

# Bristol: a city divided?

## Ethnic Minority disadvantage in Education and Employment

### Summary

This Briefing draws on data from the 2001 and 2011 Censuses and workshop discussions of academic researchers, community representatives and service providers, to identify patterns and drivers of ethnic inequalities in Bristol, and potential solutions. The main findings are:

- Ethnic minorities in Bristol experience greater disadvantage than in England and Wales as a whole in education and employment and this is particularly so for Black African people.
- There was a decrease in the proportion of young people with no educational qualifications in Bristol, for all ethnic groups, between 2001 and 2011.
- Black African young people are persistently disadvantaged in education compared to their White peers.
- Addressing educational inequalities requires attention to: the unrepresentativeness of the curriculum, lack of diversity in teaching staff and school leadership and poor engagement with parents.
- Bristol was ranked 55th for employment inequality out of the 348 districts of England & Wales.
- People from Black African (19%), Other (15%) and Black Caribbean (12.7%) groups had persistently high levels of unemployment.
- Almost all ethnic minority groups in Bristol experience employment inequality when compared to White British people.
- In order to tackle employment inequality both recruitment processes and office culture need to be revised.

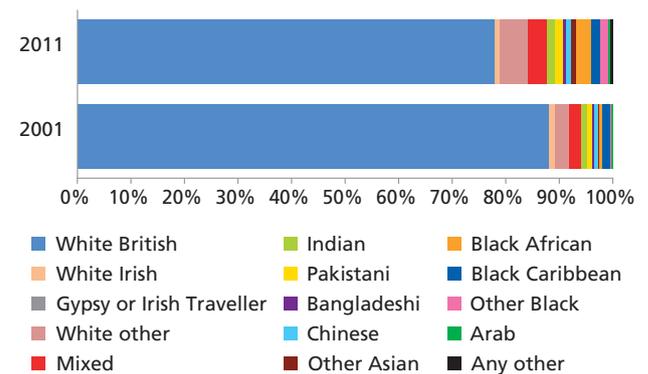
### Ethnic Diversity and Inequality in Bristol

In 2011, 1 in 5 people living in Bristol (22%) identified with an ethnic group other than White British.

Bristol ranked 7th out of the 348 districts of England & Wales (1=worst) on the Index of Multiple Inequality<sup>1</sup>

In February 2016 The Runnymede Trust co-hosted a workshop on ethnic inequalities in Bristol, with support from Black South West Network, CoDE and Barclays. The purpose was to discuss data from the Local Ethnic Inequalities project in order to understand the drivers of ethnic inequality in Bristol.

**Figure 1.** Population 2001 and 2011.



Source: Census 2001 & 2011

Ethnic minorities in Bristol experience greater disadvantage than the national average in education and employment, as shown in Tables 1 and 2. In Education, ethnic minorities in England and Wales on average have higher proportions with qualifications than White British people but this is not the case in Bristol, and inequality for the Black African

### Measuring Local Ethnic Inequalities

Inequality for ethnic minorities in relation to the White British in education, employment, health and housing has been calculated for districts in England and Wales using data from the 2001 and 2011 England and Wales Census. Ethnic inequality is calculated as the absolute difference in the proportion of the White British group and a particular ethnic minority group who experience disadvantage on key social indicators. The indicators of inequality are: percent aged 16-24 with no qualifications (Education); percent aged 25 and over who are unemployed (Employment); percent with a limiting long term illness (LLTI indirectly age standardized) (Health); percent living with an occupancy rating of -1 or below, indicating overcrowding (Housing). A negative value indicates inequality (disadvantage) for the minority group. Inequality was calculated for nine ethnic minority groups: White Irish, White Other, Mixed, Indian, Pakistani, Bangladeshi, Chinese, Black African, Black Caribbean. For full details see the national report.<sup>1</sup>

**Table 1.** Absolute Inequality Education, 2011.

%	England & Wales	Bristol
All BME	1.1	-1.1
White Irish	4.5	5.4
White Other	-2.4	0
Mixed	-1.1	-3.1
Indian	6.0	4.4
Pakistani	0.6	0.8
Bangladeshi	1.5	1.1
Chinese	5.4	6.4
Black African	2.1	-6.1
Black Caribbean	1.6	-0.5

Source: Census 2001 & 2011

**Table 2.** Absolute Inequality Employment, 2011.

%	England & Wales	Bristol
All BME	-3.4	-4.4
White Irish	-0.2	0.2
White Other	-0.3	-0.2
Mixed	-5.6	-5.3
Indian	-1.3	0
Pakistani	-6.0	-3.6
Bangladeshi	-8.0	-2.2
Chinese	-1.1	-1.6
Black African	-10.2	-13.9
Black Caribbean	-7.2	-8.1

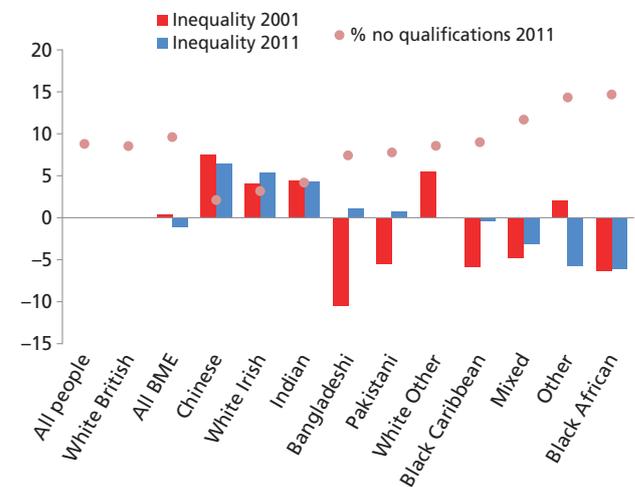
Source: Census 2001 & 2011

group is particularly notable. In Employment, ethnic minorities are disadvantaged compared to White British people nationally, but this is to a greater extent in Bristol, particularly for Black groups. Although experiencing disadvantage in employment in Bristol, Indian, Pakistani and Bangladeshi groups are less disadvantaged here than in England and Wales as a whole.

## Ethnic Inequalities in Education

Overall taking the average for all ethnic minority groups, Bristol is ranked 159th for educational inequality out of 348 districts in England and Wales. However, for Black people Bristol has the 3rd highest level of educational inequality in England and Wales.

**Figure 2.** Educational inequality, 2001 and 2011 and percentage of 16-24 year olds with no qualifications 2011.



Source: Census 2001 & 2011

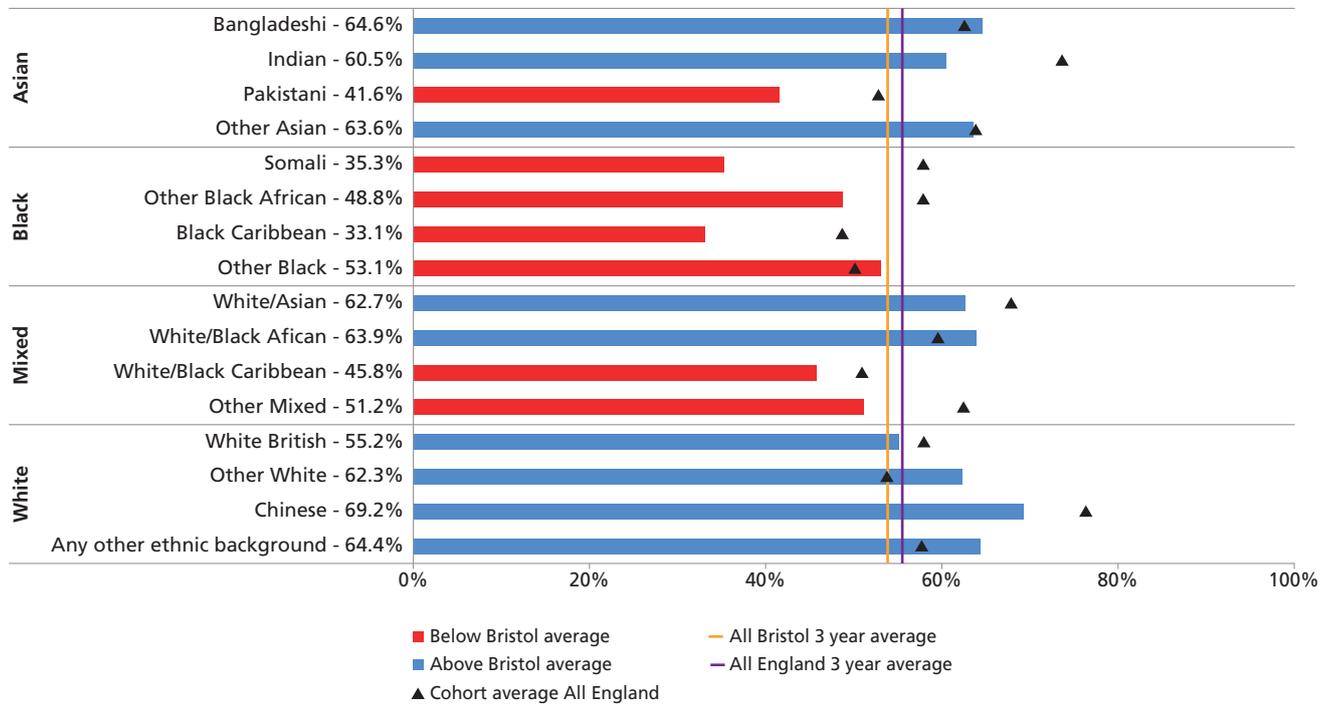
Figure 2 shows the percentage of 16-24 year olds from each ethnic group with no qualifications in 2011. Between 2001 and 2011 almost all groups increased the proportion of young people with qualifications. The most significant improvements were for Bangladeshi, Pakistani and Black Caribbean people. The only groups that had an increase in young people with no qualifications were those in the Other (10% to 14%) and White Other (6.4% to 8.6%) groups.

Figure 2 highlights that a number of groups progressed from having a higher proportion without educational qualifications in 2001 to performing more in line with the White British group in 2011. The two groups that face persistent educational inequality are the Black African and Mixed groups.

An additional measure of educational performance is Key Stage 4 (KS4) results (Figure 3). The gap between the highest and lowest performing group in KS4 within Bristol was approximately 30 percentage points. In KS4 Black Caribbean (33.1%), Somali (35.3%) and Pakistani (41.6%) groups have the lowest proportions of young people obtaining 5+ GCSEs at A\*- C. The highest performing groups at KS4 are the Chinese (69.2%), Bangladeshi (64.6%), Other (64.4%) and Mixed – White/Black African (63.9%) groups.

Local stakeholders found that the data on education accurately represented their understanding of educational outcomes of BME groups in Bristol. Attention was drawn to the underlying factors that drive much of the inequality such as: social class, teachers' expectations of their pupils, poverty and deprivation. Three key themes were identified as underpinning the educational inequality found in Bristol. These are also useful in identifying potential policy interventions that can be made.

**Figure 3.** Percentage of pupils achieving 5+ A\*-C including English and Maths, 2012-15.



Source: Bristol City Council

## 1. The unrepresentativeness of the curriculum

Participants spoke about the relevance of the national curriculum to the needs and experiences of Black and Minority Ethnic young people, particularly at secondary level, and the consequences of its unrepresentativeness on educational outcomes.

*"The current curriculum is drawn up by people who are not able to create a learning framework which caters for children from different upbringings and cultures. The standard school curriculum therefore favours children from a white mainly middle class background."*

## 2. Lack of diversity in teaching staff and school leadership

Around 4.4% of teachers in Bristol schools are from BME backgrounds (compared to 7.5% of teachers nationally). Stakeholders identified the unrepresentativeness of teaching staff and school leadership as a factor in the underachievement of BME learners.

*"Not enough is being done to 'get out there' and actively recruit BAME<sup>2</sup> people into the teaching profession. Also perhaps we need to start encouraging young BAMEs to think about teaching as a career at an earlier stage."*

## 3. Poor engagement with parents

A link was drawn between low attainment and poor engagement with parents. Schools committed to high expectations and achievement for all must display an intrinsic level of engagement with parents.

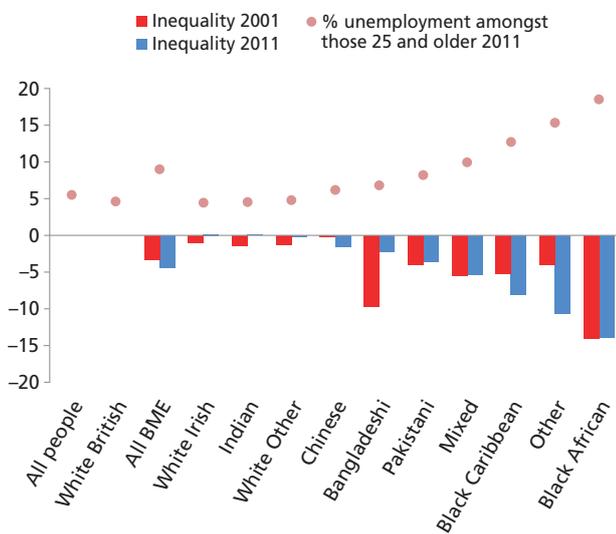
*"We need to empower parents and encourage them to see themselves as partners in the process of educating their children. Parents will need to be supported in this process."*

## Inequality in Employment

Local ethnic inequalities in employment are measured as the difference between the proportion of those aged 25 and over, from White British and ethnic minority groups, who are unemployed in a particular district. Out of 248 districts of England & Wales Bristol was ranked 55th highest for employment inequality between White British and Black and Minority Ethnic people.

Figure 4 charts the proportion of people from different ethnic groups who are unemployed. People from Black African (18.5%), Other (15%) and Black Caribbean (12.7%) groups had the highest levels of unemployment in 2011. For most groups the levels of unemployment remained fairly stable between 2001 and 2011. The groups that

**Figure 4.** Employment inequality 2001 & 2011, and %unemployment amongst those 25 and older 2011.



Source: Census 2001 & 2011

saw significant changes were those in the Other (+7.5), Bangladeshi (-6.7) and Black Caribbean (+3.7) groups.

Apart from the White Irish, every ethnic minority group faces an inequality in employment, which remained fairly constant between 2001 and 2011. The worst employment inequality is experienced by those in the Black African group. Black African people are almost 5 times as likely to be unemployed compared to the White British population in Bristol.

Stakeholders in Bristol felt that the situation was worse than the statistics disclose. In particular as the statistics do not

capture types of employment and wage gaps. Three key drivers of inequality were identified:

### Work Place Culture

Participants highlighted the way in which work place culture itself is not a neutral space and can embody ‘systemic institutional, social and cultural racism’. This results in BME staff either having to adapt their behaviour in order to fit the cultural expectation of the employer or be excluded from opportunities. As one participant put it the onus should be on employers ‘to adapt to diversity’. In order for this to change there needs to be appropriate training for existing staff about ‘unconscious biases, and the impact of whiteness and white privilege.’

### Positive Action

A reoccurring theme in the discussion was the need for positive action schemes that would address the unconscious bias that leads to poor employment outcomes for BME groups. Participants suggested that this should be linked to an accountability structure that requires a company’s staff to be representative of Bristol’s population.

In terms of addressing racial discrimination, the need for a wholesale adoption by employers of positive action in employment was identified.

### Young People

A link was made between the experiences of BME young people in education generally and patterns of employment. Stakeholders felt that there should be a focus on raising aspirations through the celebration of successful young BME people.

*“We should also encourage the promotion of good role models for BAME youngsters, telling the stories of successful BAME people in all walks of life across the city.”*

<sup>1</sup> Finney, N. and Lymperopoulou, K. (2015) *Local Ethnic Inequalities*. Runnymede Trust <http://www.runnymedetrust.org/uploads/Inequalities%20report-final%20v2.pdf>

<sup>2</sup> BAME denotes Black, Asian and Minority Ethnic.

**Acknowledgements:** This project was supported by the ESRC and Barclays. We are grateful to all workshop participants including representatives of Black South West Network (BSWN), Bristol City Council, Somali Media Group, City Academy, SARI, Bristol IAG (A&S Constabulary), Employment, Skills & Learning, Street To Board Room project, University of Bristol, The Society, Voscur, Ujima, Golden Keys Project, BBC, West of England LEP, Up Our Street, Second Step, Babbassa, Community Access Support Services, Rethink, Independent, Black Police Association, Big Lottery, Wellspring Healthy Living Centre, SM Consultancy, Creative Youth Network, BEN, Dhek Bhal, Tshabalala, UWE.

**Authors:** Farah Elahi, Nissa Finney and Kitty Lymperopoulou

**Centre on Dynamics of Ethnicity (CoDE) in collaboration with The Runnymede Trust**

The University of Manchester  
Oxford Road, Manchester  
M13 9PL, UK

email: [censusbriefings@ethnicity.ac.uk](mailto:censusbriefings@ethnicity.ac.uk)

[www.ethnicity.ac.uk](http://www.ethnicity.ac.uk)

