

**Table 1: Relationship of A Shared Future and the Race Equality Strategy Aims/Objectives to the Good Relations Priority Outcomes**

**A Shared Future Aims and Objectives:** The overall aim of this policy is to establish, over time, a shared society defined by a culture of tolerance: a normal, civic society, in which all individuals are considered as equals, where differences are resolved through dialogue in the public sphere, and where all individuals are treated impartially. A society where there is equity, respect for diversity and recognition of our interdependence. **The following policy objectives flow to realise this aim:**

- (A) eliminate sectarianism, racism<sup>3</sup> and all forms of prejudice to enable people to live and work without fear or intimidation;
- (B) Reduce tension and conflict at interface areas;
- (C) Facilitate the development of a shared community where people wish to learn, live, work and play together;
- (D) Promote civic-mindedness via citizenship education through school and lifelong learning;
- (E) Protect members of minorities (whether for example by religion, race, or any other grounds) and mixed marriages from intimidation and ensure perpetrators are brought to justice;
- (F) Ensure that all public services are delivered impartially and guided by economy, efficiency and effectiveness;
- (G) Shape policies, practices and institutions to enable trust and good relations to grow;
- (H) Encourage understanding of the complexity of our history, through museums and a common school curriculum;
- (I) support cultural projects which highlight the complexity and overlapping nature of identities and their wider global connections;
- (J) Support and learn from organisations working across ethnic divides for reconciliation, including those operating on a north-south basis;
- (K) Ensure voice is given to the diverse victims of violence in Northern Ireland, including via archives and victim-centred reconciliation events;
- (L) Encourage communication, tolerance and trust across Northern Ireland, but particularly in areas where communities are living apart;
- (M) Promote dialogue between, and mutual understanding of, different faiths and cultural backgrounds, both long standing within Northern Ireland and recent arrivals to these shores, guided by overarching human rights norms.

**Racial Equality Strategy – High Level Vision and Six Shared**

**Aims:** High-Level Vision: A society in which racial diversity is supported, understood, valued and respected, where racism in any of its forms is not tolerated and where we live together as a society and enjoy equality of opportunity and equal protection. Six Shared Aims:

**1. Elimination Of Racial Inequality**

To eliminate racism, racial inequality and unlawful racial discrimination and promote equality of opportunity in all aspects of life, including public life, for people of different ethnic backgrounds in Northern Ireland.

**2. Equal Protection**

To combat racism and provide effective protection and redress against racism and racist crime.

**3. Equality Of Service Provision**

To ensure equality of opportunity for minority ethnic people in accessing and benefiting from all public services.

**4. Participation**

To increase participation and a sense of “belonging” of people from minority ethnic backgrounds in public, political, economic, social and cultural life.

**5. Dialogue** (taken word for word from A Shared Future)

To promote dialogue between, and mutual understanding of, different faiths and cultural backgrounds, both long standing within Northern Ireland and recent arrivals to these shores, guided by overarching human rights norms.

**6. Capacity Building**

To build capacity within minority ethnic communities to develop a vibrant and sustainable minority ethnic sector at both local and regional level and to help minority ethnic people to fulfil the Government’s aim of a shared future for Northern Ireland.

Each priority outcome listed below is linked to the objectives in A Shared Future using letter A-M (blue) and to the aims of the Racial Equality Strategy by numbers 1-6 (red).

#### GOOD RELATIONS -- PRIORITY OUTCOMES

1. Northern Ireland society is free from racism, sectarianism and prejudice. (a), (b), (c), (e), (g), (j), (m), (1), (2), (3), (4).
2. All places are shared, safe, inclusive and welcoming for everyone. (a), (b), (e), (g), (l), (2), (6).
3. Positive and harmonious relationships exist between communities in interface areas. (a), (b), (c), (e), (g), (l), (m), (2).
4. Increased sharing in education (c), (d), (f), (g), (h), (i), (l), (m). (3), (4).
5. Northern Ireland is a community where people of all backgrounds work, live, learn and play together. (a), (b), (c), (d), (e), (g), (j), (l), (m), (3), (6).
6. All work places are safe and shared. (a), (c), (g), (l), (m), (1), (2), (4), (5).
7. Minority ethnic people participate in public, political and economic life. (g), (i), (j), (m), (1), (4), (5), (6).
8. Minority ethnic people share equality of opportunity in health and welfare. (a), (c), (d), (e), (f), (i), (j), (m), (1), (2), (3), (4), (6).
9. Northern Ireland is a place where cultural diversity is embraced, respected and valued. (d), (e), (h), (i), (j), (l), (m), (4), (5).
10. (All) victims have a voice. (k), (2).
11. All communities in Northern Ireland should have shared, inclusive and equal access to public services on a value for money basis. (a), (b), (c), (e), (f), (g), (j), (l), (1), (2), (3), (6).

The government again clearly recognised the lack of good quality ethnic monitoring data and appropriate methods for its collection and made another commitment to improving this situation in the 2007 baseline report stating: *'Enhancing administrative data systems to collect robust information on minority ethnic people would enhance the breadth of information available. However, guidance on definitions and classifications of minority ethnic groups and new migrants are required to ensure a standardised approach is adopted across all organisations. It is clear that further work is needed to be done in this area.'*<sup>23</sup>

Indeed, due to the lack of data (and collection methods), only 38 of the 99 indicators identify/refer to minority ethnic groups specifically, 4 of which were added in the later annual updates on the indicators (see Table 2 below).

There are significant gaps that must be posing challenges to improving understanding of the experience of BME groups in Northern Ireland in relation to racism, racial discrimination and inclusions. Where existing indicators identifying/referring specifically to BME groups could/should be more detailed or where they might be complemented by questions asked of BME groups, these are highlighted in blue in Table 2. Broadly, there is a need for more detailed or disaggregated data collection (survey and administrative) and reporting because currently:

- all of the 'perceptions' based indicators provide only aggregated data – the perceptions of BME groups, which may differ significantly on many of the current indicators are not reported separately/analysed;
- only a few of the indicators provide data separately for Irish Travellers; and

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<sup>23</sup> OFMDFM (January 2007) *Good Relations Indicators Baseline Report*. Belfast: OFMDFM.

- none of the indicators provide disaggregated data on the numbers/proportions of BME groups – minority ethnic groups are lumped together potentially masking some important differences between groups and between newly arrived and more established groups.

**Table 2: Indicators identifying/referring specifically to BME groups**

(extracted from *Good Relations Indicators 2008 Update*, January 2009)

<b>PO1</b>	<b>Northern Ireland society is free from racism, sectarianism and prejudice</b>	<b>In 2007 baseline?</b>
1.1a	Number of racial incidents and crimes recorded	<b>Y</b>
1.3c	Motivation behind Intimidation of those presenting as Homeless: Number (% of those claiming intimidation) (item 3=racial)	<b>New</b>
1.5a	% of people who believe there is more racial prejudice than there was 5 years ago (respondents not broken down by ethnic group)	<b>Y</b>
1.5b	% of people who believe there will be more racial prejudice in 5 years time (respondents not broken down by ethnic group)	<b>Y</b>
1.6	% of people who believe people from a minority ethnic community are less respected than they once were (respondents not broken down by ethnic group)	<b>Y</b>
1.7	% of people who are prejudiced against people from a minority ethnic community (respondents not broken down by ethnic group; a separate question for BME groups could be asked on their perceptions of prejudice against BME groups)	<b>Y</b>
<b>PO2</b>	<b>All places are shared, safe, inclusive and welcoming for everyone</b>	
2.9	% of people who believe that it is right that other EU citizens are free to live and work in Northern Ireland (ref. to migration; respondents not broken down by ethnic group)	<b>Y</b>

<b>PO3</b>	<b>Positive and harmonious relationships exist between communities in interface areas</b>	
3.5	Number of criminal damage offences with a hate motivation (item 1=racial)	<b>Y</b>
3.9a	% of young people who worry about being assaulted due to religion, race or skin colour (race/colour question separated from religion question in 2007 but respondents not broken down by ethnic group)	<b>Y</b>
3.9b	% of young people who have been a victim of being assaulted because of their religion, race or skin colour (race/colour question separated from religion question in 2007 but respondents not broken down by ethnic group)	<b>New</b>
3.10a	% of young people who worry about being called names/harassed because of their religion, race or skin colour (race/colour question separated from religion question)	<b>New</b>

	in 2007 but respondents not broken down by ethnic group)	
3.10b	% of young people who have been a victim of being called names/harassed because of their religion, race or skin colour (race/colour question separated from religion question in 2007 but respondents not broken down by ethnic group)	<b>New</b>
<b>PO4</b>	<b>Increased sharing in education</b>	
4.8	% of pupils with English as an additional language (main languages would be useful)	<b>Y</b>
4.9	% of enrolments from minority ethnic pupils (breakdown by main ethnic groups would be useful)	<b>Y</b>
4.10	% of children bullied due to race or colour (occasionally or frequently) (respondents not broken down by ethnic group)	<b>Y</b>
<b>PO5</b>	<b>Northern Ireland is a community where people of all backgrounds work, live, learn and play together</b>	
5.8	% who would accept minority ethnic people as residents in their area (respondents not broken down by ethnic group; a separate question for BME groups could be asked on their perceptions of acceptance as residents)	<b>Y</b>
5.14	% of people who would accept minority ethnic people as relatives by marrying a member of their family (respondents not broken down by ethnic group; a separate question for BME groups could be asked on their perceptions of acceptance as relatives)	<b>Y</b>
<b>PO6</b>	<b>All work places are safe and shared</b>	
6.1	Number of applications to industrial tribunal on grounds of disability or racial discrimination (disaggregated data would be useful); Number of Fair Employment Tribunals	<b>Y</b>
6.2	Composition of PSNI in terms of Protestant/Catholic (where community background could be determined) and minority ethnic people (includes aggregated ME figure)	<b>Y</b>
6.7	% of people who would accept a minority ethnic person as a work colleague (respondents not broken down by ethnic group; a separate question for BME groups could be asked on their perceptions of acceptance as colleagues in PSNI)	<b>Y</b>
<b>PO7</b>	<b>Minority ethnic people participate in public, political and economic life</b>	
7.1	% of people registered to vote (includes aggregated ME figure)	<b>Y</b>
7.2	% (number) of applications for public appointments from minority ethnic people; % (number) of appointments made to minority ethnic people (includes aggregated ME figure)	<b>Y</b>
7.3	% of people who think minority ethnic people should participate 'a little' or 'a lot' in public life (respondents not broken down by ethnic group)	<b>Y</b>

7.4	% of people who believe organisations and leaders in public life should encourage members of minority ethnic communities to participate in public life (respondents not broken down by ethnic group)	Y
7.5a	% of pupils with 2+ A Levels (includes aggregated ME figure)	Y
7.5b	% of pupils with 5+ GCSE's with grades A* to C (includes aggregated ME figure)	Y
7.5c	% of pupils with no GCSE qualifications (includes aggregated ME figure)	Y
7.6	% of people who are economically active (includes Traveller & aggregated ME figure)	Y
7.7	% of people who are unemployed (includes Traveller & aggregated ME figure)	Y
7.8	% of people who are economically inactive (includes Traveller & aggregated ME figure)	Y
7.9	% of people who are in "Managerial" or "Professional" occupations (includes Traveller & aggregated ME figure)	Y
7.10	% of school leavers going into higher or further education (includes aggregated ME figure)	Y
<b>PO8</b>	<b>Minority ethnic people share equality of opportunity in health and welfare</b>	
8.1	Standardised illness rates for persons reporting a limiting long standing illness (includes Traveller & aggregated ME figure)	Y
8.2	Standardised illness ratios for persons reporting good general health (includes Traveller & aggregated ME figure)	Y
<b>PO9</b>	<b>Northern Ireland is a place where cultural diversity is embraced, respected and valued</b>	
9.5	% who believe that schools in Northern Ireland are effective at preparing pupils for life in a diverse society (respondents not broken down by ethnic group)	Y
9.7	% who know quite a bit about the culture of some minority ethnic communities living in Northern Ireland (respondents not broken down by ethnic group)	Y
9.8	% of people who believe minority ethnic communities are less respected than they once were (respondents not broken down by ethnic group)	Y
9.9	% of people who believe the culture of Irish Travellers is more respected than it once was (respondents not broken down by ethnic group)	Y

Some issues need further consideration and development for inclusion as possible new indicators within PO1–9. For example:

- PO1 – The experiences of all groups as suspects, defendants and offenders throughout the criminal justice system

- PO2 – existing indicators on shared and inclusive spaces that could also consider the experiences of BME groups
- PO3 – additional indicators on adults (of all ethnic groups) perceptions of racial harassment/bullying
- PO4 or PO7 – should also consider school exclusions by ethnicity
- PO5 (and others) – would be enhanced with a better understanding of BME groups experiences/ perceptions of relations between the Catholic and Protestant communities
- PO6 – include indicators on BME groups experience in the workplace specifically – perceptions based questions on discrimination and inclusion
- PO7 – could be expanded to include questions similar to those posed in the Citizenship Survey (for England and Wales) – i.e. on belonging, volunteering, voting behaviour, influence on local decision making, etc.
- PO8 – should include more detailed information on health inequalities and well as on access to health services (primary in particular)
- PO9 – highlights a shortcoming of the existing indicators already alluded to in this section – that is, the difficulty of addressing issues arising from a history of sectarianism and issues arising from a growingly diverse multi-ethnic society.

The lack of indicators for PO10 and PO11 is particularly problematic, especially given the 3.5 time lapse since the publication of the RES (4 years since the publication of *A Shared Future*). PO11 (Public service delivery in NI provides value for money on a shared, inclusive and equal basis) is intended to address Aims 1, 2, 3 and 6 of the RES: Elimination of Racial Inequality; Equal Protection; Equality of Service Provision; and, Capacity Building (respectively). Indeed, since relatively few of the existing indicators really get at fairness and equality in service provision, it is here that a good deal of attention, too, needs to be given and related to ethnic monitoring requirements and practices.

Below is a complete list of data items/activities/processes that should be monitored, as prescribed in the Commission for Racial Equality's (2005) *Ethnic Monitoring: A guide for public authorities* (pp.72-74). Those marked with \* are the minimum monitoring that authorities bound by the specific duties for employers must carry out; those marked with \*\* are the minimum monitoring that authorities bound by the new specific duties for employers with more than 150 full-time employees must carry out. Those marked with \*\*\* are the monitoring that the CRE considered all authorities bound by any specific duties are likely to need to carry out, to meet both their specific duties and the general duty. They are a solid foundation for developing **high-level priorities and indicators** to help achieve Northern Ireland's Six Race Equality Aims.

## **Monitoring in Employment (public sector)**

### **1. Looking for work with the authority**

- Initial enquiries
- Employment applications \*
- Sources of applicants
- Numbers dropping out of the process
- Numbers selected \*\*\*
- Numbers successful and unsuccessful at different stages of selection (for example, initial shortlist, psychometric tests, interview, assessment centre) \*\*\*
- Those considered or chosen under succession planning arrangements (for example, for filling senior management posts over the long term)
- Applicants for promotion \*
  - Numbers selected for promotion (including temporary promotion) \*\*\*
- Numbers successful and unsuccessful at different stages of the promotion process \*\*\*
- Time spent in a particular grade
- Time taken to move from a particular grade to the next

- Numbers accepting job offers

## 2. Working for the authority

- Numbers of staff in post\*
  - analysed by department or section, level or grade, and type of work \*\*\*
  - analysed by sex of employee
  - analysed by pay, and terms and conditions of employment.
- Applications or requests for flexible working (and decisions made)
- Training application rates \*
  - Numbers receiving training \*\*
- Outcomes of applications for training \*\*\*
  - How people receive training (for example, by being nominated by the authority, or by applying for it)
- Selection for career-development schemes (including nomination and application arrangements)
- Selection for special projects (including nomination and application arrangements)
- Selection for 'acting up' opportunities

one

- Appraisal mark distributions (performance marks, and promotability ratings, if awarded)\*\*
  - competency scores awarded at appraisal, if these apply
- Distribution of performance-related pay or bonuses \*\*
- Harassment and discrimination complaints \*\*
- Other grievances \*\*
- Disciplinary proceedings and decisions made \*\*
- Appeals against disciplinary proceedings or outcomes
- Levels of satisfaction with the authority, as shown through staff surveys

## 3. Leaving the authority

- Leaving mechanisms \*\*
  - dismissals
  - resignations
  - redundancies
  - retirement
  - other reasons
- Underlying reasons for leaving

## Monitoring in Public Service Delivery

### General aspects of service delivery for ethnic monitoring

- Good practice in relation to monitoring service delivery would cover:
  - service applicants;
  - service users;
  - levels of use;
  - satisfaction rates; and
  - complaints.

### Criminal Justice And Policing

- Stop and search
- Arrests
- Cautions
- Bail
- Police complaints
- Deaths in custody
- Surveys of community perceptions of policing
- Surveys of satisfaction with policing
- Reports of racist incidents and outcomes
- Crown Prosecution Service decisions
- Types of pleas
- Types of trial and their verdicts
- Appeals and their outcomes

- Probation service social inquiry reports
- Sentencing patterns
- Who goes to which prison
- Treatment in prison

### Health

- Service take-up in primary, secondary, and community services
- Levels of service use in primary, secondary, and community services
- Clinical diagnosis, treatment, and treatment pathways
- Hospital admissions
- Hospital waiting lists
- Hospital discharges
- Registration
- Referrals
- Surveys of patients
- Health surveys of the public
- Complaints by patients
- Reports of racist incidents and outcomes

### Schools

- Ethnic profiles of pupils
- Applications and success and failure rates for admission
- Appeals against admission decisions
- Pupils' attainment levels
- Temporary and permanent exclusion
- Truancy
- Reports of bullying
- Complaints made by parents
- Reports of racist incidents and outcomes
- Disciplinary action
- English as an additional language (EAL)
- Composition of governing bodies
- Extra-curricular activities
- Assessment and setting

### **Higher and further education**

- Applications and success and failure rates for admission
- Choice of subjects
- Drop-out rates
- Year-on-year achievement levels
- Assessment outcomes and types of assessment
- Class of degree
- Complaints of harassment, discrimination, and unfair treatment
- Appeals and their outcomes
- Reports of racist incidents and outcomes
- Work placements
- Satisfaction surveys
- Complaints by students

### **Housing**

- Homelessness applications and acceptances
  - Time spent in temporary accommodation
  - Type and quality of housing offered
- General housing applications
  - Time spent on housing waiting list
- Housing transfer applications
  - Housing transfer offers
  - Housing transfer acceptances
- Satisfaction with repairs, estates services, and housing management
- Reports of racist incidents and outcomes
- Complaints by service users
- Nominations to outside agencies, including housing associations, and outcomes

### **Benefits**

- Benefit applicants and recipients
- Types of benefit
- Time taken to process applications
- Claimant satisfaction survey

### **Social services**

- Children on child protection register
- Children in residential care
- Children in foster care
- Children awaiting adoption
- Children with three or more placements in past 12 months
- Non-allocated children's cases
- Home care: applicants, recipients, satisfaction surveys, and reviews
- Community care: applicants, recipients, satisfaction surveys, and reviews
- Day care: applicants, recipients, satisfaction surveys, and reviews
- Occupational therapy: applicants, recipients, satisfaction surveys, and reviews
- Adult residential care: applicants, recipients, satisfaction surveys, and reviews
- Physical and learning disability, and mental health services: applicants, recipients, satisfaction surveys, and reviews
- Compulsory mental health detentions
- Complaints across all services

### **Environmental health**

- Requests for advice
- Visits
- Inspections and prosecutions
- Special needs (including language needs)
- Applications for home-improvement grants and outcomes
- Satisfaction surveys
- Complaints by service users

### **Planning and licensing**

- Applications and outcomes
- Types of application
- Objections
- Satisfaction levels
- Complaints by service users

### **Economic development and regeneration**

- Beneficiaries of regeneration initiatives
- Make-up of regeneration and New Deal boards
- Representation in multi-agency partnerships (for example, local strategic partnerships)
- Outcomes of bids for funding
- Applications for neighbourhood renewal funding, community chests, and community empowerment funding, and outcomes
- Financial and other help to small businesses
- Requests for advice
- Satisfaction levels



- Complaints by service users

### **Library and leisure services**

- Service users
- Satisfaction surveys
- Complaints by service users

### **Local education authorities**

- Teacher profiles
- LEA staff profiles
- Pupil attainment data
- Pupil exclusions
- Pupils with English as an additional language
- Pupil admissions
- Under-fives centres: applications and outcomes, and pupil profiles
- School meals: users' profile
- Complaints across all services

## **Appendix 1a: How information on ethnicity is categorised by the criminal justice agencies in England and Wales<sup>24</sup>**

The two tables below give details of the different ways in which information on ethnicity is categorised by criminal justice agencies in England and Wales.

The first table presents categories used by the police when they visually identify someone as belonging to an ethnic group, e.g. at the time of a stop and search or an arrest. The second table gives the categories used by the 2001 Census when individuals identify themselves as belonging to a particular ethnic group. It should be noted that the two tables are not measuring the same dimensions. The rows show how the categories in the different classifications of ethnicity correspond with each other. There is not necessarily a direct match in all cases.

The characters in brackets after the categories denote the codes used by practitioners within the Criminal Justice System, and are given to facilitate their understanding of how the categories are used. The code IC stands for 'Identity Code'.

### **Classifications of ethnicity**

<b>Census (Standard HO) 4-point classification '4+1' *</b>	<b>Visual identification</b>	<b>Phoenix classification</b>
White [1]	White European [IC1] Dark European [IC2]	
Black [2]	Afro-Caribbean [IC3]	
Asian [3] Indian sub-continent	Asian [IC4]	
Other [4]	Oriental [IC5] Arab [IC6]	
Unknown	Unknown [IC0]	

\* '4+1' refers to the four ethnic categories plus the Unknown category.

<b>Census (Standard HO) 5-point classification</b>	<b>Self-classification</b>	<b>Census 16-point classification '16+1' **</b>
White [1]	White: [W] British [W1] Irish [W2] Any other White background [W9]	
Mixed [2]	Mixed: [M] White & Black Caribbean [M1] ( <i>goes to <b>Black</b> on 4+1</i> ) White & Black African [M2] ( <i>goes to <b>Black</b> on 4+1</i> ) White & Asian [M3] ( <i>goes to <b>Asian</b> on 4+1</i> ) Any Other mixed background [M9] ( <i>goes to <b>Other</b> on 4+1</i> )	
Black or Black British [4]	Black or Black British: [B] Caribbean [B1] African [B2] Any other Black background [B9]	
Asian or Asian British [3]	Asian or Asian British: [A] Indian [A1] Pakistani [A2] Bangladeshi [A3] Any other Asian background [A9]	
Chinese or Other Minority Ethnic group [5]	Chinese or Other ethnic group: [O] Chinese [O1] Other [O9]	
Not stated	Not stated	

\*\* '16+1' refers to the sixteen ethnic categories plus the 'Not stated' category.

<sup>24</sup> From MOJ (July 2008) pp.120-121. Available at <http://www.justice.gov.uk/docs/stats-race-criminal-justice.pdf>

## **Appendix 1b: Data items included on the CJS Minimum Dataset by CJS Agency<sup>25</sup>**

<b>Police Data</b>	
<b>1</b>	<b>Population by ethnic breakdown</b>
	Stop and Account
<b>2</b>	<b>Population by ethnic breakdown</b>
	Stop and Searches: s1
<b>3</b>	<b>Population by ethnic breakdown</b>
	Stop and Searches: s60
<b>4</b>	<b>Population by ethnic breakdown</b>
	Stop and Searches: s44
<b>5</b>	<b>Stop and Searches: s1 - All stopped and searched</b>
	Arrested
	Not arrested
<b>6</b>	<b>Arrests (notifiable offences) - All arrested</b>
	Bailed
	Charged by police
	Caution / warning
	No further action
	Other
<b>7</b>	<b>Persons directed to appear at magistrates court</b>
	Summoned
	Arrested and bailed
	Arrested and held in custody
<b>CPS Data</b>	
<b>8</b>	<b>Cases referred by Police for charging decisions - all closed cases</b>
	Charged
	A - Charge + request evidential file

<sup>25</sup> Table of MDS items supplied by Simon Denison, Office for Criminal Justice Reform – Race and Confidence Unit, February 2009.

	B2 - CC non compliance - Charge + request expedited file
	B - Charge + request expedited file
	Referred back to police (for caution, final warning) includes those referred back to the police for further action
	C - Simple Caution
	D3 - CC non-compliance - Continue - Condition(s) Varied
	D4 - CC non-compliance - Continue -Time for Compliance Extended
	D - Conditional Caution
	E - Reprimand
	F - Final Warning
	G - Taken into Co
	H - Taken Into Consideration
	I - Request further evidence to complete expedited report
	J - Early Advice: further action necessary
	Not charged
	K - No Prosecution - Evidential
	L - No Prosecution - Public Interest
	D2 - CC non-compliance - No prosecution
	Administrative Finalisation
	Z - Admin Finalised
<b>9</b>	<b>Cases charged by CPS</b>
	Prosecuted convicted (successful)
	CC Guilty plea
	CC GP + Judge directed acquittal
	CC GP + Jury acquittal
	CC Conviction after trial
	MC Guilty plea
	MC GP + Discharged committal
	MC GP + Dismissed after full trial
	MC GP + No case to answer
	MC Conviction after trial

	MC Proved in absence
	Prosecuted - acquitted
	CC Judge directed acquittal
	CC Jury acquittal
	MC Dismissed after full trial
	MC No case to answer
	Prosecution unsuccessful - other
	CC Admin finalised
	CC Discontinued
	CC Indictment Stayed
	CC Lie on file
	CC Offered no evidence
	MC Admin finalised
	MC Discharged committal
	MC Discontinued
	MC Offered no evidence
	MC Prosecution Stayed
	MC Withdrawn
<b>Magistrates Court Data</b>	
<b>10</b>	<b>Persons proceeded against at magistrates courts who were remanded by magistrates</b>
	Not remanded
	Remanded on bail
	Remanded in custody
<b>11</b>	<b>Cases prosecuted - total proceeded against</b>
	Discontinued
	Not Guilty
	Committed for trial
	Committed for sentence
<b>12</b>	<b>Total sentenced</b>
	Discharged

	Fine
	Community sentence
	Suspended sentence
	Immediate custody
	Otherwise dealt with
<b>Crown Court Data</b>	
<b>13</b>	<b>Persons proceeded against at magistrates courts who were remanded by magistrates</b>
	Not remanded
	Remanded on bail
	Remanded in custody
<b>14</b>	<b>Total for Trial</b>
	Not Tried
	Acquitted
	Found Guilty
<b>15</b>	<b>Total Sentenced</b>
	Discharged
	Fine
	Community Sentence
	Suspended sentence
	Immediate Custody
	Otherwise dealt with
<b>YOT Data</b>	
<b>16</b>	<b>Disposals - All</b>
	Pre-court disposals - All
	Police reprimand
	Final warning
	Final warning without intervention*
	Final warning & intervention*
	Court disposals - All
	Discharge

	Fine
	Other first-tier disposals
	Community disposals
	All custodial sentences
	Other
<b>17</b>	<b>Remand decisions (for court disposals) - All</b>
	Unconditional bail
	Community remand with conditions/interventions
	Custodial remand
<b>18</b>	<b>Pre-sentence recommendations (for court disposals) - All court disposals*</b>
	No recommendation*
	Fine (recommendation)*
	Community penalty (recommendation)*
	Suspended sentence (recommendation)*
	Custody (recommendation)*
<b>19</b>	<b>Compliance with conditions of sentence (cases closed in quarter)*</b>
	Fully compliant*
	Non-compliant*
<b>Probation Data</b>	
<b>20</b>	<b>Pre-sentence recommendations - All Court Disposals</b>
	No proposal (recommendation)
	Fine (recommendation)
	Community penalty (recommendation)
	Suspended sentence (recommendation)
	Custody (recommendation)
<b>21</b>	<b>Supervised under court order (Community Order/ requirements) - Cases closed in quarter</b>
	Compliant with conditions of sentence
	Non-compliant with conditions of sentence
<b>Prison Data</b>	
<b>22</b>	<b>Population in custody (total)</b>

	Adjudications (Number charged with offences against prison discipline)
	Charges found guilty
	Referred to external adjudication
	Dismissed
<b>23</b>	<b>Population in custody (total)</b>
	Incentives and Earned Privileges (IEP) - Basic
	Incentives and Earned Privileges (IEP) - Standard
	Incentives and Earned Privileges (IEP) - Enhanced
<b>24</b>	<b>Population in custody (total)</b>
	Use of force (Number of times)
	Average number of times force used
<b>25</b>	<b>Total sentenced prisoner population</b>
	Offender Behaviour Programme (OBP) starts*
<b>26</b>	<b>Living skills starts*</b>
	Living skills completions*
<b>27</b>	<b>Drug treatment starts*</b>
	Drug treatment completions*
<b>28</b>	<b>Total sentenced prisoner population*</b>
	Accommodated within sentencing LCJB*
	Not accommodated within sentencing LCJB*
*	Available from Apr 09 due to new counting rules
*	Available from Q3 2008-09 onwards



## **Appendix 2a: Ethnic background record form (based on the new national population Census ethnic categories)<sup>26</sup>**

Pupil's name .....

Class/Form .....

*Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history. **Ethnic background is not the same as nationality or country of birth.** The Information Commissioner (formerly the Data Protection Registrar) recommends that young people aged over 11 years old have the opportunity to decide their own ethnic identity. Parents or those with parental responsibility are asked to support or advise those children aged over 11 in making this decision, wherever necessary. Pupils aged 16 or over can make this decision for themselves. Please study the list below and tick one box only to indicate the ethnic background of the pupil or child named above. Please also tick whether the form was filled in by a parent or the pupil.*

### **White**

- ☐ British
- ☐ Irish
- ☐ Traveller of Irish Heritage
- ☐ Gypsy/Roma
- ☐ Any other White background

### **Mixed**

- ☐ White and Black Caribbean
- ☐ White and Black African
- ☐ White and Asian
- ☐ Any other mixed background

### **Asian or Asian British**

- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi
- ☐ Any other Asian background

### **Black or Black British**

- ☐ Caribbean
- ☐ African
- ☐ Any other Black background
- ☐ **Chinese**
- ☐ **Any other ethnic background**
- ☐ I do not wish an ethnic background category to be recorded

Please return the form to the school within four weeks in the enclosed envelope, or by bringing it into the school office (or by email if it's been sent to you that way).

*(Any information you provide will be used solely to compile statistics on the school careers and experiences of pupils from different ethnic backgrounds, to help ensure that all pupils have the opportunity to fulfil their potential. These statistics will not allow individual pupils to be identified. From time to time the information will be passed on to the Local Education Authority and the Department for Education and Skills (DfES) to contribute to local and national statistics. The information will also be passed on to future schools, to save it having to be asked for again.)*

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<sup>26</sup> From DfES (January 2002).

## **Appendix 2b: Approved Extended Ethnicity Codes in the Pupil Level Annual School Census<sup>27</sup>**

Approved Extended Categories	Sub- Category	Main Category	Further Comments
<b>White - British</b>	<b>White - British</b>	<b>White</b>	Main code (WBRI) may not be used if any of the extended categories below (WCOR-WWEL) are used.
White - Cornish	White - British	White	
White - English	White - British	White	
White - Scottish	White - British	White	
White - Welsh	White - British	White	
Other White British	White - British	White	If LAs collect information for "White - British" pupils using any of the <b>extended</b> categories above (WCOR-WWEL), this category must be used as a catch all for all other White pupils within the main "White - British" category. If used, cannot have category "White - British" (WBRI).
<b>White - Irish</b>	<b>White - Irish</b>	<b>White</b>	
<b>Traveller of Irish Heritage</b>	<b>Traveller of Irish Heritage</b>	<b>White</b>	
<b>Any Other White Background</b>	<b>Any Other White Background</b>	<b>White</b>	Main code (WOTH) may not be used if any of the extended categories below (WALB-WWEU) are used.
Albanian	Any Other White Background	White	Excluding Kosovan.
Bosnian-Herzegovinian	Any Other White Background	White	
Croatian	Any Other White Background	White	
Greek/ Greek Cypriot	Any Other White Background	White	If LAs do not wish to distinguish between pupils of Greek and Greek Cypriot heritage they may place all Greek/ Greek Cypriot in this category. If used, cannot have categories "Greek" (WGRK) or "Greek Cypriot" (WGRC).
Greek	Any Other White Background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek Cypriot" (WGRC).
Greek Cypriot	Any Other White Background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek" (WGRK).
Italian	Any Other White Background	White	
Kosovan	Any Other White Background	White	
Portuguese	Any Other White	White	

<sup>27</sup> For further information and DCSF codes see [http://www.standards.dfes.gov.uk/ethnicminorities/resources/Extended\\_Eth\\_Codes\\_V1\\_Oct06.xls](http://www.standards.dfes.gov.uk/ethnicminorities/resources/Extended_Eth_Codes_V1_Oct06.xls)

	Background		
Serbian	Any Other White Background	White	
Turkish/ Turkish Cypriot	Any Other White Background	White	If LAs do not wish to distinguish between pupils of Turkish and Turkish Cypriot heritage they may place all Turkish/ Turkish Cypriot in this category. If used, cannot have categories "Turkish" (WTUK) or "Turkish Cypriot" (WTUC).
Turkish	Any Other White Background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish Cypriot" (WTUC).
Turkish Cypriot	Any Other White Background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish" (WTUK).
White European	Any Other White Background	White	If LAs do not collect information on White European pupils on the basis of country of origin or East/ West European, they may place all White European pupils here.
White Eastern European	Any Other White Background	White	Including Russian, Latvian, Ukrainian, Polish, Bulgarian, Czech, Slovak, Lithuanian, Montenegrin and Romanian.
White Western European	Any Other White Background	White	Including Italian, French, German, Spanish, Portuguese and Scandinavian.
White Other	Any Other White Background	White	If LAs collect information for "Any Other White Background" pupils using any of the <b>extended</b> categories above (WALB-WWEU), this category must be used as a catch all for all other White pupils within the main "Any Other White Background" category. If used, cannot have category "Any Other White Background" (WOTH).
<b>Gypsy / Roma</b>	<b>Gypsy / Roma</b>	<b>White</b>	This category includes pupils who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies / Kaale, and or Scottish Travellers / Gypsies, and or Roma. It includes all children of a Gypsy ethnic background or Roma ethnic background, irrespective of whether they are nomadic, semi nomadic or living in static accommodation. It should not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or Bargees unless, of course, their ethnic status is that which is mentioned above.
<b>White and Black Caribbean</b>	<b>White and Black Caribbean</b>	<b>Mixed / Dual Background</b>	
<b>White and Black African</b>	<b>White and Black African</b>	<b>Mixed / Dual Background</b>	
<b>White and Asian</b>	<b>White and Asian</b>	<b>Mixed / Dual Background</b>	<b>Main code (MWAS) may not be used if any of the extended categories below (MWAP-MWAI) are used.</b>
White and Pakistani	White and Asian	Mixed / Dual Background	
White and Indian	White and Asian	Mixed / Dual Background	
White and Any Other Asian Background	White and Asian	Mixed / Dual Background	If LAs collect information for "White and Asian" pupils using any of the <b>extended</b> categories above (MWAP-MWAI), this category must be used as a catch all for all other Mixed/Dual Background pupils within the main "White and Asian" category. If used, cannot have category "White and Asian" (MWAS).
<b>Any Other Mixed Background</b>	<b>Any Other Mixed Background</b>	<b>Mixed / Dual Background</b>	<b>Main code (MOTH) may not be used if any of the extended categories below (MAOE-MWCH) are used.</b>
Asian and Any Other Ethnic Group	Any Other Mixed Background	Mixed / Dual Background	

Asian and Black	Any Other Mixed Background	Mixed / Dual Background	
Asian and Chinese	Any Other Mixed Background	Mixed / Dual Background	
Black and Any Other Ethnic Group	Any Other Mixed Background	Mixed / Dual Background	
Black and Chinese	Any Other Mixed Background	Mixed / Dual Background	
Chinese and Any Other Ethnic Group	Any Other Mixed Background	Mixed / Dual Background	
White and Any Other Ethnic Group	Any Other Mixed Background	Mixed / Dual Background	
White and Chinese	Any Other Mixed Background	Mixed / Dual Background	
Other Mixed Background	Any Other Mixed Background	Mixed / Dual Background	If LAs collect information for "Any Other Mixed Background" pupils using any of the <b>extended</b> categories above (MAOE-MWCH), this category must be used as a catch all for all other Mixed/Dual Background pupils within the main "Any Other Mixed Background" category. If used, cannot have category "Any Other Mixed Background" (MOTH).
<b>Indian</b>	<b>Indian</b>	<b>Asian or Asian British</b>	
<b>Pakistani</b>	<b>Pakistani</b>	<b>Asian or Asian British</b>	<b>Main code (APKN) may not be used if any of the extended categories below (AMPK-AKPA) are used.</b>
Mirpuri Pakistani	Pakistani	Asian or Asian British	
Kashmiri Pakistani	Pakistani	Asian or Asian British	
Other Pakistani	Pakistani	Asian or Asian British	If LAs collect information for "Pakistani" pupils using any of the <b>extended</b> categories above (AMPK-AKPA), this category must be used as a catch all for all other Pakistani pupils within the main "Pakistani" category. If used, cannot have category "Pakistani" (APKN).
<b>Bangladeshi</b>	<b>Bangladeshi</b>	<b>Asian or Asian British</b>	
<b>Any Other Asian Background</b>	<b>Any Other Asian Background</b>	<b>Asian or Asian British</b>	<b>Main code (AOTH) may not be used if any of the extended categories below (AAFR-ASRO) are used.</b>
African Asian	Any Other Asian Background	Asian or Asian British	Including East and South African Asians.
Kashmiri Other	Any Other Asian Background	Asian or Asian British	Kashmiri respondents not wishing to be classified under Asian Pakistani should use this category.
Nepali	Any Other Asian Background	Asian or Asian British	
Sri Lankan Sinhalese	Any Other Asian Background	Asian or Asian British	All other Sinhalese pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Tamil' (ASLT) and 'Sri Lankan Other' (ASRO).

Sri Lankan Tamil	Any Other Asian Background	Asian or Asian British	All other Tamil pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Other' (ASRO).
Sri Lankan Other	Any Other Asian Background	Asian or Asian British	If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Tamil' (ASLT).
Other Asian	Any Other Asian Background	Asian or Asian British	If LAs collect information for "Any Other Asian Background" pupils using any of the <b>extended</b> categories above (AAFR-ASRO), this category must be used as a catch all for all other Asian pupils within the main "Any Other Asian Background" category. If used, cannot have category "Any Other Asian Background" (AOTH).
<b>Black Caribbean</b>	<b>Black Caribbean</b>	<b>Black or Black British</b>	<b>Including Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent &amp; Grenadines, Trinidad and Tobago.</b>
<b>Black - African</b>	<b>Black - African</b>	<b>Black or Black British</b>	<b>Main code (BAFR) may not be used if any of the extended categories below (BANN-BSUD) are used.</b>
Black - Angolan	Black - African	Black or Black British	
Black - Congolese	Black - African	Black or Black British	
Black - Ghanaian	Black - African	Black or Black British	
Black - Nigerian	Black - African	Black or Black British	
Black - Sierra Leonean	Black - African	Black or Black British	
Black - Somali	Black - African	Black or Black British	
Black - Sudanese	Black - African	Black or Black British	Including Sudanese of Egyptian origin.
Other Black African	Black - African	Black or Black British	Including Black South African, Zimbabwean, Ethiopian, Rwandan and Ugandan. If LAs collect information for "Black - African" pupils using any of the <b>extended</b> categories above (BANN-BSUD), this category must be used as a catch all for all other Black African pupils within the main "Black - African" category. If used, cannot have category "Black - African" (BAFR).
<b>Any Other Black Background</b>	<b>Any Other Black Background</b>	<b>Black or Black British</b>	<b>Main code (BOTH) may not be used if any of the extended categories below (BEUR-BNAM) are used.</b>
Black European	Any Other Black Background	Black or Black British	
Black North American	Any Other Black Background	Black or Black British	Include Black North American and Canadian.
Other Black	Any Other Black Background	Black or Black British	If LAs collect information for "Any Other Black Background" pupils using any of the <b>extended</b> categories above (BEUR-BNAM), this category must be used as a catch all for all other Black pupils within the main "Any Other Black Background" category. If used, cannot have category "Any Other Black Background" (BOTH).
<b>Chinese</b>	<b>Chinese</b>	<b>Chinese</b>	<b>Main code (CHNE) may not be used if any of the extended categories below (CHKC-CTWN) are used.</b>
Hong Kong Chinese	Chinese	Chinese	

Malaysian Chinese	Chinese	Chinese	
Singaporean Chinese	Chinese	Chinese	
Taiwanese	Chinese	Chinese	
Other Chinese	Chinese	Chinese	If LAs collect information for "Chinese" pupils using any of the <b>extended</b> categories above (CHKC-CTWN), this category must be used as a catch all for all other Chinese pupils within the main "Chinese" category. If used, cannot have category "Chinese" (CHNE).
<b>Any Other Ethnic Group</b>	<b>Any Other Ethnic Group</b>	<b>Any Other Ethnic Group</b>	<b>Main code (OOTH) may not be used if any of the extended categories below (OAFG-OYEM) are used.</b>
Afghan	Any Other Ethnic Group	Any Other Ethnic Group	
Arab Other	Any Other Ethnic Group	Any Other Ethnic Group	Include Palestinian, Kuwaiti, Jordanian and Saudi Arabian.
Egyptian	Any Other Ethnic Group	Any Other Ethnic Group	
Filipino	Any Other Ethnic Group	Any Other Ethnic Group	
Iranian	Any Other Ethnic Group	Any Other Ethnic Group	
Iraqi	Any Other Ethnic Group	Any Other Ethnic Group	
Japanese	Any Other Ethnic Group	Any Other Ethnic Group	
Korean	Any Other Ethnic Group	Any Other Ethnic Group	
Kurdish	Any Other Ethnic Group	Any Other Ethnic Group	Include Kurdish pupils from Iraq, Iran and Turkey.
Latin/ South/ Central American	Any Other Ethnic Group	Any Other Ethnic Group	Include all pupils from Central/ South America, Cuba and Belize.
Lebanese	Any Other Ethnic Group	Any Other Ethnic Group	
Libyan	Any Other Ethnic Group	Any Other Ethnic Group	
Malay	Any Other Ethnic Group	Any Other Ethnic Group	Including Malaysian other than Malaysian Chinese.
Moroccan	Any Other Ethnic Group	Any Other Ethnic Group	
Polynesian	Any Other Ethnic Group	Any Other Ethnic Group	Including Fijian, Tongan, Samoan and Tahitian.
Thai	Any Other Ethnic Group	Any Other Ethnic Group	

Vietnamese	Any Other Ethnic Group	Any Other Ethnic Group	
Yemeni	Any Other Ethnic Group	Any Other Ethnic Group	
Other Ethnic Group	Any Other Ethnic Group	Any Other Ethnic Group	If LAs collect information for "Any Other Ethnic Group" pupils using any of the <b>extended</b> categories above (OAFG-OYEM), this category must be used as a catch all for all other pupils within the main "Any Other Ethnic Group" category. If used, cannot have category "Any Other Ethnic Group" (OOTH).
<b>Refused</b>	<b>Refused</b>	<b>Refused</b>	
<b>Information Not Yet Obtained</b>	<b>Information Not Yet Obtained</b>	<b>Information Not Yet Obtained</b>	

### **Appendix 3: Ethnic Classifications - Optional detailed framework for the NHS/Department of Health<sup>28</sup>**

<p><b>White Group</b></p> <p><i>British or mixed British</i></p> <p><i>Irish</i></p> <p><i>Other White background</i></p> <ol style="list-style-type: none"> <li>English</li> <li>Scottish</li> <li>Welsh</li> <li>Cornish</li> <li>Northern Irish</li> <li>Ulster Scots</li> <li>Cypriot (part not stated)</li> <li>Greek</li> <li>Greek Cypriot</li> <li>Turkish</li> <li>Turkish Cypriot</li> <li>Italian</li> <li>Irish Traveller</li> <li>Traveller</li> <li>Gypsy/Romany</li> <li>Polish</li> <li>Baltic States (Estonian or Latvian or Lithuanian)</li> <li>Commonwealth of (Russian) Independent States</li> <li>All republics which made up the former USSR</li> <li>Kosovan</li> <li>Albanian</li> <li>Bosnian</li> <li>Croatian</li> <li>SerbianOther republics which made up the former Yugoslavia</li> <li>Mixed White</li> <li>Mixed Irish and other</li> <li>White</li> <li>Other White European or European unspecified or Mixed European</li> <li>Other mixed White</li> <li>Other White or White unspecified</li> </ol> <p><b>Mixed Group</b></p> <p><i>White and Black Caribbean</i></p> <p><i>White and Black African</i></p> <p><i>White and Asian</i></p> <p><i>Other Mixed background</i></p>	<p><b>Asian or Asian British Group</b></p> <p><i>Indian or British Indian</i></p> <p><i>Pakistani or British Pakistani</i></p> <p><i>Bangladeshi or British Bangladeshi</i></p> <p><i>Other Asian background</i></p> <p>Punjabi</p> <p>Kashmiri</p> <p>East African Asian</p> <p>Sri Lankan</p> <p>Tamil</p> <p>Sinhalese</p> <p>Caribbean Asian</p> <p>British Asian</p> <p>Mixed Asian</p> <p>Other Asian or Asian Unspecified</p> <p><b>Black or Black British Group</b></p> <p><i>Caribbean</i></p> <p><i>African</i></p> <p><i>Other Black background</i></p> <p>Somali</p> <p>Nigerian</p> <p>Black British</p> <p>Mixed Black</p> <p>Other Black or Black unspecified</p> <p><b>Other Ethnic Groups</b></p> <p><i>Chinese</i></p>
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<sup>28</sup> Department of Health/Health and Social Care Information Centre/NHS Employers (29 July 2005) *A Practical Guide to Ethnic Monitoring in the NHS and Social Care*. London: Department of Health. pp. 54-57. Available at [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4116839](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4116839)



Black and Asian	<b>Other</b>
Black and Chinese	Vietnamese
Black and White	Japanese
Chinese and White	Filipino
Asian and Chinese	Malaysian
Other Mixed or Mixed unspecified	Buddhist
	Hindu
	Jewish
	Muslim
	Sikh
	Arab
	North African
	Middle Eastern (excluding Israeli, Iranian and Arab)
	Israeli
	Iranian
	Kurdish
	Moroccan
	Latin American
	South and Central American
	Multi-ethnic islands:
	Mauritian or Seychellois or Maldivian or St Helena
	Any other group
	<b>Not Stated</b>
	Ethnic category not stated

NB: Those highlighted in bold, red text match the 16+1 census categories.

## **Appendix 4: Ethnicity Census Questions**

**2001 census question for Northern Ireland. ONS do not recommend the use of a national group question in Northern Ireland.**

**To which of these ethnic groups do you consider you belong?**

*Tick one box only.*

- ☐ White
  - ☐ Chinese
  - ☐ Irish Traveller
  - ☐ Indian
  - ☐ Pakistani
  - ☐ Bangladeshi
  - ☐ Black Caribbean
  - ☐ Black African
  - ☐ Black Other
  - ☐ Mixed ethnic group, *please write in*
- 

*Any Other ethnic group, please write in*

---

\*\*\*\*\*

**2001 census question for England & Wales (also used for Great Britain). This should be used when no national group question is being asked.**

**What is your ethnic group?**

*Choose ONE section from A to E, then tick the appropriate box to indicate your ethnic group .*

### **A White**

- ☐ British
  - ☐ Irish
  - ☐ Any Other White background, *please write in*
- 

### **B Mixed**

- ☐ White and Black Caribbean
  - ☐ White and Black African
  - ☐ White and Asian
  - ☐ Any Other Mixed background, *please write in*
- 

### **C Asian or Asian British**

- ☐ Indian

- ☐ Pakistani
  - ☐ Bangladeshi
  - ☐ Any Other Asian background, *please write in*
- 

#### **D Black or Black British**

- ☐ Caribbean
  - ☐ African
  - ☐ Any Other Black background, *please write in*
- 

#### **E Chinese or other ethnic group**

- ☐ Chinese
  - ☐ Any Other, *please write in*
- 

\*\*\*\*\*

### **2011 Census Recommended Ethnicity Question for England**

Question 16: What is your ethnic group?

(Choose **one** section from A to E, then tick **one** box to best describe your ethnic group or background)

#### **A White**

- ☐ English / Welsh / Scottish / Northern Irish / British
  - ☐ Irish
  - ☐ Gypsy or Irish Traveller
  - ☐ Any other White background, write in
- 

#### **B Mixed / multiple ethnic groups**

- ☐ White and Black Caribbean
  - ☐ White and Black African
  - ☐ White and Asian
  - ☐ Any Other Mixed / multiple ethnic background, write in
-

**C Asian / Asian British**

- ☐ Indian
  - ☐ Pakistani
  - ☐ Bangladeshi
  - ☐ Chinese
  - ☐ Any Other Asian *background*, write in
- 

**D Black / African / Caribbean / Black British**

- ☐ African
  - ☐ Caribbean
  - ☐ Any Other Black / African / Caribbean background, write in
- 

**E Chinese or other ethnic group**

- ☐ Arab
  - ☐ Any other ethnic group, write in
-

## Appendix 5: Main Sources of Ethnicity Data<sup>29</sup>

The table below lists some of the main sources of ethnicity data:

Source	Most recent year's data available	Coverage	Sample Size	Main speciality of source	Longitudinal study	Notes
<b>ONS sources</b>						
2001 Census of Population	2001	UK	Census	Demographic, local area estimates, religion, tenure, health and employment all available by ethnicity.	No	Release: late 2003
Annual Local Area Labour Force Survey	2001	UK	384,000 adults. This includes 25,000 adults from minority ethnic groups.	Labour market, education, training, demographic characteristics and local area estimates.	Interviews are held annually for four years.	This is a large and complex dataset.
Labour Force Survey (Quarterly)	2002	UK	138,000 adults per quarter. This includes 9,800 adults from minority ethnic groups.	Labour market, education, training and demographic characteristics.	No (although there are follow-ups at quarterly intervals for a maximum of five quarters).	This is a large and complex dataset.
Family Resources Survey	2001/02	GB	Sample of 25,000 households. This includes 1,600 households from minority ethnic groups.	Income, savings and wealth	No	

<sup>29</sup> Office for National Statistics (2003) *Ethnic group statistics. A guide for the collection and classification of ethnicity data*. London: HMSO. pp. 58-60. Available at [http://www.statistics.gov.uk/about/ethnic\\_group\\_statistics/downloads/ethnic\\_group\\_statistics.pdf](http://www.statistics.gov.uk/about/ethnic_group_statistics/downloads/ethnic_group_statistics.pdf)

See also Afkhami, R. (updated by Higgins, V.) (December 2008) *Ethnicity: Introductory User Guide, Version 1.2*. No Place Named: ESDS Government, which contains detailed information about all surveys including ethnicity data and also provides a table of Ethnicity Topic Based Resources (p.77).

Source	Most recent years data available	Coverage	Sample Size	Main speciality of source	Longitudinal Study	Notes
ONS Longitudinal Study (The LS)	2001	England and Wales	1% sample of people in England and Wales – approximately 500,000.	Health, ageing, mortality, ethnicity, household composition, occupational mobility, social and economic change.	Yes	Will be linked to 2001 census by summer 2004. The LS is linked to census variables and registrations data (such as birth and death records).
<b>Other government sources</b>						
British Crime Survey	2002/03	England and Wales	30,000 core sample of adults (including 2,000 from minority ethnic groups). Plus an additional minority ethnic boost sample of 3,000 adults.	Crime and victimisation	No	Survey with large ethnic boost sample.
Home Office Citizenship Survey	2001	England and Wales	10,000 core sample of adults. An additional minority ethnic boost of 5,400 adults.	Family and parenting. People and their neighbourhoods. Community participation. Racial prejudice and discrimination.	No	Contains a question on religion.
Health Survey of England	1999	England	7,800 adults in the general population. Plus an additional minority ethnic group sample of 6,800 adults. Plus samples of children aged 2–15.	Health data, but also contains other data (e.g. languages spoken, religious affiliation, housing tenure etc).	No	More recent surveys have been conducted. However, these did not include a boosted ethnic minority sample. The 1999 survey focused exclusively on the health of people from minority ethnic backgrounds. Data only available for the following ethnic groups: Irish, Black Caribbean, Indian, Pakistani and Chinese, which can be compared to the general population.

Source	Most recent years data available	Coverage	Sample Size	Main speciality of source	Longitudinal Study	Notes
ONS Longitudinal Study (The LS)	2001	England and Wales	1% sample of people in England and Wales – approximately 500,000.	Health, ageing, mortality, ethnicity, household composition, occupational mobility, social and economic change.	Yes	Will be linked to 2001 census by summer 2004. The LS is linked to census variables and registrations data (such as birth and death records).
<b>Other government sources</b>						
British Crime Survey	2002/03	England and Wales	30,000 core sample of adults (including 2,000 from minority ethnic groups). Plus an additional minority ethnic boost sample of 3,000 adults.	Crime and victimisation	No	Survey with large ethnic boost sample.
Home Office Citizenship Survey	2001	England and Wales	10,000 core sample of adults. An additional minority ethnic boost of 5,400 adults.	Family and parenting. People and their neighbourhoods. Community participation. Racial prejudice and discrimination.	No	Contains a question on religion.
Health Survey of England	1999	England	7,800 adults in the general population. Plus an additional minority ethnic group sample of 6,800 adults. Plus samples of children aged 2–15.	Health data, but also contains other data (e.g. languages spoken, religious affiliation, housing tenure etc).	No	More recent surveys have been conducted. However, these did not include a boosted ethnic minority sample. The 1999 survey focused exclusively on the health of people from minority ethnic backgrounds. Data only available for the following ethnic groups: Irish, Black Caribbean, Indian, Pakistani and Chinese, which can be compared to the general population.

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## **Other web-based sources of information on ethnic monitoring**

**Criminal Justice** – The British Crime Survey [http://www.statistics.gov.uk/ssd/surveys/british\\_crime\\_survey.asp](http://www.statistics.gov.uk/ssd/surveys/british_crime_survey.asp)

**Education** -- Data Collection FAQs regarding education  
<http://www.standards.dfes.gov.uk/ethnicminorities/faqs/763517/#2>

**Education** – Extended Codes, further information  
[http://www.standards.dfes.gov.uk/ethnicminorities/resources/Extended\\_Eth\\_Codes\\_V1\\_Oct06.xls](http://www.standards.dfes.gov.uk/ethnicminorities/resources/Extended_Eth_Codes_V1_Oct06.xls)

**Education** -- Extended guidance on collecting ethnicity data in relation to education  
<http://www.standards.dfes.gov.uk/ethnicminorities/collecting/763919/>

**Health** -- General information about the Health Survey for England  
<http://www.ic.nhs.uk/statistics-and-data-collections/health-and-lifestyles-related-surveys/health-survey-for-england>

**Health** -- Health Inequalities – Basket of Indicators (London Health Observatory)  
[http://www.lho.org.uk/HEALTH\\_INEQUALITIES/Basket\\_Of\\_Indicators/BasketOfIndicators.aspx](http://www.lho.org.uk/HEALTH_INEQUALITIES/Basket_Of_Indicators/BasketOfIndicators.aspx)

**Health** -- National/local health profiles and guidance on using indicators  
<http://www.apho.org.uk/resource/view.aspx?RID=50204>

**Key ethnicity data from ONS** <http://www.statistics.gov.uk/statbase/product.asp?vlnk=10991>

**Experimental population estimates by ethnic group**  
<http://www.statistics.gov.uk/STATBASE/Product.asp?vlnk=14238>

**Census 2011 recommendations**  
<http://www.ons.gov.uk/census/2011-census/2011-census-questionnaire-content/question-and-content-recommendations-for-2011/index.html>

NB: all web links checked and confirmed working on 12 February 2009.

## Appendix II

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## Social Surveys and Ethnic Monitoring

Lucinda Platt  
ISER, University of Essex  
lplatt@essex.ac.uk

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## Overview

- Own background
- What social surveys have to offer
- Overcoming small numbers issues
- Examples of sources
- Setting / revealing agendas: examples from research
- Points for discussion

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## Background

- Interest in ethnic monitoring since early 90s
- Research focuses on ethnic minorities in E&W/GB/UK
- Particular interest in poverty, but also social mobility, pay and social interaction
- Have used a range of sources
  - Started with administrative data used 'as' survey data
  - Seen the growth in data sources and the range of questions it is possible to answer (at different geographical levels)
- Currently lead for 'ethnicity strand' for major new survey, *Understanding Society, the UK Household Longitudinal Study*

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## What surveys have to offer

- Complement not substitute for admin sources
  - Far more variables – much more information about individuals
  - Typically representative of whole population – not particular groups covered by specific admin sources
  - Often also have information on other household members
- Provide more detailed understanding of experience of minority groups
- Help with understanding causes, relationships, consequences
- Help with understanding similarities and differences between different groups' experience
  - esp. important if aggregation is necessary or typical

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## But

- Samples of small populations lead to small sample sizes in surveys and can inhibit detailed analysis and lead to large confidence errors when taking account of sampling variation.
- Overall populations of minority groups are small – especially in smaller countries of the UK:

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## Ethnic minority populations: UK in 2001

- In 2001, c.8% of the UK population was made up of (non-White) minorities.
- The largest minority groups were: Indian (1.8%); Pakistani (1.3%); Mixed (1.2%); Black Caribbean (1%) and Black African (0.8%) (though the relative proportions have changed a bit since).
- Coverage of (disaggregated) minority groups is an issue for any UK – or UK country survey research, but particularly acute for NI.
- NI made up c. 3% of UK population but contained only 0.3% of the UK's non-white minorities (under 5000 minority individuals)
- 99% of the NI population was White (non-Traveller)
- The largest minorities were: Chinese (0.25%), Mixed (0.2%), Traveller (0.1%), Indian (0.09%) and Other (0.08%). Other groups made up smaller proportions.

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## Overcoming small numbers issues

- Using large samples e.g. ONS LS
- Pooling of annual cross-sections
  - Not so good for measuring trends, but can create overlapping pooled results
- Boost samples
- Linking data / combining sources
- Using administrative data
- Specialised surveys

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## Examples of sources

- Derived from Census:
  - ONS Longitudinal Study
    - E&W; but new NI version
    - Other census small area or microdata
- Annual cross-sections that can be pooled
  - Family Resources Survey
  - Labour Force Survey
- Surveys with ethnic minority boost samples
  - Citizenship Survey (E&W only)
  - Millennium Cohort Study
  - LSYPE (England only)
  - Understanding Society
- Specialist surveys
  - PSI surveys, most recently FNSEM 1993 (E&W only)

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## Some survey numbers...

- Family Resources Survey, annual cross-sectional UK-wide government study with focus on income sources, used for national poverty statistics (HBAI) but also much other research.
- Table shows numbers of individuals by aggregated ethnic group of household head
- But may want particular populations and disaggregated ethnic groups

	UK		NI	
	N	%	N	%
White	59,371	91.8	4,584	99.1
Mixed	470	0.7	7	0.2
Indian	1,163	1.8	15	0.3
Pakistani or Bangladeshi	1,144	1.8	--	--
Black groups	1,374	2.1	17	0.4
Other	1,144	1.8	5	0.1
Total	64,666	100	4,628	100

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## Children in FRS in GB

Year	All children	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African	Chinese
2005/6	15413	330	391	123	226	301	45
2004/5	16012	301	287	160	225	242	44
2003/4	16396	299	297	152	223	283	62
2002/3	16866	338	361	209	257	192	46
2001/2	14751	318	305	173	295	232	52

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## Similarly

- LFS: UK government survey (unclustered); c. 60,000 households interviewed every quarter, and followed up for 5 quarters. Not all questions asked in every quarter.
- Household version released twice a year for household level analysis, as well as quarterly individual level data set
- Can pool LFS to investigate e.g. patterns of employment and pay: e.g. in a study of pay gaps, pooling 1<sup>st</sup> wave in 12 quarters 2001-2005 gave:
  - 45,00 men and 48,000 women of working age with full-time or part-time wage information,
- with numbers by ethnic group of, for example,
  - 788 Indian men, 322 Pakistani men and 322 Black Caribbean men, but only 118 Chinese men; and
  - 738 Indian women and 476 Black Caribbean women, but only 160 Pakistani women and 144 Chinese women.

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## Boost samples...

- MCS, survey of children born in 2000/2001, followed over time. Focus on child development and related. Oversampled in areas of high ethnic minority concentration, with resulting numbers of main carers from different minority groups. Covers NI (though in practice very few ethnic minorities from NI).

Wave	Families (children)	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African	Chinese
1	18552 (18819)	480	893	371	264	379	48
2	15590 (15808)	379	683	260	181	252	34

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### What has survey research told us?

- ❑ It has revealed, for example
  - Employment 'penalties'
  - Pay gaps and pay advantages
  - Patterns of social mobility
  - Child poverty – differences and contributory factors (and penalties)
    - And differences in depth / duration
  - Health outcomes and differences in health behaviour, etc.
  - Variation within groups – e.g. by religious affiliation

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### Survey analysis by ethnic group has:

- ❑ Pointed up areas where differences – and therefore where it is important to introduce checks and monitoring
- ❑ Has indicated areas where traditional patterns or stories don't fit all groups
- ❑ Has highlighted differentiation between groups (need for disaggregation) and within groups (contributes to explanation but also requires it)

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### Some specific examples

- ❑ Social mobility (using the ONS Longitudinal Study)
- ❑ Use of health-related benefits (using the Labour Force Survey)
- ❑ Ethnicity and child poverty (using Family Resources Survey)
- ❑ Ethnicity and social participation (using Citizenship survey)

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### Social mobility

- ❑ Social class origins don't work in the same way for minority groups as they do for the population as a whole
- ❑ Some groups do better from working class origins; some do worse – despite educational achievement.
- ❑ Do we need to rethink the social mobility paradigm – or at least reflect further on its implications?

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### Health related benefits and ethnicity

- ❑ Intersection between long-term ill health, poverty and ethnicity: is there a role of health benefits?
- ❑ Rates of long-term ill-health typically higher among Pakistanis and Bangladeshis and lower among Black Africans than in the population as a whole (and after controlling for relevant demographic characteristics).
- ❑ But use of health-related benefits appears to be lower among Pakistanis and Bangladeshis – in ways that cannot obviously be accounted for either by severity of illness / disability or by conditions of NI-related benefits.
- ❑ Suggests there may be an issue about access to particular types of benefits across different ethnic groups. Highlights a potential area of inequality / concern that merits further attention.
- ❑ And also indicates that looking at takeup more generally (e.g. of means tested benefits) would be worth doing (currently estimates non-take up are not broken down by ethnic group).

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### Ethnicity and child poverty

- ❑ UK child poverty agenda has stemmed from – and spawned a huge amount of research into child poverty from all sorts of different angles.
- ❑ However, little attention has been paid to ethnic group variation – despite the dramatic differences in child poverty rates across groups.
- ❑ Current research may help to understand
  - the extent to which differences across groups can be attributed to differences in risk factors that are already being addressed
  - Or whether there are 'ethnic poverty penalties' which imply a more targeted approach and suggest that there is a large 'unexplained' element
- ❑ It also illuminates differences between groups in risk factors and in the risks associated with particular, vulnerable sets of circumstances – and within-group variation.
- Given high child poverty rates in NI, may be salient here

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## Ethnicity and social participation

- Lots of discussion of 'social exclusion' and wider dimensions of 'poverty' including lack of access to social participation and social contact
- Various assumptions about community and within-group contact, but little evidence for how patterns of residence are or are not implicated in particular patterns of social contact
- Research suggests that income affects types of social participation but income poverty does not imply lack of social participation (or vice versa).
- Those who face lower opportunities for social contact, when taking account of other factors are those who often attract least attention in terms of poverty debates (Black African and Black Caribbean woman) but if social participation is part of welfare, perhaps this needs reconsideration – and more information on nature and effectiveness of social networks

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## Relevance to current discussion?

- Illustrative of the potential of survey research to bring to attention particular topics – that may then benefit from sustained efforts effectively to monitor
- May help to understand why particular patterns of experience revealed by monitoring arise – and what might be done about them
- Most of the research cited GB or E&W – but reasonable to extrapolate to whole of UK (and to NI specifically).
  - Though not adequate for e.g. information on Travellers: few UK-wide sources collect this information currently (though moves in that direction, especially following new Census categories)
- Potential for developing / creating proxies where direct information not collected on populations of interest
- And for aggregating categories – where it can be demonstrated that have common features which support such aggregation can justify particular data collection or monitoring strategies.

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## Points for discussion

- When is NI-specific data necessary?
  - Extrapolate from UK – or even GB?
    - After all extrapolate to GB (or England) from selected areas
- What are the key questions that need survey data to address?
  - By what routes can these best be addressed?
  - At what levels (geographical & individual / family) does it need collecting
  - What variables are needed?

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## Country / regional distribution of minorities

Source: 2001 Census

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## Understanding Society, The UK Household Longitudinal Study

- *Understanding Society* is a multi-topic panel study of 40,000 households
- All household members will be followed over time (interviewed every year from age 16)
- Includes representation of minorities as they occur in the population across the UK and an ethnic minority boost of 4,000 households,
- 'Ethnicity strand' also comprises
  - dedicated questionnaire content on issues of particular relevance to the study of ethnicity or minority ethnic groups
  - and extra questionnaire time for boost households, plus a general population comparison sample, plus ethnic minorities from non-boost areas

See <http://www.understandingsociety.org.uk/>

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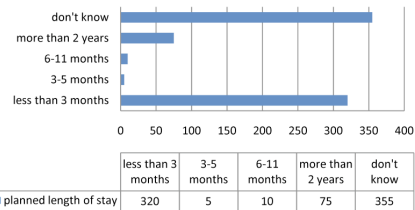
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### Inland a bit

- 760 people registered with WRS since 2004
- 85% were Polish
- Males outnumber females by about 25%
- Most aged under 35 years
- The vast majority employed at wage levels at or below £6 per hour
- Most were therefore in routine manual jobs commensurate with those wage levels

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### Planned length of stay: Mid Sussex



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Old EU	880
2004 accessions except Poland	550
Poland	530
Romania, Bulgaria (A2)	130
Ukraine, Russia	40
Turkey	40
Albania	10
Anglophone E Africa	40
Anglophone W Africa	50
Anglophone S Africa	160
Mauritius	70
Bangladesh	90
India	350
Pakistan	20
Sri Lanka	40
Caribbean	60
S America	60
USA, Canada	130
Australia, New Zealand	290
Japan, Korea	30
Malaysia	30
Philippines	270
Thailand	40
China	10

NI  
registrations,  
Mid Sussex,  
since 2004

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### Response

- Problem in areas not used to immigration: anxiety about asking about race/ethnicity
- First 'white' reaction to monitoring is often to wonder why it's necessary
- Second reaction may be that such inquiries are counter-productive, even discriminatory in themselves

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### Unfamiliarity with...

The paradox of racial/ethnic equality:

To make race and ethnicity matter **less**,  
we have to pay attention to them **more**

To make sure we don't discriminate **against** people  
we have to discriminate **between** them

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### Confusion

- The point of wanting to do away with discrimination is that people are essentially the same and have same rights and entitlement to fair treatment ('race' should be irrelevant, but how do we know if it is?)
- Yet in some respects people are not the same, fairness and equitable access entails recognising differences rather than ignoring them (ethnicity is often relevant, but how do we know if it's ignored?)

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### Resistance

- Deep seated, often muddled up with mythology about preferential treatment for minorities
- 10% of university applicants in England had no recorded ethnicity in 2005. Whites refuse (I think) in mistaken belief that denying relevance of race/ethnicity in their lives makes it disappear for other people

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### Resistance for other reasons

- BME people may refuse because of anxiety that information might be used to discriminate against them more effectively
- (If an extremist party was proposing compulsory euthanasia at 65, how would we react to age monitoring?)
- European migrants tend to leave question blank because it makes little sense to them

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### From Michelynn's paper:

'Every department, public service provider and/or agency needs to make their own case for monitoring by ethnicity and communicate this loudly and clearly to their representatives'

(p3)

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### Back in Sussex

- Numbers likely to be 4,000 in coastal area (early 2009)
- Since about 2006, some knowledge about where, but little about implications
- We knew most were under 35, so predictable consequences for maternity services and schools
- Education was best at getting info, it usually is
- Health rather far behind

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### Education service response

- Most schools had been mono-ethnic for ever, with minorities overwhelmingly concentrated in one town
- Schools unfamiliar with 'ethnic question' and unwilling to ask it
- But rapid growth in linguistic diversity provided the spur

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### From Michelynn's paper:

'It was the training that made the difference in the quality and rate of data collection because the training allowed teachers and other school representatives to see clearly how ethnicity monitoring data connected directly to the provision of individual learning and development plans for each pupil, a key plank of current education policy.'

The training also gave individual teachers/officers both the confidence and a range of tools to enable them to ask pupils/parents to self-ascribe ethnicity as well as to employ appropriate proxy indicators, such as languages spoken at home, to improve the data quality.' (p7)

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Total pupils	18,775
Bangladeshi	72
Indian	109
Any Other Asian Background	120
Pakistani	9
Black - African	61
Black Caribbean	22
Any Other Black Background	19
Chinese	46
Any Other Mixed Background	169
White and Asian	148
White and Black African	37
White and Black Caribbean	76
Information Not Yet Obtained	304
Any Other Ethnic Group	75
Refused	166
White - Irish	68
Traveller of Irish Heritage	6
Any Other White Background	457
Gypsy/Roma	51
Total BME	2015

### Mid Sussex, minority pupil numbers, 2008

Ethnic group	No of children	Mid Sussex First languages other than English
Bangladeshi	72	Bengali/Sylheti 36
Chinese	46	'Chinese' 17
Pakistani	9	Urdu 4
Indian	109	Hindi 3; Gujarati 3; Malayalam 22
Filipino	27	Tagalog and Filipino 27
Polish	12	Polish 12
Spanish	14	Spanish 14
White other	457	Albanian, Bulgarian, Czech, Danish, Dutch, Finnish, French, German, Greek, Hebrew, Hungarian, Italian, Latvian, Kurdish, Norwegian, Portuguese, Romanian, Serbian, Slovakian, Swedish
Turkish	14	Turkish 14
Others		One or two speakers of Thai, Persian, Arabic and French Caribbean Creole, plus eight African languages

### Health

- GPs have not done well so far
- Receptionist 'blockade' (little on-line translation, simple details like what's needed for registration, assumptions about A&E, seeing specialist, impenetrable patient booklets)
- Monitoring very low priority, no training
- A&E tends to be worse
- Birth figures show 50% are 'white other' (!)
- Anecdotal account of high % in special care unit

#### Ethnic Origin. The usual list is

White British/White Irish/  
**Other White Background**  
 Mixed White and Black Caribbean  
 Mixed White and Black African  
 Mixed White and Asian  
 Any other mixed background  
 Asian/Asian British: Indian/Pakistani/Bangladeshi/Other  
 Black/Black British: Caribbean/African/Other  
 Chinese

#### Any other ethnic group

No answer

Please do not leave no answer, please tell us your nationality and (very important) your first language

Prasome pasakyti kokia  
 jusu pirma kalba ir is  
 kur jus esate kile,  
 nepalikite sia klausimo  
 neatsakyo.

### Motives...

- Economic... maybe not applicable in all fields: Schools put themselves at risk if they can't match outcomes to ethnicity at all  
GPs have targets for immunisations, smears, smoking
- But also educational quality, not wasting/frustrating talent, meeting specific health needs

### NI is obviously different

- RR Act came late to NI, while CRE document on monitoring in E&W dates from early 80s
- England further behind in asking about religion, though no difficulty finding school figures for NI:  
 Protestant 123,142  
 Catholic 163,950  
 Other Christian 7,735  
 Non Christian 1,448  
 (primary schools)

### Other issues

- Definite problem with small numbers: agencies less motivated, fewer 'at risk'
- Not communities, often individuals
- Categories are inevitably problematic, they try to capture what's in people's heads but also in people's lives

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### Conclusion

- The practicalities are not insurmountable
- Statistical tools to analyse the data are there
- But the problems and obstacles are in awareness and motivation
- At the GP receptionists, through trust with school administrators or teachers, with housing providers... the quality of data is highly mediated by personal interaction

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- Confidence to ask sensitive questions needs to be built for staff at all levels – from reception to management
- Ability to instruct and persuade service users/ clients to self-ascribe, needs to be taught to staff
- Staff need to know, understand and see how the data are used to get their buy-in and so they can explain this to service users/clients and colleagues

(Michelynn's paper, p14)

## NICEM Seminar: Ethnic Monitoring in Northern Ireland

Tuesday, 28<sup>th</sup> April 2009

NICEM SEMINAR – 28<sup>th</sup> April 2009

Ethnic Monitoring in Private Sector Employment Context: what really brings about change...

Veena Vasista  
Independent Public Policy  
Consultant

NICEM SEMINAR – 28<sup>th</sup> April 2009

- National Employment Panel Business Commission on Race Equality in the Workplace (2007)
- ippr Race Equality and Diversity Task Force (2004)
- Strategy Unit: Ethnic Minorities and the Labour Market (2003)

NICEM SEMINAR – 28<sup>th</sup> April 2009

### DWP PUBLIC SERVICE AGREEMENT (PSA) 2005-2008

#### PSA 4:

- demonstrate progress on increasing the employment rate
- increase the employment rates of disadvantaged groups
- significantly reduce the difference between the employment rates of the disadvantaged groups and the overall rate.

NICEM SEMINAR – 28<sup>th</sup> April 2009

What are the causal factors of the ethnic minority employment gap and what percentage of the gap is caused by private sector employment practices?

NICEM SEMINAR – 28<sup>th</sup> April 2009

### NEP Performance Measurement Recommendations

We recommend that Government sets the **over-arching goal** of narrowing the ethnic minority employment gap to 12% points by 2015.

We recommend that in 2015, Government **measure the private sector contribution** to reducing the ethnic minority employment gap against a 2008 baseline.

NICEM SEMINAR – 28th April 2009

**BEHAVIOUR DRIVERS**

attitudes/perceptions/prejudices  
costs & complexity  
awareness levels  
risk/reward assessment

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**CHANGE DRIVERS**

challenge attitudes/perceptions/prejudices  
minimise costs & complexity  
educate & provide technical support  
shift risk/reward balance

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**Performance Indicators – Macro (the change package)**

- Outcomes
- Actions taken (or not) by employers to ensure workplace equality & actions taken by public sector to influence and support employers
- Level of influence/impact of behaviour drivers

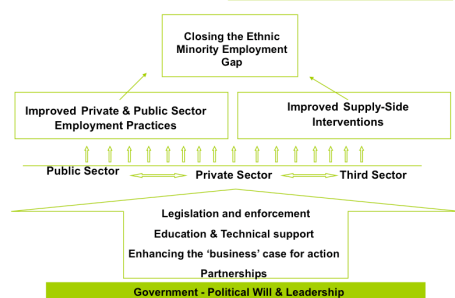
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**Performance Indicators - Micro (individual businesses)**

- Outcomes
- Actions taken (or not) within a business to ensure workplace equality
- Influence/Impact of behaviour drivers within the business

**SHARED AGENDA**

NICEM SEMINAR – 28th April 2009



NICEM SEMINAR – 28th April 2009

**Questions & Discussion**

Ethnic Monitoring in Private Sector  
Employment Context: what really brings  
about change...