<b>1.06</b>	<b>0.45</b>
<b>All minority ethnic</b>	100%	100%	100%	100%	100%	100%	100%
Mixed	13	24	26	20	24	27	26
Indian	15	10	10	9	10	8	20
Pakistani	31	11	8	16	19	15	7
Bangladeshi	2	6	8	2	6	6	0
Other (South) Asian	6	6	8	5	6	5	1
Caribbean	2	6	5	7	5	2	6
African	5	5	5	5	9	3	1
Black Scottish & al	1	2	2	2	2	1	1
Chinese	16	16	16	20	8	12	20
Other	9	14	13	14	11	22	19

Source: Census 2001 Table KS06

**Table 6: Percentage of Research Study Area Ethnic Minority**

**Population - by Council Area**

Percentages	%	%	%	%	%	No.
	Highland	Moray	Eilean Si	Shetland	Orkney Is	RSA
All minority ethnic	57	26	6	8	3	2926
Mixed	61	21	6	9	3	709
Indian	57	25	6	7	6	289
Pakistani	40	38	10	11	2	330
Bangladeshi	75	10	7	8	0	169
Other (South) Asian	68	21	5	6	1	188
Caribbean	56	33	5	3	3	162
African	57	26	11	5	1	140
Black Scottish and	57	33	5	3	2	58
Chinese	56	31	3	6	4	480
Other	53	26	5	12	4	401

Source: Census 2001 Table KS06

Table 7: 'Simple' Classification of Minority Ethnic groups in the Research Study Area - Numbers and Percentages

	Numbers	%
Indian	289	9.9
PBSA	687	23.5
Chinese	480	16.4
Other'	1470	50.2
Total	2926	100.0

Source: Census 2001 Table KS06

Table 8: Research Study Area Gender Profile by Ethnic Groups

*Percentages*

Percentages	White	Indian	PBSA	Chinese	Other	Min Eth
Males	49	55	56	49	45	49
Females	51	45	44	51	55	51
Total	100	100	100	100	100	100

Source: Census 2001 Table CAST07

Table 9: Research Study Area Age Structure by Ethnic Group

*Percentages*

Percentages	White	Indian	PBSA	Chinese	Other	Min Eth
Age 0-15	20	23	35	26	35	32
16 to 29	15	22	18	20	19	19
30 to 49	29	33	32	36	29	31
50 to pensionable age	17	16	8	12	9	10
All Pensionable age	20	6	7	6	7	7
Total	100	100	100	100	100	100

Source: Census 2001 Table CAST07

Table 10: Research Study Area Place of Birth- by Ethnic Group-

*Percentages*

Percentages	White	Minority ethnic	Indian	PBSA	Chinese	Other
Born in Scotland	82	34	23	38	30	36
Rest of UK	15	15	18	14	6	18
Outside Uk	3	51	60	48	65	46

Source: Census 2001 Table CAST07

Table 11: Research Study Area Economic Activity- by Ethnic Group- Percentages

ECONOMIC ACTIVITY - Scotland/Research Study Area - by Ethnic groups

Percentages	White	Indian	PBSA	Chinese	Other	RSA	Scotland
In Employment	64	56	67	65	56	64.4	60.6
Unemployed	4	3	3	2	6	4.2	4.4
Economically Inactive	31	41	30	34	37	31.4	35.0
	100	100	100	100	100	100	100

Source: Census 2001 Table CAST07

TABLE 12: Research Area Study Economic Activity by Age & Ethnic Group - *Percentages*

Aged 16 to 24	White	Indian	PBSA	Chinese	Other	Min Eth	All people
Employed	54	23	32	18	31	28	54
Self Employed	2	0	4	4	2	2	2
Unemployed	7	3	1	3	4	3	7
Full-time student working	12	13	21	20	11	15	12
Student not working	16	53	37	52	34	40	17
Care of home/family	3	0	3	0	6	4	3
Other	5	7	1	3	13	8	5
Total	100	100	100	100	100	100	100
Aged 25 and over	White	Indian	PBSA	Chinese	Other	Min Eth	All people
Employed	53	49	45	45	49	47	53
Self Employed	11	10	23	25	10	16	11
Unemployed	4	3	3	1	7	4	3
Full-time student working	0	2	2	1	1	1	0
Student not working	0	1	1	0	3	2	1
Care of home/family	6	15	10	10	13	12	6
Other	26	21	17	17	17	18	26
Total	100	100	100	100	100	100	100
All Ages	White	Indian	PBSA	Chinese	Other	Min Eth	All people
Employed	53	45	43	39	45	43	53
Self Employed	10	8	20	20	8	13	10
Unemployed	4	3	3	2	6	4	4
Full-time student working	2	3	5	5	3	4	2
Student not working	3	8	6	11	9	9	3
Care of home/family	6	13	9	8	12	11	6
Other	23	19	14	14	16	16	23
Total	100	100	100	100	100	100	100

Source: Census 2001 Table S208

Table 13: Occupation in the Research Study Area by Ethnic Group- Percentages

OCCUPATION: Scotland/Research Study Area - by Ethnic groups

Percentages	White	Indian	PBSA	Chinese	Other	RSA	Scotland
Managers	7	8	16	10	6	7	7
Professional	6	27	7	4	9	6	7
Ass.Prof/Tech	9	5	6	4	9	9	8
Admin/Sec	7	1	3	2	2	6	8
Skilled	11	5	9	26	8	11	7
Care	5	1	3	1	5	5	4
Sales/Cust Service	5	4	8	7	4	5	5
Manuf	6	1	3	1	3	6	6
Unskilled	9	5	11	9	10	9	8
Not working	36	44	33	36	44	36	39
	100	100	100	100	100	100	99

Source: Census 2001 Table CAST07

Table 14: Industry Profile in the Research Study Area by Ethnic Group

*Percentages*

	White	Indian	PBSA	Chinese	Other	Min Eth
Agriculture/Forestry	3	0	1	0	1	1
Fishing	1	0	1	1	0	1
Mining etc	1	0	0	0	1	0
Manufacture	6	2	3	2	6	4
Electricity/gas	1	0	0	0	0	0
Construction	6	1	2	1	2	2
Wholesale/Retail	9	4	19	2	7	9
Hotel/Restaurants	5	5	21	45	8	17
Transport etc	5	3	3	2	2	2
Financial Intermediation	1	0	1	0	1	1
Real Estate/Renting	6	10	3	1	4	4
Public Admin/Defence	6	5	2	3	5	4
Education	4	5	2	1	4	3
Health/Social Work	8	19	7	6	11	10
Other	4	0	2	0	4	3
Not currently working	36	44	33	35	44	40

Source: Census 2001 Table CAST07

Table 15: Qualifications in the Research Study Area by Ethnic Group

*Percentages*

Percentages	White	Indian	PBSA	Chinese	Other	Min Eth
No recognised qualifications	33	16	38	47	29	33
Group 1	27	23	24	20	22	22
Group 2	15	4	10	14	15	12
Group 3	6	6	8	4	6	6
Group 4	19	50	21	15	28	26

Source: Census 2001 Table CAST07

## APPENDIX 5

### GEOGRAPHICAL DEFINITIONS

The Scottish Household Survey Urban Rural Classification (cited in Central Statistician Office 2004:24)

Large Urban Areas	Settlements of over 125,000 people.
<b>Other Urban Areas</b>	Settlements of 10,000 to 125,000 people.
<b>Accessible Small Towns</b>	Settlements of between 3,000 and 10,000 people and within 30 minutes drive of a settlement of 10,000 or more.
<b>Remote Small Towns</b>	Settlements of between 3,000 and 10,000 people and with a drive time of over 30 minutes to a settlement of 10,000 or more.
<b>Accessible Rural</b>	Settlements of less than 3,000 people and within 30 minutes drive of a settlement of 10,000 or more.
<b>Remote Rural</b>	Settlements of less than 3,000 people and with a drive time of over 30 minutes to a settlement of 10,000 or more.

## APPENDIX 6

### **SELECTED STATISTICS for Local Authorities in the RESEARCH STUDY COUNCIL AREA- 2001 CENSUS**

#### **Highland Council Area**

**TABLE 16 : Highland Council Area Gender Profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Males	101474	90	224	128	381	823
Females	105769	75	164	143	466	848
Total	207243	165	388	271	847	1671

Source : Census 2001, Table CAST07

**TABLE 17 : Highland Council Area Age Structure -by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
AGE 0 to 15	40437	33	130	69	317	549
16 to 29	30327	34	62	44	141	281
30 to 49	60715	58	132	97	244	531
50 to pensionable age	35084	26	31	41	76	174
All Pensionable age	40680	14	33	20	69	136
Total	207243	165	388	271	847	1671

Source : Census 2001, Table CAST07

**TABLE 18 : Highland Council Area Economic Activity - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
In Employment	96528	75	167	126	294	662
Unemployed	6780	2	9	4	25	40
Economically Inactive	48298	52	75	59	190	376
Total	151606	129	251	189	509	1078

Source : Census 2001, Table CAST07

**TABLE 19 : Highland Council Area Occupations - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Managers	11955	11	45	23	33	112
Professional	8819	33	14	11	39	97
Ass.Prof/Tech	12285	8	14	6	52	80
Admin/Sec	10219	2	6	3	14	25
Skilled Trade	15902	6	20	48	40	114
Personal Service	7899	2	9	4	25	40
Sales/Cust Service	7711	5	26	16	26	73
Process/Plant Operatives	8762	1	5	-	12	18
Elementary Occupations	12976	7	28	15	53	103
Not working	55078	54	84	63	215	416
Total	151606	129	251	189	509	1078

Source : Census 2001, Table CAST07

**TABLE 20 : Highland Council Area Industry Profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Agriculture/Forestry	3626	1	2	-	5	8
Fishing	1403	-	1	2	1	4
Mining etc	1299	-	-	-	3	3
Manufacture	8815	4	6	2	30	42
Electricity/gas	1013	-	-	-	1	1
Construction	8907	1	2	3	9	15
Wholesale/Retail	14138	4	57	7	35	103
Hotel/Restaurants	8874	7	55	83	46	191
Transport etc	6919	4	4	3	13	24
Financial Intermediation	1975	-	-	-	3	3
Real Estate/Renting	9546	13	5	4	27	49
Public Admin/Defence	6555	4	5	5	16	30
Education	6402	9	4	2	20	35
Health/Social Work	11965	28	19	14	57	118
Other	5091	-	7	1	28	36
Not currently working	55078	54	84	63	215	416
Total	151606	129	251	189	509	1078

Source : Census 2001, Table CAST07

**TABLE 21 : Highland Council Area Qualifications - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
No qualifications or qual	49458	25	92	97	154	368
Group 1	39617	26	64	29	115	234
Group 2	23250	3	24	23	66	116
Group 3	9702	7	22	7	33	69
Group 4	29579	68	49	33	141	291
Total	151606	129	251	189	509	1078

Source : Census 2001, Table CAST07

## Moray Council Area

**TABLE 22 : Moray Council Area Gender Profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Males	43072	38	99	76	162	375
Females	43103	33	81	75	201	390
Total	86175	71	180	151	363	765

Source : Census 2001, Table CAST07

**TABLE 23 : Moray Council Area Age Structure - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
AGE 0 to 15	17240	23	77	38	122	260
16 to 29	13581	16	29	43	85	173
30 to 49	25819	22	56	50	110	238
50 to pensionable age	13114	8	9	14	26	57
All Pensionable age	16421	2	9	6	20	37
Total	86175	71	180	151	363	765

Source : Census 2001, Table CAST07

**TABLE 24 : Moray Council Area Economic Activity - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
In Employment	40616	24	61	63	127	275
Unemployed	2380	3	3	2	12	20
Economically Inactive	19705	19	36	47	93	195
Total	62701	46	100	112	232	490

Source : Census 2001, Table CAST07

**TABLE 25 : Moray Council Area Occupations - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Managers	4362	6	13	7	17	43
Professional	2904	6	10	1	20	37
Ass.Prof/Tech	7017	1	6	7	27	41
Admin/Sec	3846	0	4	4	5	13
Skilled Trade	6689	4	11	24	15	54
Personal Service	3082	1	0	2	11	14
Sales/Cust Service	3263	3	4	6	4	17
Process/Plant Operatives	4153	1	1	2	7	11
Elementary Occupations	5300	2	12	10	21	45
Not working	22085	22	39	49	105	215
Total	62701	46	100	112	232	490

Source : Census 2001, Table CAST07

**TABLE 26 : Moray Council Area Industry profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Agriculture/Forestry	1566	0	0	0	3	3
Fishing	363	0	0	0	1	1
Mining etc	944	0	1	0	3	4
Manufacture	5394	1	1	2	12	16
Electricity/gas	211	0	0	0	0	0
Construction	3155	2	2	0	3	7
Wholesale/Retail	5539	4	10	1	13	28
Hotel/Restaurants	2118	3	26	48	16	93
Transport etc	2057	2	0	3	2	7
Financial Intermediation	690	0	1	0	1	2
Real Estate/Renting	3021	3	8	0	7	18
Public Admin/Defence	6099	4	3	5	27	39
Education	2698	1	2	1	8	12
Health/Social Work	4189	3	6	3	24	36
Other	2572	1	1	0	7	9
Not currently working	22085	22	39	49	105	215
Total	62701	46	100	112	232	490

Source : Census 2001, Table CAST07

**TABLE 27 : Moray Council Area Qualifications - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
No qualifications or qual	19730	5	40	54	59	158
Group 1	17962	16	19	31	54	120
Group 2	9574	3	14	14	40	71
Group 3	4260	7	4	6	15	32
Group 4	11175	15	23	7	64	109
Total	62701	46	100	112	232	490

Source : Census 2001, Table CAST07

## Eilean Siar Council Area

**TABLE 28 : Western Isles Council Area Gender Profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Males	13005	10	23	7	37	77
Females	13325	7	30	7	51	95
Total	26330	17	53	14	88	172

Source : Census 2001, Table CAST07

**TABLE 29 : Western Isles Area Age Structure - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
AGE 0 to 15	4957	0	16	3	27	46
16 to 29	3614	2	14	2	20	38
30 to 49	7224	6	15	5	19	45
50 to pensionable age	4477	8	6	2	15	31
All Pensionable age	6058	1	2	2	7	12
Total	26330	17	53	14	86	172

Source : Census 2001, Table CAST07

**TABLE 30 : Western Isles Area Economic Activity - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
In Employment	11446	8	24	7	26	65
Unemployed	980	1	2	0	6	9
Economically Inactive	6402	8	11	4	24	47
Total	18828	17	37	11	56	121

Source : Census 2001, Table CAST07

**TABLE 31 : Western Isles Area Occupations - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Managers	1104	0	10	1	3	14
Professional	1096	7	4	0	8	19
Ass.Prof/Tech	1371	0	1	0	0	1
Admin/Sec	1113	0	0	1	0	1
Skilled Trade	2340	0	2	4	4	10
Personal Service	1064	0	0	0	2	2
Sales/Cust Service	701	0	3	0	4	7
Process/Plant Operative	1159	0	0	0	2	2
Elementary Occupations	1498	1	4	1	3	9
Not working	7382	9	13	4	30	56
Total	18828	17	37	11	56	121

Source : Census 2001, Table CAST07

**TABLE 32 : Western Isles Area Industry Profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Agriculture/Forestry	174	0	1	0	0	1
Fishing	662	0	3	1	1	5
Mining etc	126	0	0	0	0	0
Manufacture	1034	0	1	0	5	6
Electricity/gas	104	0	0	0	0	0
Construction	1210	0	5	0	1	6
Wholesale/Retail	1332	0	8	0	4	12
Hotel/Restaurants	660	1	1	5	0	7
Transport etc	929	0	0	0	2	2
Financial Intermediation	153	0	0	0	1	1
Real Estate/Renting	870	1	1	1	0	3
Public Admin/Defence	980	1	0	0	0	1
Education	931	1	1	0	2	4
Health/Social Work	1728	4	3	0	8	15
Other	553	0	0	0	2	2
Not currently working	7382	9	13	4	30	56
Total	18828	17	37	11	56	121

Source : Census 2001, Table CAST07

**TABLE 33 : Western Isles Area Qualifications - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
No qualifications or qua	7094	2	15	3	13	33
Group 1	4346	5	11	3	10	29
Group 2	2726	0	1	3	12	16
Group 3	1192	0	1	1	5	7
Group 4	3470	10	9	1	16	36
Total	18828	17	37	11	56	121

Source : Census 2001, Table CAST07

## Shetland Islands Council Area

**TABLE 34 : Shetland Islands Council Area Gender Profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Males	10959	10	33	18	51	112
Females	10797	9	26	9	76	120
Total	21756	19	59	27	127	232

Source : Census 2001, Table CAST07

**TABLE 35 : Shetland Islands Council Area Age Structure - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
AGE 0 to 15	4745	7	15	8	39	69
16 to 29	3480	6	17	4	30	57
30 to 49	6422	4	16	15	42	77
50 to pensionable age	3511	2	9	-	15	26
All Pensionable age	3598	0	2	-	1	3
Total	21756	19	59	27	127	232

Source : Census 2001, Table CAST07

**TABLE 36 : Shetland Islands Council Area Economic Activity - by Ethnic Groups - Numb**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
In Employment	11267	7	35	16	55	113
Unemployed	397	1	-	-	11	12
Economically Inactive	3872	4	9	3	21	37
Total	15536	12	44	19	87	162

Source : Census 2001, Table CAST07

**TABLE 37 : Shetland Islands Council Area Occupations - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Managers	1117	0	4	3	4	11
Professional	1018	6	2	0	8	16
Ass.Prof/Tech	1434	1	3	1	5	10
Admin/Sec	1080	0	5	0	3	8
Skilled Trade	2116	0	6	10	7	23
Personal Service	900	0	2	0	8	10
Sales/Cust Service	641	0	3	0	4	7
Process/Plant Operative	1227	0	5	0	4	9
Elementary Occupations	1734	0	5	2	12	19
Not working	4269	5	9	3	32	49
Total	15536	12	44	19	87	162

Source : Census 2001, Table CAST07

**TABLE 38 : Shetland Islands Council Area Industry Profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Agriculture/Forestry	299	0	1	0	1	2
Fishing	631	0	0	0	0	0
Mining etc	265	0	1	0	0	1
Manufacture	1068	0	4	0	5	9
Electricity/gas	149	0	1	0	0	1
Construction	1072	0	0	0	5	5
Wholesale/Retail	1390	0	8	0	9	17
Hotel/Restaurants	615	0	8	14	6	28
Transport etc	1097	0	6	0	4	10
Financial Intermediation	122	0	2	0	2	4
Real Estate/Renting	980	4	1	0	3	8
Public Admin/Defence	837	2	0	0	1	3
Education	864	0	2	0	4	6
Health/Social Work	1333	1	1	2	14	18
Other	545	0	0	0	1	1
Not currently working	4269	5	9	3	32	49
Total	15536	12	44	19	87	162

Source : Census 2001, Table CAST07

**TABLE 39 : Shetland Islands Council Area Qualifications - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
No qualifications or qua	4716	2	17	6	33	58
Group 1	4630	-	8	2	17	27
Group 2	2274	2	5	5	8	20
Group 3	784	-	6	-	4	10
Group 4	3132	8	8	6	25	47
Total	15536	12	44	19	87	162

Source : Census 2001, Table CAST07

**Orkney Islands Council Area****TABLE 40 : Orkney Islands Council Area Gender Profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Males	9448	11	5	8	25	49
Females	9711	6	2	9	20	37
Total	19159	17	7	17	45	86

Source : Census 2001, Table CAST07

**TABLE 41 : Orkney Islands Council Area Age Structure - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
AGE 0 to 15	3815	4	2	8	11	25
16 to 29	2626	5	1	1	9	16
30 to 49	5596	6	2	7	15	30
50 to pensionable age	3324	2	1	1	5	9
All Pensionable age	3798	0	1	-	5	6
Total	19159	17	7	17	45	86

Source : Census 2001, Table CAST07

**TABLE 42 : Orkney Islands Council Area Economic Activity - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
In Employment	9385	8	5	8	14	35
Unemployed	444	-	-	-	2	2
Economically Inactive	4025	5	-	1	15	21
Total	13854	13	5	9	31	58

Source : Census 2001, Table CAST07

**TABLE 43 : Orkney Islands Council Area Occupations - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Managers	906	0	0	0	0	0
Professional	763	6	0	2	5	13
Ass.Prof/Tech	1026	0	1	0	1	2
Admin/Sec	820	1	0	0	0	1
Skilled Trade	2148	0	1	3	3	7
Personal Service	798	0	0	1	1	2
Sales/Cust Service	620	0	1	0	1	2
Process/Plant Operatives	904	0	1	1	0	2
Elementary Occupations	1400	1	1	1	3	6
Not working	4469	5	0	1	17	23
Total	13854	13	5	9	31	58

Source : Census 2001, Table CAST07

**TABLE 44 : Orkney Islands Council Area Industry Profile - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
Agriculture/Forestry	978	-	1	-	1	2
Fishing	320	-	-	-	1	1
Mining etc	158	-	-	-	-	0
Manufacture	731	1	1	2	2	6
Electricity/gas	76	-	-	1	-	1
Construction	947	-	-	-	-	0
Wholesale/Retail	1289	1	1	-	1	3
Hotel/Restaurants	524	-	-	2	2	4
Transport etc	823	-	1	-	-	1
Financial Intermediation	133	-	-	-	-	0
Real Estate/Renting	617	-	-	-	3	3
Public Admin/Defence	600	-	1	-	-	1
Education	671	-	-	2	1	3
Health/Social Work	1083	6	-	1	1	8
Other	435	-	-	-	2	2
Not currently working	4469	5	-	1	17	23
Total	13854	13	5	9	31	58

Source : Census 2001, Table CAST07

**TABLE 45 : Orkney Islands Council Area Qualifications - by Ethnic Groups - Numbers**

Numbers	White	Indian	PBSA	Chinese	Other	Min Eth
No qualifications or qualifi	4984	1	1	1	9	12
Group 1	3394	2	1	3	4	10
Group 2	2194	1	1	1	9	12
Group 3	600	1	-	-	1	2
Group 4	2682	8	2	4	8	22
Total	13854	13	5	9	31	58

Source : Census 2001, Table CAST07

**APPENDIX 7****THE NORTH FORUM FOR WIDENING PARTICIPATION IN HIGHER  
EDUCATION****MEMBERSHIP AS AT JULY 2005**

In alphabetical order of institution

<b><i>Institution/Organisation</i></b>	<b>REPRESENTATIVE</b>
Aberdeen City Council	Pete Hamilton Community Learning and Development Manager
Aberdeen College	Rob Wallen (Vice Chair) Associate Principal
Aberdeenshire Council	Anne Simpson Community Learning Manager
Banff & Buchan College	Gordon Scott External Affairs Manager
Careers Scotland (Highlands and Islands Enterprise Area) and Highlands and Islands Enterprise	Liz Galashan Head of Services to Individuals
Careers Scotland (Grampian Enterprise Area)	Moira F. Whyte Functional Manager
Highland Theological College	Kevin Sinclair Learning Centre Development Manager
Inverness College	Frances Hunter Assistant Principal (Academic)
LEAD Scotland	Jennifer Third Regional Manager, North
Lewis Castle College	Iain Macsween Section Manager, Gaelic, Communications, Arts and Languages
Lochaber College	Dan MacLeod Principal
Moray College	Greg Cooper Director, Student and Client Services
North Atlantic Fisheries College	Peter Dryburgh Principal
North Forum*	Alison Watson Administrator

Orkney College	Bill Ross Principal
Sabhal Mor Ostaig	John Norman MacLeod Head of Studies
Scottish Agricultural College	Hannah Jones Student Recruitment Officer
Scottish Funding Councils*	Margaret Dundas National Co-ordinator for Widening Participation
Scottish Funding Councils*	Dr John Kemp Assistant Director
Shetland College	Prof. John McClatchey Director
The Highland Council	Graham Watson Culture and Sport Manager
The North Highland College	Rosemary Thompson Principal
The Open University in Scotland	Dr Lindsay Hewitt Widening Participation Co-ordinator
The Robert Gordon University	Prof. John Harper (Chair) Vice Principal, Faculty of Health & Social Care
UHI Millennium Institute	Iain Morrison Widening Participation Manager
University for Children and Communities	Maggie McGougan Convenor
University of Aberdeen	Julie McAndrews Director, Centre for Lifelong Learning
WEA	Alison Morrison Tutor Organiser