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Katedra anglistiky a amerikanistiky

**Minority Ethnic Students in Education of the  
Great Britain**

(bakalářská práce)

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aplikovanou ekonomii

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Olomouc 2011

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V Olomouci dne 11. 5. 2011

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Chtěla bych poděkovat Mgr. Emě Jelínkové, Ph.D., vedoucí práce, za metodickou pomoc a poskytnuté rady při zpracování této bakalářské práce.

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## Introduction

The globalized world brings many new things which governments of every state have to deal with. People build businesses within different states and continents, travel almost everywhere very quickly in a very short time, products fluently flow around the world and so does the labour. Immigrants now form a significant part of population in many countries and as the consequence governments have developed specific policies concerning immigrants with different ethnicity. According to OECD (Organisation for Economic Co-operation and Development) the number of foreign citizens in the United Kingdom reached 4.4 million in 2009, it is 7.2% of the population.<sup>1</sup> Disparate origin, language, traditions, mentality and culture as a whole lead to social differences. The governments forestall unintentional disagreements using the policies.

One of the areas where these disagreements are common is the educational system. Cases of discrimination, sexual harassment or other violations of employees' rights on each level of education from the basic staff to the high management may occur. According to Maureen Farish et al. Britain has a long history of equal opportunities policy-making, because not only educational organisations are willing to comply to the equality legislation from the 1970s (Sex Discrimination Act 1975 and Race Relations Act 1976). Moreover, the acceptance of equal policy-making seems to be obligatory for the modern institutions. There is also an importance of treating students, pupils and babies equally. Universities, secondary schools, primary schools, nursery schools, open universities and other educational institutions are forced to solve the phenomenon of rising numbers of students with different ethnicity.<sup>2</sup> That is why many schools have already got used to adopting and supporting new arrivals and helping them to become accustomed to the new system and to make good progresses.<sup>3</sup>

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<sup>1</sup>“ OECD International Migration Outlook 2010 - Country note for the United Kingdom,” last modified July 12, 2010, [http://www.oecd.org/country/0,3377,en\\_33873108\\_33873870\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/country/0,3377,en_33873108_33873870_1_1_1_1_1,00.html).

<sup>2</sup> Maureen Farish et al., *Equal Opportunities in Colleges and Universities* (Buckingham: SRHE and Open University Press, 1995), 1.

<sup>3</sup> Department for Children, Schools and Families, *New Arrivals Excellence Programme Guidance* (Norwich: Department for Children, Schools and Families, 2007), 3, accessed January 26, 2011, <https://www.education.gov.uk/publications/standard/Teachersandschoolworkforce/Page4/DCSF-00650-2007>.

This bachelor thesis concentrates on the students of different ethnicity participating in the educational system of the United Kingdom. This system holds a significant part of all immigrants, even though mostly temporarily. The conception of different ethnicity is understood as:

A group of people from a particular culture or of a particular race living in a country where the main group is of a different culture or race<sup>4</sup>

Immigrants are divided according to their ethnic background. Statistical researches distinguish several major groups of immigrants. The reason for this division is a more simple recognition of typical ethnic groups. The groups of immigrants are: Black Caribbean, Black African, Black Other, Indian, Pakistani, Bangladeshi, Chinese, Asian Other, mixed ethnicity and other.

In my thesis I will concentrate on minority ethnic students in British educational system (primary, secondary schools and higher education). The description of the immigration as a whole will appear in the initial part of my paper. The most important points are the development of immigration as for the rising or declining numbers of immigrants, regions where they settle most commonly, country of origin and age diversification. The next chapter will focus on rates of representation of immigrants from different countries in various levels of education especially universities, secondary and primary schools. The description of EAL and SEN<sup>5</sup> matters will follow. The bachelor thesis will research whether there is a link between the overall immigration and the representation of different ethnicity at the educational system. Crucial points in my thesis are the integration of minority ethnic students into classes, representation of different ethnicity in each level of education and participation of minority ethnic immigrants in the labour market.

The aim of the bachelor thesis is to give an overall view of minority ethnic students in British educational system with focus on their representation and integration. I will summarize different sources especially reports that were published by various educational institutions, mainly universities' research, British government websites and reports from British media (BBC). Charts from

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<sup>4</sup>Sally Welmeier, editor, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 2000).

<sup>5</sup>EAL = English as an Additional Language, SEN = Special Educational Needs

UK National Statistics website will be used to complete the text and supply more data. I will try to focus on the most current sources because the immigration situation is very flexible and the approaches to its regulation very differ. That is why the use of out-of-date data would bring results that do not correspond to the reality. However, I am aware the fact that it will not be possible to get current information in some cases.



# 1 Immigration to the UK

## 1.1 History of Immigration

The UK history of immigration is varied; this country accepted immigrants for centuries. The first people who immigrated to the shores of England were Normans. William the Conqueror invaded England in 1066. Along with them Normans brought feudalism and the French language. Many Jews came to England in the 11<sup>th</sup> and 12<sup>th</sup> century. French Huguenots were leaving France in the 17<sup>th</sup> century and migrated to England. The United Kingdom accepted many refugees from Nazi Europe during the World War II. A big immigration wave of non-white people began right after the World War II. There was a lack of workers who could work in positions where no special skills were needed.

In the 1950s many immigrants from Caribbean arrived to the United Kingdom. Following decade, 1960s was typical with a new arrival of people from Asia, especially Indians and Pakistanis, who sought better living standards. They mostly participated in a textile industry. Later they sent for their families and their community enlarged. Nowadays they are along with the Chinese one of the most prospering immigrants. It is because of their hard work and determination.<sup>6</sup> In the post-war era the UK noticed the increase in the Black and Asian population especially in the big cities.<sup>7</sup> White immigrants came from Eastern Europe during the communist era as well as many Jews arrived before the World War II. Many Italians and Spaniards were accepted in the 1970s. Kosovo conflict produced refugees who fled to the UK.<sup>8</sup> Lately, the most of all immigrants comes from the EU and the Commonwealth of Nations. Detailed description of recent countries of origin as valid recently is provided in chapter 1.4 Place Diversification.

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<sup>6</sup> Jaroslav Peprník, *A Guide to British Studies* (Olomouc: Univerzita Palackého v Olomouci, 2006), 143-144.

<sup>7</sup> Jaroslav Peprník, *Británie a USA – Ilustrované reálie* (Olomouc: Nakladatelství Olomouc s. r. o., 2004), 72-73.

<sup>8</sup> Peprník, *A Guide to British Studies*, 144.

## **1.2 Reasons for Immigration**

Grounds for immigration differed during the history; however the two most significant reasons are better economic and political conditions. These reasons for immigration are also valid nowadays, although there are some extra. People from countries with instable political situation or less developed economy naturally seek better living standards including a good working place. Majority of all newcomers immigrate because of the definite job they have or they hope to find a job after their arrival. There are as well many refugees applying for asylum who escaped the persecution in the country of their origin. Due to broadening of the integration on the universities and high schools levels students became a significant part of the overall net immigration, even though they tend to stay only temporarily. It includes also people working temporarily on different kinds of trainee-ships. A part of all immigrants is composed by family members who immigrate to the United Kingdom only to rejoin their families. The table including a percentage division of all immigrants according to the reason for immigration is to be found in Attachment 1.

## **1.3 Total Population and Raising Numbers of Immigrants**

The Office for National Statistics estimated<sup>9</sup> that the resident population of the UK was 61,792,000 in mid-2009. There was a 394,000 growth from the previous year. Immigrants significantly affect the total population. More than a half of the population growth, 55%, is created by the natural change in population (births minus deaths). The rest of the population growth is made by long-term net international immigration (excess of immigrants over emigrants).<sup>10</sup>

The number of immigrants that fluently rises through the years is a big concern of the UK citizens. One of the examples would be the increasing number of immigrants from the Eastern European states due to their entering the European Union; however, to date the number of these immigrants slightly declined.<sup>11</sup> The

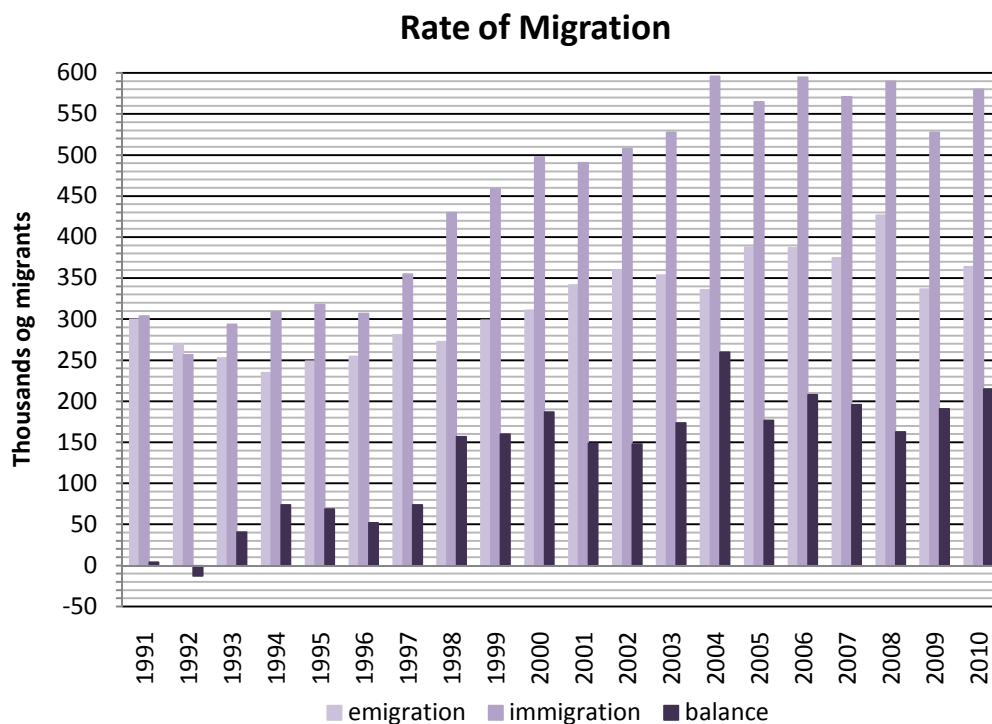
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<sup>9</sup> The last census was taken 2001, therefore the data included are estimations; the next census will take place in March 27, 2011.

<sup>10</sup> "24/06/10 - News Release - UK population approaches 62 million," Office for National Statistics, accessed June 24, 2010, <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=601>.

<sup>11</sup> "Migration Watch UK," Migration Watch, accessed January 28, 2011, <http://www.migrationwatchuk.org/>.

curve in the chart reflects the evolution of net migration and its reaction on the immigration policy and trends in international migration. It is obvious that the number of immigrants rises fluently except significant years 2000 and 2004 when the rate of net immigration increased rapidly. Institution for Public Policy Research suggests that the mentioned growth in net immigration is probably highly influenced by decreasing rate of net emigration rather than increasing numbers of arriving newcomers.<sup>12</sup>



**Chart 1** – Source: “2 series (LTIM calendar year),” Office for National Statistics, accessed January 4, 2011, <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=15053>.

During the history the UK citizens had to get along with many ethnicities that entered the United Kingdom. This implies that they are used to live with immigrants from varied ethnicities. Immigrants are a big contribution to this country especially its economy. But on the other hand the UK citizens are alarmed by increasing numbers of immigrants. Varied types of proposals for changing of immigration policy were suggested. The policy would bring more obstacles for people who want to immigrate to the United Kingdom and consequently decrease annual number of authorized applications.

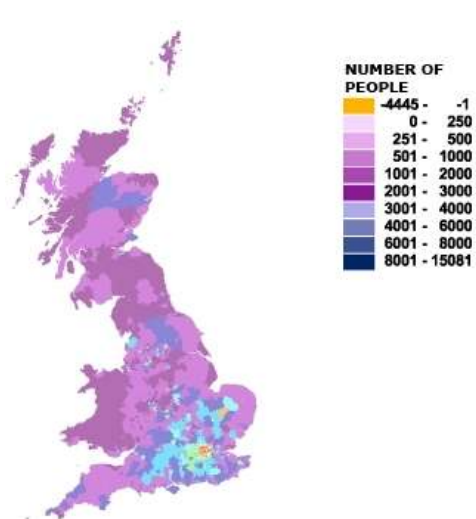
<sup>12</sup> “August 2010 Migration Statistics IPPR Briefing,” Institute for Public Policy Research, accessed January 28, 2011, <http://www.ippr.org.uk/publicationsandreports/publication.asp?id=771>.

The immigration as a whole is not denied. Suggestions are that even though the qualified immigrants are needed, the part of them should be allowed to stay only temporarily. The concerns are that the United Kingdom is not capable to handle too many people from different countries. It would deeply affect public services, infrastructure and environment.<sup>13</sup> The conclusion is that the UK is very attractive country for the immigrants and its government must imply limits for the overall migration considering the impact of immigration, whether it is profitable or not. At the same time it must imply such rules that honours rights of citizens from different states and do not bring more obstacles to immigration than is necessary.

### 1.4 Place Diversification

There are great differences between the places where newcomers settle. The Picture 2 implies that the majority of all immigrants settle in big cities such as London, Cardiff, Birmingham, Liverpool, Leeds, Edinburgh or Glasgow and their suburbs. Immigrants who seek a job find it more natural to concentrate on the main cities of regions. There is a good chance to find a job in comparison with small cities, where the rate of unemployment is generally higher. Very few immigrants settle in the small cities or villages.

### Concentration of Immigrants



**Picture 1** – Source: “Born Abroad; An immigration map of Britain – overview,” BBC News, accessed January 14, 2011, [http://news.bbc.co.uk/2/shared/spl/hi/uk/05/born\\_abroad/html/overview.stm](http://news.bbc.co.uk/2/shared/spl/hi/uk/05/born_abroad/html/overview.stm).

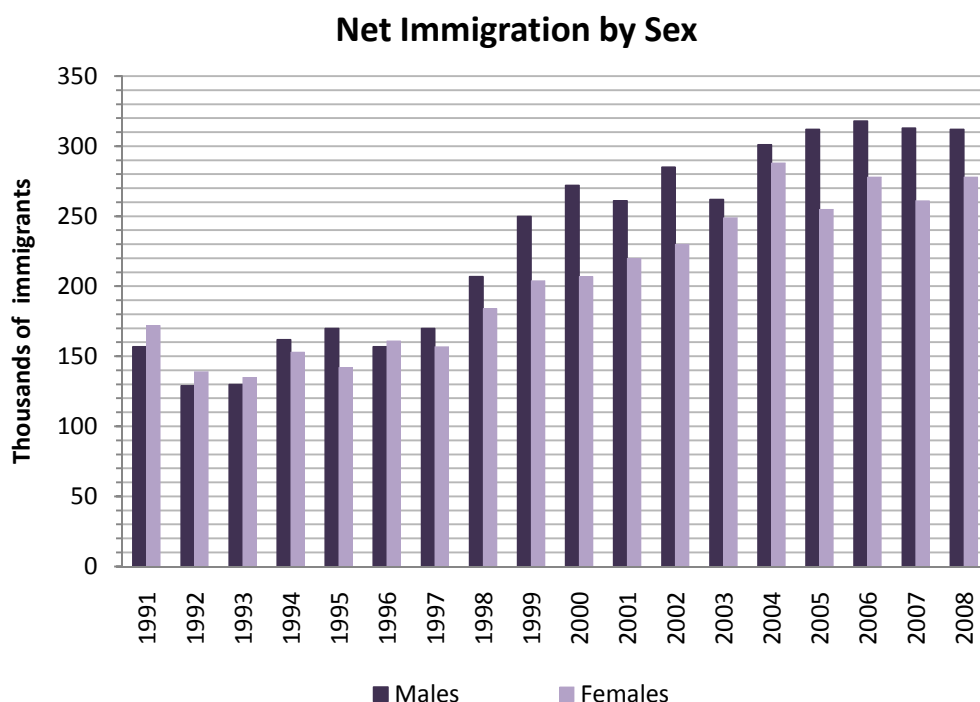
The newcomer is able to use much more extended support in the capitals. Institutions such as administrative offices, cultural background or associations and clubs in which they can integrate with the other people of the same nationality who already immigrated are situated there. As mentioned, the great part of all immigrants is made by students and since the educational institutions are likely to be in major cities that is why the foreign students choose for their immigration these capitals. Most of the immigrants settle mainly in the Central England. It is

<sup>13</sup> “An Introduction to MigrationWatch UK,” Migration Watch, accessed January 20, 2011, <http://www.migrationwatchuk.org/introduction>.

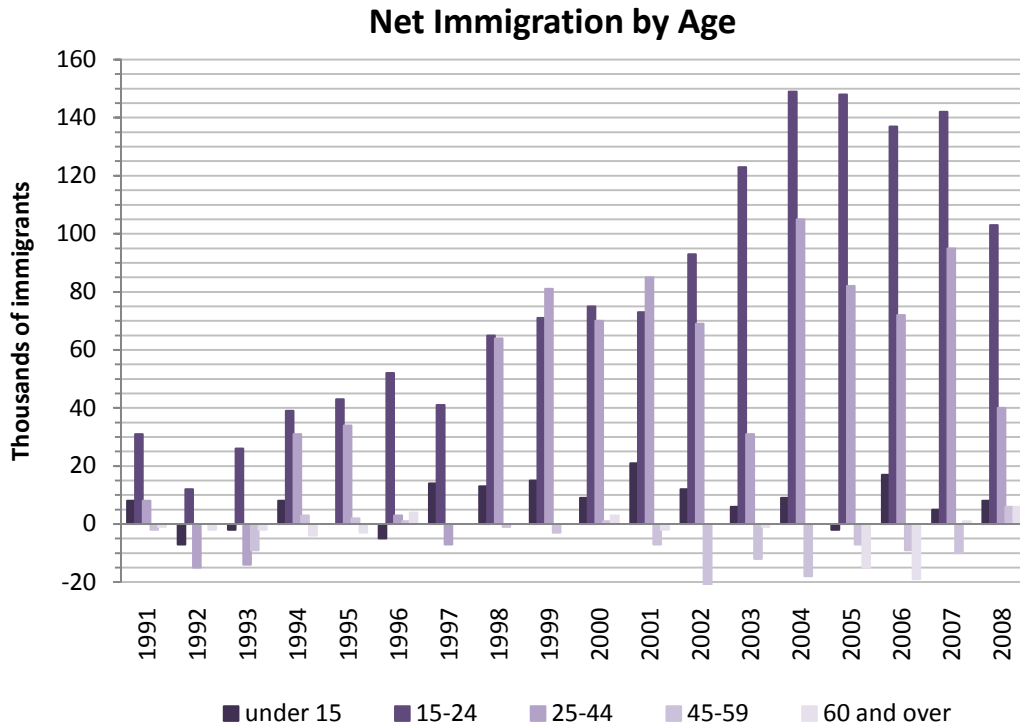
due to developed industry and service businesses in this region and the chances to find a working place as well as educational institution are definitely higher.

### 1.5 Age and Sex Diversification

The number of males and females who arrived to the United Kingdom is balanced. The data in Picture 3 show that the number of male immigrants is a little higher, mostly from the year 1999. Generally men immigrate in a little higher numbers but there is no vast gap in comparison with women. Both sexes arrive predominately as young adults between 25 and 44 years. A group that is the second most numerous is formed by adolescents and young adults under 25 year of life. Students of high schools and universities are mainly included in the group. These two groups highly overreach the rest of all immigrants which involves children under 15 years and adults older than 44 years. There are no important divergences between males and females as for their immigration age.



**Chart 2** – Source: “2 series (LTIM calendar year),” Office for National Statistics, accessed January 4, 2011, <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=15053>.



**Chart 3** – Source: “2 series (LTIM calendar year),” Office for National Statistics, accessed January 4, 2011, <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=15053>.

## 1.6 Place of Origin Diversification

Aforementioned brief descriptions of immigrants’ places of origin were described from a historical point of view (1.1 History of Immigration). This element of diversification primarily responded to the demand for immigrants in the UK and the immigrants’ qualifications. The newcomers were guided by these criteria. Secondly it was indirectly influenced by political and social conditions in the states of the world; the number of asylum seekers resulted from these circumstances. Besides it the immigrants arrived independently from many countries of the world for the reasons such as joining the family or study. This chapter will describe the present state of newcomers’ places of origin.

The UK is the most popular country for emigrants chiefly from Poland and India. Immigrants from these two countries highly outnumber the others in the past decade. According to the International Passengers Survey 109,000 immigrants from Poland and 98,000 from India immigrated between the years 2005 and 2006. However, later in 2008 and 2009 immigrants from India exceeded Polish

immigrants; the UK received 110,000 Indian and 87,000 Polish immigrants.<sup>14</sup> Republic of Lithuania, Republic of Latvia, Pakistan, Bangladesh, Romania, France, Nigeria and Nepal are according to Institute for Public Policy Research and its latest survey (August 2010) the most common countries from which the UK receives immigrants.<sup>15</sup> The estimations made by the Office for National Statistics suggest that in the long-term perspective the majority of all immigrants are from the countries of the European Union and the Commonwealth of Nations.<sup>16</sup>

The table of particular numbers of newcomers from different countries according to the Census 2001 is to be found in Attachment 2.

## **1.7 Economic Situation of Immigrants**

Economic status of every immigrant depends on many factors. Macroeconomic factors such as rate of unemployment or inflation cannot be influenced, however the level of education or skills are individual determinants. We can generally say that throughout the history the demand for the low-skilled workers was dominant. Such immigrants usually get low wages. On the other hand immigrants with high level of education and work proficiency are needed as well, but working positions for them are very limited. Skilled immigrants live in better economic situation. Recently, immigrants tend to work on manual or clerical positions, professional or managerial occupations are less common. Significant part of all immigrants is created by students, who usually do not participate on the labour market.<sup>17</sup> More detailed description of minority ethnic immigrants' participation in the labour market is to be found in the chapter 2.5.

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<sup>14</sup> "3 series (IPS calendar year)," Office for National Statistics, accessed February 3, 2011, <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=15054>.

<sup>15</sup> "August 2010 Migration Statistics IPPR Briefing," Institute for Public Policy Research, accessed January 28, 2011, <http://www.ippr.org.uk/publicationsandreports/publication.asp?id=771>.

<sup>16</sup> "3 series (IPS calendar year)," Office for National Statistics, accessed February 3, 2011, <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=15054>.

<sup>17</sup> "2 series (LTIM calendar year)," Office for National Statistics, accessed February 3, 2011, <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=15053>

## **2 Primary Schools**

### **2.1 Representation of Different Ethnicity**

Representation of different ethnicity in the primary schools is naturally very similar to the total representation of different ethnicity in the UK; the same applies for the primary schools, secondary schools and higher education as well. Leading groups of immigrants such as Indian, Pakistani, Bangladeshi or Nigerian are the most numerous groups of immigrants of different ethnicity that arrives to the UK. For more information about immigrants from Poland, Republic of Lithuania, Republic of Latvia and others who are significant groups immigrating to the UK as well see the chapter 3.1. According to the Department for Education 2,535,780<sup>18</sup> pupils attending primary schools were included into the White ethnicity (78.5%). The major Asian minority ethnicities were Pakistani (4.1%) and Indian (2.5%). Bangladeshi ethnicity had 53,940 pupils (1.7%). The minor Asian ethnicity appeared to be Chinese ethnicity only with 11,040 pupils (0.3%); this ethnicity was the least numerous of all ethnicities mentioned in the survey. As for Black ethnicities the Black Caribbean ethnicity stood for 1.4% and the Black African for 3.1%. There were 140,290 pupils of mixed ethnicity (4.3%). The total number of primary schools' students was 3,230,120 and 823,390 from that were pupils of minority ethnicities (25.5%).<sup>19</sup> Numbers of primary schools students according to their ethnicity is to be found in Attachment 5.

### **2.2 English as an Additional Language (EAL)**

The similar data as for minority ethnic secondary schools' pupils were collected by the Department for Education and Skills also for primary schools in January 2004<sup>20</sup>. The results differ only in total number of pupils but percentages concerning the first language of the minority ethnicities and White ethnicity

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<sup>18</sup> The census was taken in January 2010; it covers primary schools in England only. Similar censuses were taken in Scotland, Wales and Northern Ireland as well; however they cannot be compared due to different time of realization. There are no significant differences in representation of minor ethnicity students.

<sup>19</sup>“ Schools, Pupils and their Characteristics: January 2010,” Department for education, accessed March 20, 2011, <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>.

<sup>20</sup>Research covered primary schools in England only.



remained very similar. Less than two percents of pupils of the White ethnicity had their first language different than English. All Asian ethnicities had more than 80% of pupils with EAL; only 2% of Bangladeshi pupil stated English as their first language, the same applies for Pakistani pupils (6% with English as the first language); Indian ethnicity had 83.9% of students with EAL. Chinese ethnicity had the biggest number of students with English as their first language (19.1%). There were differences among the Black ethnicities. 71.4% of Black African pupils stated their first language other than English. Other Black ethnicities except the Black Caribbean had 25.9% of students with EAL. Similarly as in the secondary schools' census the pupils of Black Caribbean ethnicity stated that 93.5% of them had English as their first language. Students of the mixed ethnicity stated that 89.2% of them had English as the first language. Other ethnicities had significantly smaller percentage of students with English as their first language.<sup>21</sup>

Acquisition of English might be more problematic in primary schools than in secondary schools because of the age and emotional maturity of pupils. Inappropriate approach to these students leads to their isolation in classes. Different linguistic, cultural and religious background is an obstacle to their fluent integration. Achievement of primary schools EAL students is lower than the attainment of students whose first language is English. The gap between these two groups of students is wider than in the secondary schools. However primary schools react on the rising numbers of EAL population and consequently rising number of EAL students. The growth of these students is expanding chiefly in primary schools. The teachers' individual approach to these pupils has the same significant meaning as in the secondary schools. Bilingual assistants, instructions, programmes and preferably concentration on communication with the students are very important for developing the English language literacy.<sup>22</sup>

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<sup>21</sup>“Statistics of Education: Schools in England,” Department for Education and Skills, accessed March 20, 2011, <http://www.education.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>.

<sup>22</sup>Department for Education and Skills, *Ethnicity and Education - The Evidence on Minority Ethnic Pupils Aged 5-16* (Nottingham: DfES Publications, 2006), 61–75, accessed April 5, 2011, <http://www.education.gov.uk/publications/standard/Equalityanddiversitysch/Page3/DFES-0208-2006>.

## 2.3 Special Educational Needs (SEN)

Students with special educational needs such as learning difficulties, specific learning difficulties, communication problems, emotional or behavioural difficulties, sensory or physical problems and medical or health restrictions are common in secondary schools and in primary schools as well. *Department for Education and Skills* examined primary schools in England in 2003/2004 school year. One of the fields of interest was division of student with special educational need according to their ethnicity. Learning difficulties of these students require special teachers' attention and also different approach in order to help the students to integrate into classes.

The report states that levels of SEN students of each ethnicity are higher than in the secondary schools. 20.2% of White ethnicity students were classified as SEN. Pakistani and Bangladeshi minor ethnicities had more than 20% of pupils with special educational needs. On the other hand Indian ethnicity had 14.6% and Chinese ethnicity only 11.9% SEN students; that is much less than the White ethnicity pupils. Black ethnicities similarly as in secondary schools reached increased levels of SEN pupils. Black African ethnicity had 23.7% of pupils with special educational needs; Black Caribbean ethnicity reached higher percentage – 28.8% and Black other ethnicities reached 26.6%. Mixed ethnicity students had 20.4% of students with special educational needs.<sup>23</sup> Black ethnicities especially Black Caribbean ethnicity had much more higher level of SEN students. It is necessary to mention that the absolute majority of pupils with special educational needs are included in special schools.

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<sup>23</sup>“Statistics of Education: Schools in England,” Department for Education and Skills, accessed March 20, 2011, <http://www.education.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>.

## **3 Secondary Schools**

### **3.1 Representation of Different Ethnicity**

Diversification of ethnicity of the students attending secondary schools similarly copies the total diversification of overall immigrants' ethnicity. The three most numerous ethnic groups in both higher education and secondary schools are Indian, Pakistani and Black African. These are also the most numerous minority ethnic groups of immigrants arriving to the UK. Department for Education stated that in January 2010 there were 3,248,410<sup>24</sup> students in secondary schools from which 2,638,190 were White ethnicity students. Besides the students of mixed ethnicity who stood for 3.5% of all students in secondary schools the most numerous ethnic group was Pakistani ethnic group (3%). Black African ethnicity students were the second numerous (2.6%) and the third was Indian ethnic group (2.5%). Black Caribbean, Bangladeshi and other Asian ethnic groups stood for 1.2%. In comparison with higher education Chinese secondary school students tend to be underrepresented as well; Chinese ethnic group had 13,430 representatives (0.4%). The total number of minority ethnicities was 695,550 (21.4% of all secondary schools students).<sup>25</sup> Numbers of secondary schools students according to their ethnicity is to be found in Attachment 4.

### **3.2 English as an Additional Language (EAL)**

Language skills are crucial for successful attainment of students. Problems with acquisition or later acquisition of second language might be reason why those students whose first language is any other than English have initial difficulties with integration to the learning process. A majority of all students of minority ethnicities has first language other than English. This implies to the small percent of White ethnicity students as well.

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<sup>24</sup>The census covered secondary schools in England only. Similar researches were taken in Scotland, Wales and Northern Ireland as well; however the collected data do not correspond as for researched area and years of taking the census differ too. There are no significant differences in representation of minor ethnicity students.

<sup>25</sup>“ Schools, Pupils and their Characteristics: January 2010,” Department for Education, accessed March 20, 2011, <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>.

Data concerning division of ethnicities by their first language were collected by the Department for Education and Skills in January 2004<sup>26</sup>. Only 1.4% of all secondary school pupils of the White ethnicity had English as an additional language. All Asian ethnicities had more than 70% of pupils with first language different than English. For example 95.5% of Bangladeshi pupils, 89.8% of Pakistani and 80.2% of Indian pupils had English as a second language. Chinese ethnicity had the biggest number of students with English as their first language (24.9%). While the Asian ethnicities had balanced numbers of pupils with EAL<sup>27</sup>, there are some disparities among the Black ethnicities. The most numerous group of students with EAL had the Black African ethnicity (61.4%), but other Black ethnicities (except Black Caribbean) had only 16.2% of students with the first language different than English. The most exceptional is the Black Caribbean ethnicity having only 2,320 students (5.1%) with English as an additional language.<sup>28</sup>

Reports concerning pupils with EAL and their integration stated that the gap between these pupils and non EAL pupils is smaller than in the primary schools. Students whose first language is other than English do not achieve the same expected standards as non EAL students. There are also suggestions that this gap tends to narrow. The reason for this improvement is that secondary schools due to increasing number of immigrants and consequently increasing numbers of pupils with partial or none knowledge of English language are focusing on this issue. Schools are creating strategies that should improve the difficult situation of EAL students. Schools with greater number of EAL students from the same country or cultural background hire bilingual assistants to make the pupils' integration easier. The essential condition in integration of these pupils is an individual approach that meets the needs of each group or individual student.<sup>29</sup>

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<sup>26</sup>Research covered secondary schools in England only.

<sup>27</sup> English as an additional language

<sup>28</sup>“Statistics of Education: Schools in England,” Department for Education and Skills, accessed March 20, 2011, <http://www.education.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>.

<sup>29</sup> Department for Education and Skills, *Ethnicity and Education - The Evidence on Minority Ethnic Pupils Aged 5-16* (Nottingham: DfES Publications, 2006), 61–75, accessed April 5, 2011, <http://www.education.gov.uk/publications/standard/Equalityanddiversitysch/Page3/DFES-0208-2006>.

### 3.3 Special Educational Needs (SEN)

Secondary schools hold many students with learning difficulties or disabilities. Pupils that have a need of special way of teachers' approach are classed as SEN<sup>30</sup>. There are various types of special educational needs. Students may have problems generally with schoolwork and acquiring basic skills (learning difficulties) or difficulties in a specific field such as reading, writing or understanding information (specific learning difficulties). They may be uneasy about making new friends, relating to adults and behaving properly in school (emotional and behavioral difficulties). Communication problems are those when children have troubles to express themselves and understand what others are saying as well. Students' progress at school is also affected by sensory and physical needs. Medical or health conditions that require treatment deeply slow down pupils' attainment.<sup>31</sup>

The chapter focuses on analyzing possible connection of students' ethnicity to special educational needs. The 2004 edition *Statistics of Education - Schools in England* stated numbers of secondary school students with special educational needs according to their ethnicity. 15.7% of students of White ethnicity had special educational needs. White ethnicity includes the majority of all students. All Asian ethnicities do not exceeded 20%. Pakistani ethnicity had 19.5% of SEN students, Bangladeshi – 17.1%, Indian – 10.3% and other Asian – 11.8%. Only 8.5% of Chinese minority ethnic students were classified as SEN. However, Black ethnicities had slightly higher number of students with special educational needs. There were 19.4% of Black African students classified as SEN. Other Black ethnicities exceeded 20%. 25.4% of Black Caribbean students were with special educational needs; that was the highest percentage of SEN students among all ethnicities. Pupils of mixed ethnicity reached 17.6%. Mentioned data suggest that Black ethnicities had the biggest number of SEN pupils whereas Chinese ethnicity had least representatives with special educational needs.<sup>32</sup>

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<sup>30</sup> Special educational needs

<sup>31</sup>“What Are Special Educational Needs?,” Hampshire County Council, accessed April 16, 2011, <http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm>.

<sup>32</sup>“Statistics of Education: Schools in England,” Department for Education and Skills, accessed March 20, 2011, <http://www.education.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>.

### 3.4 Exclusions from Schools (Primary/Secondary Schools)

This chapter describes a matter of pupils' exclusions from school. In the 2004 research of Department for Education and Skills were primary and secondary schools examined predominantly as a whole. The report was published in 2004 and realized in 2003/2004 school year. We are able to distinguish exclusions from schools according to the ethnicity, type of school, pupils' gender and age or SEN. However, the ethnicity chart contains joint data for primary and secondary schools.

6,880 students of White ethnicity were excluded from schools in 2003/2004 school year; the number is approximately equal to 74% of all exclusions that school year. The percentage of White ethnicity pupils' exclusions is logically high because the White ethnicity pupils hold the majority in the British educational system. As for the minority ethnicities, Black Caribbean ethnicity (360) and student of mixed ethnicities (380) had the highest rate of exclusions from schools – 4% of all excluded students. Both Pakistani and Black African students represented approximately 1% of all exclusions (130 each). Other Asian ethnicities had the levels of exclusions even lower. Indian ethnicity had 50 pupils excluded, Bangladeshi ethnicity 40 and other Asian ethnicities only 20 students. Exceptional was the Chinese ethnicity with less than 5 excluded students in 2003/2004 school year.<sup>33</sup>

A similar report that was taken in 2002/2003 school year stated that the number of all exclusions in each type of school has not changed a lot since 1997/1998 school year. 83% of all exclusions were secondary schools students; 13% of all exclusions were primary schools students. There were only 3% of excluded pupils from special schools. Pupils classified as SEN are more likely to be excluded from school. Chinese pupils and Indian pupils had the lowest rate of number of exclusions from schools among other ethnicities.<sup>34</sup>

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<sup>33</sup>“Statistics of Education: Schools in England,” Department for Education and Skills, accessed April 17, 2011, <http://www.education.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>.

<sup>34</sup>“Permanent Exclusions from Schools and Exclusion Appeals in England 2002/2003,” Department for Education, accessed April 17, 2001, <http://www.education.gov.uk/rsgateway/DB/SFR/s000465/index.shtml>.

## 4 Higher Education

### 4.1 Representation of Different Ethnicity

Representation of different ethnicity in the universities partially reflects the representation of different ethnicity in the overall immigration to the UK. Universities host predominantly students from Indian, Pakistani and Black African ethnicities. Similarly the UK receives immigrants of all ages foremost from India, Pakistan, Bangladesh and Nigeria except the states of White ethnicity such as Poland, Republic of Lithuania, Republic of Latvia and others. Students from the states of the European Union representing a significant part of all non-native students are included in the White ethnic group. Therefore they do not participate in none minority ethnic group despite the fact that they might be underrepresented as for their country of origin.

HESA<sup>35</sup> in data from 2009/2010 stated that the total number of undergraduate students was 1,713,305. 79.2%<sup>36</sup> represented students of White ethnicity and 17.8% represented total number of minor ethnicities. The biggest minority ethnic group was Black African, total number of students was 66,840 (3.9%); the second most numerous group was Indian, with 55,795 (3.3%) representatives. Pakistani students represented 2.1% of all undergraduate students and they were the second biggest ethnic group of Asia continent that was represented in the higher education in the UK. Both Bangladeshi and Chinese students stood for 0.8%. Other students from Asia represented 1.4%. Black Caribbean ethnic group had 27,335 (1.6%) students; other black ethnicities stood only for 0.3% of all students.<sup>37</sup>

Total number of postgraduate students was 374,305; 77.9% of White ethnicity and 16.2% of minority ethnicities. Black African and Indian ethnicity represented two biggest ethnic minority groups (both 3.4%). Pakistani students represented 1.6% of all postgraduate students. Interesting fact is that there were 4,135 Chinese

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<sup>35</sup> Higher Education Statistics Agency

<sup>36</sup> Percentages are based on the total known ethnicity; in the total number of undergraduate/postgraduate students there are 52,465/22,050 students of not known ethnicity that are excluded from percentages.

<sup>37</sup>“Students and Qualifiers data tables – Students by Ethnicity,” HESA, accessed March 1, 2011, <http://www.hesa.ac.uk/index.php/content/view/1973/239/>.

postgraduate students (1.1%) and only 1,850 Bangladeshi postgraduate students (0.5%), whereas the numbers of undergraduate students of these two ethnicities were equal. 1.1% represented Black Caribbean ethnicity and 0.3% other black ethnicities.<sup>38</sup>

The Black African and Indian ethnicities are more represented than other ethnicities in both undergraduate and postgraduate studies; the difference is at least 1% in undergraduate and 1.8% postgraduate studies. Pakistani students keep on the third position as for the number of representatives in under/postgraduate studies. Even though both Chinese and Bangladeshi students are equally represented in undergraduate study, Chinese undergraduate students are more likely to continue with studies than Bangladeshi students. Black Caribbean and Chinese ethnicity have the same representation in postgraduate studies; 1.1% of all postgraduate students. Numbers of undergraduate and postgraduate students according to their region of domicile is to be found in Attachment 3.

## **4.2 Mode of Study**

The choice between full-time or part-time mode of study depends completely on individual students. Both undergraduate and postgraduate students choose freely and we can say every particular minority ethnic group has its tendency. In undergraduate study the most of the students of Black Caribbean (65.6%)<sup>39</sup>, Black African (72.5%) and other Black ethnicities (64%) chose full-time mode of study. Indian (81.6%), Pakistani (82.5%), Bangladeshi (83%), Chinese (83.7%) and other Asian ethnicities (71.2%) have bigger majority of students who chose full-time mode of study. However postgraduate students tend to prefer part-time mode of study. All Black ethnicities have 60% or more of students in part-time study; All Asian ethnicities except Chinese ethnicity have 54% or more in part-time mode of study in postgraduate study. Chinese ethnicity is an exception of all the

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<sup>38</sup>“Students and Qualifiers data tables – Students by Ethnicity,” HESA, accessed March 1, 2011, <http://www.hesa.ac.uk/index.php/content/view/1973/239/>.

<sup>39</sup> Percentages are counted from the total number of students of the particular ethnicity in undergraduate or postgraduate study; total number includes students of not known ethnicity as well.



ethnicities; bigger half of students in postgraduate study (58.9%) studies full-time and only 41.1% of students have part-time mode of study.<sup>40</sup>

Generally, undergraduate students of minority ethnicities and students of White ethnicity as well give priority to full-time mode of study; on the other hand, students of all ethnicities (except Chinese ethnicity) prefer part-time mode of study in postgraduate study. The biggest Asian ethnicities in undergraduate study have more than 80% of students in full-time study; Black ethnicities have fewer students in full-time mode of study (64% – 73%). In postgraduate study there are minimal differences between full-time and part-time mode of study as for Asian ethnicities; however, approximately more than 60% of postgraduate students of Black ethnicities chose part-time mode of study.

### 4.3 Choice of Subjects

The biggest percentage share of undergraduate students of all ethnicities is in four subjects: Law (32%)<sup>41</sup>, Medicine & Dentistry (31.8%), Business & Administrative studies (28.2%) and Computer science (27.7%). On the other hand subject such as Veterinary science (3.3%), Agriculture & related subjects (3.9%) and Historical & philosophical studies (7.6%) have the lowest percentage rate of minority ethnic students. The highest numerical representation is in Business & administrative studies, Social studies and Subjects allied to medicine. All Black ethnicities preferably study Law, Business & Administrative studies or Subjects allied to medicine; all Asian ethnicities prefer to choose subjects such as Medicine & Dentistry, Mathematical sciences or Law<sup>42 43</sup>.

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<sup>40</sup>“Students and Qualifiers data tables – Students by Ethnicity,” HESA, accessed March 1, 2011, <http://www.hesa.ac.uk/index.php/content/view/1973/239/>.

<sup>41</sup> Percentages are counted from the total number of students in undergraduate study who chose the subject; numerical representation of students of minority ethnicities in other subjects may be bigger but in contrast percent representation is smaller due to the total number of all students.

<sup>42</sup> Share of students of White ethnicity in all subjects is major (83% on average). For example subjects such as Veterinary science (96.7%), Agriculture & Related subjects (96.1%), Historical & Philosophical studies (92.4%) or Physical sciences (90%) have the biggest share of students of White ethnicity.

<sup>43</sup> “Student Introduction 2009/10 – Ethnicity,” HESA, accessed March 3, 2011, [http://www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=1974&Itemid=278](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1974&Itemid=278).

## 4.4 Place of Study

Data for school year 2009/2010 indicate that 85.9% of undergraduate non-European<sup>44</sup> students were studying in universities and colleges in England, 8.1% in Scotland, 5.5% in Wales and only 0.5% in Northern Ireland. Data for postgraduate non-European students showed the similar results: 83.2% – England, 9.6% – Scotland, 6.6% – Wales and 0.7% Northern Ireland. Both undergraduate and postgraduate students from the European Union (except the UK) mostly study in England (more than 76%), 10% – 14% of these students study in Scotland, 4% – 6% in Wales and 3% – 5% in Northern Ireland.<sup>45</sup> This diversification of students mostly copies the general allocation of all immigrants (chapter 1.4 Place Diversification). Immigrants tend to settle in the capitals where the rate of unemployment is generally lower and cultural background is more developed. Students are similarly centralized in capitals or bigger cities where the universities or colleges are situated; thereupon the diversification of students and all immigrants is similar and England as a place for study or work significantly predominates over the rest of the UK.

## 4.5 Participation in the Labour Market

Helen Connor and al. in *Minority Ethnic Students in Higher Education: Interim Report* stated several common characteristic signs for minority ethnic population in labour market. Economic activity of White ethnicity population is higher than minority ethnic population, despite the fact there are differences between each of the minority ethnicities (e.g. Black Caribbean, Indian and Asian other have 80% rate of economic activity; White ethnicity – 85%; Bangladeshi and Pakistani women have only 22% – 36% rate of economic activity). Unemployment rate is around twice as high among minority ethnic population. Self-employment is slightly more common among minority ethnic population (17%) than among the White ethnicity workers (15%). Participation of minor ethnicity workers in higher status occupations tends to increase, however these ethnicities are still

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<sup>44</sup> Following data describe students according to their domicile not ethnicity that is why these data cannot be directly compared to the previous specifications.

<sup>45</sup> “Students and Qualifiers data tables – Students by Institution,” HESA, accessed March 3, 2011, <http://www.hesa.ac.uk/index.php/content/view/1973/239/>.

underrepresented in comparison with the White ethnicity. Indian and Black Caribbean women made a big progress as for equality with White ethnicity women in gaining professional or managerial jobs. Minority ethnic groups of workers tend to be overrepresented in services and small private sector businesses; they are underrepresented in large corporations.<sup>46</sup>

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<sup>46</sup> Helen Connor et al., *Minority Ethnic Students in Higher Education: Interim Report* (Nottingham: The Institute for Employment Studies, 2003), 99-100, accessed March 20, 2011, <http://www.employment-studies.co.uk/pubs/report.php?id=rr448>.

## 5 Integration of Minority Ethnic Students

Integration into classes is predominantly issue in primary and secondary schools where there are more different approaches how the young pupils can be helped to integrate themselves into courses. These minority ethnic students are children of immigrants whose stay in the United Kingdom is presumably permanent or at least long-term. That is the reason why the government has interest in maximizing pupils' involvement in classes and education as a whole. Pupils that are not involved and suffer from inappropriate teacher's approach are not likely to participate in further education; possibly they might have difficulties with finishing the current one. Gained education affects later economic activity and social status of immigrant. Problems with integration tend to occur in low income households and minority ethnic students are more likely to live in low income households than the students of the White ethnicity.

The types of barriers that are common with both minority ethnic and White ethnicity students are family problems, bereavement, bullying, low self-confidence or poor study skills. Primary and secondary schools are hiring special assistants – learning mentors. Learning mentors help pupils to overcome mentioned difficulties that might be reason for pupils' low attainment at school. The work with students is individual, where the one to one supportive relationship between student and learning mentor is developed, or collective. Collective support is implemented as a group sessions. Learning mentors help with identifying difficulties, developing anti-bullying strategies, running clubs and drop-in sessions or monitor children's progress.<sup>47</sup> Either of these two methods is used in situations where pupils' attainment at school or participation in classes is lower.

There are also barriers the minority ethnic students are more common to suffer from. These are racism and bullying, financial barrier to inclusion and lack of English language skills. The refugees and asylum seekers deal as well with the UK asylum system (repeated relocations between the schools), experience of trauma and flight, lack of familiarity with the school system. Since the level of the

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<sup>47</sup>“Learning Mentors,” Children's Workforce Development Council, accessed April 17, 2011, <http://www.cwdcouncil.org.uk/learning-mentors>.

immigrants has been rising school became adapted to the trend. Educational institutions employ staff for pupil support. Schools with the great deal of the EAL students hire bilingual assistants helping pupils with their studies in English. Teaching assistants or higher level teaching assistants ensure that the lessons proceed fluently and help students during the lessons. Nursery nurses take care of students' social and educational development (up to the age of 8). Very important for pupils' development are learning mentors mentioned in the previous paragraph. Play workers, cover supervisors, lunchtime supervisors, library staff and education welfare officers help more with the organisation of daily routines; however their approach is indispensable.<sup>48</sup>

The schools that were successful in integrating and raising the attainment of minority ethnic students keep to several principals. These are: equal opportunities, valuing of cultural diversity, provision of a secure environment, importance of challenging racism, partnership with parents and wider community, high achievement and centrality of Ethnic Minority Achievement work.<sup>49</sup>

Less of the minority ethnic students in higher education undergo difficulties during their study. In comparison with primary or secondary schools' pupils the higher education involves lower number of students. There are also many short-term students whose later stay or work in the UK is uncertain. Many of these students coming from other countries (their family is not settled in the UK) have a good knowledge of English language. Only a minority of students classified as SEN continue studying for a degree. However, the issue of racism is present in the higher education as well. The school graduates rather than difficulties with integration into classes (study at the higher educational institution is generally more individual than in the primary or secondary schools) face the problems with integration into the labour market. Description of the minority ethnic immigrants' participation in the labour market is to be found in the chapter 2.5. The main reasons for the problematic integration into the labour market are racism, lower social status or prejudices about the different ethnicity. There are improvements in this area.

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<sup>48</sup>“Pupil Support,” Skills4Schools, accessed April 17, 2001, <http://www.skills4schools.org.uk/page.asp?id=62>.

<sup>49</sup>“Ethnic minority achievement,” Department for Education, accessed April 18, 2001, <http://www.education.gov.uk/schools/toolsandinitiatives/tripsresearchdigests/a0013246/ethnic-minority-achievement>.

## Conclusion

The bachelor thesis concentrated on minority ethnic students in the education of the United Kingdom. The first chapter of my thesis described immigration to the UK as a whole. The aim was to give data that could be compared with the later part of my thesis. The link between the arriving of immigrants from different countries and of varied ethnicities and the representation of these minority ethnic immigrants in the educational system is significant. Generally, the proportion of representation of minor ethnicities at the school levels is comparable to the proportion of representation of these ethnicities in the overall immigration.

Britain has been accepting immigrants since beginning of the 11<sup>th</sup> century. Increase in numbers of newcomers was after the World War II and since then the annual number of new immigrants has been fluently rising. Several reasons caused that the United Kingdom is a desirable country. Immigrants are predominantly seeking better economic and living standards. Rising numbers of immigrants generates concerns about their possible impact on public services infrastructure or environment. Other area that concerns immigrants a lot is education. Children of immigrants naturally attend local schools. Immigrants tend to settle in big cities where the industry and services are more developed than in the country. The educational institutions are also situated mainly in the major cities of the regions. That is why the allocation of immigrants is very similar to allocation of students. Predominantly the big cities and its suburbs hold the majority of all immigrants and students. England is region that has the biggest concentration of all immigrants and also students. There is equality between the immigrating men and women. Slightly increased number of men is not significant as for connection with the total number of immigrants.

Rates of representation of different ethnicities in the levels of education mirror the recent trend of immigration to the UK. The most represented ethnicities in the UK (except the White ethnicity; immigrants of the White ethnicity are mostly from the states of the European Union; they are overrepresented as their ethnicity, however they might be underrepresented as for their country of origin) are Indian ethnicity, Bangladeshi or Nigerian ethnicity. The majority of all students in primary,

secondary schools and higher education consist of the student of the White ethnicity (approximately 80%). Minority ethnicities have the biggest representation at the primary schools (25.5% - total percentage of student of all minor ethnicities; mixed ethnicities are included) where the dominant minor ethnicity is Pakistani. Minor ethnicities at secondary schools represent 21.4% (mixed ethnicities are included) of all students whereas the major minor ethnicity is Pakistani as well. Higher education holds around 17.8% (mixed ethnicities are included) of minor ethnicity students. Black African ethnicity is the most represented. There are three minor ethnicities that are represented the most in the whole educational system of the UK. These are Pakistani, Black African and Indian ethnicity. These three ethnicities are also dominant in the overall immigration to the UK.

The barriers for integration into classes are those that affect both White ethnicity student and minor ethnicity students. Family problems, low self-confidence or poor learning skills are difficulties that the educational institutions of every level are trying to minimize; they are trying to help students to overcome them as well. There are also barriers that only minor ethnicity students have to deal with. Difficulties such as racism, bullying, financial barriers to inclusion and lack of English language skills are very common. Chiefly the students, with first language different than English, suffer from low attainment at school. This problem concerns mainly the primary and eventually secondary schools. In primary schools approximately 80% of minor ethnicity students stated their first language different than English. 70% of secondary schools' students were classified as EAL. Knowledge of language is crucial for good attainment at school. Students with special educational needs are included in both levels of education. Pupils with SEN have greater difficulties to integrate into classes. The percentage of SEN students was higher with minor ethnicity students than with the White ethnicity. Black ethnicities' students classified as SEN reached 20% in secondary schools and exceeded 20% in primary schools. Other ethnicities had around 17% of students with SEN. White ethnicity students with SEN reached below 17%. The percentage differences between the ethnicities are minor.

Another field that immigrants affect is the labour market. A significant part of all immigrants arrive to the UK to have a better job. History of immigration proves

that the better living and economic standards and filling vacant working positions were important reasons for immigration. In spite of this fact, the economic activity of minority ethnicities is lower than of the White ethnicity. Especially Bangladeshi and Pakistani women have 22 – 36% rate of economic activity. Unemployment of minority ethnic immigrants is twice as high in comparison with the White ethnicity workers. On the other hand the minority ethnic immigrants and graduates are more likely to gain higher status occupation than in the past. The main reason for this change is chiefly the educational attainment. There is also an improvement in the women and men equality. Minority ethnic immigrants are predominantly represented in services and small private sector. They also often work on clerical positions.

The aim of this bachelor thesis was to verify whether there is a link between the overall immigration and the representation of minority ethnic immigrants in the educational system of the Great Britain. The link appeared to be significant. Each and every minority ethnicity has its representatives in education. There are differences in this representation in each level of education (primary, secondary schools and higher education). This thesis also dealt with barriers to integration into classes or labour market. There exist many barriers; however, tendencies to their minimization are successful. The economic and social situation of minority ethnic immigrants is constantly improving preferably due to the educational attainment.



## Shrnutí

Bakalářská práce se zaměřuje na minoritní etnické skupiny studentů ve školství Velké Británie. V první kapitole popisují celkovou imigraci do Velké Británie. Záměrem bylo poskytnout data, která by bylo možno porovnávat s dalšími kapitolami práce. Propojení mezi počtem imigrantů z různých zemí a různých etnik a zastoupením těchto imigrantů ve školství Velké Británie je význačné. Obecně lze tvrdit, že poměrné zastoupení těchto minoritních skupin ve školství je srovnatelné s poměrným zastoupením v celkovém počtu imigrantů.

Imigranti přijížděli do Velké Británie již na počátku 11. století. Nárůst v jejich počtech se projevil po ukončení druhé světové války a od té doby jejich počty každoročně vzrůstají. Důvodů pro tento velký trend je hned několik. Velká Británie se stala žádanou zemí, protože imigranti primárně vyhledávali lepší životní a ekonomické podmínky, které se v této vyspělé zemi nacházely. Tento vzrůstající počet imigrantů vyvolává obavy ohledně jejich vlivu, primárně negativního, na veřejné služby, infrastrukturu či životní prostředí. Další významná oblast, do níž imigranti značně zasahují, je školství. Děti imigrantů, kteří se ve Velké Británii usadili, navštěvují tamní školy. Stejně jak imigranti upřednostňují pro své živobytí větší města, kde jsou rozvinuté služby a průmysl, tak jsou i studenti alokováni především do těchto větších měst, kde se nachází většina vzdělávacích institucí. To je důvodem pro velmi podobnou alokaci studentů a všech imigrantů. Většina všech imigrantů a zároveň i studentů je situována ve velkých městech a jejich předměstích. Anglie jako taková je region s nejvyšším počtem všech imigrantů. Wales, Skotsko a Severní Irsko pak mají nižší zastoupení v počtu imigrantů. Ze statistik vyplývá, že častěji migrují muži než ženy. Tento rozdíl je však v porovnání s celkovým počtem imigrantů minimální.

Výše zastoupení jednotlivých etnik ve školství zobrazuje nynější trend v nárůstu imigrace. Mezi nejčastější minoritní etnicity se řadí indická, bangladéšská a nigerijská. Imigranti spadající pod bílé etnikum tvoří většinu, avšak jejich zastoupení z pohledu jejich země původu může být také minoritní. Tito imigranti pocházejí především ze států Evropské unie. Většina všech studentů, 80%, na základních, středních i vysokých školách je bílého etnika. Minoritní etnika mají největší zastoupení na základních školách, což je 25,5%.

Dominantní skupinou jsou zde studenti pákistánské etnicity. Minoritní etnika na středních školách reprezentuje 21,4% žáků a nejčastější skupinou jsou jako na základních školách děti pákistánského etnika. Vyšší vzdělání má méně žáků těchto minoritních skupin, 17,8%. Africké etnikum je v zastoupení nejčastější. Tato tři etnika, indické, pákistánské a africké, jsou nejčastější ve všech stupních školství a zároveň také mají nejvyšší počet zástupců v celkové imigraci.

Existují různé druhy překážek pro integraci ve školách, mohou buď ovlivňovat minoritní i majoritní etnika, nebo pouze minoritní etnické skupiny studentů. Problémy v rodině, nízká sebedůvěra či nízké studijní dovednosti jsou takové překážky, které se vzdělávací instituce u svých žáků snaží minimalizovat. Nemusí na ně mít však přímý vliv. Překážky v integraci, které postihují převážně pouze minoritní etnické studenty, jsou rasismus, šikana, finanční problémy, nedostatečná znalost angličtiny. Především studenti, jejichž znalost angličtiny není dostatečná, mají počáteční problémy v dosahování dobrých výsledků ve škole. Tento problém se týká především žáků základních a středních škol. Na základních školách 80% minoritních etnických studentů uvedlo, že jejich mateřský jazyk je jiný než angličtina, na středních školách tato hodnota dosáhla 70%. Znalost angličtiny je zásadní pro dobrý postup ve školách. Dalším problémem v integraci jsou zvláštní studijní požadavky, které někteří studenti vyžadují. Minoritní skupiny studentů mezi sebou měli procentuálně vyšší počet žáků se zvláštními studijními požadavky než žáci bílého etnika. 20% středoškolských studentů z Afrických a Karibských etnik vyžadovalo zvláštní studijní požadavky, na základních školách to bylo více jak 20%. Další minoritní etnika dosahovala okolo 17% těchto žáků, zatímco žáci bílých etnik dosahovali méně než 17%. Procentuální rozdíly mezi jednotlivými etniky jsou minimální.

Další oblastí, ve které imigranti významně figurují, je trh práce. Významná většina lidí imigruje do Velké Británie, aby si našla lepší práci a tak zlepšila svoji životní situaci. Historie dokazuje, že právě zlepšení životních a ekonomických podmínek a zaplnění volných pracovních míst byly dominantními důvody pro imigraci. I přesto je však ekonomická aktivita některých etnik výrazně nízká. Například bangladéšské a pákistánské ženy mají míru ekonomické aktivity pouze mezi 22 – 36%. Nezaměstnanost u minoritních etnických skupin je zhruba dvakrát vyšší než u ostatních pracovníků. Je zde však vidět pokrok, protože nyní imigranti mají větší pravděpodobnost, že získají lepší pracovní pozici než v minulosti.

Hlavním důvodem pro tuto změnu je především dosažené vzdělání. Rovnost mezi muži a ženami se také zvyšuje. Minoritní etničtí pracovníci jsou především zastoupeni ve službách a soukromém sektoru, často také pracují na úřednických pozicích.

Cílem této bakalářské práce bylo ověřit, zda existuje spojení mezi celkovým zastoupením minoritních etnických skupin a jejich zastoupením ve školství Velké Británie. Toto propojení se ukázalo jako podstatné. Každá z minoritních etnických skupin má své zástupce ve školství. Rozdíly jsou pak mezi zastoupením na různých stupních vzdělávání. Tato práce měla také nastínit existující problémy, se kterými se žáci či absolventi mohou potýkat. Překážek pro integraci ať už ve školách či na trhu práce je mnoho a obecně lze konstatovat, že jsou snahy pro jejich minimalizaci. Zároveň se také postupně situace imigrantů, nejen z minoritních etnických skupin, zlepšuje, což je výrazně zapříčiněno dosaženým vzděláním.

## **Annotation**

Bachelor thesis deals with minority ethnic students in education of the Great Britain. The first part describes immigration to the Great Britain. It concentrates on history, the rising numbers of immigrants and their place of origin and economic situation as well. Following three chapters contains detailed description of representation of minor ethnicities in each level of education. The specifics such as place of study, choice of subjects, special educational needs or English as an additional language are included. The final chapter deals with barriers for integration of minority ethnic students into classes.

### **Key words:**

Ethnicity, Minor ethnicity, Educational system, Immigration, Higher education, Primary schools, Secondary schools, Integration, Barriers for integration, English as an additional language, Special educational needs

## **Anotace**

Tématem bakalářské práce jsou studenti z minoritních etnických skupin studující ve školství Velké Británie. První kapitola popisuje imigraci do Velké Británie jako celek a soustřeďuje se především na její historický vývoj, vzrůstající čísla imigrantů, jejich zemi původu a ekonomickou situaci. Následující tři kapitoly se analyzují počty minoritních etnických studentů v každém stupni vzdělávání. Je popsána problematika místa studia, výběru předmětů, zvláštních studijních potřeb či Angličtiny jako dodatečného jazyka. Poslední kapitola se soustředí na popis možných bariér pro integraci studentů do tříd.

### **Klíčová slova:**

Etnicita, Minoritní etnicita, Školství, Imigrace, Vyšší vzdělání, Základní školy, Střední školy, Integrace, Překážky k integraci, Angličtina jako dodatečný jazyk, Zvláštní studijní potřeby

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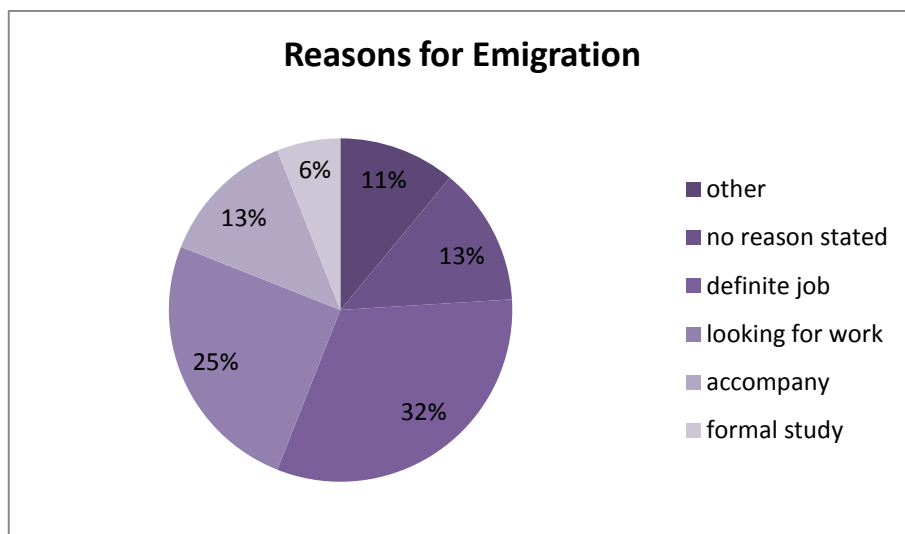
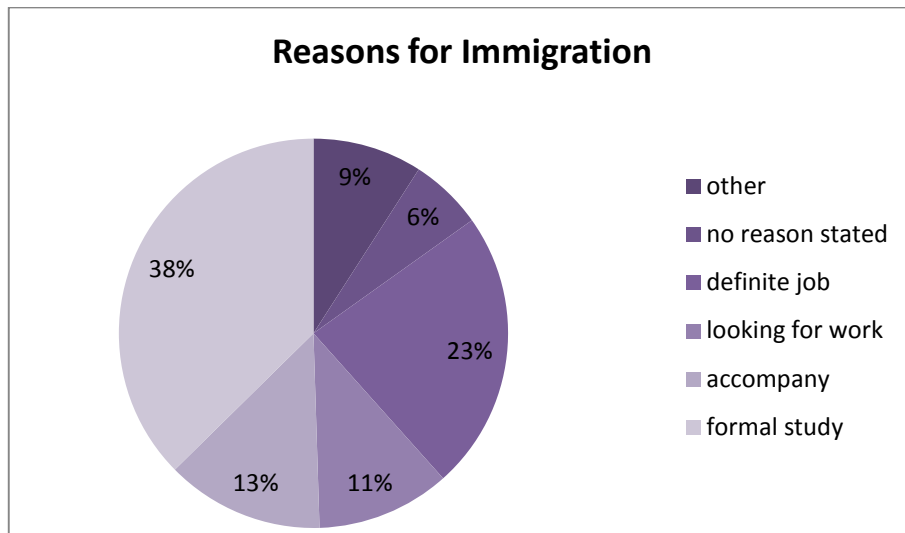
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## Attachments

### Attachment 1 – Reasons for Immigration and Emigration, Office for National Statistics 2009



Source: "Office for National Statistics," accessed January 30, 2011, <http://www.statistics.gov.uk/pdfdir/miga1110.pdf>.

## Attachment 2 – British Residents Born Abroad, Census 2001

State	Total number		As % of all people	
	1991	2001	1991	2001
Afghanistan	n/a	14,890	n/a	0.03
Albania	154	2,270	0.00	0.00
Australia	73,336	106,404	0.13	0.19
Austria	20,688	19,511	0.04	0.03
Bangladesh	104,925	154,201	0.19	0.27
Belgium	16,528	21,498	0.03	0.04
Canada	63,176	70,145	0.12	0.12
Caribbean	266,902	254,740	0.49	0.45
China	23,846	51,717	0.04	0.09
Cyprus	78,191	77,156	0.14	0.14
Czech Republic	8,696	12,077	0.02	0.02
Democratic Rep of Congo	n/a	8,590	n/a	0.02
Denmark	14,251	18,493	0.03	0.03
Ex-USSR	27,108	43,182	0.05	0.08
Ex-Yugoslavia	13,846	47,410	0.03	0.08
Finland	5,397	11,228	0.01	0.02
France	53,371	94,178	0.10	0.16
Germany	215,113	262,276	0.39	0.46
Greece	14,459	35,007	0.03	0.06
Hong Kong	72,884	94,611	0.13	0.17
India	409,13	466,416	0.75	0.82
Iran	32,158	42,377	0.06	0.07
Iraq	n/a	32,251	n/a	0.06
Italy	91,011	107,002	0.17	0.19
Japan	28,247	37,293	0.05	0.07
Kenya	112,441	129,356	0.20	0.23
Luxembourg	697	1,236	0.00	0.00
Malaysia	43,608	49,207	0.08	0.09
Netherlands	29,653	39,972	0.05	0.07
New Zealand	41,203	57,916	0.08	0.10
Nigeria	47,201	88,105	0.09	0.15
Pakistan	234,164	320,767	0.43	0.56
Poland	73,951	60,680	0.13	0.11
Portugal	19,904	36,402	0.04	0.06
Romania	4,019	7,617	0.01	0.01
Sierra Leone	6,280	16,972	0.01	0.03
Singapore	33,751	40,180	0.06	0.07
Somalia	n/a	43,515	n/a	0.08
South Africa	67,918	140,201	0.12	0.25
South America	34,518	76,412	0.06	0.13
Spain	38,606	54,105	0.07	0.09
Sri Lanka	39,402	67,832	0.07	0.12
Sweden	11,001	22,366	0.02	0.04
Turkey	26,757	53,964	0.05	0.09
USA	143,590	155,030	0.26	0.27
Zimbabwe	21,427	49,303	0.04	0.09

Source: “Born Abroad; An immigration map of Britain – countries of birth,” BBC News, accessed December 15, 2010, [http://news.bbc.co.uk/2/shared/spl/hi/uk/05/born\\_abroad/countries/html/overview.stm](http://news.bbc.co.uk/2/shared/spl/hi/uk/05/born_abroad/countries/html/overview.stm).



**Attachment 3 – Undergraduate and Postgraduate Students in Accordance with their Ethnicity, HESA 2009/2010**

<b>Ethnicity</b>	<b>Undergraduate</b>	<b>%</b>	<b>Postgraduate</b>	<b>%</b>
White	1,356,330	79.2%	291,740	77.9%
Black Caribbean	27,335	1.6%	4,185	1.1%
Black African	66,840	3.9%	12,885	3.5%
Other Black	5,960	0.3%	1,090	0.3%
Indian	55,795	3.2%	12,550	3.4%
Pakistani	36,570	2.1%	6,160	1.6%
Bangladeshi	13,530	0.8%	1,850	0.5%
Chinese	13,615	0.8%	4,135	1.1%
Other Asian	23,490	1.4%	5,380	1.4%
Other	61,380	3.6%	12,285	3.3%
Not known ethnicity	52,465	3.1%	22,050	5.9%
<b>Total</b>	<b>1,713,305</b>	<b>100%</b>	<b>374,305</b>	<b>100%</b>

Source: “Students and Qualifiers data tables – Students by Ethnicity”, HESA, accessed March 1, 2011, <http://www.hesa.ac.uk/index.php/content/view/1973/239/>.

**Attachment 4 – Secondary School Students in Accordance with their Ethnicity, Department for Education 2010**

<b>Ethnicity</b>	<b>Number</b>	<b>Percentage</b>
White	2,638,190	81.2%
Black Caribbean	44,790	1.4%
Black African	83,270	2.6%
Other Black	15,870	0.5%
Indian	80,840	2.5%
Pakistani	96,580	3%
Bangladeshi	40,580	1.2%
Chinese	13,430	0.4%
Other Asian	40,170	1.2%
Other	39,200	1.2%
Mixed	113,340	3.5%
Not known ethnicity	42,150	1.3%
<b>Total</b>	<b>3,248,410</b>	<b>100%</b>

Source: “Pupils and their Characteristics: January 2010”, Department for Education, accessed March 3, 2011, <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/>.

**Attachment 5 – Primary School Students in Accordance with their Ethnicity,  
Department for Education 2010**

<b>Ethnicity</b>	<b>Number</b>	<b>Percentage</b>
White	2,535,780	78.5%
Black Caribbean	45,210	1.4%
Black African	99,060	3.1%
Other Black	19,480	0.6%
Indian	81,590	2.5%
Pakistani	131,470	4.1%
Bangladeshi	53,940	1.4%
Chinese	11,040	1.5%
Other Asian	43,960	1.4%
Other	46,850	1.5%
Mixed	140,290	4.3%
Not known ethnicity	21,450	0.7%
<b>Total</b>	<b>3,230,120</b>	<b>100%</b>

Source: “Pupils and their Characteristics: January 2010”, Department for Education, accessed March 3, 2011, <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/>.

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